



Parent /Student Handbook  
for the 2017-2018 School Year

Revised: May 26, 2017

## **ACADIA Mission**

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

*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 8:10 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. If students ride the bus home and an adult is not at the designated stop when the bus arrives, the students will remain on the bus and ride back to ACADIA. They will join aftercare until their parent or an approved adult comes to pick them up.

### **K-2 students**

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-K Students**

Pre-K programming runs Monday through Thursday from 7:50-2:30. Friday is not a school day for preschool, but childcare is available as a pay service. Students will receive a daily snack, daily rest time and 10.5 hours of academic instruction weekly. ACADIA provides Pre-K harness seatbelts and Pre-K students are welcome to ride the bus.

Monday through Thursday Before/After school care for Pre-K 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. Students needing Friday care, may also sign up for this on a Friday only basis for \$25.00 or if care is needed Monday through Friday the fee is \$90.00 for the week.

**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 designated 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 2:25, 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 2:28 Teacher Assistants will escort students staying for after school care to the cafeteria for snack and supervision.

At 2:30, 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 2:20, 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 in hopes to support the family to improve attendance. 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.

Family vacations or prolonged absences need to be approved in advance by the director. This will allow the teacher adequate time to pull together work that needs to be completed during the absence.

Excused absences are defined as absences for which the parent calls the school to notify that their child is sick, has a medical appointment, or for a planned absence. Unexcused absences are defined as a day of absence from school for which no indication was made of the reason why the child was missing. When a student has accumulated 7 consecutive days of unexcused absences or the equivalence of 10 full days of unexcused absences, the child is considered truant and a report is made to the department of education. A notice will be sent home to the family and to the ACADIA board of directors.

### **Closures & Delays**

Inclement weather, power outages, fire and other extreme circumstances may disrupt ACADIA Academy operations and may require closing or late start 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. Teachers will also post on their Blooms page for parents to see the closure or delay. In the event of overnight or early morning snowstorms, this information will be available prior to 7 am the morning of the closure/delay. In addition, we will post such events 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, per state law.

## **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.

## **Transportation**

Acadia Academy provides transportation to and from school through Northeast Charter School Bus Services. Acadia Academy provides transportation to students in the catchment area of Lewiston/Auburn on a hub system. Hubs are determined by the numbers of students in the area and are subject to change from year to year.

Transportation provided by Acadia Academy is a privilege. Bus privileges are defined as, all student transportation provided by the school department, which includes busing to and from school and all co-curricular activities, for example, field trips, athletic trips, and school outings.

Once a student boards the bus, and only at that time, does he/she become the responsibility of the school system. Such responsibility shall end when the student is delivered to the regular bus stop at the close of the school day or at a designated spot at the conclusion of a school activity. Pre-K students will be buckled in 5-point harnesses while on school day field trips. Parents may reserve the right to sign a waiver for their Preschool child not to utilize the harness for morning or afternoon transportation only.

In order to ensure the safe transportation for all students, Acadia Academy is utilizing the following behavior expectations. Students must be on time at their bus stops; buses are on a time schedule and do not have time to visit or return for students. Each student must ride the bus assigned to him/her unless he/she has approval in advance by the director to change. Students are expected to follow the directions given by the bus driver at all times. Students are expected to stay seated, facing forward.

The following misconducts on the bus will result in a bus discipline report followed by specific consequences to address the offense(s).

- Inappropriate or abusive language
- Fighting, pushing, tripping
- Throwing objects in/out of the bus
- Destroying property
- Chewing gum, eating, or drinking on the bus
- Harassment/bullying
- Yelling (a voice level higher than a 2)
- Standing, jumping, or being in the aisle

### **Consequences**

- 1<sup>st</sup> Offense-Written Notice is sent to Parent; Loss of Privilege at school
- 2<sup>nd</sup> Offense-Written Notice is sent to Parent; Loss of Privilege at school; Parent meeting with the school
- 3<sup>rd</sup> Offense-Official Write up; Unable to ride the bus for 2 days; Parent meeting with the school
- 4<sup>th</sup> Offense-Official Write up; Unable to ride the bus for 3 days; Parent meeting with the school and bus department prior to the student returning on the bus
- 5<sup>th</sup> Offense- Official Write up; Unable to ride the bus for 5 days; Parent meeting with the school and bus department prior to the student returning on the bus
- 6<sup>th</sup> Offense- Official Write up; Unable to ride the bus for a month; Parent meeting with the school and bus department prior to the student returning on the bus
- 7<sup>th</sup> Offense- Unable to ride the bus for the remainder of the school year

### **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. Any items sent from home, including but not limited to fidget spinners, stuffed animals, special toys, and/or other home-based OT items that are not part of a child's 504 or IEP plan are welcome at school to use during recess, snack or other teacher determined down time. However, these items are not allowed with students during instructional times.

### **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 January of the next school year. A year to year timeline of important lottery dates and times will be shared on our website.

## **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.

Our aftercare program is regulated under DHHS, whose regulations state that parents need to supply sunscreen for students. Reasons for this include:

- Your right as a parent to monitor the SPF of your choice
- Your right as a parent to use organic vs chemical-based products

Please bring in a bottle of sunscreen with your child's name clearly marked on the outside of the container. These will be placed in a bucket located away from the students. Prior to going outside, the students will be given their product to apply to their skin and an opportunity to wash their hands after. When the bottle is low, childcare staff will inform you that a new bottle is needed. You may do the same with bug spray if you wish.

The aftercare program is self-sustaining and payment is expected to be on time and current for students to continue attending. Payment is not expected for school vacation weeks when ACADIA is closed, however, you must pay for childcare regardless of whether your child is in attendance to maintain their spot in the program. There are exceptions for medical reasons only, with approval from the director. 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.

### **Smoking / Tobacco Use on Campus**

ACADIA Academy will comply with all applicable laws and regulations regarding smoking and tobacco use on school grounds. Our goal is to provide an environment that promotes the health and wellbeing of people served, employees and visitors. Smoking, e-cigarettes or the like, and tobacco use is prohibited inside all school facilities, vehicles, and on school grounds.

## 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. Parents will be called 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
- A persistent complaint of not feeling well for which reasonable effort has been made to tend to the child,

**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 and injuries, 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 and all emergency contacts listed, 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.

ACADIA's Wellness Policy, endorsed by the nursing staff, our School Health Advisor Dr. David Baker, CMMC Pediatrician and our Board, is below. Other State Health and Wellness policies are available upon request.

### **Wellness Statement**

Acadia Academy is committed to developing students' skills and behaviors that promote lifelong wellness. The School Board and administration recognizes that a student's readiness to learn is related to his/her physical and psychological well-being. Acadia Academy is committed to creating healthy school environments that allow students to take full advantage of the educational programs offered.

Acadia Academy does not offer a meal program, "hot lunch" food service, or the sale of food currently. Acadia Academy adheres to nutrition standards based on recommended Federal guidelines for daily nutrition for our students. All food and beverage offered to be prepared by the school (in the absence of a lunch brought from home on any given day), shall meet or exceed federal and state nutrition standards. Prepared lunches are offered so that no child goes hungry. An example of lunch prepared by staff would be allergy free sandwich spread and jelly sandwich, deli meat option (such as turkey) sandwich, fruit option or light snack such as pretzels, and a beverage such as water.

Throughout the school year, there are student inclusive projects that the student's take part in the creating of foods (e.g. making ice cream in Science class) with oversight and full instruction from the teaching staff. The food-based projects are added in the school newsletter that goes home to parents that include full descriptions of the projects and the ingredients that are going to be used.

To the extent possible, school meals shall include adequate time for eating (after sitting down, at least 10 minutes for breakfast and at least 25 minutes for lunch), and should be scheduled at appropriate times (i.e. lunch between 11:00 a.m. and 1:00 p.m.), and include access to free drinking water, and will provide student access to hand washing and/or sanitizing. Schools will encourage proper functional nutrition at lunch and snack time by using encouraging words, which may enhance the student's understanding and desire for good nutrition.

Food and beverages offered in our Pre-K program follows rules and regulations consistent with the USDA guidelines. Food or beverages shall not be used as a reward or incentive for students' behavior or performance, unless stated in student specific IEPs. Schools are encouraged to use physical activity as rewards or incentives for students' behavior or performance and as alternatives to food celebrations, unless otherwise stated in student specific IEPs.

## **Nutrition Education**

Nutrition education may be provided when appropriate as part of an integrated unit with math, science, language arts, physical education, and social studies. Students shall receive consistent nutrition messages based on the latest Dietary Guidelines for Americans throughout the school community, including classrooms, the cafeteria, and school-home communications.

Acadia Academy is in the process of introducing the “Maine 5-2-1-0 Let’s Go!” Program. “Let’s Go! is a nationally recognized childhood obesity prevention program implemented throughout Maine. The program partners with schools, child care and out-of-school programs, healthcare practices and community organizations to change environments where children and families live, learn work and play. This program promotes good nutrition and wellness for our children and their families. The program base is “5 or more servings of vegetables and fruit, 2 hours or less recreational screen time, 1 hour or more of physical activity, and 0 sugary drinks, more water.” For more information, please look online at [letsgo.org](http://letsgo.org)

## **Nutrition Promotion**

Administrators and staff will be encouraged to model nutritious food choices and eating habits. Parents will be encouraged to provide nutritionally sound snacks from home.

## **Physical Activity Opportunities**

All students shall have a minimum of 30 minutes of developmentally appropriate daily physical activity, through recess, active classroom lessons, in-class physical activity breaks, and physical education. Strategies that incorporate physical movement in the classroom and into routine daily activities should be incorporated into the school culture. The schools will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.

Schools will not use physical activity (e.g., running laps, pushups) as punishment. Schools will not withhold opportunities for physical activity during the day (e.g., recess, physical education/ gross motor activities) as punishment, unless participation would cause a student to be a danger to himself/herself or others or is allowed by a student's individual education plan (IEP). Teachers are encouraged to provide alternative physical activities for students behaving inappropriately during physical activities, such as physical education/ gross motor activities and recess.

## **Screen Time**

Screen time such as television, computers, video games and other electronic media will be used for educational purposes only. Exceptions will be made for screen time that engages children in physical activity, such as dance or exercise videos or active video games. Exceptions will be made at the discretion of the school principal.

In the event of inclement weather causing the students to stay indoors during outside time, students will be provided with appropriate opportunities for physical activity. This could include stretching, walking, and active videos and CD's that promote group physical activity. Sedentary screen time including inactive videos, computer usage and video games will not be provided unless specifically include in an individual student's IEP.

### **Staff Wellness**

ACADIA highly values the health and well-being of every staff member and will support personal efforts by staff to maintain a healthy lifestyle. Schools are encouraged to implement staff wellness related programs and activities that are consistent with the Local Wellness Policy.

### **Other School-Based Wellness Activities**

The schools, with prior approval of the Director, may implement other appropriate programs that support consistent wellness messages and promote healthy eating and physical activity.

### **Implementation, Monitoring and Evaluation**

The Director shall designate one or more employees, as appropriate, to ensure that each school site complies with this policy. The Director shall inform and update the ACADIA community, including parents/guardians, students, and others in the community who inquire, about the contents and implementation of this policy. The Director will monitor the compliance with our wellness policy and provide a full update of the compliance and wellness initiatives at least once annually to the School Board. Monitoring may include surveys or solicitation of input from students, parents, staff, and school administrators.

**Reports** may include, but are not limited to:

- A. The status of the school environment in regard to student wellness issues
- B. Evaluation of the school nutrition program and compliance with nutrition guidelines
- C. Summary of wellness programs and activities in the schools
- D. Feedback from students, parents, staff, school administrators and wellness committee
- E. Recommendations for policy, program or curriculum revisions

### **Make up and Role of the Wellness Committee:**

The Wellness Committee that may include:

- A. Board Member;
- B. School Administrator;
- C. Teachers;
- E. Parent Representative; and/or
- F. Community Representative.

The Wellness Committee shall serve as an advisory committee in regard to student and staff wellness issues and will be responsible for making recommendations related to the Wellness Policy, wellness goals, administrative or school regulations and practices, or raising awareness of student health issues.

With the prior approval of the Director, the Wellness Committee may survey parents, students and the community and/or conduct focus groups or community forums. The Wellness Committee shall provide periodic reports to the Director and, as requested, to the Board.

### **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. The parent is responsible for supplying this medication in a new bottle, unopened. If medication is administered parents will always be notified via phone.

### **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. In all circumstances, medications will be given to children by a qualified individual (e.g. CRMA, LPN, RN) or ACADIA Staff that is trained through our state certified School Nurse.

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.

Parents are also expected to supply sunscreen for students. Reasons for this include:

- Your right as a parent to monitor the SPF of your choice
- Your right as a parent to use organic vs chemical-based products

Please bring in a bottle of sunscreen with your child's name clearly marked on the outside of the container. These will be placed in a bucket located away from the students. Prior to going outside, the students will be given their product to apply to their skin and an opportunity to wash their hands after. When the bottle is low, childcare staff will inform you that a new bottle is needed. You may do the same with bug spray if you wish.

### **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. Bi-weekly lice checks will be conducted by the teachers each Monday to proactively ensure that lice is not spread.

## Concussion

(This section of our handbook document is adapted from the CDC and the 3rd International Conference on Concussion in Sport Consensus Statement (2009))

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, **all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your student-athlete reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

### **Symptoms may include one or more of the following:**

- Headaches
- “Pressure in head”
- Nausea or vomiting
- Neck pain
- Balance problems or dizziness
- Blurred, double, or fussy vision
- Sensitivity to light or noise
- Feeling sluggish or slowed down
- Feeling foggy or groggy (forgetting game plays)
- Drowsiness
- Change in sleep patterns
- “Don’t feel right”
- Fatigue or low energy
- Sadness
- Nervousness or anxiety
- Irritability
- More emotional
- Confusion
- Concentration or memory problems
- Repeating the same question/comment
- Amnesia

### **Signs observed by teachers or staff include:**

- Appears dazed
- Vacant facial expression
- Confused about assignment
- Forgets what they are doing
- Is unsure of game, score, or opponent
- Moves clumsily or displays personality
- Any change in typical behavior or in coordination
- Answers questions slowly
- Shows behavior or personality changes
- Can’t recall events prior to injury
- Can’t recall events after injury
- Seizures or convulsions
- Loses consciousness
- Slurred speech

Any student who is suspected of having sustained a concussion or other head injury shall be prohibited from further participation in school-sponsored athletic activities or academic learning until he/she has been evaluated by the nurse. Following the nurse's evaluation, a recommendation will be made as to whether the student should be seen by a doctor. If it is deemed necessary for a student to be seen, a written medical clearance will be required for the child to return to school. This doctor's note of clearance or return to school should include academic and gross motor restrictions.

### **If you think your child has suffered a concussion**

Any student even suspected of suffering a concussion should be removed from the game or practice immediately. No student may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. CRCS requires the consistent and uniform implementation of well-established return to play concussion guidelines that have been recommended for several years and reflected in Board policy. Any student suspected of having sustained a concussion or other head injury during a school-sponsored athletic activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately. No student will be permitted to return to the activity or to participate in any other school-sponsored athletic activity on the day of the suspected concussion.

### **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 spelling program, Handwriting Without Tears, 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](http://www.pbis.org) and [www.pbisworld.com](http://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](http://www.character.org), [www.playworks.org](http://www.playworks.org), and [www.togetheragainstabullying.org/tab/](http://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. Programming also includes STEM learning through a collaboration with The University of Maine Cooperative Extension with 4-H. Unified arts will be a priority as well cross grade level groupings with student selected choice learning.

### **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. At a minimum, teachers will maintain Blooms accounts for daily and weekly communication with parents. In addition, notices, website announcements and Facebook page announcements will be used for other communication. Parents and families can call the school or email to speak with the Director at any time, and teachers are available for communication prior to and following the school day. 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 Teacher Organization**

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](http://www.acadiaacademy.org) You may contact the teachers or staff using the following emails-

Name	Position	Email
Julie Colello	Principal/Director	<a href="mailto:julie.colello@acadiaacademy.org">julie.colello@acadiaacademy.org</a>
Heather Fuller	Administrative assistant	<a href="mailto:heather.fuller@acadiaacademy.org">heather.fuller@acadiaacademy.org</a>
Amy Bushway	Special Ed Coordinator/ Asst Director	<a href="mailto:Amy.bushway@acadiaacademy.org">Amy.bushway@acadiaacademy.org</a>
Abigail Smith	Pre-K Teacher	<a href="mailto:abigail.smith@acadiaacademy.org">abigail.smith@acadiaacademy.org</a>
Heather McGraw	Pre-K Teacher	<a href="mailto:heather.mcgraw@acadiaacademy.org">heather.mcgraw@acadiaacademy.org</a>
Kate Hazelton	Pre-K Teacher	<a href="mailto:kathryn.hazelton@acadiaacademy.org">kathryn.hazelton@acadiaacademy.org</a>
Meghan Martin	Pre-K Assistant Teacher	<a href="mailto:meghan.hasson@acadiaacademy.org">meghan.hasson@acadiaacademy.org</a>
Abbie Pettingill	Pre-K Assistant Teacher	<a href="mailto:abbie.pettingill@acadiaacademy.org">abbie.pettingill@acadiaacademy.org</a>
Lori Melanson	Special Ed Teacher	<a href="mailto:lori.melanson@acadiaacademy.org">lori.melanson@acadiaacademy.org</a>
Toni Meyers	Specieal Education Technician	<a href="mailto:toni.meyers@acadiaacademy.org">toni.meyers@acadiaacademy.org</a>
	Kindergarten Teacher	
	Kindergarten Teacher	
Elizabeth Chabot	Kindergarten Teacher	<a href="mailto:elizabeth.chabot@acadiaacademy.org">elizabeth.chabot@acadiaacademy.org</a>
	Kindergarten Assistant Teacher	
Jodi Pollack	First Grade Teacher	<a href="mailto:jodi.pollack@acadiaacademy.org">jodi.pollack@acadiaacademy.org</a>
Heather Bucklin	First Grade Teacher	<a href="mailto:heather.bucklin@acadiaacademy.org">heather.bucklin@acadiaacademy.org</a>
Sarah Eugley	First Grade Assistant Teacher	<a href="mailto:Sarah.eugley@acadiaacademy.org">Sarah.eugley@acadiaacademy.org</a>
Alisha Lampron	Second Grade Teacher	<a href="mailto:alisha.lampron@acadiaacademy.org">alisha.lampron@acadiaacademy.org</a>
	Second Grade Teacher	
	Second Grade Assistant Teacher	

Jessica Person	Third Grade Teacher	<a href="mailto:jessica.person@acadiaacademy.org">jessica.person@acadiaacademy.org</a>
	Third Grade Teacher	
Toni Meyers	Third Grade Assistant Teacher	<a href="mailto:toni.meyers@acadiaacademy.org">toni.meyers@acadiaacademy.org</a>
Gerry Provencher	Custodian	<a href="mailto:gerry.provencher@acadiaacademy.org">gerry.provencher@acadiaacademy.org</a>
Miranda Johnson	After School Coordinators	207-333-3765
Amanda Tyburski	Speech Clinician	
Rebecca Nichols	Occupational Therapist	
Erik Moody Kevin Varney Cindy Sager Krystal Beaucage Tasha Kadnar Sarah Kedierski April Kleinkopf Karin Gordon	Special Education BHPs	