



Parent /Student Handbook
for the 2016-2017 School Year

Revised: February 2, 2017

ACADIA Mission

ACADIA will... provide a rigorous, comprehensive educational program for children of the Lewiston/Auburn area in grades pre-k through 6th.

We will... promote high educational achievement through direct teaching opportunities that are entwined with extensive experiential learning opportunities.

ACADIA faculty and staff will... support the development of the whole child as each student develops academically, socially and emotionally in a safe community that requires personal accountability and meaningful participation.

We will... support our individual students in developing their full potential, while teaching them the value of belonging, connectedness and contribution to our larger community.

ACADIA Vision

ACADIA staff will... provide for a unique and innovative educational experience.

ACADIA students will... fully participate within our learning community, experiencing rigorous daily instruction comprised of carefully selected curricula to allow for academic acceleration, small group interaction and meaningful application.

Authentic, relevant experiential activities will... provide critical opportunities for our students to grasp real world application of concepts and skills, through the delivery of multi-modal learning opportunities that are necessary to meet the learning preferences of our students.

Our students will... be challenged to meet high expectations for academic performance, social and emotional competence, and demonstrate evidence of commitment to their community.

We expect students to... embrace high standards of personal accountability and commitment to their personal learning journey through innovative, projects of self-study and interest.

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ACADIA Academy School Policies

School Day Start and End Times

Students are expected to arrive on time for school. The school day begins at 7:50. Students who have not arrived by 8:00 will be considered Tardy. Regularly scheduled educational activities conclude at 2:30. Students will depart either on transportation or with an approved adult. Adults must check in at the office prior to picking up a student. If someone other than a parent or pre-approved guardian arrives to pick up a student, the office must be notified in advance by the parent or guardian, and the individual picking up must provide photo identification to school personnel.

Before/After school care for K-2 students is available for a weekly fee of \$65.00 per child for children attending ACADIA. The program runs from 6:45-7:45 a.m./2:30-5:30 p.m. daily. This program includes care provided on Friday In-service days when ACADIA is closed to students. Students that are not signed up for weekly Before/After school care can attend childcare on Friday In-service days (listed on the school calendar) for a fee of \$20.00.

Pre-School Students will attend either a morning or afternoon session. The morning session will be held from 7:50-11:00. Pre-K students staying to eat and ride the bus home will stay until 11:20. The afternoon session will be held from 11:20-2:30.

Before/After school care for Pre-K students is available for a weekly fee of \$90.00 per child for children attending ACADIA. The program runs from 6:45-7:45 a.m./2:30-5:30 p.m. daily. This program includes care provided on Friday In-service days when ACADIA is closed to students. Students that are not signed up for weekly Before/After school care can attend childcare on Friday In-service days (listed on the school calendar) for a fee of \$20.00.

Important!! Spaces are limited each year for any before/after school care. If you are interested, please contact Heather Fuller, Administrative Assistant. See the section on Before/Aftercare for Policies regarding this service.

Arrival Procedures

Before care students should be dropped off or escorted into the building and brought to the morning care room. At 7:45, staff tending to these students will release them to their classroom.

If you are dropping off students that can enter the building on their own, please follow the arrows painted on the parking lot and stop at the unloading zone in front of the building. Students should be capable of getting out on their own and entering the building. (Parents can park and walk their children into the building if they wish, but please keep in mind that teachers

are greeting all students individually at the classroom door to establish a positive and calm first greeting to their day and this will be a difficult time for teachers to have one on one conversations.)

The bus will also be using this same loop and stopping at the unloading zone. Teacher assistants will be stationed appropriately to help with students getting off the bus.

Dismissal Procedures

- At 2:30, all students who are riding the bus will first be dismissed. Teacher Assistants will escort students to the bus. Please do not park in the loop area, so that the bus has access to pull up and leave.
- At 2:33 Teacher Assistants will escort students staying for after school care to the cafeteria for snack and supervision.
- At 2:36, all remaining students will walk with Pre-K and K-2 classroom teachers to the front and wait out front for parents to get their child(ren). Students capable of walking to their parents' vehicle can be allowed to do so, if the teacher deems the parking lot is safe for this. Parents are welcome to come in and dismiss students prior to 2:36, but must have a picture ID with them.
- All students not staying for after school care need to be picked up by 2:45 so that staff may attend their professional development or meetings.

Attendance

All students are expected to attend classes. Regular attendance is essential for maximum academic progress. If your child is unable to make it to school, please call in advance. Public Charter schools follow Public School laws with regards to attendance and truancy. Should chronic absences become a problem, a notice will be sent home. This is a required measure by the Dept. of Ed. A conference may also be necessary with the director/principal and parents to create a plan to ensure the student does not fall behind and to determine if there is any support needed to assist the family.

Closures & Delays

Inclement weather, power outages, fire and other extreme circumstances may disrupt ACADIA Academy operations and may require closing of the school until the issue is resolved. Notifications of such closures and delays will be on WGME 13, WMTW 8, and WCSH 6 and their websites. In the event of overnight or early morning snowstorms, this information will be available prior to 7 am the morning of the closure. In addition, we will post closures on the ACADIA Academy Facebook page.

Lunch & Snacks

All students, grades K-2, at Acadia will need to provide a lunch and a morning snack. Parents and guardians are strongly encouraged to supply healthy snack and lunch options. For this reason, we discourage sending your child to school with soda or candy. **Please do not send in glass, china or other breakable materials.** If these items break, children can be injured.

Access to a food pantry is available for families needing supplemental assistance. We ask that you please notify us in writing about any dietary restrictions or allergies your child may have prior to the start of the school year so we may make the necessary accommodations to keep your child safe and healthy.

All Pre-K students will be provided with a daily snack. AM Pre-k students may stay to eat lunch with their peers if parents wish or be picked up promptly at 11:00. PM Pre-k students can be dropped off at 11:20 to eat lunch with their peers or arrive promptly at 11:40 to begin class time. Students attending the afternoon session will bring their lunch daily and will be provided with a light snack.

Clothing

Please dress your child in comfortable clothes that allow for participation in a variety of activities. Ensure that your child is dressed to suit the climate while still affording for modesty and appropriate school attire. Clothing displaying vulgar language, imagery or promoting alcohol, violence or drug use is not permitted.

Sneakers are the best selection for footwear. During the colder winter months, we recommend children keep a pair of hard bottomed (not cloth) slippers or sneakers at school. They may change into boots or outdoor shoes at the beginning and end of each day. Please refrain from sending your child in flip flop as they do not stay on feet well and become a tripping risk.

All children need an extra set of clothing kept at school. Please write students names or initials on tags. Additionally, please clearly mark your child's name on the inside of all jackets, sweatshirts, sweaters, boots etc. In the event that an unmarked item is found, there will be a lost and found bin at the front desk. We request that if items are mistakenly sent home with the wrong child that you kindly send them back.

Field Trips

Experiential learning plays an integral role in the ACADIA Academy educational experience. Occasionally, these experiences will take students off campus. In these cases, a permission slip will be sent home in advance describing the location and times of the trip. This

permission slip must be returned prior to the field trip. If the form has not been signed, the student will not be able to participate in the field trip.

Celebrations

Holidays are celebrated at ACADIA Academy and used as theme material for further education. We ask that if you do not want your child participating in certain activities, you notify us in advance in writing. In addition, we welcome any parent or guardian who wishes to share customs or traditions with our students.

If your child will be having a party outside of school and you will not be inviting the entire class, we request you mail invitations instead of distributing them at school. Birthdays may be celebrated within the classroom. Please inform your child's classroom teacher of your birthday intentions approximately one week prior to the birthday so we can communicate these plans to all classroom parents and ensure that any allergies are considered.

Items from Home

Some children enjoy bringing favorite items from home to ease the transition into school. This practice is perfectly acceptable only we ask that breakable, irreplaceable, or otherwise valuable items stay at home. Additionally, toy guns, weapons or other toys that depict acts of violence, profanity or racism are not allowed at ACADIA Academy. We also request money, gum and candy be kept at home.

Enrollment Policy

Each year, current families will be asked to complete an Intent to re-enroll letter. These will be used to determine available spots for the upcoming school year. Following this, announcements will be made on the Facebook and school website for new families that are interested in having their child(ren) attend ACADIA Academy. Intent to Enroll applications will be available and must be filled out and received to ACADIA Academy by a determined date and time.

If intent to enroll interest does not exceed open spots, and a lottery is not needed, those that have submitted applications will receive a phone call or email informing them of their child's enrollment, (by a date to be determined). If enrollment interest exceeds open spots and a lottery is needed, notification of date and time will be sent out to all families who submitted intent to enroll paperwork, (by a date to be determined).

A waitlist will be formed from those not picked at the time of the lottery and the waitlist will be held until March of the next school year.

Child Find Policy

In accordance with Maine State Law, all children residing in the jurisdiction between the ages of 3 and 20 years, including children with disabilities who are homeless children, are wards of the State or state agency clients, children with disabilities attending private schools and receiving home instruction, highly mobile children (including migrant or homeless), children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, and children incarcerated in county jails, and who are in need of special education and related services, even though they are advancing from grade to grade, are identified, located and evaluated at public expense.

ACADIA Academy will identify, locate, and evaluate any students who are in need of special education and supportive services.

Acadia will accomplish this through a unit-wide process which, while not a definitive or final judgement of a child's capabilities or disability, is a possible indicator of special education needs. A screening process will be implemented to identify students who may be in need of special education services within 30 days of the school year or during the first 30 days of enrollment for transfer children. The Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing, and cognitive skills.

Results of the Child Find activities will be placed in the student's cumulative file.

If there is evidence of child find activities and a statement of the results can be found in the student's cumulative file, or the school has a reason to believe the student has previously been identified as a student with a disability from another district, child find is not necessary.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services. Final identification of student with disabilities and programming for such students occurs only after an appropriate evaluation and determination by the IEP Team.

When Child Find activities are conducted during Pre-K or Kindergarten enrollment, in the spring prior to the start of the school year, ACADIA will refer the child to the regional CDS site within 10 school days or upon completion of the child find assessment done within 30 days of the start of the school year, as outlined in Maine Chapter Laws.

If any referral is made to the IEP Team, including a referral requesting evaluation of existing data on the child, the parents of the child shall be sent prior written notice of the referral.

Before/Aftercare Program and Policies

Children attending Before/Aftercare may be dropped off as early as 6:45 a.m. and picked up as late as 5:30. The intention of this program is to offer quality childcare to families whose work schedules or transportation needs would prevent them otherwise from having their child attend ACADIA Academy. Children are welcome to bring their breakfast and/or an afternoon snack with them to eat.

Staff in this program are regulated and qualified under the DHHS childcare licensing regulations. They maintain compliance with all regulations required and receive 3 unannounced visits a year for observation by DHHS. They attend trainings throughout the year and maintain a current First Aid and CPR certification as well as a Maine Roads to Quality Certificate.

The daily aftercare program consists of:

Outdoor play time/Gym social learning game play

Snack time (provided by the family)

Art or Science based activities

Student-interest driven play and choices

Quiet time, as requested by the student, and

Homework help or other activities offered such as USM Occupational Therapy Learning, 4-H, Big Brother/Big Sisters or a comparable Mentor program.

The program is self-sustaining and payment is expected to be on time and current for students to continue attending. Children are expected to follow the school behavior expectations while in the program. If students are unable to maintain safe and respectful behavior expectation in aftercare, the parents will be contacted for a meeting and to design a success plan. If the student cannot be successful, they may be excused from the program, but only after reasonable effort has been made to support the student's continued participation.

A copy of the DHHS childcare regulation handbook is available in the director's office as well as at <http://www.maine.gov/dhhs/ocfs/ec/occhs/cclicensing.htm> In accordance with section 9.2.2.10 ACADIA Academy is required to report any licensing violations to DHHS licensing officers immediately. If parents feel that regulations have been violated they are encouraged to speak with the director immediately for clarification of the rules and remediation of the problem. If the family does not feel the issue has been resolved, they may contact DHHS by calling 287-9300.

To participate in this program, a separate form must be completed with the school. Please see the administrative assistant for more information.

Homework Understanding

ACADIA Academy views homework as an extension of the learning in the classroom with relation to math and reading skills. Additionally, research shows that students who read or are read to 3 to 4 nights a week will

- *Develop stronger reading skills,
- *Develop stronger math skills,
- *Have comprehension skills to support their “reading to learn” from grades 4 to 12,
- *Develop a life-long reading enjoyment,
- *Have successful careers with higher income

At ACADIA, we believe homework should be individualized and fall under one of these 3 purposes:

- 1) practice of skills that a student has already demonstrated conceptual knowledge of or for which a teacher has already seen proficiency of standards mastery in,
- 2) a connection of school and home for which the child can show their learning to their family by way of game, literature or engaging home-school activity,
- 3) to explore a new learning concept with their family in order to spark a new curiosity.

ACADIA recommends reading to your child each night for a minimum of 20 minutes, or, listening to your child read for the same amount of time. This will be the minimum requirements ACADIA will suggest with regards to homework. If a teacher chooses to do more, that will be communicated to the families in the weekly newsletters. Parents requesting more than what the classroom teacher is doing, are welcome to reach out to the teacher or director to inquire about what may be appropriate additional learning opportunities to explore at home.

Movie Viewing Policy

Movies may occasionally be shown at ACADIA when used as a curriculum reinforcement, to support PBIS or social emotional learning, or in an effort to make connections between content areas. The following procedures will take place with regards to movie viewing:

- 1) The movie must be viewed in full by the teacher prior to showing it to identify any areas of concern.
- 2) The movie must obtain approval by the director. This approval will include a conversation with the staff member requesting it to determine what curricular connections it has.

3) A letter will be sent home to the parents one week prior to showing the movie that will outline the educational intention of watching the movie. This will include what pre-teaching, during lesson, and post-viewing activities will happen.

4) Parents may “opt out” their child from viewing the movie and alternative learning and classroom placement will be offered to the child during the time of the movie.

5) Parents are welcome to volunteer during the showing of the movie, with proper volunteer paperwork done.

6) Nothing above a PG movie will be shown.

Mandatory Reporting

All ACADIA Academy employees are mandatory reporters of suspected abuse or neglect to any and all children. If we have any suspicions of abuse or neglect, we must report it to DHHS immediately. We will inform you of our decision to do so in the hopes that we keep an open line of communication with you.

Student Health

Illness and Injury at School

While Parents are an excellent judge of their child’s health, it is common for children to get ill quickly. If at any time a child develops the following:

- Temperature of 100 degrees or higher
- Inflammation/redness of the eyes or weepy eyes
- Vomiting
- Diarrhea (unrelated to food allergy, food susceptibility)
- Communicable disease
- Rash of unknown origin

In situations of common illnesses such as stomach flu and fever, students should be free of symptoms for 24 hours before returning to school with a stamina for the day and learning. Some illnesses, by request of the nurse or administrator require a doctor’s note in order for the student to return to school.

The list above is not comprehensive. At times, none of the above issues are present and the child is clearly not feeling well. The administrator reserves the right, after consultation with the nurse to request that a child be sent home. We will contact a parent or, if parent is unavailable, emergency contact to pick up the child immediately. All parents must fill out an emergency

information form and releases on an annual basis to let us know of any changes regarding allergies, medical information or contact information.

In the event of simple injuries, basic first aid will be applied by staff. An accident report will be filled out by staff and parents notified at the end of the day. For serious, acute injuries, such as broken bones or deep lacerations, parents will be contacted immediately. If we are unable to contact parents, we will notify the pediatrician listed.

If your child falls ill overnight or weekend, he/she cannot return to school until they have been free of symptoms for twenty-four hours, including a fever of 100 degrees or higher. Please communicate to your child's teacher or ACADIA if they will be absent.

Additionally, please notify ACADIA immediately if your child has a communicable disease such as: measles, mumps, chicken pox, lice etc. These diseases spread quickly if not treated or detected. Students may return to school after a doctor writes a note reauthorizing their entry to school however there are exclusion policies required by Maine State Law that ACADIA must implement.

Immunizations

In order to best protect all students, all parents or guardians must present documentation that students have received all required immunizations; doctors may also fax this information directly to the school. If students are not up-to-date on immunizations, parents or guardians must present documentation of exemption by law before the student may be admitted to ACADIA Academy.

Medications at school

Whether it be for a chronic condition or the occasional bout of allergies, sometimes children require medicine during the school day. To keep all students safe, we must insist all medicine be delivered directly to the office by an adult.

Over the counter medication: If your child requires administration of over the counter medications, a signed note from a parent is required as well as the medication in the original container. ACADIA does not provide this medication. The doctor note must explicitly outline:

- The name of the medication
- The dosage
- The frequency (how often) to administer
- The date

There will also be standing orders on file, signed by a parent/guardian, to administer certain over the counter medications (e.g. Benadryl, Tylenol etc.) in emergency or unexpected situations (see Forms section, pages 22,23) You will always be notified prior to administration via phone in these circumstances.

Prescription Medication: If your child requires prescription medication be taken at school, we require a signed doctor's note, in addition to the parent note, as well as the medication in the original container. The container cannot have an expired date.

The dated doctor's note must outline:

- The name of the medication
- The dosage
- The frequency (how often) to administer
- How long to administer the medication

You doctor may also fax/email over this order.

In all circumstances, medications will be given to children by a qualified individual (e.g. CRMA, LPN, RN)

Pediculosis (Lice)

The CDC confirms that while Lice are a nuisance, they do not spread disease. For that reason, if we find live lice on your child, you will be contacted immediately, your child will be sent home for the day for you to do a treatment, and they may return to school the following day. If you believe your child has lice, please contact the school.

School Culture and Discipline

ACADIA Academy will create a school community of students, teachers, parents and support staff who focus to meet the intellectual, emotional and psychological needs of all members. The Academy will foster an environment where students are taught to be self-determined in their learning and social interactions. This means that students will complete tasks because they are intrinsically motivated to do so. Internalization will begin by supporting students to develop a school-wide system of values to include respectfulness of others and the environment, responsibility and productivity. Small group discussions and larger group meetings for the development of the school values system will be critical in the first weeks of each new school year. This time will be devoted to small and large group meetings where students collaborate and make decisions about necessary components to create a safe learning environment for all members of the school community. Teachers will hold daily class meetings to set the stage for the day and help the students to set goals for their social emotional learning.

Discipline

From the first day students arrive at ACADIA Academy behavioral expectations will be explicitly modeled and positively reinforced through the implementation of a school-wide Positive Behavioral Intervention Support System (PBIS). ACADIA Academy believes that school climate is directly shaped by the environment the school provides for students and staff. Moreover, many behavioral problems in the context of school arise from student skill deficits. When students are not explicitly taught behavioral expectations in school classrooms, hallways, cafeterias, and playgrounds, they are more likely to act in a way that teachers and staff deem inappropriate.

This reinforcement system will combine detailed praise with a school-wide token economy system that will be connected to a school store. Teachers will catch students exhibiting positive behaviors and reward them with praise. Each classroom will have its own student and class reward system. In accordance with PBIS, there will be school-wide celebrations of behavior and success. Additionally, social and emotional skills will be systematically taught using the *Strong Start* and *Strong Kids* curricula.

Beyond the PBIS, some students may require a broad-based system of behavioral supports in which a network of mental health specialists, educators, and others in the community work together with students and their families. ACADIA Academy is prepared to offer this level of supports to students in need of them. All secondary and tertiary behavioral supports will be progress-monitored using observable behavioral data.

The school will utilize discipline that is fair, corrective and includes therapeutic group relationship-building activities. This kind of approach to discipline helps to reduce the likelihood of future behavior problems, while allowing students to forge relationships with teachers and peers.

Bullying

ACADIA Academy will not tolerate bullying and/or harassment at **any** level of the school community. Students identified as participating in any verbal, emotional and/or physical form of bullying will be disciplined within the PBIS framework. All students involved in a bullying incident will be addressed by teachers and additional school community members that may include a school psychologist or social worker if needed. Addressing a bullying incident will include respect for the emotional and developmental needs of all students involved. Further, all bullying incidents will be reported to the parent/guardian of all involved students. Every bullying incident will be documented in writing and reported to the Director of the Academy. If

bullying is persistent the Director will make decisions based on the emotional, physical, academic and safety needs of all students involved.

Curriculum

ACADIA offers a comprehensive learning program to students. Each day students are explicit receiving instruction in Social Emotional Learning, Literacy, Math, and Science/Social Studies. Whenever possible, teachers integrate the arts into lessons daily. Each week students receive instruction directly related to art, music, physical education, technology and self-determined exploration projects (WINK projects).

Grade level specific curriculum is listed below:

Pre-Kindergarten's core program aligns learning activities to the MELG required by Chapter 124 for Public PreK. They use Creative Curriculum for literacy, art, movement, social and science foundations in their daily learning. Bridges is used for mathematics instruction. Strong Start is explicitly taught for social emotional learning. The use of Handwriting without Tears strengthens the writing station. Creative Curriculum includes daily music and art activities which are all aligned with the day's learning targets.

Kindergarten through third grade's core programming uses Reading Mastery, whole language learning with guided reading groups, Saxon Math, FOSS science learning, Lucy Culkins Writing, Words Their Way, Strong Kids Social Emotional Learning program. In addition to these programs, students identify individual interests and complete WINK projects as outlined in the charter application. Daily learning activities incorporate technology, art, music and physical movement. Each grade level explicitly focuses on unified arts weekly. Student growth is reported out at student-led conferences three times a year. Teachers maintained records of skills mastered following a standards-based reporting system. This is comparable to a 4-point proficiency based system and will provide parents and students with specific skills that students are mastering as well as identify skills needing additional learning time.

In addition to these programs, all grade levels teach PBIS through use of activities available at www.pbis.org and www.pbisworld.com. Social emotional learning is a main component of our day with emphasis on needs as screening tools and RTI conversations uncover. Teachers use activities from www.character.org, www.playworks.org, and www.togetheragainstabullying.org/tab/ .

Supplemental literacy and math learning is acquired through use of activities from FCRR, RAZ kids, A-Z learning, Science A-Z, K-5 Math Teaching Resources (online tool) and a variety of other learning activities all aligned with Maine's Learning Results (CCSS). Each grade level meets monthly to discuss student performance and growth in all aspects of development and RTI

practices are put into place when necessary. ACADIA uses FASTBridge as our universal academic benchmarking tool. This is administered three times annually to monitor growth and development.

ACADIA offers year round schooling. Students of ACADIA attending summer sessions receive 200 days of schooling a year. Our summer program is three days a week all summer with continued learning in content areas of math and literacy as well as purposefully chosen science and experiential learning opportunities weekly. Unified arts will be a priority as well cross grade level groupings with student selected choice learning.

Parent Involvement

Parent-Teacher communication

ACADIA Academy encourages extended family of all students to be working members of the school community. Levels of communication will be established based on the broad spectrum needs of both students and their caregivers. Home School logs in the form of a notebook for narrative writing or checklists for quicker notations of food consumption and/or daily activities will be utilized to facilitate intense communication needs. Student-led parent teacher conferences will be held on a trimester schedule during which all members of the community working with the identified student will discuss progress, concerns, needs and successes. Special Education Students will have additional Quarterly meetings in accordance with their Individualized Education Plan.

Parent Advisory Committee

This Committee will be comprised of family members of enrolled students who are willing and able to facilitate communication between school and board members and parents. The Committee serves to assist in fundraising events, school celebrations and works as a bridge between the community, school staff and board members. Individuals within this group also manage family volunteer opportunities within the school as well as build relationships with community organizations to coordinate student volunteer opportunities. Please let us know if you would like to participate!

Emergency Procedures

ACADIA Academy has a comprehensive Emergency Response Plan which will be reviewed with staff annually. Drills will be scheduled to review procedures with staff and students throughout the year.

The Emergency Response Plan covers the need for the following possible responses: Evacuation, Relocation, Reverse Evacuation, Lockdown, Secure Campus, Shelter in Place, Utility Disruption, and Missing Child.

Should a real emergency occur, parents may be notified in the following ways:

- phone
- email
- backpack letters/communication log
- voicemail
- website
- media

It will be important for ACADIA Academy to have current contact information for each student so contact can be made immediately if need be.

Contacting the School

Acadia's phone number is 333-3765. Our web address is www.acadiaacademy.org You may contact the teachers or staff using the following emails-

Name	Position	Email
Julie Colello	Principal/Director	julie.colello@acadiaacademy.org
Heather Fuller	Administrative assistant	heather.fuller@acadiaacademy.org
	Special Ed Coordinator/ Asst Director	@acadiaacademy.org
Kobi Perry	Pre-K Teacher	kobi.perry@acadiaacademy.org
Heather McGraw	Pre-K Teacher	heather.mcgraw@acadiaacademy.org
Meghan Martin	Pre-K Assistant Teacher	meghan.hasson@acadiaacademy.org
Abigail Smith	Pre-K Assistant Teacher	abigail.smith@acadiaacademy.org
Abbie Pettingill	Pre-K Childcare Teacher	abbie.pettingill@acadiaacademy.org
Lori Melanson	Special Ed Teacher	lori.melanson@acadiaacademy.org
Kate Hazelton	Kindergarten Teacher	kathryn.hazelton@acadiaacademy.org
Elizabeth Chabot	Kindergarten Teacher	elizabeth.chabot@acadiaacademy.org
Toni Meyers	Kindergarten Teacher Assistant	toni.meyers@acadiaacademy.org
Jodi Pollack	First Grade Teacher	jodi.pollack@acadiaacademy.org
Heather Bucklin	First Grade Teacher	heather.bucklin@acadiaacademy.org
Theresa Hoang	First Grade Teacher Assistant	Theresa.hoang@acadiaacademy.org
Alisha Lampron	Second Grade Teacher	alisha.lampron@acadiaacademy.org
Jessica Person	Second Grade Teacher	jessica.person@acadiaacademy.org
Sarah Eugley	Second Grade Teacher Assistant	Sarah.eugley@acadiaacademy.org
Gerry Provencher	Custodian	gerry.provencher@acadiaacademy.org
Sharon Clark Miranda Johnson	After School Coordinators	207-333-3765

