

Hope Elementary School

kindness perseverance responsibility

September 8, 2020

Dear Parents and Students:

Welcome to the 2020-2021 school year. This Student/Parent Handbook, to be approved by the HES School Committee on September 22, 2020 is designed to give you an overview of important information regarding programs, policies and procedures at Hope Elementary School. Please take the time to review the contents together with your child. It will be available through our school's website, www.fivetowns.net/HES. Please note that Hope Elementary School students attending an event at any Five Town schools are subject to Hope Elementary School Policies as well as any additional Five Town policies that may apply.

The Hope Elementary School staff works diligently to provide an environment that is caring, safe and educationally sound. This handbook may not address every situation that might arise over the course of the year; for this reason I urge you to call the school and speak with me, or to a teacher, whenever you have questions or concerns. Good communication with teachers, students and parents will help to ensure success for all. We are all easily available by email and our addresses are listed on page two in this document. If there is a conflict between the handbook and policies, the policy will govern. We also reserve the right to make changes to the handbook during the school year.

This year, there are many changes to our rules and procedures, due to COVID-19. Beginning with the first day of the 2020-2021 school year, for safety reasons, any guidelines contained in the 2020-2021 Hope Elementary School Plan will supersede conflicting information in this handbook.

Although we are amidst a national pandemic, we look forward to a safe and successful school year and I offer my heartfelt welcome to students and parents to the 2020-2021 school year. The staff is prepared for a safe and nurturing growth-filled year.

Sincerely,

Danielle S. Fagonde
Hope Elementary School Principal

TABLE OF CONTENTS

Mission Statement.....	1
2015-2016 School Goals.....	1
School Committee.....	1
THE SCHOOL DAY	3
Attendance.....	3
Cancellation of School.....	3
Dismissal from School.....	3
Early Release Days.....	4
Illness/Medications/Nursing Services.....	4
Make-Up Policy After Absence.....	4
Parents and Visitors.....	4
Student Wellness.....	5
Vacations/Planned Absences.....	5
GENERAL SCHOOL CONDUCT AND DISCIPLINE.....	5
Hope Elementary School's Code of Conduct.....	6
Student Discipline Procedures.....	7
Bus Rules.....	7
Cafeteria Rules.....	7
Playground Rules.....	8
Gum Chewing.....	8
Harassment.....	8
Levels of Inappropriate Behavior and Related Consequences.....	8
School Suspension.....	10
Sports Done Right.....	10
Student Grooming and Dress.....	10
Student Drug and Alcohol Policy.....	11
Bomb Threats.....	11
ACADEMICS.....	12
Cheating/Plagiarism.....	12
Homework.....	12
PowerSchool.....	13
Promotion Requirements.....	13
Standards Progress Reports.....	13
Supported Study.....	13
Family Educational Rights and Privacy Act Annual Notice (F.E.R.P.A.).....	13
Highly Qualified Teachers.....	15
STUDENT SERVICES.....	15
Response to Intervention/Title 1.....	15
French, Art, Music and Physical Education.....	15
Gifted & Talented.....	15
Guidance Program.....	16
Special Education.....	16
Individual Education Plan Team (IEP Team).....	18
Student Assistance Team.....	18
Laptop Computers.....	18
SUPPORT PROGRAMS.....	18
Box Tops for Education.....	18
Campbell Soup Labels.....	18
Eighth Grade Fundraising.....	19
Good Search (web browser).....	19
Hope School Parent Teacher Organization (PTO).....	19
Magazine Drive.....	19
One Cause (formerly School Pop).....	Error! Bookmark not defined.
Partners For Enrichment.....	19
GENERAL INFORMATION.....	19
Accessibility to School Events.....	19
Accidents.....	19
After-school Arrangements.....	19
Asbestos.....	20
Co-Curricular Eligibility Policy.....	20
Dances and Functions.....	20
Electronic Equipment.....	21
Emergency Response Plans.....	21
Emergency Evacuation.....	21
Field Trips.....	21
Hawk's Eye.....	22
Homeless Students.....	22
Hot Lunch Program.....	24
Immunizations.....	24

Library Rules	24
Lice	24
Lockers and Desks	24
Lost & Found	24
Non-Discrimination/Equal Opportunity and Affirmation Action	25
Media Access to Students	25
Pest Management	25
Physical Examinations	25
Public Complaints	26
School Website www.fivetowns.net/hes	26
Skateboards, Scooters, Bicycles and Roller Blades, etc.	26
Smoking/Chewing Tobacco Use And Possession	26
Snacks	26
Substitutes	26
Telephone Use	26
Volunteers	27
SCHOOL CALENDAR	27
AUTHORIZATION TO ADMINISTER MEDICATION	29
STUDENT SIGNATURE PAGE	30

HOPE ELEMENTARY SCHOOL

MISSION STATEMENT

Hope Elementary School strives to provide a high-quality learning environment where all students are healthy, safe, engaged, supported and challenged wherein we will develop RESPECT for self and others, a sense of RESPONSIBILITY for oneself and community, and the will for PERSEVERANCE.

RESPECT

- Treat others as we would like to be treated
- Accept and appreciate human differences
- Acknowledge and appreciate different learning styles
- Value the rights and property of others
- Work and learn cooperatively with others
- Take care of resources and materials
- Value the contributions and efforts of everyone
- Demonstrate respect, kindness, and responsibility towards others and oneself

RESPONSIBILITY

- Take responsibility for one's own actions
- Acknowledge obligations to the community and the environment
- Arrive to school each day prepared to learn
- Participate fully and mindfully in class
- Follow school rules

PERSEVERANCE

- Advocate for learning by asking questions
- Learn from feedback and revise work as needed
- Challenge ourselves and encourage each other to learn new skills and practice tasks that are difficult

2019-2020 Commitments

As the staff of Hope Elementary School, our goals are:

- Implementation of Expected Outcomes (EO) for all subject areas so we're clear on what we want all students to know and be able to do.
- Increase students' awareness of the EO's and why they are important to learn.
- Develop and implement lessons that appeal to different learning styles, including "real life" project-based learning.
- Provide opportunities for student leadership and involvement.
- Consistently implement our core academic programs
- Use collected student assessment information (NWEA, AimsWeb, etc.) to identify student needs and strengths, providing necessary assistance, interventions and/or enrichment.
- Share the above information with students and assist them with developing personal goals throughout the year.
- Provide the necessary assistance and progress monitoring, to students through interventions and enrichment.
- Encourage strong teacher and parent connections/relationships.
- Encourage connections and community service with our greater Hope community.
- Support students, staff, and parents through our collaborative education teams.
- Encourage students and parents to use available technology to stay connected to the school and student achievement (school website, school newsletter, teacher web pages, Power School, etc.).
- Use the Professional Learning Community model to keep us focused on student learning and improving achievement.

- Work with students and parents to identify their commitments to support improved achievement.
- Consider the whole child in all that we do.

SCHOOL COMMITTEE

The Hope Elementary School Committee meets the second Monday of every month at the Hope Elementary School.

School Committee Members are:

Timothy Lock, Chair	763-4774	tim@gologic.us
Emily Burgess,	763-2924	em@jeffnem.com
Jacob Eichenlaub	763-2930	jacob.eichenlaub1@fivetowns.net
Jude Masseur		jude.masseur@fivetowns.net
Sarah Gilbert		sarah.gilbert@fivetowns.net

SCHOOL INFORMATION

Hope Elementary School
 34 Highfield Road
 Hope, Maine 04847
 Phone: 784-4081 Fax: 785-2671
 Website: www.fivetowns.net/HES

TRANSPORTATION

Luce Transportation
 Wayne Luce
 427 Wotton Mill Road
 Union, Maine 04862
 785-4580

SCHOOL STAFF

Name	Position	Contact
<u>Administration</u>		
Clark, Kate	Superintendent	763-3818
Fagonde, Danielle	Principal	785-4081
Bailey, Deborah	SPED Director	763-4716
<u>Staff</u>		
Amundsen, Colin	Grade 6-8 Science	HES Phone
Benner, Debra	K	
Boland, Tom	Maintenance	
	Music	
Carroll, Meg	Ed Tech	
Cochran, Patricia	Guidance	
Cole, Molly	Office Clerk	
Cooper, Jackie	Art	
Doble, Lynne	SPED	
Downs, Julie	School Secretary	
Dulac, Katie	Grade 3	
Eggen, Roxanne	Ed Tech	
Faunce, Sandra	Title I / SPED	
Fowles, Tammy	Maintenance	
Fowlie, Nicole	Ed Tech	
Goeke, Melissa	Grade 5	
Greenrose, Carmine	Grade 6-8 Language Arts	

Greenwood, JoAnna	Ed Tech
Ha, Oai	Grade 7 & 8 Math
Holbrook, Dottie	Ed Tech
Holbrook, Jeremy	Ed Tech
Holt, Lisa	Grade 2
Hughes, Pamela	Ed Tech
Lindahl, Kerin	Ed Tech
Morgenstern, Rosemary	Grade 6-8 Social Studies, Grade 6 Math
Muether, Anna	Grade 4
Muether, Timothy	Technology Ed Tech
Neville, Christine	G/T Coordinator
Payson, Jeff	Physical Education / Health / Math Intervention
Porter, Nathaniel	Technology Coordinator
Pride, MaryBeth	Pre-K
Ryan, Joanne	School Nurse
Schrader, Sarah	Grade 1
	French
Schick, Caitlin	Ed Tech
Stanek, Christina	SPED
Strassburg, Josh	Food Service
Tyler, Natalia	Speech & Language
Walkup, Shelly	Ed Tech
Walsh, Liza	Librarian

E-MAIL: Any staff member in the Five Town CSD can be e-mailed by inserting the appropriate name into the following address: first.last@fivetowns.net

IMPORTANT COVID-19 Note:

Beginning with the first day of the 2020-2021 school year, for safety reasons, any guidelines contained in the [2020-2021 Hope Elementary School Plan](#) will supersede conflicting information in this handbook.

THE SCHOOL DAY

The school day begins at 8:15 a.m. and ends at 2:45 p.m. except Fridays. Friday dismissals are at 1:45 p.m. Students who walk to school or are provided transportation by their parent should arrive no earlier than 8:05 a.m. Buses will arrive between 8:05 and 8:10. Upon arrival, all students are required to come directly into the building. Parents are not to go to their child’s classroom without signing in at the office. The first few minutes of the day are busy for teachers, so please limit morning visits to emergencies only.

Breakfast will be served daily. The cost of breakfast is \$1.50.

All students will have a ten to fifteen minute break each morning. A water filling station is available throughout the day where students are encouraged to fill their water bottle. Snacks are the responsibility of each student (healthy snacks are advised). Individual teachers will determine the exact time of this break.

All students have a 20-minute lunch period and a 20-minute recess at noontime. Students are required to go outside for recess. If special circumstances warrant, a child may be allowed to stay in, but only when a note of parental permission is presented to the teacher. Appropriate dress is required and in the event of extreme weather conditions, the entire group will remain inside for recess.

Student dismissal is at 2:45 p.m. Students who are picked up by parents will be dismissed before bus students. Parents are asked to park their vehicles away from the front bus loop and come inside. Any student being picked up whose parent is not present at this time will need to wait in the lobby until their ride arrives.

On Fridays the Y bus will pick up students going to the YMCA or LCS for sports practices at 2:45. We will have Supported Study available for Pre-K-8 students until 2:45 on Fridays, but transportation is the responsibility of the parent. The regular bus run will be at 1:45 only.

The instructional day does not end until 2:45 p.m. (1:45 p.m. Fridays). During the last few minutes, teachers are finishing lessons, reviewing homework assignments and making announcements. For this reason, we ask that students not be disrupted or dismissed early unless absolutely necessary. We also ask that parents wait in the front lobby and not go to a classroom for these same reasons.

Attendance

Attendance is important for the success of students at Hope Elementary School. The instruction in the classroom is structured to help students understand concepts and develop related skills. When students are not in attendance on a regular basis, the level of understanding a student achieves and the student's grades are usually adversely affected. Each classroom teacher will closely monitor student attendance. If a student's attendance becomes an issue, the classroom teacher will request a conference with the parent/guardian to address the concern. If the problem continues, the student will be referred to the Student Assistance Team for review of academic and behavioral concerns.

Hope School Committee policy and state law requires that every child, between the ages of 7 and 17, shall attend school during the time it is in session. Any unexcused absence of one half day or more is deemed a violation of this requirement. Provisions are made in the Hope School policy for excused absences that are consistent with state law. Absences may be excused for the following reasons:

1. Personal illness (*a written note from home is necessary upon return to school*).
2. Appointments with health professionals that cannot be made outside of the regular school day. The principal may request appropriate verification.
3. Observance of recognized religious holidays.
4. Emergency family situations as deemed appropriate by the principal.
5. Planned absences for personal or educational purposes, which have been approved in advance by building administration. Factors to be considered are:
 - a) Reason for absence,
 - b) Student's academic status, and
 - c) Student's history with absenteeism.

It is the responsibility of the child and his/her parent(s) to ensure that schoolwork is completed during and/or following absences. Families must work closely with teachers to determine the nature of the make-up work. Students who have been absent during the school day should not attend any after school event. **Parents are required to call the school if their child is going to be absent, preferably before 8:30 a.m.**

Cancellation of School

In the event that school must be cancelled or closed early because of snow, announcements will be made on TV channels WABI, WLBZ2, WCSH, WVII, and their websites, and posted on the Internet at www.villagesoup.com. The most current status will be on the central office recording at 763-3818 and Villagesoup.com. Each parent has been asked to complete an Emergency School Closure form, giving us instructions on where your child should go in the event that an early dismissal occurs during the school day. Snow days and delayed starts will also be announced to each home via our automated phone system.

Dismissal from School

If a student needs to be dismissed during the school day, parents are required to come into the school office to request them and to sign them out.

Students will not be released to anyone other than a legal guardian without written consent from the legal

guardian. Anyone picking up a student other than a legal guardian is required to come into the school office to sign out the student they are picking up.

Anyone picking up a student in grades PK-3 must come into the building to pick up their child. Students in grades PK-3 will not be released into the parking lot without being accompanied by an adult.

Early Release Days

There are a few early release days in our school calendar. Some are to accommodate Parent Teacher Conferences, and others are prior to vacations. On these days lunch will be provided for students. Unless otherwise noted, dismissal on these days will be at 11:30.

Illness/Medications/Nursing Services

If your child must miss school because he or she is sick please call the school by 8:30 a.m. to let the teacher know. Often it is difficult to know whether your child should come to school if he/she is not feeling well in the morning. Many times when we have to call a parent during the day to pick up an ill child, we are told that the parent suspected that the child wouldn't make it through the day. Unfortunately, the whole class gets exposed when an ill child comes to school. Please help us keep everyone as healthy as possible by checking to see if your child is running a fever when you hear complaints of "not feeling good". A fever is *one* indicator that a child may be coming down with something and might be better off staying home. **Students should be fever-free, without a fever reducer, for 24 hours before returning to school.** Also, if you feel that your child is too ill to go outside at recess, he/she is probably too ill to be at school.

Children who must take prescription medication during school hours must have a Drug Administration Form (see the back of this handbook for a blank form) on file in the office signed by both the parent and the attending physician. Medication will not be administered without this form on file. Please bring this form to school along with the medication to be administered. **Students should not transport medications on the bus.** All medication must be properly labeled in the original container with amounts and times of medication clearly stated. Medication will be kept in a secure place and will be administered by a designated member of the school staff. Daily records will be kept of the administration of medication. Permission may be given for the administration of Tylenol/Advil as needed. The school will only administer medication (including Tylenol & Advil) that *you* provide. The school will not provide this medication for students.

Health records are maintained for each student and follow the student throughout his/her entire school experience.

We have a school nurse who administers our annual vision and hearing screening, reviews immunization records, middle-school scoliosis screening, update individual allergy and emergency plans, triage all students with regard to injuries and illness throughout the day, and communicate with parents to highlight a few of the school nurse's responsibilities.

Make-Up Policy After Absence

For a one-day absence, all work is to be made up within the first three days of school attendance following the absence. For absences of more than one day, two days for each day of absence will be allowed. These allowances are to be considered maximums. Every effort should be made to complete missed work as soon as possible. Parents may obtain homework for absences by contacting the office in the morning of the day it is to be picked up. Under special circumstances, teachers may exercise judgment and make modifications to this policy.

Parents and Visitors

All visitors and volunteers are **required** to stop at the office immediately upon entering Hope Elementary School. You will be asked to sign in and wear a visitor's badge during your time here. If you come to deliver materials such as lunch, snacks, clothing or homework assignments please leave it in the office and we will see that your child receives it. This protocol is designed to ensure building security and to reduce disruption to the instructional day. If you need to see your child, we will call them to the office at your request. We welcome and encourage visitors to our school, however we require prior notification so we can schedule your visit. Parents requesting to see a teacher at any time are also requested to report to the office first.

We discourage students from other schools visiting the school during the school day, as this is usually disruptive to the educational process. Special requests (such as a student planning to attend school here) should be directed to Mrs. Fagonde.

Student Wellness

The Hope School Committee recognizes that student wellness and good nutrition are related to students' physical and psychological wellbeing and their readiness to learn. The Committee is committed to providing a school environment that supports student wellness, healthy food choices, nutrition education, and regular physical activity. The Committee 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.

The Hope School will ensure that meals provided by its Food Services Program meet the nutrition standards established by federal regulations. Sales of foods and beverages that compete with the school lunch program must be in compliance with the Committee's policy EFE, Competitive Food Sales/Sales in Competition with the School Food Services Program.

This policy serves as assurance that Hope School guidelines for reimbursable meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the National School Lunch Act and the Child Nutrition Act.

Nutrition education will be integrated into the instructional program through the health education program and/or the curriculum as aligned with the content standards of Maine's system of Learning Results. Nutrition education should focus on skills students need to adopt and maintain healthy eating behaviors. Students should receive consistent nutrition messages throughout the school, including classrooms, cafeteria, and school-home communications. **Healthy options are always encouraged for school parties and celebrations.**

We are a Let's Go! 5-2-1-0 site. *Let's Go!* Is helping kids and families eat healthy and be active. Hope Elementary School has been participating in this program since 2012, which will supplies us with online toolkits, technical assistance, team collaboration, fall and spring check-ins and the opportunity to apply for competitive mini-grant funding, if funding is available.

Vacations/Planned Absences

The Administration discourages students from taking vacations during the regular school year. However, if this is unavoidable, parents need to request and complete a Vacation/Planned Absence Form that needs to be approved by the principal. The form should be requested as soon as the dates for the absence are known and **submitted a minimum of one week** before the start of the absence. This form ensures that all parties are notified of the planned absences, and can plan accordingly. The student has two responsibilities prior to leaving:

1. Inform each of his/her teachers of the planned absence.
2. Collect assignments that are available.

Assignments are not always available prior to scheduled absences. Time will be provided upon return to complete unassigned work (see "Make-Up Policy After Absence"). The student is responsible for scheduling time with his/her teacher(s) to make up all missed tests, quizzes and/or other assignments.

GENERAL SCHOOL CONDUCT AND DISCIPLINE

The following list identifies the general student conduct expectations adopted by Hope Elementary School. All school personnel strive to instill these positive behaviors in all students through the use of periodic awareness sessions, reinforcement and praise. Students who follow these guidelines will avoid disciplinary action. It is important for all students and their parents to become familiar with these expectations.

- 1) Students will be respectful to all people who are part of the school community.

- 2) Staff members are to be addressed by their full titled name. (Mrs., Mr. etc.)
- 3) Students will treat school property and the property of others with care and respect.
- 4) Students will refrain from the possession and use of illegal substances, including drugs, alcohol and tobacco.
- 5) Students will resolve conflict using nonviolent, non-aggressive methods.
- 6) Students will use appropriate language. Profanity and/or vulgar language are not allowed, nor are conversations relating to controlled substances or sexual matters. The only exception is when these topics are discussed as part of the curriculum.
- 7) Students will not use personal cell phones, CD/MP3 players, iPods, radios or electronic games while in school.
- 8) Students will remove hats, coats, snow pants and boots while school is in session. Shoes should be worn when boots are removed. Slippers are not a safe alternative in an emergency evacuation.
- 9) Students will dress and groom themselves in such a manner that will not disrupt the educational process.
- 10) Students must conform to reasonable standards of socially acceptable behavior. (Refer to the School's Code of Conduct, below)
- 11) Students will preserve the degree of order necessary to the educational program in which they are engaged.

Hope Elementary School's Code of Conduct

Hope Elementary School's Code of Conduct is reflective of the core beliefs and values of the Hope School Community and is correlated with the Guiding Principles of Maine's Learning Results and Maine's Common Core of Learning. These values create the environment, which allows quality teaching and learning to take place in our school.

At Hope Elementary School we will

Show RESPECT by:

- Treating others as we would like to be treated
- Being considerate, thoughtful, appreciative and cooperative

Show RESPONSIBILITY by:

- Respecting our own property and the property of others
- Submitting quality work in a timely manner
- Being prepared for school
- Taking an active role in learning

Be GOOD CITIZENS by:

- Contributing to a healthy and safe environment
- Obedying rules
- Helping ourselves and others
- Developing appropriate self-advocacy skills

Show INTEGRITY by:

- Being honest, trustworthy, and having a strong work ethic

Show COMPASSION by:

- Being kind and empathetic

Show ACCEPTANCE by:

- Including all and celebrating diversity

Demonstrate SELF-WORTH by:

- Having a positive attitude
- Showing pride in all that we do

HONOR ALL LEARNING by:

Showing appreciation for all learners, inside and outside of the classroom
Becoming lifelong learners

Student Discipline Procedures

As in all good schools, discipline procedures are in place, which hold students accountable for behavior, which infringes on the rights of others. Good discipline allows the school to fulfill its primary responsibilities, which are educating students and promoting good citizenship. All students are expected to conduct themselves with respect for others and in accordance with School Committee policies, school rules and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school. Cooperation between home and school is critically important in handling discipline. We encourage parents to maintain close contact with teachers and vice versa when dealing with serious and/or repeated violations. These behavior expectations apply to any student who is on school property, who is in attendance at school or at any school-sponsored activity, or whose conduct at any time or any place directly interferes with the operations, discipline or general welfare of the school.

Academic Detentions: Teachers have a right to request that a student stay after school. A 24-hour notice will be given and students are bound to honor these appointments. The length of the detention should be defined at the time it is assigned.

Behavior Detentions: Students are expected to stay after school as a consequence of behavior which violates policies, rules or laws or whose conduct directly interferes with the operations, discipline or general welfare of the school. Students assigned detention will be given 24-hours notice (exceptions may be made if parents are in agreement) and a detention slip to be taken home, signed and returned. Behavior detention is held in an assigned room Monday through Thursday beginning at 2:45 and ending at 3:30. Students are expected to arrive at Behavior Detentions at the scheduled time. Students are expected to work quietly and independently during the detention. If students are disruptive during this time, the detention will not count, and an additional day will be assigned. *Prompt transportation home following detentions will be the responsibility of the parent or guardian.*

Bus Rules

The school bus is considered to be an extension of the school. Students who fail to observe the bus rules or fail to cooperate with the driver, risk losing their privilege to ride the bus. This is a serious safety issue. The following rules have been adopted and are posted at the front of each bus:

1. Students are to enter and leave the bus in an orderly fashion (no running or pushing).
2. Upon boarding the bus, students are to go directly to their seats, which may be assigned by the driver, and remain there until the bus stops at their proper discharge location. It is a violation of state law for passengers to stand or block the aisles while the bus is in motion.
3. Students are to remain quiet enough not to distract the driver and must, at all times, refrain from shouting, singing, or talking to the driver while the bus is in motion.
4. Students will treat each other with courtesy and respect. If a student has a problem on the bus, they must inform the driver when exiting the bus, as well as their parents and/or the principal.
5. Students are to neither purposely nor carelessly destroy bus or personal property. Students will be financially responsible for causing any purposeful or careless damage.
6. Proper ventilation is the responsibility of the driver. Students may not extend arms, or other body parts, through the windows.
7. Throwing objects on or out of the bus is prohibited.
8. Eating, drinking, or chewing gum on the bus is prohibited. Students will keep the bus clean at all times.
9. Students will not bring any living creatures, glass containers, flammable or dangerous materials or toys on the bus without permission.

Cafeteria Rules

1. Remain seated until dismissed.
2. Tables will be dismissed when the table and the area around it are clean.
3. Ask permission to leave the cafeteria or to use the bathrooms.
4. Use appropriate inside voices.

5. Use appropriate table manners.
6. No food or drink may leave the cafeteria.

Playground Rules

1. The field beyond the baseball backstop, dugouts and all wooded areas are off limits.
2. When the whistle blows the students should move at the first call. Once all the students are lined up, they should walk quietly to the school doors.
3. Flag football is the only football game allowed.
4. Appropriate use of playground equipment will be determined by duty teachers and clearly explained to the students.
5. No inappropriate physical contact.
6. No inappropriate language.
7. When a student has a problem on the playground, it is his or her responsibility to inform the staff member on duty.
8. During winter months it may be announced that sleds may be used during recess. This does not include snow skates or snow boards.

Gum Chewing

Gum chewing during school hours is not allowed in any part of the school, school grounds and/or school buses (unless as specified in a student's individual plan in designated areas only). Parents are asked to help us with this by not allowing children to bring gum to school.

Harassment

Harassment of students because of race, color, sex, religion, ancestry, national origin, or disability is prohibited. Such behavior is in violation of School Committee policy and may constitute illegal discrimination under state and federal laws.

Levels of Inappropriate Behavior and Related Consequences

We believe that students learn best in a school environment that is safe and free from unnecessary disruption or distraction. In an attempt to be consistent in the delivery of fair and equitable consequences for conduct that does not adhere to this belief, the rules of conduct, with related consequences for unacceptable behavior, are in place at Hope Elementary School. We have identified three levels of problem behavior and have assigned standard consequences that will be administered by the building principal or designee. Copies of all referrals will be sent home to parents to be signed, and then kept on file in the office. In addition to the behaviors listed below, each class will develop their own set of classroom conduct expectations and related consequences that will be administered by the individual teacher.

Level I Behaviors

Behaviors included in Level I are types of behaviors which are disruptive and/or distracting to the learning environment that, in the teachers' judgment, may require discipline referral to the principal.

1. Disrespect to school property and the property of others.
2. Disrupting class.
3. Use of inappropriate objects or materials (electronic devices, magazines etc.).
4. Inappropriate dress.
5. Lying or misrepresenting a situation.
6. Inappropriate language.
7. Subtle, intentionally hurtful behaviors.

Level I Consequences

Discipline for Level I behavior is dependent on the severity and frequency of the conduct. In many instances teachers will have made previous attempts to remedy the situation on their own before referral to the office. Level I infractions will meet with one or more of the following responses from the principal:

1. Conference with the student.

2. Verbal reprimand.
3. Loss of recess or other privilege.
4. Phone contact with parent.
5. After-school detention.
6. Other consequence deemed appropriate by the principal.

Level II Behaviors

Level II behaviors seriously interfere with the educational process. Such behaviors may also be potentially dangerous to the physical, mental and/or emotional safety and well being of the students and staff. Level II infractions will **always** be referred to the principal for action.

1. Three or more repeated instances of Level I behavior that has not been modified by previous intervention.
2. Behavior that is dangerous to self or others such as threatening, hitting, pushing, kicking, tripping, fighting or spitting.
3. Destruction and/or defacing of school property.
4. Stealing.
5. Selling unauthorized merchandise such as toys, candy or food.
6. Cheating or plagiarism.
7. Verbal or physical harassment.
8. Defiance or disrespect towards authority.

Level II Consequences

Level II consequences will always be referred to and administered by the principal or designee and will always result in the first two and one or more of the following responses (3-9). A referral to the Student Assistance Team or a conference with the Guidance Counselor may also be considered:

1. Conference with the principal.
2. Phone contact with parent.
3. Letter of reprimand sent home and placed in student's file.
4. Parent conference with teacher and principal.
5. Community service. (e.g. cafeteria or playground cleanup).
6. Loss of recess or other privileges. (Dances, field trips, class activities, etc.)
7. Detention after school.
8. School suspension (up to three days in or out of school).
9. Other consequence deemed appropriate by the principal.

Level III Behaviors

Level III violations are considered to be very serious. These behaviors endanger the immediate health, safety and personal well being of the students and/or adults at Hope Elementary School. It should be noted that most violations listed would warrant involvement of a law enforcement agency as part of the school's disciplinary procedures.

1. Serious instances of Level II behavior or repeated offenses that have not been modified by previous intervention.
2. Use, possession or sale of tobacco products, alcohol, drugs or drug paraphernalia on school property at any time.
3. Fire setting.
4. Possession or use of dangerous weapons on school property at any time.
5. Any malicious, ongoing form of harassment or oppression directed toward another person's physical or mental condition, race, gender, religion, sexual orientation or physical appearance.
6. Extortion, defined as trying to obtain something from someone through force, intimidation or bribery.
7. Leaving school property without permission.
8. Striking a staff member, volunteer or substitute.
9. Threats of bodily harm or threats to the school structure such as bomb threats or the like.

Level III Consequences

Level III violations will always involve consequences 1 through 4 listed under Level II and, in addition, a mandatory out-of-school suspension of up to ten days. The principal will determine the duration. In the most serious instances expulsion may be warranted or even required by law. In such instances the child and his/her family will be entitled to due process rights as outlined in the Maine Statutes.

School Suspension

In some instances students may be suspended from school for up to ten days. Suspensions may be assigned "in" or "out" of school at the principal's discretion. In each case the following procedures will be followed:

In-School Suspension

1. Student reports to homeroom for attendance and to get assignments in the morning.
2. Student will report to the office directly after the homeroom period where he/she will remain for the day including lunch and recess.
3. On the day when a student is suspended they will not be allowed to participate in or attend school functions, including sports participation.

Out-of-School Suspension

1. During the suspension period the student will not be allowed to participate in or attend school-related functions.
2. Assignments will be collected and held at the school's office for pickup by parents.
3. During the suspension period the student is not to be on school grounds.
4. Prior to returning to class, the student and parents will meet with the principal for a post-suspension conference.

Appeal Procedure

Decisions made by teachers, coaches or the principal which involve suspension from an activity or from school may be appealed through the following chain of authority:

- Teacher-Principal-Superintendent
- Coach-Principal-Superintendent
- Principal-Superintendent

All appeals must be made in writing within three days of the suspension.

Sports Done Right

Hope Elementary School provides interscholastic and intramural athletic opportunities for middle school students. We emphasize good sportsmanship and the opportunity to gain skills and playing experience. Students (and their parents) who participate are required to sign contracts agreeing to be positive scholar-athletes for our school.

Student Grooming and Dress

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

Please keep in mind that this policy, as with everything else we do, is part of a valuable learning experience. The day will come when our children interview for a job, post secondary education, or for other important opportunities. It is important for them to have a concept of acceptable dress. Clothing that works well for the beach, yard work, dance clubs, exercise sessions, and sports contests may not be appropriate for a professional appearance. Generally speaking, clothing that reveals too much cleavage, your back, your chest, your feet, your stomach or your underwear is not appropriate for a school or place of business, even in a business casual setting

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

1. Articles of clothing promoting tobacco, alcohol or other drugs may not be worn on school grounds (when school is in session) or at any school function.
2. Articles of clothing with displays that are sexual, vulgar, violent, lewd or indecent or include sexual innuendo or insulting words (e.g. racial/ethnic slurs) are prohibited.
3. Clothing which includes such items as chains, studs or sharp objects that are destructive of school property is not permitted.
4. Hats, bandanas, hoods and visors are not to be worn inside the building during instructional time. Exceptions may be made for kitchen helpers or for religious or medical reasons. Exceptions may be made with prior knowledge.
5. Shorts are not to be any shorter than mid-thigh (about four inches above knee).
6. Skirts and dresses will be no shorter than mid-thigh (about four inches above knee).
7. Necklines should be no more than four inches below collarbone. A bare midriff or bare back should not be shown. Straps on all tops must be at least 1" wide. "Spaghetti" or halter straps are not to be worn to school.
8. Undergarments must not be visible.
9. Pants will not be so loose around the waist that they drag unsafely on the floor.
10. Pajamas not allowed at school. Exceptions may be made with prior knowledge.
11. Appropriate shoes for athletic participation must be worn during physical education and when students are participating on field trips. Cleats, slippers, and wheelies are not allowed.

If grooming habits or dress present health risks or distractions to the educational process, the school will take necessary steps to remedy the situation. Staff who finds the clothing to be outside of this policy will request that students change or cover the inappropriate clothing. Students who refuse to do so will be sent to the office to call parents to bring in appropriate clothing. We appreciate your taking the time to review this with your child. It is embarrassing for all when we need to call home for a change of clothes.

Student Drug and Alcohol Policy

The Hope School Committee has adopted a student drug abuse policy. The rationale behind the policy is the belief that chemical and emotional health and wellbeing are essential human rights. To this end, the Hope School Committee established policies and procedures aimed at ensuring that every individual has the opportunity to attain his/her fullest potential as a contributing member of society.

The School Committee recognizes that the use of non-prescribed addictive substances poses a significant health problem for students, resulting in negative effects upon behavior, learning, individual growth and development of skills. The policy states that while in school or in attendance at any school-related function, students will not possess, use, distribute or sell alcoholic beverages, or any substance defined by law as a drug or any "look-alike" drug.

The use of, or possession of, alcoholic beverages or drugs on school grounds or at any school event, on or off the school grounds (including field trips, athletic trips, athletic events, etc.), will result in the student being immediately removed from the situation and may result in suspensions and/or expulsion following the completion of an investigation and consultation with parents. The local law enforcement agency will be contacted regarding the possession of or use of illegal substances at school or any school-sponsored event.

In implementing this policy, staff will not violate a student's right to confidentiality.

Bomb Threats

Any bomb threat, whether real and carried out or intended as a prank, represents a potential danger to the safety and welfare of students and staff and to the integrity of the school property. In the event of a bomb threat, the Hope School Committee's policy EBCC and accompanying procedures will be followed. All bomb threats shall be reported immediately to the local law enforcement authority, as well as to the Superintendent of Schools. Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Students may also be suspended and/or recommended for expulsion. Students, who knowingly encourage, aid or assist another student in making or communicating a bomb threat, or who fail to report information or knowledge of a bomb threat may also be

subject to disciplinary consequences. Instructional time lost as a result of a bomb threat will be rescheduled at the earliest opportunity.

ACADEMICS

Cheating/Plagiarism

Students should not copy from each other or from books or Internet sources. Students who are found to have taken information from another source will face disciplinary consequences of at least a detention. Teachers will determine whether the work can be redone.

Homework

Homework provides an important connection between home and school and allows students to practice what they have learned in class.

Homework is given because it

- teaches responsibility and independence,
- helps students develop positive study habits,
- prepares students for upcoming lessons, and
- reinforces what has been learned in class.

If your child seems to have too much homework on a regular basis, please discuss this issue with your child's teacher. Each teacher will establish consequences for missing, late or incomplete homework and communicate that information to students and parents.

Regardless of the regular homework assigned by teachers, the expectation is that *reading* activities will occur at home each day. Practice with basic *math* facts is encouraged as well.

Parents are the key to making homework a positive experience for their children. Promoting a positive attitude toward homework is part of the learning process. We ask parents to make homework a top priority by:

- providing a quiet place to study,
- setting aside a specific time each day for homework to be completed,
- providing necessary homework supplies, and
- monitoring independent reading time throughout the week.

Parents should only help with homework after their child has tried his or her best to do the assignment independently.

Students have a key role to play in this process as well. Their responsibilities are to:

- understand and write down all homework assignments,
- check completed work prior to passing it in,
- produce quality work on all assignments,
- be prepared with all necessary materials,
- return completed assignments and pass them in on time, and
- obtain assignments after being absent.

Homework will rarely be assigned to students on weekends or school vacations. Exceptions to this would be:

- missing work due to absences,
- long-term projects nearing completion,
- work that has not been completed by the student during the week, and
- on-going independent reading.

Students are also encouraged to maintain their skills during the summer by reading regularly and practicing their math facts. Teachers may also provide practice materials for students that should be completed to facilitate a smooth transition to the next grade level with less regression over the summer.

PowerSchool

Parents of students in grades 6-8 will also have the ability (after training) to access student grade information online, through our student information system, PowerSchool. Since printed mid-quarter reports will no longer be provided for these students, it will become very important for parents to access this information regularly to monitor students' progress.

Promotion Requirements

All students in Grades 6-8 must pass all academic courses in order to be promoted to the next grade level. Students who do not meet these requirements will be considered for retention per the Retention Policy (available upon request). If successful summer school participation occurs, the student will be assigned to the next grade level.

Students in all grade levels may be considered for retention if attendance or academic performances are concerns. Parents will be notified of the school's concern no later than April vacation.

Standards Progress Reports

Academic progress reports are issued three times per year. In grades K-8 standards-based report card will be completed, informing parents of progress towards reaching grade-level expectations.

Indicating a student's progress towards learning a grade-level standard is much more informative than a grade with no connection to content. The state of Maine requires that all schools move towards clarifying learning standards for students, reporting student progress towards meeting these standards and, in 2018, high school diplomas will be issued upon the learning of the Common Core State Standards,

Additional information will be provided to parents and students throughout the coming school year.

Parent-Teacher conferences are scheduled for October and January. Notification will be communicated through the Hawk's Eye asking parents to call school to schedule a conference with the classroom teacher(s).

Supported Study

Pupils who have been ill, who are not working to capacity or who are having difficulty should report to their teachers for extra help. It is the student's responsibility to request extra help from his/her teachers when he/she is having difficulty. In order to help students achieve, Hope Elementary School offers a Supported Study Program. Supported Study is an after-school program for grades 5-8 that offers a quiet atmosphere for students to complete their assignments and seek extra help. This will be held two days a week from 2:45 to 4:00 p.m., with days to be determined by the staff member in charge, in addition to Fridays from 1:45 to 2:45 for grades K-8. Teachers will make recommendations and parents will be contacted. Transportation will be the responsibility of parents. Arrangements for Supported Study need to be made with parents before the day students are to stay. Students should not use the office telephone to make such arrangements.

It is recommended that students who receive 1's or 2's attend Supported Study each day it is available until all grades are "3" or if students have been absent from school for more than two consecutive days until all work has been caught up.

Family Educational Rights and Privacy Act Annual Notice (F.E.R.P.A.)

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

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

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

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

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

2. Military Recruiters/Institutions of Higher Education: Military recruiters and institutions of high education are entitled to receive the names, addresses, and telephone numbers of secondary students and the School Department must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want the School Department to disclose this information must notify the Superintendent in writing by September 15th or within thirty days of enrollment, whichever is later.

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

4. Other School Units: As required by Maine law, School Union 69 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

5. Other Entities/Individuals: Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or Building Administrator.

Hope Elementary School is required by the Commissioner to collect and report student social security numbers for longitudinal data purposes. Hope Elementary School will be asking parents to provide written consent to use their child's social security number for these purposes. Provision of a child's social security number is not required as a condition of enrollment in Hope Elementary School and no child's social security number may be used for longitudinal data purposes without prior written parental consent. When a student turns 18 years of age, the written consent must be obtained from the student and the rights previously accorded to the parent are accorded to the student.

Complaints Regarding School Department Compliance with FERPA: Parents/eligible students who believe that the School Department has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Highly Effective Teachers

The following information is included in order to fulfill our obligations under the “Parents’ Right to Know” requirements of the federal *Every Student Succeeds Act* (ESSA). Under these requirements, teachers must meet general qualifications as well as the specific requirements of the subject they are teaching. This means we will be informing parents whenever a teacher who does not meet the new federal definition of “Highly Effective” teaches a child for four consecutive weeks.

Maine has some of the most qualified teachers in the country, and we are extremely proud of our teaching staff. We work hard to ensure that every class has a teacher with the appropriate background, experience and credentials for his or her current teaching assignment.

We believe that a caring, competent and qualified teacher for every child is the most important ingredient in education reform, and we want to assure you that we consider all our teachers to be fully qualified for their positions. All of our teachers are currently entitled to teach under Maine’s strict certification requirements. All of our teachers have college degrees and many have advanced degrees. In addition, every teacher continues his or her own learning through professional development activities and our teachers are evaluated each year to make sure that their teaching skills remain at the highest possible level.

Additional information on the ESSA, as well as on the qualifications of your child’s teacher, is available on request. Please contact the principal’s office at 785-4081 if you have questions or would like further information. Working with parents is an important aspect of our efforts to help students learn and we welcome your interest.

STUDENT SERVICES

Response to Intervention/Title 1

In grades K-8 we assess and identify students scoring in the lowest 20% of their class and not currently receiving supplemental services. These students will receive supplemental services in literacy/math as needed. The goal is to have ALL students learn the grade level outcomes in all content areas. Sometimes students need information delivered more than once or in multiple ways. Teachers will be using their Friday early release time to analyze data collected from our students to determine which students need additional support and what students need to be challenged more.

French, Art, Music, Health and Physical Education

Students in all grades have at least one class per week in French, art, music (K-5) and physical education. Middle school students will have one health class per week. Band instruction is available to students who are interested in playing a musical instrument in grades 5-8. Chorus is also offered to students in grades 6-8. There are two major concerts each year, one before the winter holidays and one in late spring. There may be other occasions when there will be band or choral performances during the year.

Gifted & Talented

Students are screened on an annual basis for the Gifted and Talented Program through a six-step process:

1. Student must score in the “Exceeds” category on a state assessment, achieve a 95% or better on a nationally normed achievement test, score above the grade level standard on NWEA, or be considered exceeding the grade level expectations as determined by his/her classroom teacher.
2. Evidence must demonstrate that the student’s academic needs are not being met in the regular education program.
3. A referral will be completed by the teacher/parent requesting consideration for supplemental programming. Parents and teacher(s) will be required to submit input.
4. The student will be assessed using an appropriate tool (SAGES) to obtain an individual student learning profile.
5. The above information will be submitted to the Gifted and Talented Committee for final selection and placement determinations. This committee consists of the principal, two classroom teachers, the school guidance counselor, and the GT teacher consultant.

6. The Gifted and Talented Committee reviews the screening information, collects additional information, determines placement and conducts process reviews on an annual basis.

Guidance Program

The guidance counselor provides services for all students. The guidance counselor consults with children individually, as needed, and provides classroom programs for students K-8. The guidance program focuses on decision-making skills, problem solving, communication skills, and self-esteem issues. The guidance counselor is available to consult with parents and teachers regarding student concerns.

Special Education

Special Education services are available to students who have been identified as having a disability or a handicapping condition that prevents them from being successful in the classroom. Hope Elementary School has full- and part-time resource room services, part-time speech therapy services and contracted services in occupational therapy and physical therapy as needed. The goal is to meet each student's needs in the regular classroom to the greatest extent possible.

Hope Elementary School makes provisions for the participation of, and consultation with, parents or guardians of disabled students by providing them with their full legal rights under state and federal law to participate in the identification, evaluation, placement and programming decisions made by the IEP (Individual Education Plan) Team for their child.

Referral/Pre-Referral Administrative Procedure

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

A. Referrals by Parents: A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Education. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the family in making the referral in writing to the office of the Director of Special Education. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Special Education. A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the District's pre-referral procedures (discussed below). Those pre-referral procedures shall continue during the referral process, however.

B. Referrals by Staff: Any professional employee of the school unit may refer a child to the IEP Team regardless of the results of initial Child Find activities, but only after completion of any pre-referral intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process. Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Director of Special Education.

C. Referrals by Others: Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial Child Find activities, but only after completion of any pre-referral intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process. Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Director of Special Education.

D. Receipt of Referral: Regardless of the source of the referral, a referral is received by the school unit on the date that the written referral is received by the office of the Director of Special Education. It shall be signed and dated by the special education director/designee, thereby indicating the date of the receipt of that referral.

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

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

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

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

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

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

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

Pre-Referral Procedures

Professional school staff members who observe that a student is encountering academic or functional difficulties in school that interferes with the student's education shall document those specific difficulties on a pre-referral checklist.

The school staff member shall then develop intervention strategies using the intervention checklist that accompanies the pre-referral checklist. The staff member may consult with other school employees and/or the student's parents in developing the intervention strategy. The intervention strategies shall have an established time period for implementation, and at the end of that time, its success shall be assessed and documented at the bottom of the intervention checklist. If the intervention strategies have not been affected or if the interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the staff member shall refer the child to the IEP consistent with the procedures set forth above.

The local unit shall notify parents whenever their child has demonstrated educational difficulties that have led to completion by a staff member of the pre-referral checklist and intervention strategy checklist. That notification of pre-referral interventions should include copies of the completed checklists and shall request that the parent contact the staff member who has completed the documents. That notification shall also inform parents that they have a right to refer their child directly to the IEP Team if they suspect that their child may need special education

services. The local unit may advise the parents as to why it may be appropriate to have the child participate in the intervention strategies prior to the referral to the IEP Team, but the local unit shall not reject or delay the referral until the completion of the intervention strategies.

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

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

Individual Education Plan Team (IEP Team)

School Union 69 (Hope-Appleton-Lincolntonville) wants to ensure that any eligible student who may have a disability and may require special education and related services is referred to the IEP Team. A professional employee of the Union, parents, and individuals or agency representatives with knowledge of a child may make referrals. Non-school personnel may refer by contacting the Building Principal or Director of Special Education.

Student Assistance Team

The Student Assistance Team is a group of caring school personnel whose mission is to assist staff and parents in dealing with children's social, emotional or academic problems that interfere with their becoming healthy, productive persons. The team encourages students to accept responsibilities by cooperatively developing strategies to bring about positive change. The team also provides a link between school, families and related community services. We are here for you. We accept referrals from teachers, parents, students and others. We work together to identify the problem causing disruption in a student's life and use a process to develop positive options for improvement. Follow-up is an important part of our commitment to the student.

Laptop Computers

All computers available for student use are laptops. Students in grades K-5 will share the use of "portable labs", while students in grades 6 through 8 will have individual laptops assigned to them for **educational use**. All students are required to sign the Acceptable Use Policy before accessing these computers. Students in grades 6-8 will be allowed to take laptops home once a parent has attended a training session and a portion of the home insurance policy has been paid.

Students should have no expectation of privacy in any activities conducted in school or while using school computers/devices and networks. Hope Elementary School has the right to monitor either on a random basis or because of a specific concern, all student use of school computers, networks and Internet access. Schools may review the content of emails, messages and any other content sent or received by students using school technology and they may take appropriate disciplinary or other action based on what they find.

SUPPORT PROGRAMS

Box Tops for Education

Throughout the year, students may bring in to the school specially marked box tops from hundreds of eligible General Mill's grocery and household products. The Boxtops are collected by the Hope School PTO and sent off to General Mills for redemption. Wendy Eaton (weneaton@tidewater.net) will oversee this program, but Box Tops should be given to classroom teachers or the main office.

Campbell Soup Labels

Each year students collect Campbell Soup labels to be redeemed for school equipment and program materials. Wendy Eaton (weneaton@tidewater.net) will oversee this program, but labels should be given to classroom teachers, or the main office.

Child Find

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

School Union 69's Child Find responsibility shall be accomplished through a multi-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.

Eighth Grade Fundraising

Each year our eighth grade class selects a destination for their class trip that they take in June. To be able to take this trip and not add a financial burden to families, the class participates in a number of fundraising activities throughout the year. Please help support our students.

Good Search (web browser)

You can register on goodsearch.com to have your web searches benefit Hope Elementary School. We earn \$.01/search so we really need you to join!

Hope School Parent Teacher Organization (PTO)

The Hope School PTO meet several times a year and support the school by helping fund enrichment programs and other activities that extend the learning opportunities for Hope students. All parents are encouraged to be an active part of their child's education and a way to participate is to join this group. The PTO sponsors events such as, the student directory, Pen Pal Tea, Teacher Appreciation week, after school skating and skiing programs, year-end field day and other activities that directly involve the children at Hope Elementary School.

Partners For Enrichment

Partners for Enrichment in Appleton Village, Hope Elementary and Lincolnville Central Schools, was created by a small group of volunteers from Appleton and Hope. The purpose of P.F.E. is to provide exposure to the arts, new technology, educational field trips and other vehicles of enrichment to our elementary school students to enhance the good, basic education they are currently receiving. Specific ideas for enrichment should be conveyed to Danielle Fagonde (Danielle.fagonde@fivetowns.net).

GENERAL INFORMATION

Accessibility to School Events

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

Accidents

Students involved in any accident during normal school hours or during any scheduled school activity must report the accident immediately to their instructor or supervisor, who, in turn, will notify the main office. An accident report is then filed in the principal's office.

After-school Arrangements

Before a student will be allowed to go anywhere after school besides their usual bus stop, or with their parent or

guardian, a signed note must be sent with the student stating the arrangements for that day. Students will not be allowed to get off at a bus stop other than their own, or to ride with another student, unless the school has written permission from the parent or guardian. Faxes and emails will be accepted. **Please have all requests for after-school arrangements in the office by 1:00 p.m.**

No students are to remain on school premises after school has been dismissed unless they are part of a scheduled after-school activity. Siblings of older students involved in after school activities are not permitted to remain at school, as there is no supervision for other students.

After School Programs

We are working hard to enrich our students beyond the school day with programs such as, Chess Club, Drama, etc. Students must have a signed permission slip in order to stay after for these programs. Once a permission slip is on file, students will be kept after school for the duration of the program unless specified by a parent.

Asbestos

The statement of asbestos is on file in the central office. There is no asbestos in Hope Elementary School.

Co-Curricular Eligibility Policy

A co-curricular activity is defined as a school-sponsored activity conducted after school that is not connected directly to academic study. Athletics, clubs, drama and dances are examples of such activities. Co-curricular activities are an integral part of school life. The knowledge and skills learned through these activities are critically important to the healthy development of students. These activities require a significant amount of planning and supervision on the part of the coach or advisor; however, participation in these activities does not take precedence over academic study. Because extracurricular activities are considered to be supplemental school programs, this policy was developed to ensure that the academic achievement of students is given priority.

1. Any student who has unexcused missing work in any subject will be ineligible to participate in any extracurricular activity until all work is passed in and accepted by the teacher. During this time students must attend Supported Study. If, at the end of two weeks the student has not successfully passed in their work, they will be withdrawn from the sport/activity. Dance eligibility will be determined prior to the dance.
2. The student will be responsible for meeting with the teacher to determine what assignments need to be completed.
3. Each coach or advisor has the responsibility for communicating the eligibility policy to his or her group or team and also to maintain periodic contact with teachers to monitor the performance of their participants.
4. Any student absent from school will not be eligible to participate in any scheduled co-curricular event (including dances) on that day unless it is cleared by the principal. Students serving any form of school suspension for disciplinary infractions will be ineligible to participate in co-curricular activities (including dances) for the duration of the suspension period.

Dances and Functions

Hope Elementary School will sponsor dances and other organized school functions in order to provide students with socializing experiences in a safe, controlled environment. The following rules pertain to all school dances and functions:

1. The principal will be present for all dances, so dates for dances must be cleared with her. If the principal is unable to attend, she will appoint a designee, who does not count as one of the two required staff members.
2. Hope School dances are for sixth, seventh and eighth graders with the exception of the end-of-the-year dance, which may include grade 5.
3. Students from other schools may attend our dances, as long as they are from the same grades

allowed at our dances (sixth, seventh and eighth - except for the dances listed above). A list of invited students needs to be submitted to the principal prior to the dance. In addition, every non-Hope student must provide an emergency telephone number that will allow the school to make contact with a parent the night of the dance. Visitors who are not on the approved list may not be admitted to the dance.

4. Backpacks/bags will not be allowed into the dance.
5. Students will be required to pay the admission charge upon arrival at the function.
6. Student attire is to follow the Hope Elementary School dress guidelines, with the exception of hats, which will be allowed.
7. Once a student leaves the building, he/she will not be readmitted to the function and will not be allowed to loiter on school grounds or sit in a car in the parking lot.
8. The sponsoring organization is responsible for any damage done to the building or grounds during the function.
9. Students are responsible for using the trash receptacles provided.
10. The student group sponsoring the function will provide a minimum of two teachers and two parent chaperones.
11. The Hope Elementary School rules apply to dances and functions. Any inappropriate behavior at a dance will result in either forfeiture of the next school dance or other disciplinary action.
12. Any student absent from school will not be eligible to participate in any scheduled co-curricular event (including dances) on that day, unless it has been cleared by the Principal or designee. Students serving any form of school suspension for disciplinary infractions will be ineligible to participate in co-curricular activities (including dances) for the duration of the suspension period.

Electronic Equipment

Radios, tape recorders or players, CD players, Walkmans, MP3 players, iPods, cell phones, pagers and electronic games are not to be used during school hours. Devices, which may interrupt the teacher and the class, have no place in the classroom. Students may not carry or use electronic devices such as cellular phones, pagers or beepers during class. Violators will be subject to discipline and confiscation of the device. The principal must approve exception to this policy.

Emergency Response Plans

Hope Elementary School has a School Safety Team, which is responsible for developing and implementing safety policies and procedures for the school. Although these emergency plans are not public documents, they are reviewed with and approved by the Hope School Committee annually. We also work closely with local emergency response personnel throughout the year.

Emergency Evacuation

Evacuation routes are displayed in each room. In the event of an emergency, students and adults should leave the building observing the following procedures:

1. Move quickly, quietly and immediately upon hearing the fire bell.
2. NO TALKING. Announcements may be made over the intercom.
3. Move at least 200 feet away from the building.
4. Do not stand on the driveway, as all entranceways must be kept open for fire trucks to enter.
5. If possible, students will line up with their class/teacher.

Field Trips

Field trips may be organized from time to time to supplement your child's academic program. In order to participate, your child will need to return a signed permission slip to his/her homeroom teacher. Some trips may require funds as well. While on a field trip, teachers are expected to hold a student accountable for his/her behavior. Chaperones are also expected to address student behavior and should report any concerns they have to the teachers that they are accompanying on the trip. Some behaviors may result in the student being excluded from future school trips.

Hawk's Eye

Our newsletter, called Hawk's Eye, is published weekly throughout the school year and will be emailed to families on Friday. If necessary, parents may request a paper copy, which will be sent home with the youngest child in your family. Please read this publication to stay current on school information and upcoming dates. The Hawk's Eye is also available on our school website.

Homeless Students

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

I. DEFINITIONS

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

II. ENROLLMENT/PLACEMENT

The school unit will determine, according to the best interest of the child or youth, whether the child or youth will be enrolled in the school of origin or in the public school that non-homeless students who live in the attendance area in which the child is actually living are eligible to attend. In determining the best interest of the child or youth, the school unit will, to the extent feasible, keep the child or youth in the school of origin, unless doing so is contrary to the wishes of the parent. If the youth is unaccompanied by a parent or guardian, the homeless liaison will assist in placement and enrollment decisions, with the views of the youth taken into consideration. The school selected shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, immunization records, evidence of residency, or other documentation.

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

In case of an unaccompanied youth, the homeless liaison will provide notice of the right to appeal. The enrolling school shall contact the school last attended by the child or youth to obtain relevant academic and other records. If the child or youth needs to obtain immunization or medical records, the parent or guardian of the homeless child or youth will be referred to the homeless liaison for assistance.

III. ENROLLMENT DISPUTES

If there is dispute concerning enrollment, the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will

be provided, in writing, with a written explanation of the school unit's decision and the right to appeal the decision.

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

IV. SERVICES

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

V. TRANSPORTATION

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

V. RECORDS

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

VI. HOMELESS STUDENT LIAISON

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

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

Deborah Bailey
Special Education Director

Department of Education
23 State House Road

Homeless Liaison
431 Camden Road, Suite 2
Hope, ME 04847
(207) 763-4716

Augusta, ME 04333
(207) 624-6637

Hot Lunch Program

The following prices have been set by the School Committee for the 2016-2017 school year: regular paid lunches are \$2.85 each day. Salad bar is available as an a la carte item. If a student wishes to bring a cold lunch, milk may be purchased for 35 cents. Free and reduced-price hot meals are available to all children who qualify. Federal funds for our Title I program are determined by the number of students who qualify for free and reduced-price lunch. Parents are encouraged to fill out the federal application form that determines eligibility. School officials hold parental information provided on the federal application in strict confidentiality.

Lunches provided by families should not include soda or candy, as these are items that our school wellness policy discourages.

Payment for school lunches is due on the first day of each school week throughout the year. Placing the money inside a clearly identified envelope with the days requested for lunch/milk is very helpful. Students who forget lunch money may charge their lunch for one day. After that, they will only be able to receive an a la carte option and milk. *Report Cards will be held at the end of the year until bills are paid.*

Immunizations

State law requires that all students be fully immunized in order to attend public schools. As regulations change, families will be notified. Students may receive exemption due to religious, medical, or philosophical reasons. Please contact the school for specifics. We are encouraging all families to consider flu shots for their children.

Insurance

If you do not currently have medical insurance for your child and would like to obtain accident insurance please contact the school office for information. All students participating in middle school athletics must show proof of insurance. Information on this insurance is sent out at the beginning of the year.

Library Rules

Books and periodicals may be borrowed for one week at a time. Reference books and encyclopedias may not be taken from the library. Books may be checked out or renewed only when the Librarian is present.

All returns go into the return box beside the Librarian's desk. Students are responsible for the proper treatment of books checked out to them and should return them promptly. Lost or damaged books must be paid for by parent/guardian. Students should not pass along library books to other students. Students will not be allowed to check out books from the library if all previous books have not been returned. *Report cards will be held at the end of the school year if a student has a missing library book and has not reimbursed the school for the book.*

Lice

If a student is found to have lice, the action is left to the discretion of the principal and/or school nurse.

Lockers and Desks

Although students may use lockers, personal bags and desks to store their personal materials while they are in school, there should not be any expectation of privacy as lockers, desks and bags are subject to random checks.

Lost & Found

We maintain a lost and found area (kept near the stage in the gym) for items that are left throughout the building. Students (and parents) may check this area as needed. Several times each year, as we collect large amounts of clothing, we will display items for students (and parents) to view. Notice of this will be placed in the Hawk's Eye. Items that are left will be donated to charities.

Media Access to Students

At the beginning of each school year you will have the opportunity to provide or deny permission for your child's name/picture to be published in the media. We try very hard to honor your wishes. Occasionally during sporting events the media takes photos of student athletes and we are not given the opportunity to screen for permission. Should this be a problem for you, please notify us and we will attempt to inform the local media directly.

Non-Discrimination/Equal Opportunity and Affirmation Action

School Union 69 is committed to maintaining a workplace and learning environment that is free from illegal discrimination and harassment. In accordance with applicable Federal and/or State laws and regulations, School Union 69 prohibits discrimination against and harassment of employees, candidates for employment, students and others with rights to admission or access to school programs, activities or premises on the basis of race, color, sex, sexual orientation, religion, ancestry or national origin, or disability. For the purpose of this policy, "sexual orientation" means a person's actual or perceived heterosexuality, bisexuality, homosexuality, or gender identity or expression. Further, in compliance with Federal law, School Union 69 prohibits discrimination against school unit employees and candidates for employment on the basis of age or genetic information.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Deborah Bailey, Special Education Director (Deborah.bailey@fivetowns.net).

Pest Management

Because pesticides pose risks, Hope Elementary 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).

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. Parents, guardians and staff have a 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 two days before planned pesticide applications. Pesticide application notices will also be posted in the school and on school grounds. 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 as well as a copy of the Pesticides in Schools regulation (CMR 01-026 Chapter 27) by contacting our IPM coordinator, Paul Russo at 763-3366.

For further information about pests, pesticides and your right to know, call the board of Pesticides Control at 207-287-2731 or visit the Maine School IPM website at www.thinkfirstspraylast.org/schoolipm.

Physical Examinations

All students participating in Busline /Middle School sports will be required to have a physical examination prior to participation in any practice or game. The physical will be administered by the student's own physician and at the student's expense. This physical will be good for two years and should not have to be repeated unless there has been evidence of a major medical problem or injury.

Each school year, an interim health history will be required of all students participating in sports. Hope Elementary School provides the health forms to the students. This history should be signed by the parent and athlete and will be reviewed by the principal. Should any problems arise, the principal will confer with the parents and make the determination as to whether or not a new physical will be required.

Camden Hills Regional High School does require that ALL entering ninth graders have physical examinations. Forms are sent home at the end of the eighth grade year.

Public Complaints

The Hope School Committee recognizes the need for a procedure for handling the concerns of parents and school board members.

When there is a concern about an issue by a parent of a Hope student, the parent should first consult the teacher. If not satisfied with the resolution, the parent should next speak with the principal, then the Superintendent, and if still not resolved to satisfaction, request of the Superintendent to be placed on the Hope School Committee meeting agenda. When there is concern about an issue by a parent of a Hope student or member of the Hope School Committee that does not involve the classroom, the parent or committee member should first consult the principal.

This policy should in no way be construed to mean that a parent or other citizen should not speak with a member of the Hope School Committee regarding a concern or issue, but the parent should realize that doing so is an informal act, because a school committee member can act only at an official meeting of the Hope School Committee.

School Website www.fivetowns.net/hes

Our school maintains an outstanding website. Please check often as the information is very current and changes regularly.

Skateboards, Scooters, Bicycles and Roller Blades, etc.

Students choosing to ride bicycles to school must lock their bikes on the provided racks as soon as they arrive on school grounds. This ensures that the bicycles are safely stored where they will not interfere with building entrances. Skateboards, scooters, snow skates/boards and “heelies” (wheeled shoes) and roller blades are not permitted at Hope Elementary School during the school day.

Smoking/Chewing Tobacco Use And Possession

In order to promote the health and safety of all students and staff and to promote the cleanliness of all facilities, Hope Elementary School prohibits smoking and the use of all other tobacco products in the school building, on school buses, during school-sponsored events and at all other times on school grounds by all persons, including students and employees.

In addition, students are further prohibited from possessing, selling, distributing or dispensing tobacco products in school buildings and facilities, on school grounds and buses, during school-sponsored events and at ALL other times.

Snacks

As a school we try to promote a healthy lifestyle. We therefore are requesting that snacks that are sent with students be healthy. We find that students are able to stay better focused if they have healthy food throughout the day. We also recommend that students have access to water throughout the day. Most teachers will allow students to have water bottles on their desks.

Snacks are available for purchases on a “pay as you go basis” through the cafeteria.

Substitutes

Substitute teachers are our guests and are to be treated with respect. Students sent to the office by a substitute for disrupting class will automatically receive a minimum of one after-school detention. Repeat offenses may result in suspension from school.

Telephone Use

Students may use the office telephone, with permission, to call parents in emergency situations only. Students will not be allowed to use the phone to make after-school arrangements with friends. These arrangements should be

made at home prior to the student coming to school. Students will need to obtain a “telephone pass” from his/her classroom teacher prior to using the phone.

Volunteers

All parents are encouraged to volunteer services to the school. The Hope School Committee has passed a policy that will require that any person volunteering here at Hope Elementary School must submit a written application. These forms will be sent home with all students and may be completed and submitted at any time, but must be on file prior to working in the classroom. All volunteers will be subject to background checks. Checks need to be completed annually. If you were previously approved, you may ask Ms. Cole to run your information again without having to complete a new form.

HOPE ELEMENTARY SCHOOL
STUDENT INDIVIDUALIZED HEALTH CARE PLAN
AUTHORIZATION TO ADMINISTER MEDICATION
WHICH MUST BE TAKEN DURING SCHOOL HOURS

Date: _____ Student's Name: _____ Grade: _____

Name of Medication(s): _____ Pharmacy: _____

Prescribing Physician: _____ Telephone: _____

Reason(s) for Medication(s): _____

Dosage: _____ Time(s) to be Administered: _____

Possible side effects and safety procedures:

Prescribing Physician's signature _____

Date on prescription label: _____

.....
Medication Removal

At the end of the school year or on the last day of the student's enrollment, I choose the following method of medication disposal:

- Parent will remove medication from school
- School personnel may dispose of the medication

I understand that any staff member who is the principal's designee may administer the above medication. This may include a school nurse or a medically unlicensed person designated by the principal as allowed by law.

Permission to Contact Prescribing Physician

I give my permission for the school nurse to contact the above named prescribing physician to obtain information about the medication and the administration schedule. I give my permission for the school nurse to share information with the doctor about the effects of the

medication on my child's learning.

Parent or Legal Guardian Signature: _____

Home Phone: _____ Work Phone: _____

Date: _____ Witness: _____

STUDENT SIGNATURE PAGE PLEASE COMPLETE AND RETURN:

Dear Parents,

It is our intention to provide the best educational opportunities for your children. We have an excellent facility which is staffed with quality personnel. To make this year and all successive ones memorable and worthwhile will take the concentrated effort of all students, parents and teachers. The rules and regulations are necessary to ensure that each student is allowed to learn without the interference of others as far as is practicable. We expect a great deal, for there is no legacy we can offer which is more worthwhile than an education.

Please read and review the information contained within this handbook with your child or children and then sign and return this form to the classroom teacher. This procedure helps ensure that all students and parents are aware of important policies and procedures at Hope Elementary School.

REGARDLESS OF SIGNED RECEIPT OF THIS DOCUMENT, YOUR CHILD WILL STILL BE HELD ACCOUNTABLE TO THESE RULES AND PROCEDURES.

Please sign and return by September 14, 2018.

Parent Signature: _____

Please have all your students sign individually below:

Student Signature _____

Student Signature _____

Student Signature _____

Student Signature _____

Date _____

Comments:

