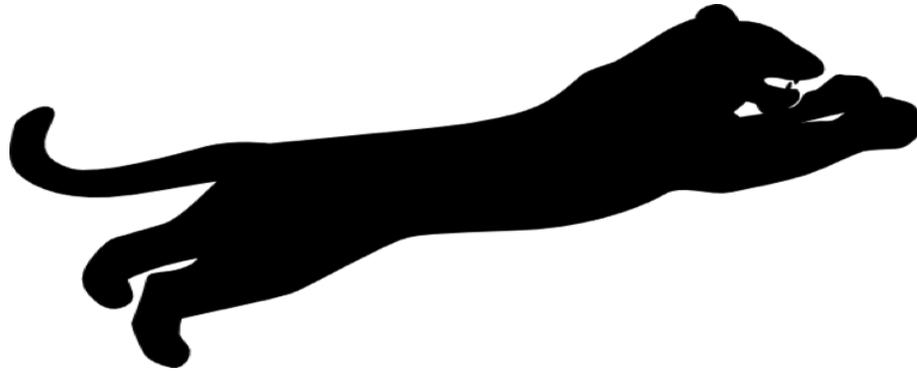


2022-2023



Parent and Student Handbook

Warren Community School

“A Caring Community Growing Together”

Justin Kangas, Principal
Gabrielle LaPerriere, Assistant Principal

117 Eastern Road, Warren, ME 04864
www.msad40.org
Telephone (207) 273-2001 / Fax (207) 273-3207

Table of Contents

[Dear WCS Parents, Guardians, and Students:](#)

[Warren Community School Staff List](#)

[School District Contacts](#)

[Calendar](#)

[District Belief Statement](#)

[Glossary of Terms](#)

[Attendance, Absence, Arrival, and Dismissal](#)

[Attendance and Absence from School:](#)

[Truancy:](#)

[Arrival and Dismissal:](#)

[Office Hours:](#)

[Parent Communication:](#)

[Registration:](#)

[Student Health and Safety](#)

[Bicycles:](#)

[Breakfast, Lunch, and Snack:](#)

[Dressing for the Weather and Recess:](#)

[Emergency Protocols and Information](#)

[Emergency Response Plan/ Evacuation and Lockdown Drills](#)

[Health Guidelines](#)

[Accident Policy](#)

[General Health](#)

[Dental Health](#)

[Head Lice](#)

[Hearing and Vision Tests](#)

[Medication](#)

[Parent Responsibilities](#)

[EpiPens](#)

[Insect Repellents and Sunscreen](#)

[Record Keeping](#)

[School Counseling](#)

[School Insurance](#)

[Academic Programming](#)

[Expectations](#)

["Special" Subjects](#)

[Art](#)

[Music](#)

[Physical Education](#)

[Field Trips](#)

[Student Supports](#)

[Library and Media Center](#)

[Student Recognition](#)

[Student Assistance Team](#)

[Section 504 Eligibility and Services](#)

[Special Education: Individualized Education Programs](#)

[Communication](#)

[Conferences and Appointments with Teachers](#)

[Infinite Campus](#)

[Newsletter](#)

[Notes](#)

[No-School Announcements](#)

[Party Invitations](#)

[Use of Facilities](#)

[Volunteers, Parents, and Guests](#)

[PTF \(Parents, Teachers and Friends\)](#)

[Report Cards](#)

[School Pictures](#)

[Textbooks and Supplies](#)

[Student Privacy](#)

[Student Education Records and Family Education Rights and Privacy Act \(FERPA\)](#)

[Student Internet: Acceptable Use and Procedures](#)

[Student Placement](#)

[Protocol for Student Placement](#)

[Student Behavior and Discipline](#)

[Behavior Expectations](#)

[Bullying Policy](#)

[Transportation and Bus Rules](#)

[Dress Code](#)

[Electronics and Toys](#)

[Video and Audio Recording](#)

[Behavior Expectations](#)

[Harassment of Students](#)

[Sexual Harassment and Civil Rights Violations](#)

[Reporting Harassment](#)

[Physical Aggression](#)

[Suspensions](#)

[Threats from Students](#)

[School Board Policies](#)

[Appendix A: Warren Community School Discipline System](#)

[Code of Honor](#)

[WCS Discipline System Overview](#)

[Mini-Minor Behaviors](#)

[Minor Behaviors](#)

[Major Behaviors](#)

[Example Behavior Data Form](#)

Warren Community School

117 Eastern Road, Warren, ME 04864
Telephone (207) 273-2001 / Fax (207) 273-3207

Dear WCS Parents, Guardians, and Students:

Welcome to the 2022/2023 school year at Warren Community School! Mrs. LaPerriere and I are excited to be joining you as partners in your children's education. We look forward to meeting each of you as we begin the year and get acquainted with what lies ahead for our school community in the coming months.

This handbook explains our policies and procedures, which have been developed so that everyone can have the best possible chance for success. Take time to read through the handbook together with your child(ren); please sign and return the included form so that we are ensured you understand the expectations set for our school community this year.

Our policies and procedures have been written to support MSAD 40's core beliefs:

- Everyone is an individual with special gifts, talents, and needs.
- Everyone is important and has much to offer.
- The strengths and needs of learners determine the methods and strategies of instruction.
 - Learning is lifelong.
 - Education and learning are collaborative responsibilities of parents, school personnel, community members, and students.
 - Everyone can succeed and learn, given encouragement, support, high expectations, respect, and appropriate instruction.
 - Learners need and deserve a safe learning environment.
 - The learning environment needs to stimulate and engage the learner.
 - Change is inevitable. Changing the learning environment should be based on best practices and meaningfully involve all members of our learning community.

We welcome you as partners on our "excellent adventure". Please stop by the office so that we may introduce ourselves!

Yours in education,

Justin Kangas, Principal

Gabrielle LaPerriere, Assistant Principal

FAIRNESS + HONESTY + KINDNESS + RESPECT + RESPONSIBILITY

"A Caring Community, Growing Together"

Warren Community School Staff List

Office Staff:

Administration	Office Staff	Health Staff	School Counselor
Justin Kangas (P) Gabrielle LaPerriere (AP)	Nicole Willis Michelle Flaherty	Heather Emerson	Sara Pfahler

Special Education Staff:

Clinical Coordinator	Sweetser School-Based Counselor	Day Treatment Teachers	STEP Program
Kyle Reniche		Stacey Fowler (K-3) Jill Ganz (4-6)	Madison Sturks (K-6)
Resource Room (K/3)	Resource Room (4/6)	Psychological Examiners	OT/PT/Speech
Lisa Reibel	Beth Pope		Louise Bakley (SP)

Regular Education Staff:

Pre-Kindergarten	Kindergarten	1st Grade	2nd Grade
Wanda Gamage-Wyman	Teresa Blachet Christine Rolling Erika Tardif	Janet Drost Christy McIntosh Laura Straub	Jerod Drost Rachel Glynn Sheila Mullin
3rd Grade	4th Grade	5th Grade	6th Grade
Amanda Overlock Gail Tardif JoDell Warren	Calvin Morin Steve Jacoby Jacqueline Woodruff	Jan Costigan Rachel Siegel	Joslyn Couch Robert Hunter
Art	Music	PE	
Crystal Priestley	James Boyd	Adam Newell	

Educational Technicians:

Day Treatment	General Education	Resource Room	Library
Heather Emerson Keisha Jameson Ben Cooke	Maureen Benner	Liz Smith	Cindy Norwood

Zoe Gammon			
STEP Program	Pre-Kindergarten	Health Office	
Kim Durkee Crystal Young Jennifer Grindle Kelly Tracey Michelle Kondraki	Deven Hargrove		

Supplemental Instruction Staff:

Literacy Interventionist (K-2)	Literacy Interventionist (3-6)	Media Center	Gifted and Talented
Angela Hoch Sharon Walker-Spencer		Matthew Kopishke	Karina Decker
ELL			
Linda Van Vranken			

Support Staff:

Custodians	Food Services		
Penny Dostie Rhonda Grubbs Cameo Sampson	Jill Lee Trudy Hanan		

School District Contacts:

Regional School Unit 40 Friendship · Union · Waldoboro · Warren · Washington

Central Administrative Offices Mailing Address: PO Box 701, Union, ME 04862 Physical Address: 1070 Heald Highway, Union, ME 04862 Tel (207) 785-2277 (207) 785-3119 (fax) Office Hours: 7:00 a.m. - 4:00 p.m.			
Office of the Superintendent Steve Nolan, Superintendent of Schools Karen Overlock, Adm. Assistant, ext. 236	Assistant Superintendent Office Christina Wotton Assistant Superintendent NCLB Coordinator Megan Linscott, Adm. Assistant, ext. 225 Linda Van Vranken, ELL ext. 222 Bethany Goding, Gifted & Talented ext. 242 Karina Decker, Gifted & Talented ext. 243 Angela Arteaga, Mental Health Coordinator ext. 230	Finance Office Karen Pike, Business Manager Michelle Werner, Accts. Payable, ext. 234 Hollie Linscott, Payroll & Benefits, ext. 233 Megan Linscott, Adm. Assistant, ext. 225 Storm Hendrickson, Food Service Director, ext. 241	
Health Office Michelle Cooney, R.N. Heather Emerson, R.N. Sandra Lufkin, R.N. Sherri Vail, R.N. Nancy Vannah, Secretary (207) 785-2277 x224 (207) 785-3124 (fax)	Office of Special Services Karen Brackett Director of Special Services Casey Lufkin Assistant Director of Special Services Jennifer Brooks, Adm. Assistant, ext. 227 (207) 785-2277 (207) 785-3124 (fax)	Facilities Brian Race, Facilities Director (207) 785-2277 (207) 785-3119 (fax)	
Technology Holly Doe, Director of Technology (207) 832-5389 ext.146	Adult Education Kayla Sikora, Director of Adult Education (207) 832-5205	Transportation Ernest Vannah, Transportation Director (207) 832-2096 (207) 832-2147 (fax)	
Friendship Village School Terry Steinbeiser, Principal Cassie Balsler, Secretary	P.O. Box 100, 23 School Street Friendship, Maine 04547 (207) 832-5057 (207) 832-7389 (fax) Office Hours: 8:00-4:00 School Hours: 8:45-3:15	Miller School Julia Levensaler, Principal Jamie White, Assistant Principal Tracy Harrington, Secretary Karen Selwick, Secretary	145 Kalers Corner Road Waldoboro, Maine 04572 (207) 832-2103 (207) 832-2101 (fax) Office Hours: 8:00-4:00 School Hours: 8:45-3:15
Prescott Memorial School Crystal Boucher, Principal Mary Ledger, Secretary	100 Waldoboro Road Washington, Maine 04574 (207) 845-2424 (207) 845-2748 (fax) Office Hours: 8:00-4:00 School Hours: 8:45-3:15	Union Elementary School Scott White, Principal Allison Davis, Secretary	1070 Heald Highway Union, Maine 04862 (207) 785-4330 (207) 785-4844 (fax) Office Hours: 8:00-4:00 School Hours: 8:45-3:15
Warren Community School Justin Kangas, Principal Gabrielle LaPerriere, Assistant Principal Michelle Flaherty, Secretary Nicole Willis, Secretary	117 Eastern Road Warren, ME 04864 (207) 273-2001 (207) 273-3207 (fax) Office Hours: 8:00-4:00 School Hours: 8:45-3:15	Medomak Valley High School Linda Pease, Principal Tamra Philbrook, Assistant Principal Matthew Carlson, Assistant Principal Matt Lash, Athletic Director Lisa Gunn, Secretary Debra Oliver, Secretary Jessica Nelson, Attendance Jimi Hunt, Registrar Becky Butler, Guidance Secretary	320 Manktown Road Waldoboro, Maine 04572 (207) 832-5380/5389 (207) 832-2280 (fax) Office Hours: 7:00-3:00 School Hours: 7:30-2:00
Medomak Middle School Katherine Race, Principal Beth Ahlholm, Assistant Principal Candy Powell, Secretary Laurie Lee, Secretary	318 Manktown Road Waldoboro, Maine 04572 (207) 832-5028 (207) 832-5710 (fax) School Hours: 7:30-2:00		

Calendar - [\(LINK\)](#)

Regional School Unit | District Calendar 2022-23

JULY '22						
S	M	T	W	Th	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 Independence Day

0 student/0 teacher days

JANUARY '23						
S	M	T	W	Th	F	S
1	H	3	4	5	6	7
8	9	10	E	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 New Years Day observed
11 Early Release Day
16 Martin Luther King, Jr. Day
27 Quarter 2 Ends

20 student/20 teacher days

AUGUST '22						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	W	W			

30 Workshop Day
31 Workshop Day

0 student/2 teacher days

FEBRUARY '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	E	9	10	11
12	13	14	15	16	17	18
19	H	V	V	V	V	25
26	27	28				

8 Early Release Day
20 Washington's Birthday
20-24 Winter Break

15 student/15 teacher days

SEPTEMBER '22						
S	M	T	W	Th	F	S
				W	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	E	22	23	24
25	26	27	28	29	30	

1 Workshop Day
5 Labor Day
6 1st Day Grades 1-9
7 1st Day Grades 10-12
12 1st Day Pre-K - K
21 Early Release Day

19 student/20 teacher days

MARCH '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	E	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

8 Early Release Day
17 Trimester 2 Ends

23 student/23 teacher days

OCTOBER '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	W	8
9	H	11	12	13	14	15
16	17	18	E	20	21	22
23	24	25	26	27	28	29
30	31					

7 Workshop Day
10 Indigenous Peoples Day
19 Early Release Day

19 student/20 teacher days

APRIL '23						
S	M	T	W	Th	F	S
						1
2	3	4	E	6	7	8
9	10	11	12	13	14	15
16	H	V	V	V	V	22
23	24	25	26	27	28	29
30						

5 Early Release Day
7 Quarter 2 Ends
17 Patriot's Day
17-21 Spring Break

15 student/15 teacher days

NOVEMBER '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	H	12
13	14	15	E	17	18	19
20	W	C	V	H	V	26
27	28	29	30			

10 Quarter 1 Ends
11 Veteran's Day
16 Early Release Day
21 Workshop Day
22 Comp Day for Conferences
23-25 Thanksgiving Break
24 Thanksgiving Day

16 student/18 teacher days

MAY '23						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	E	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	H	30	31			

10 Early Release Day
29 Memorial Day

22 student/22 teacher days

DECEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	E	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	V	24
25	H	V	V	V	V	31

2 Trimester 1 Ends
7 Early Release Day
26 Christmas Day observed
23-30 Holiday Break

16 student/16 teacher days

JUNE '23						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	W	*	17
18	H	*	*	*	*	24
25	26	27	28	29	30	

14 Graduation
14 Last Student Day (Early Release)
15 Workshop Day
19 Juneteenth
* snow days

10 student/11 teacher days

Approved 4/7/22

175 student/182 teacher days

District Belief Statement

Vision: Inspire students to achieve life-long success.

Mission: Graduate all students with the knowledge, skills and understanding needed for success in the 21st century.

Values:

- Create a safe learning environment for students and staff
- Challenge students with a rigorous curriculum
- Use a variety of approaches and activities to help students learn
- Assign school work that is meaningful to students
- Give regular feedback about what students need to do to improve
- Provide students with extra help when they need it
- Take responsibility to ensure all students learn
- Help students to be self-confident, self-directed learners
- Work with community organizations to enrich student learning

Glossary of Terms

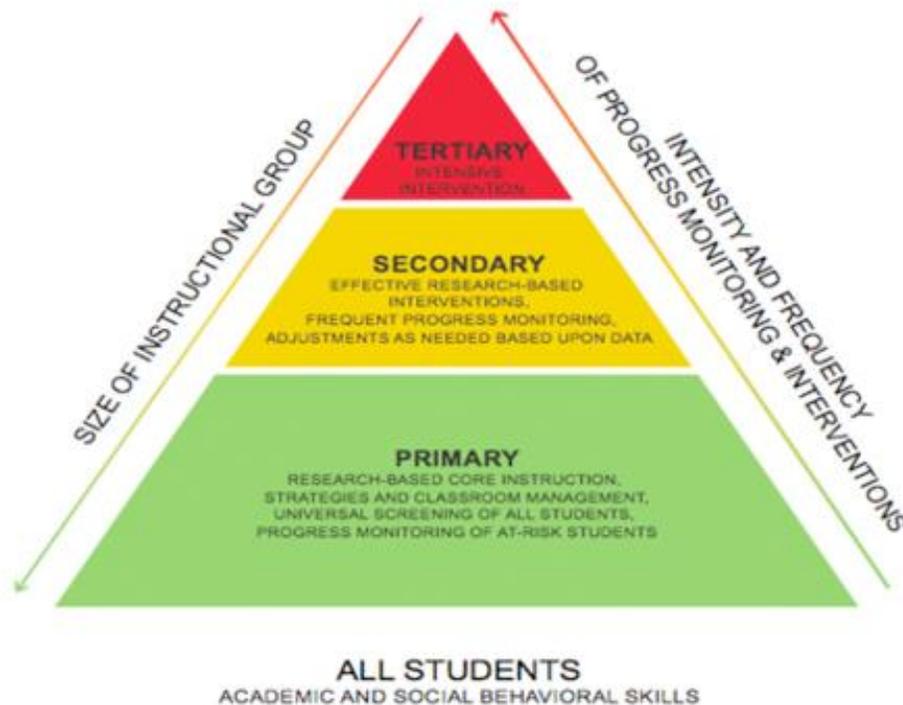
Evidence: Learner-generated work that reflects progress toward proficiency on learning targets.

Formative Assessment: Activities, assignments, tasks, etc. given at regular intervals to students to inform instruction, monitor student progress, and provide feedback to help improve the student's performance.

Habits of Mind: Mental dispositions and habits which influence learning.

North West Educational Assessment (NWEA): A computer-based test that is given to students 7 and 8 every fall, winter and spring in English, Math and Language Usage. The data provided is used to inform instruction in the classroom and determine what instructional goals are priorities for our school.

Response to Intervention (Rti): Response to Intervention (Rti) is a multi-tier approach to identify and support students with additional learning and behavioral needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.



RTI Triangle: The triangle above is referred to as an RTI triangle. It does a nice job encapsulating the three tiered approach to intervention that RTI adopts for both academics and behavior. You will notice that as you move up the triangle intensity and frequency of the interventions increases and the group size decreases.

Primary Tier (Tier I): This tier is considered Tier I and consists of strategies that tend to work for roughly 80% of the population of students. These are basic instructional strategies, screenings, and classroom management that all teachers employ.

Secondary Tier (Tier II): This tier is where roughly 15% of students fall. You typically see frequent progress monitoring, behavior plans, and research based, small group interventions taking place. These strategies are adjusted if necessary depending on what the data collected from our progress monitoring conveys.

Tertiary Tier (Tier III): This tier is where approximately 5% of the student population will fall. These students often need more intense and more frequent interventions and are likely to be receiving these interventions on an individual level or extremely small ratio (1:2).

Positive Behavioral Interventions and Supports (PBIS): PBIS is a framework for assisting school personnel in adopting behavioral interventions that will result in enhanced academic and social behavior outcomes for all students. It focuses on altering the triggers of behavior in order to reduce the likelihood that this behavior will be repeated.

Professional Learning Community (PLC): An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

SAT: This stands for our Student Assistance Team. They meet weekly and aid in our RTI process. When a student is struggling, a teacher's first stop is oftentimes to meet with the SAT team in an effort to pool our collective efforts together to help the struggling student. This often involves an analysis of current Tier I and Tier II interventions that may be going on in the classroom, or may be needed. If the team feels it is appropriate and timely, parents are also invited to these meetings to help us better understand the individual student and their needs.

Standard: Required skills and knowledge students must demonstrate proficiency in K-12 determined by the State of Maine.

Standards-Based Grading: A 1-4 rating scale that indicates a student's progress toward a specific Standard.

Summative Assessment: Activities, assignments, tasks, etc. that learners complete to demonstrate their knowledge reaching a learning target.

Attendance, Absence, Arrival, and Dismissal

Attendance and Absence from School:

The Warren Community School staff believes that if students are to be successful at school, regular attendance is very important. We understand that a child must be absent due to illness or family emergencies; scheduling doctor's appointments are sometimes beyond our control. However, please plan family vacations when school is not in session. In order to ensure our students' safety, we ask that you do the following if your child is absent:

1. Please call the office at 207-273-2001 between 8:00-9:30 a.m. on the day of the absence. If you foresee a prolonged absence (for example, a hospitalization) please contact the office as soon as possible.
2. In order to ensure the safety of your child, if we do not receive a call and your child is on the absence list, the school will try to call you at home or at work after 10:00 am.
3. If no phone contact is made, we ask that you send a note to the teacher explaining your child's absence within two school days of that absence.
4. Completion of make-up work is important to your child's success in school. Obtaining this work is the responsibility of the student. We appreciate your supervision of the completion and return of missed written assignments. It is important to recognize that many important classroom activities cannot be made up (class discussions, science experiments, group work, and hands-on activities).
5. Chronic absenteeism will be addressed by the administration according to district policy. (See district policy JH - Elementary Student Absences and Excuses)

Truancy:

A student is “truant” if he/she is required to attend school or alternative instruction under Maine compulsory attendance law (20-A MRSA - 5001-A) and he/she:

A. Has completed grade 6 and has the equivalent of ten (10) full days of unexcused absences or seven (7) consecutive school days of unexcused absences during a school year; or

B. Is at least seven (7) years of age and has not completed grade 6 and has the equivalent of seven (7) full days of unexcused absences or five (5) consecutive school days of unexcused absences during a school year.

As required by law, the following procedure shall be followed when a student is truant:

A. The Principal, upon determining that a student is truant, shall notify the Superintendent of the student's truancy within five (5) days of the last unexcused absence.

B. Within five (5) school days of notification, the Principal will refer the student who has been determined to be truant to the school's Student Assistance Team (SAT).

C. The Student Assistance Team (SAT) will meet to determine the cause of the truancy and assess the effect of the student's absences, as well as any future absences for the student. If it is determined that a negative effect exists, the Student Assistance Team (SAT) shall develop an intervention plan to address the student's absences and the negative effect of these absences.

For the full district policy on truancy go to:

<http://www.msad40.org/administration/districtPolicie.cfm> and view Policy JHB: Truancy.

Arrival and Dismissal:

Dropping Off: When dropping off your child for school, parents are not required to walk their child(ren) into the building but ARE asked to let them off as close to the path from the parking lot as possible and to watch them until they have entered the building. Our number one goal is the safety of our students. Student drop-off time is from 8:15-8:45. Students will not enter the building prior to 8:15.

Picking Up: When picking up your child, parents are required to come inside to sign them out and pick them up if doing so before the end of the day. If your child is a daily pick-up, please use the car-rider line to pick up your child at dismissal time.

School begins at 8:45 a.m. Students who walk or are dropped off at school should arrive **no earlier** than 8:20 a.m. Children are tardy after 8:45 a.m. Things are “happening” in your child’s classroom from 8:30 on; children who arrive late are missing an important part of their social and academic classroom routines. A note should be provided in advance if you know your child will be tardy.

Walkers will use the front door for arrival and dismissal. Staff members will be on duty from 8:20-8:35 and again at the end of the day. At dismissal, walkers will be called to the office and escorted off school property.

To further safeguard our students and staff while they go about the business of learning, all exterior doors remain locked at all times. **Our main doors will be locked from 9:00 a.m. until 3:00 p.m. while school is in session.** Visitors are to ring the doorbell located to the right of the main entrance and the door will be opened by a staff member as soon as someone is available. The office may be contacted at 207-273-2001 if no one responds to the doorbell. Your understanding that this inconvenience is in place on behalf of your children is sincerely appreciated.

The regular school day ends at 3:15. Students are dismissed to parents/guardians at 3:15 p.m., before the buses are loaded. Please allow your child to make the most of their class time by arranging any pick-up no earlier than the end of the school day; leaving early means missing out! For your child's safety please wait for him/her to be dismissed from the office. Please **do not** go directly to the classroom.

Parking for Dropping Off and Picking Up:

As previously mentioned, students may arrive at school **between 8:20 and 8:45.**

Students picked up at dismissal time must be signed out by a parent or authorized contact person and will be called to the office to meet their driver. Drivers and parents are reminded **not** to park or drive in the bus lane.

Please do not go directly to your child’s classroom. Parents or a designated person must sign the student out in the office; students will meet their rides in the main lobby.

Except for the parent(s)/guardian(s) or persons listed on the emergency sheet who will assume care of the child if a parent cannot be reached, children will **not** be released into the care of any other individual **unless** the parent(s) or guardian(s) sends a note or telephones the school.

Dismissal Policy: <https://www.msad40.org/files/JLIB.6.19.19.pdf>

Office Hours:

The school office is staffed daily from 8:00 a.m. to 4:15 p.m. while school is in session, as well as for one week prior to school opening and one week after closing.

Parent Communication:

The ***Infinite Campus*** Parent Portal is available to all families and gives student information including attendance and newsletters. Please contact the office for more information regarding the IC Parent Portal.

ParentSquare:

ParentSquare is RSU 40's communication platform for families. Through ParentSquare, families will receive both emergency notifications (school cancellations and delays) and general information regarding events at schools. Families will also have the option to schedule parent/teacher conferences and sign permission forms through ParentSquare. Register your account by using the email address you have provided your school and download the Parentsquare app for iPhone or Android. <https://www.parentsquare.com/signin>
More information may be found on [the technology page](#) of the district website.

Registration:

Parents of new students or students transferring to the Warren Community School must register [online](#). All pupils entering Maine schools for the first time must present birth certificates and proof of current immunization. Students registering in RSU40 schools must also provide proof of residency when signing up.

Children from the town of Warren are eligible to attend our pre-kindergarten program if they are 4 years old by October 15 of the current school year. Our PK program is a two day/week, full day program. Students are registered the previous spring and right up until the beginning of school; they all take part in individual screening appointments during the first week of school and begin attending school the second week of the school year.

Children from the town of Warren are eligible to attend our kindergarten program if they will be 5 years old by October 15 of the current school year. Our K program is a five-day/week, full day program. Students are registered the previous spring and right up until the beginning of school; they all take part in individual screening appointments during the first week of school and begin attending school the second week of the school year.

Student Health and Safety

Bicycles:

When students ride their bikes to and from school, parent(s) may send one note that gives them permission to do so for the entire school year.

At the end of the school day, students will walk bicycles off the parking lot to the road before riding. This is to ensure that they are not traveling too fast when they encounter traffic on the road.

All students must wear helmets when riding bicycles. Students who arrive at school riding a bicycle without wearing a helmet will have to be picked up and bike-riding privileges will be suspended until a helmet is available to that student.

Breakfast, Lunch, and Snack:

School breakfast and lunch are available for students. Collection of money will be made on Monday or the first day of the school week. If your child is absent on that day, he/she may bring the lunch money when returning to school. If paying by check, please make it payable to **“RSU40/MSAD40 School Lunch Program”**. Lunch may not be charged. Overdue accounts will be handled according to district policy [[LINK](#)]. Lunch account balances are available on the internet using **Infinite Campus** if a parent requests a password from the school office.

A child who comes to school without a lunch will be asked to get a school lunch, which will be billed to the parent(s). **Free or reduced lunch applications are processed at the beginning of the year or whenever there is a change in the financial status of the family.** We are happy to help you complete these forms and all information is confidential.

A lunch/milk order form is part of the weekly school newsletter. Please fill this out and return it with the correct amount of money in the lunch/milk order envelopes provided.

Your child may bring a cold lunch and purchase milk or bring his/her own beverage. A choice of lowfat white or chocolate milk will be offered.

The menu is posted weekly in Friday's newsletter and sent home at the beginning of each month.

All meals are at no cost until June 30, 2022 or until special funding has run out"

The following prices will be in effect at the beginning of the 2022 - 2023 school year:

Breakfast	Lunch
K-8 Full Price = \$1.50	K-8 Full Price = \$3.00
Adult = \$2.50	Adult = \$5.00
K-12 Reduced = No Cost	K-12 Reduced = No Cost
K-12 Free = \$0.00	K-12 Free = \$0.00
Milk = \$0.50	Milk = \$0.50

We are currently not providing opportunities for family and community members to join students for lunch but will update the community if this changes.

Snack:

All classrooms provide a time during the day for snacks. Healthy snacks are **encouraged**. Gum, candy, and soda or other caffeine drinks are not allowed. "Energy" drinks are also **prohibited**.

Dressing for the Weather and Recess:

Recess is designed to provide a break for students. Each class has a daily recess. All children are expected to go outside for school recess except in rainy or very cold weather (10 degree wind chill or colder). Appropriate clothing for the changing seasons is recommended. See "Dress Code" section for more details.

Please label all outerwear including boots, shoes, hats and mittens with your child's name. Winter coats are available for those students who need them; please call the office or the school counselor for assistance. Hats and mittens made by community volunteers are available in the health office.

Emergency Protocols and Information

An emergency contact information sheet is sent home during the first week of school each year. Please complete and return it promptly. **Please notify the school secretary of any changes** of address, home, work, or cell phone numbers, or childcare, so that you or your designee may be reached quickly in case of emergency.

Emergency Response Plan/ Evacuation and Lockdown Drills

Each school in the district has developed a comprehensive plan for most emergencies. Instruction regarding evacuation of the school building in case of a fire or another emergency is regularly provided. Evacuation drills are held frequently. At the beginning of the school year, they are announced and demonstrated to all students. Later they are held without notice. Lockdown drills are also held throughout the year. Every effort is made to help students realize the seriousness of unexpected problems while at school. **Such matters as warning signals, proper exits, and evacuation routines are carefully planned and are made known to the children.**

Health Guidelines

Accident Policy:

The following steps will be carried out in case of a serious accident:

1. An adult shall accompany any child suspected of serious injury to the office. If the child should not be moved, the duty person will stay with the injured child and send someone in for the principal or his/her representative.
2. Phone calls to inform parents (or other individuals designated on the emergency contact information sheet) of the accident will be made by the principal, secretary, or health office staff.
3. If the parent is unavailable, the principal or his/her representative will decide what additional emergency help is required.

General Health:

Students who are ill belong at home. If you question whether your child is well enough to go to school, the following guidelines may be helpful:

Stomach Ache, Vomiting, and Diarrhea:

A child with these conditions should be kept at home until symptoms have resolved for 12 hours and the child is able to keep down food and liquid.

Consult your doctor if fever and stomach pains persist or your child appears dehydrated.

Cold, Sore Throat, Cough:

Children average six to eight colds per year. If cold and cough symptoms are associated with a fever or they do not readily improve, call your doctor. Your child may attend school if there is no fever.

Red Eyes:

When the white part of the eye appears red and produces a yellow or green crusty discharge, call your doctor during office hours. Your child may have conjunctivitis, a common condition that may be a contagious infection. Your child may need an eye ointment, and may attend school after 24 hours of treatment.

Fever:

Your child may attend school with a temperature less than 100 degrees F.

Rash:

A rash is usually a sign of a viral illness. It also may be a reaction to a medication or chemical. If your child has an unusual rash or it is associated with a fever, contact your doctor. Keep your child home until you have discussed the rash with your doctor.

If a student attends school with any of the above symptoms, school personnel may call his/her parent(s) and ask that the child be taken out of school. **Parents are asked to furnish the school with the name, address, and telephone number of two persons the school may contact in an emergency if parents cannot be reached.**

After an illness, please do not request that your child remain indoors during recess periods. **When a child is well enough to come to school, he/she will participate in all regular school activities, unless a physician's note restricts activity, such as physical education.**

Health screenings are conducted by our school nurse during the school year at various grade levels. Letters will be sent home only if concerns are noted. If you have any questions, please call our school nurse at 207-785-2277 ext. 224.

Dental Health:

Thanks to the Dental Health Education Grant, the District Nurses will be able to offer the Fluoride Varnish program for grades K through 6. With your permission your child can get a free Fluoride Varnish treatment at school. Below you will find a few frequently asked questions about this new program:

What is Fluoride Varnish?

Fluoride Varnish is a protective coating that is painted on teeth to help prevent new cavities and to help stop cavities that are already started.

Why do we recommend putting fluoride varnish on children's teeth?

Tooth decay is one of the most common preventable diseases seen in children. Cavities in teeth can cause pain and affect children's ability to eat, speak, sleep, and learn properly. Children do not lose all their baby teeth until they are 12 to 13 years old.

Is Fluoride Varnish safe?

Yes, Fluoride Varnish can be used on babies from the time they get their first teeth. Only a small amount of Fluoride is used. This method has been used in Europe for more than 30 years. Fluoride Varnish is approved by the Food and Drug Administration (FDA) and is endorsed by the American Dental Association.

How is it put on the teeth?

The Fluoride Varnish is applied to the teeth, by a health professional, using a small disposable brush. It is quick and easy to apply and does not have a bad taste. There is no pain when applying the Fluoride Varnish. Your child will be able to eat right after this treatment.

How long does the Fluoride Varnish last?

The effects of Fluoride Varnish will last up to several months. The Fluoride Varnish will be applied to your child's teeth 2x a year.

In addition, students will again have the opportunity to receive the Services of Tooth Protectors. Tooth Protectors are able to offer the full services of a Dental Hygienist at the school and accept most Dental or Health Insurances. Permission slips will be sent home and are available by calling the school office.

Head Lice:

Head lice is the largest and most exasperating health problem in schools today. Our goal is to work together to minimize this common problem. Anyone can contract lice from another person who has them or from someone's clothing or personal items. Head lice can live up to 12 - 24 hours away from a host. When on a host, the favorite habitat is behind the ears and around the neck and crown areas. They are tiny, and usually grayish white to reddish brown and tend to assume the color of the host's hair. Nits, tiny as well, are long, oval and a translucent pearly white color. They are attached to a hair by a cement-like substance secreted by the louse. Nits are extremely difficult to remove. Symptoms may include itching or redness of the scalp or back of the neck and behind the ears. The school will monitor students for symptoms of head lice. If a

student is suspected of having head lice, the school will follow the procedures listed in District Policy JLC-G - Pediculosis (Lice).

Hearing and Vision Tests:

Hearing and vision screening tests are performed annually by the school nurse on all students in the school. Parents are notified of any suspected problems. Please note that these tests are for screening purposes and do not take the place of a professional hearing or vision exam by a doctor. If your child is referred for further vision or hearing testing, or if a problem is found during a physical examination, please convey any physician recommendations to your child's teacher and school nurse.

Medication:

Medication is defined to mean **both prescription and non-prescription items**. Medication should not be administered during school hours if it is possible to achieve the desired effect by home administration before or after school hours. Medication must be part of a physician-established medical plan of care.

In the event that your child needs medication administered during the school day, the **Authorization for Medications to be Taken During School Hours** form **must be completed by the child's physician** as well as the parent/guardian. All medication will be kept in a locked area in the school office and administered by trained school personnel.

Medication must be in the **original container** and clearly labeled with:

- Name of the student
- Name of the medication
- Name of the physician
- Dosage
- Date of original prescription and instructions for administration.

Parent Responsibilities:

- Instruct the child to self-administer his/her own medication under supervision if appropriate;
- Provide the appropriate number of doses of medication;
- Provide a written order that has been obtained from the student's physician, including:
 - A. Student's name
 - B. Name of medication
 - C. Dosage amount and when it is to be given
 - D. Date prescribed; date of expiration
 - E. Doctor's name
 - F. possible acute side effects
 - G. signature of parent or guardian granting permission for trained school personnel to administer medication

EpiPens:

Guidelines for dispensing of medications apply to those students who have known allergic responses to insect bites or stings. First aid supplies in each school include an EpiPen, which may be used in the event of severe allergic response by students particularly unidentified as being at risk. Approval for judicious use of EpiPens by school personnel trained to do so has been given by the school physician.

Insect Repellents and Sunscreen:

Both of these products contain chemical compounds that may be unsafe for children, we need to be very careful that neither one of them is available to students without adult supervision while at school. Please keep in mind of the following:

- ❑ Preferably, ensure that your child is protected from the sun's rays or insects by applying a long-acting product prior to arriving at school. This is particularly important on days of field trips or Field Day.
- ❑ To ensure that products such as these with warnings to *"keep out of the reach of children"* are not available on the bus or at school, please do not allow them to be carried by students in backpacks or bags.
- ❑ If your child is particularly susceptible or has a medical need for sun or bite protection, contact the health office to make arrangements for leaving sunscreen or insect repellent (in its original container, labeled with your child's name) in the Health Office. This product may then be left in the Health Office, accompanied by a written permission from the student's parent/guardian.

Record Keeping:

A cumulative and confidential health record will be maintained on each student so that an ongoing history of each student's health may be available to those staff members who are directly involved with the student. Significant health problems, as well as any condition which might affect the student in school, will be noted. These records are kept in the Health Office at the Central Office. Health staff may be reached at 207-785-2277 ext. 224. ***Please be sure to notify the school in the event that there are changes in your child's health.***

Immunization records will be annually reviewed by the school nurse. Parents will be notified when boosters are due if your child is not appropriately immunized.

Children who intend on participating in middle school sports programs must have a physical prior to trying out for a team. It is recommended that children receive a physical upon completion of 6th grade as preparation for adolescence and for any sports participation your child may be interested in.

Sports physicals are required every two years.

Please refer to the RSU 40/MSAD 40 websites for current health policies.

School Counseling:

Counseling in schools encompasses a wide variety of services. At Warren Community School, the school counselor works with individual students, small groups, and classrooms. Our counselor also consults with teachers and parents throughout the year to ensure that students are receiving the necessary support. Students, parents, teachers and other school personnel may make referrals for services. Confidentiality is respected and emphasized in all counseling relationships. Individual counseling is a one-to-one interaction between a counselor and student to work on a problem or concern. School counselors are not intended to do regular long-term counseling with an individual student due to student/counselor ratios, time limits, and specifically-stated job descriptions.

During classroom or large group guidance, special units are developed and presented based on the RSU 40/ MSAD 40 guidance curriculum. Learning goals and instructional strategies are designed to assist with personal, social, career, and educational development for all students. Classroom guidance topics may include Peer Mediation, Conflict Resolution, Personal Safety and Body Rights, Decision Making, and Refusal Skills.

School counselors serve as referral agents to help students and their families receive assistance from other programs and services in the school system and from agencies and private therapists outside the school. Contact your school counselor if you are seeking more information concerning long-term services available in our area. We consider parents a vital part of a child's education so please contact your counselor to discuss concerns about your child.

School Insurance:

Student accident insurance can be purchased through the school for the school year. Look for the forms in the packet your child brings home during the first week of school.

Academic Programming

Expectations:

Academic programs, supports, and instruction at Warren Community School are all developed to help students meet the Maine Learning Results and Common Core State Standards. It is our expectation that students meet the standards set by RSU/MSAD 40. Standards and the benchmark measures of student performance in relation to those standards are set to reflect all students' progress towards meeting the standards. Interventions are provided for students having difficulty meeting those standards. ***The support of parents is essential in ensuring that students succeed.***

“Special” Subjects:

Our “special” subjects are a regular part of the school curriculum and students are expected to participate. These programs provide opportunities to attain specialized skills, develop special knowledge, and learn lifetime activities in physical education and the arts..

Art:

Students receive classroom art instruction weekly. Paint shirts/smocks are used for art class.

Music:

Students receive classroom music instruction weekly. Recorders are included as part of the grade 4 music curriculum. Chorus and instrumental music (Band) are offered for students in grades 5 and 6.

Physical Education:

Physical Education classes are held weekly. When the weather is good, classes may be held outdoors. Please send your child to school prepared to be either indoors or out in “play” clothes that don’t mind grass stains or a little dirt. Sneakers are important! They provide comfort, traction, and safety and do not mark up the gym floor. A student must have a note from their doctor to be excused from physical education classes.

World Language:

Field Trips:

Field trips enrich the curriculum and are like any other day of school. Some activities are in town and students will walk to them; other trips require bus transportation. Students must have a signed permission slip to participate in a field trip. Students without parental permission will remain at school and continue with academic work.

Any parent wishing to chaperone a field trip must complete a volunteer application and be on the approved volunteer list.

Please understand that there is a liability when going on field trips. Students who demonstrate certain unsafe behaviors while at school may be asked to have a parent accompany them in order to participate on a field trip. For those students who require parental supervision, should the parents not be able or willing to attend the trip the student(s) will remain at school with an alternative activity provided.

Student Supports

Technology Use in the Elementary School:

Computers are available for use in the classroom when appropriate for instruction. The district recognizes the need to partner with families to inform and educate students on the appropriate use of technology; including the topics of online safety, privacy, and cyber-bullying. Students receive information on technology use at school and the district provides Internet content filtering, in accordance with federal law, for students while accessing the school's network. School staff will supervise student use of computers in the classroom but be aware that no filtering is fool-proof and supervision may not prevent all instances of inappropriate use or access to objectionable content. Please talk to your student about the appropriate use of technology. A good resource for families is www.common sense media.org. Parents should familiarize themselves with the district policies on technology use that are posted on our website, www.msad40.org.

Google Apps for Education:

RSU 40 creates student accounts in the G Suite for Education Core Services to be used for educational purposes. The Google Core Services include Google docs, Google sheets (spreadsheets), Google Slides (presentation software), and Google Forms. At the high school, students also have access to Google Education Mail. Google Education Core Services do not require parental permission as RSU 40 provides consent for Core Services on parents' behalf under the district's [G Suite for Education Agreement](#) and [Data Processing Amendment](#). The [G Suite for Education Privacy Notice](#) describes how Google collects and uses information with G Suite for Education accounts. As stated in this Privacy Notice, for G Suite for Education users in Primary/Secondary (K-12) schools, Google does not use any user personal information (or any information associated with a Google Account) to target ads. Google Additional Services (those outside of the Google Education Core Services) require consent for minor users: G Suite for Education requires in its [agreement](#) (section 2.5) that schools obtain parent or guardian consent for any [Additional Services](#) they allow students under the age of 18 to use. Most Additional Services are governed by the [Google Terms of Service](#) and [Privacy Policy](#), and some Additional Services also have service-specific terms. Please see this [Core and Additional services comparison chart](#). There are times when teachers want their students to access selected Additional Services for educational purposes and for that, we will provide a permission form through ParentSquare, seeking parent/guardian permission for students to access the following Additional Services: YouTube, Google Maps, Google Books, Google Bookmarks, Google Earth, Google Photos, Science Journal, and Google Cloud Print.

Library and Media Center:

The library is accessible to all grade levels, using the “open library” concept and “flexible scheduling”. This allows entire classrooms, groups of students, or individual students to use the library for projects, research, or choosing a book to read for enjoyment. Books or magazines may be borrowed for one week at a time.

The computers in the media center are available for student use in research, word processing, and communication. ***Please refer to the RSU/MSAD 40 websites for technology usage policies.***

Student Recognition:

We feel it is very important to recognize students who excel in our school. Some awards that are presented to students throughout the year include (but are not limited to):

Attendance: Recognition for regular attendance, as well as being on time.

Achievement: Recognition for high levels of performance on district and statewide assessments.

Improvement: The Medomak Valley Education Association presents awards to the two most improved students at selected grade levels.

Honor Code Recognition: Students are recognized for demonstrating fairness, kindness, honesty, respect and responsibility.

Promotion: All 6th graders who have completed district requirements receive a “certificate of promotion” and participate in a promotion activity during the final recognition assembly of the year.

Student Assistance Team:

The Student Assistance Team (SAT) is a diverse group of school personnel committed to offering support, recommending alternatives and facilitating access to resources for students who are encountering difficulties in school. The purpose of the team is to assist concerned school staff members and parents of referred students to find effective interventions to promote a successful and positive school experience. Referral to the SAT may also serve as a prerequisite for Special Education referral.

Section 504 Eligibility and Services:

Section 504 of the Rehabilitation Act of 1973 ("Section 504) prohibits discrimination against persons with a disability in any program or activity receiving federal financial assistance. Public schools have specific responsibilities under the Act, including the responsibility to identify, evaluate and, if the child is determined to be eligible under Section 504, to provide access to a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to any accommodations and/or related aids or services necessary for an identified child with a disability to benefit from his or her educational program.

Each building in the District has a designated Building Coordinator for Section 504. Any questions about Section 504 referral, eligibility, or services can be referred to the Building Coordinator. RSU 40 has a Section 504 handbook that is a resource for students, parents and school district staff regarding the requirements of Section 504 as they relate to students available upon request to the Building Coordinator.

Special Education: Individualized Education Programs

The Individualized Education Program team (IEP team) is a committee that is made up of your child's teacher, a building administrator, a special education teacher, parents, and other specialists as needed. The responsibilities of the IEP team are to:

- Determine eligibility for students to receive special education services due to a disability that interferes with the child's learning
- Develop appropriate individual education programs for students with special needs
- Monitor each child's special education progress

Individuals, ages 3-22 years, who have a disability impacting their ability to access their education, are eligible for special education services. Disability categories include:

- Autism
- Deaf-blindness
- Deafness
- Developmental delay (kindergarten)
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Other health impairments
- Orthopedic impairment

- Speech & Language impairment
- Specific learning disability
- Traumatic brain injury
- Visual impairment (including blindness)

If you have any questions about special education services, please call the Warren Community School or Karen Brackett, Director of Special Services, at 207-785-2277 ext. 227.

Communication

Conferences and Appointments with Teachers:

Parents are encouraged to discuss their child's progress with teachers throughout the year. However, discussions with teachers need to coincide with their preparation and planning schedules. This time is typically one half hour before and after school. *Please call the school (207-273-2001) to schedule a mutually convenient time to meet with your child's teacher.*

Parent-Teacher Conferences: Scheduled parent-teacher conferences are held in the fall for all grades. You are encouraged to make every effort to attend. While progress reports give valuable information in summary form, they can never take the place of personal contact with your child's teacher. Only in a conference situation can the many aspects of your child's educational development and growth be fully explained and discussed between the people who know the child best ... the parents and the teacher. Conferences at other times during the school year may be scheduled individually with your child's teacher.

Infinite Campus:

Parents can access the school attendance records via the internet. Please call the secretaries if you would like a password to access your child's information.

Newsletter:

A school newsletter will be distributed at the end of each week. This newsletter is also posted on the school web site: www.msad40.org/wcs. You can also find information like the newsletter and upcoming events on our Facebook page if that is more convenient: <https://www.facebook.com/WarrenCommunity?ref=hl>.

Notes:

Notes and phone calls to the school are necessary to keep your children safe and accounted for between home and school. A note or a phone call is **required** when changes are made in plans for a child's dismissal or bus drop off. Please do not contact your child's bus driver directly; **all changes must go**

through the school. A note must be sent to the child's teacher. If plans change during the day, please contact the school office prior to 2:00 p.m.

No-School Announcements:

Five snow days are built into the academic calendar. In the event of inclement weather or other emergencies, a "no school decision" will be made as early as possible by the Superintendent, usually by 5:30 a.m. The announcement will be made through ParentSquare, on the district's website (www.msad40.org) and over the following radio and television stations:

<u>Television</u>	<u>Radio</u>	<u>Internet</u>
WCSH- Channel 6	WGAN (Portland) 560 AM	wmtw.com
WMTW- Channel 8	WBLM (Portland) 102.9 FM	mainetoday.com
WGME-Channel 13	WRKD (Rockland) 1450 AM	wgme.com
WLBZ- Channel 2	WQSS (Camden) 102.5 F	knox.villagesoup.com
Channel 7/ FOX 22		wcsh6.com

If for emergency reasons schools are dismissed earlier than the regular closing time, announcements will be made on the above-mentioned stations and channels. **Please make sure emergency contacts and early release plans are updated through the office.** The ParentSquare Notification System will be implemented district wide again this year. ParentSquare allows you to receive phone, email, and text message communications from your school, including school cancellation or delay information.

Party Invitations:

Party invitations may not be distributed in school unless every child in the class is included. Parents wishing to send a special snack for a child's birthday or other occasion should make arrangements with the classroom teacher prior to that day, as special dietary requirements may exist.

Use of Facilities:

The Warren Community School is available for community use. Guidelines and costs for using these facilities may be obtained at the office or on the district website.

Volunteers, Parents, and Guests

Volunteers:

We welcome volunteers! If you can spare some time, and are interested in working in the school, we encourage you to volunteer. Children enjoy seeing their parents and other caring adults at school. Anyone wishing to volunteer should contact the office or make arrangements with the teacher. Volunteers must complete an application available in the office. To ensure student safety, volunteers and chaperones must pass a State Bureau of Investigation background check. We ask that you call if you are unable to keep a commitment. Further, if you decide to volunteer, please consider the following:

- Smoking in the school building or anywhere on school grounds is prohibited
- We ask that you refrain from using your cell phones, including texting, while chaperoning or volunteering, as it distracts from the learning at hand and takes the focus off the students that are being supervised by you
- All volunteers and visitors must sign in at the office and wear a volunteer/visitor tag before entering the classrooms
- We do not allow volunteers to bring other children with them into the classrooms (please make arrangements accordingly)

PTF (Parents, Teachers and Friends):

PTF is an independent parent-teacher organization, made up of parents, teachers and community members. Their purpose is to enhance the education of the students, and support the staff of Warren Community School through financial support and parent involvement. They execute a number of fundraisers throughout the year so they can support the classes with field trips and supplies. Even more importantly, they organize and/or support events that bring our families together and develop a closer connection between school and community.

The PTF meets monthly and **any** community/family member who wants to support our students is encouraged to attend any or all of the meetings/events. The PTF alternates meetings on Tuesday and Wednesday in the first week of the month. If you would like more information on the PTF, please visit their facebook page: [LINK](#)

Current officers of our PTF are:

- ❑ Casey Widdecombe- President
- ❑ Calli Peters- VP
- ❑ Jana Benner- Treasurer
- ❑ Amy Peters-Secretary

Report Cards

Report cards in grades K-6 are issued three times a year. Parents concerned about student progress are encouraged to contact their child's classroom teacher, following the procedure guidelines below:

- ❑ [Conferences and Appointments With Teachers](#)

Grades PK through 6 will use standards-based report cards. Please see your child's teacher or an administrator if you have any questions.

The following indicators are used to signify student achievement levels:

4.0: The student's mastery has gone above and beyond the standard

3.0: The student has met the standard

2.0: The student is progressing towards mastery

1.0: The standard has just been introduced or the student has not yet made sufficient progress towards mastery

Please note that there is NO connection between a 1, 2, 3, 4 and an A, B, C, D and F. These are simply an indicator of a student's progress towards proficiency on a given standard. Report cards no longer provide a generic grade in any subject. Rather, the report cards detail progress towards proficiency on each standard a student is working on so that you as parents know exactly what your child is learning. It is important to understand that each child learns differently and at different paces. Getting a (1) or (2) on a standard does not indicate "failure" and we encourage parents to not punish students for scores on a report card. If a child is exhibiting behavioral or academic struggles in a classroom that are of concern, his/her teacher will be in contact with you.

School Pictures:

School pictures are taken each fall. Notices will be sent home at least one week prior to the photograph sessions. Retakes are available for those who are absent or displeased with their pictures.

Textbooks and Supplies:

In accordance with the State Law, all textbooks are to be supplied at the expense of the school district. These books are the property of RSU/MSAD 40 and are loaned to the students. When students lose, destroy, or unnecessarily damage any school books, school equipment, or school property, parents are

responsible and shall be asked by the principal or superintendent to make proper adjustments. Students are encouraged to supply pencils, crayons, pens, markers, notebook, and other school items. The teacher will inform the parent of any specific supplies they may be encouraged to buy. For those who may have difficulty purchasing supplies, there are some available from the office.

Student Privacy

Student Education Records and Family Education Rights and Privacy Act (FERPA):

Upon request, any parent of a child attending public school has the following rights concerning his/her child's education records. Students who have attained 18 years of age also have the same rights regarding their school records. These rights include the right:

- To receive a list of the types and locations of educational records kept on your child
- To inspect and review any of your child's records
- To receive copies of the records for which the school may charge a minimal duplication fee
- To have someone at your child's school explain or interpret any item in your child's records that you do not understand
- To have a person of your choosing inspect and review the records
- To ask for an amendment of any record on the grounds that it is inaccurate, misleading, or violates privacy rights
- To request a hearing on the issue if the school refuses to amend the child's record

Further information concerning your rights and a copy of the school policy may be obtained by contacting the building principal.

Protection of Student Rights:

It is the responsibility of RSU 40/ MSAD 40 to protect the rights of all students. School staff members sometimes face a dilemma between their responsibilities to assure the safety of students and their desires to respect the rights of parents. In situations involving divorce or estranged parents, both parents will be given the following opportunities, until or unless an official court order is received by the school which limits access by one or both parents:

1. View the child's school reports
2. Receive school progress reports
3. Participate in parent-teacher conferences
4. Receive notices and newsletters of school activities

Only a legal document (e.g. final divorce decree which includes specific denial of visitation rights or a restraining order denying visitation rights) can prevent a parent from participating in the activities above. ***It is the responsibility of the custodial parent to notify the school principal of any restrictions on school-related rights and to provide a certified copy of any legal action.***

For the school's purposes, the parent who **resides** with the child is considered the resident parent. In situations where the divorce decree grants joint custody, if the student resides with one parent during the school week, that parent shall be considered the resident parent for purposes of this policy.

Only the resident parent has the right to visit a student at school or remove the student from school property, unless a noncustodial parent has the permission of the resident parent. If a question arises as to who is the parent in residence, the school principal will require a copy of legal paperwork from the parent attesting to custody.

Further information concerning your rights and a copy of the school policy may be obtained by contacting the building principal and may be viewed online at www.msad40.org.

Student Internet: Acceptable Use and Procedures

Technology equipment is provided to support learning objectives in the elementary schools. Student technology use in school is under the guidance and supervision of school personnel. The use of technology with young students creates many opportunities for learning and responsible use is an important part of that learning. The district provides schools with necessary equipment for student use and any parent/guardian wishing their student to use a privately owned iPad, tablet, laptop or other Internet capable computing device (excluding cellular phones) in school ***must complete and have approved an RSU 40/ MSAD 40 Personal Device Application***, which is available from the RSU 40 Technology Director. Please see our website, <http://www.msad40.org>, for contact information.

The district recognizes the need to partner with families to inform and educate students on topics of online safety, privacy, time management skills, and cyber-bullying. Students receive information on technology use at school and the district provides Internet content filtering, in accordance with federal law, for students while accessing the school network. While at home, parents/guardians are encouraged to model appropriate use and seek out resources, such as Common Sense Media (www.common Sense Media.org) to assist their students.

Parents/Guardians are encouraged to familiarize themselves with the district policies in regards to the use of technology, which are available on our website (www.msad40.org) and at your school's main office by request.

Student Placement

During the placement process each spring, teachers work together to combine children into balanced classrooms that will promote a positive learning environment. Balanced classrooms have similar student-to-teacher ratios with equal distributions of students who demonstrate various strengths and challenges. The following protocol has been developed to facilitate this process.

Protocol for Student Placement:

- ❑ The current year teacher identifies each student's educational, behavioral, and social strengths and needs. Teachers receive feedback from parents as to how the present year has gone for the child.
- ❑ Parents may provide input in the spring about what they identify as their child's social and academic strengths and needs. Parent input will be considered by the administration when developing class lists.
- ❑ Parent input does not include a request for a particular teacher. However, it does include a request for a classroom in which specific educational needs can be met.
- ❑ Grade level teams and building staff meet to create full classes of balanced groups of students for the next year.
- ❑ Class lists are forwarded to the building administration for input.
- ❑ All class lists are forwarded to the principal who assigns each class to a given teacher.
- ❑ The receiving teacher reviews the class list and may consult with the current year's teacher.
- ❑ Parent appeals are limited to their own prior experience with the assigned teacher. However, any parents with concerns are always encouraged to contact the principal.
- ❑ For valid educational reasons, the parent(s) or teacher may request a change in placement through the Student Assistance Team (SAT) and administration.

Student Behavior and Discipline

Rules and policies around student behavior and discipline apply to any student who is on school property, who is in attendance at school or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

Staff will address behavior conflicts when they occur. When children break the rules of their school community, least restrictive, logical consequences are used. Inappropriate behaviors are addressed by district policies, which can be found on the RSU/MSAD 40 web site.

As always, we encourage you to talk with your child's teacher when a question or concern arises. Teachers and administrators will refer to the Warren Community School Discipline Rubric, to determine consequences for inappropriate behavior. Parents/guardians are also strongly encouraged to review the District Code of Conduct ([LINK](#)) with their child(ren).

Behavior Expectations:

Our Code of Honor:

- Be Safe
- Be Kind
- Be Respectful
- Be Responsible

See Appendix A for a copy of the **Warren Community School Behavior Matrix and Discipline Rubric** for more detailed expectations.

Bullying Policy:

The state of Maine passed a law in 2012 which expands the obligations of schools to address bullying and cyber-bullying that impacts students in school. This law includes a detailed definition of bullying, mandates the adoption of detailed anti-bullying policies, requires that all incidents of bullying be addressed, and requires the training of all staff in the best approaches to implement the law (Drummond Woodsum Conference, 2012.)

A copy of RSU/MSAD 40's policy on bullying (JICK) can be found at:
<http://www.msad40.org/administration/districtPolicies.cfm>.

Transportation and Bus Rules:

The bus schedule will be printed in the newspaper prior to the opening of school. Call the district's Director of Facilities & Transportation, at 207-832-4841 with any questions regarding your child's transportation.

Bus safety is of **critical** importance. Parents are requested to instruct their children on the proper ways of riding on a bus. Please see School Board Policy [JICC](#) regarding rules and regulations for students transported on a school bus.

It is impossible for a bus driver to discipline and drive the bus simultaneously. We are all interested in your child's safety and the safety of all children. To further assure the safety of students, parents are requested to observe the following:

- A note must be sent by the parents or a phone call received if the child is **not** going home on the regular bus. Otherwise, the child will board the bus as usual. Blanket permission for a certain afternoon each week is allowed, but written instructions from the parents must be complete and specific. This note will be checked by the office staff and the bus driver will be notified.
- Children are to be unloaded from the bus at their regular stop only unless the parent has made other arrangements and the school and bus driver have been notified.
- Children riding the bus to school are to be ready at the proper stop in the morning.
- No child is to be released from the bus into the custody of anyone, without the parent's and driver's consent. If you wish to meet your child at school, please go to the school office and sign your child out at dismissal time.
- Bus drivers are responsible for discipline on the bus. Misconduct on the bus may lead to loss of bus riding privileges. Parents will be notified in writing and/or a phone call about warnings and loss of riding privileges.

Other rules and regulations for bus passengers are found separately in RSU/MSAD #40's bus policy [\(LINK\)](#)

Lunchroom Expectations:

Posters and expectations were created by the WCS Positive Behavior Interventions & Supports Team. They are hung in the cafeteria so that students are exposed to them regularly, and can refer to them if they have questions. It also helps our staff have clear and consistent expectations with all students. We work diligently to teach these expectations so that students can enjoy lunch in a safe, calm environment. Below you will find an example of lunch expectations:

Entering the Lunchroom I Can:

- Stand quietly
- Keep my hands and body to myself
- Keep my lunchbox at my side
- Stand in a straight line
- Walk to my table
- Remind my friends to stand quietly
- Choose a seat quickly (3 to a bench)

- Choose a space that is free (do not move another person's stuff and take their seat)
- Stand quietly

In the Lunch Line I Can:

- Stand with my lunch box at my side
- Keep my hands and body to myself
- Use a whisper voice
- Have my lunch ticket ready
- Keep my eyes forward
- Say please and thank you to the lunch ladies

When I am Eating I Can:

- Talk using an inside level voice (level 1 or level 2)
- Sit on my bottom with my legs and feet under the table
- Eat **only** my food
- Raise my hand when I need something
- Get out of my seat only with adult permission
- When the lights go off I am silent
- Pick up all trash in my area (even if it isn't mine)
- Walk to dump my trash

Dress Code

Students are expected to adhere to standards of cleanliness and dress that are compatible with a safe and respectful school learning environment. All students are expected to dress appropriately while at school or attending school activities.

Headwear:

Head coverings such as caps, hats, and hoods are not to be worn inside the school building without teacher permission.

Coats and Jackets:

Coats and jackets intended for outdoor wear should be placed in the designated area in the room upon arrival at the classroom and should not be worn during the day unless approved by the teacher. Coats and jackets may be needed at recess even if the day starts off warm. Please make sure your child is coming to school with appropriate clothing.

Tops and Bottoms:

Clothing shall be neat and clean, and appropriate for an educational setting. Revealing or torn/ripped apparel (including but not limited to: tank tops, halter

tops, tube tops, tops with spaghetti straps, and very short skirts and shorts) is not allowed. Please follow the “fingertip length” rule. Baggy clothing that is so baggy or low-rise that underwear is visible, is not allowed.

Clothing with Logos, Pictures, or Messages:

No references to drugs, alcohol, tobacco, sexual activity, or illegal acts are allowed. Clothing that puts down self, others, school, or school activities is not allowed. The school administration has the authority to prohibit other logos, pictures, or messages that they determine to be in violation of the Board's non-discrimination or harassment policies, or is disruptive to the school's learning environment.

Jewelry and Accessories:

No jewelry or accessories that could be used as weapons or to mar/destroy school property, or which poses a safety risk to the student or others, will be allowed.

Footwear:

Footwear must be worn at all times in school and should be appropriate for an educational setting. Athletic shoes with cleats, spikes, or wheels may not be worn in the school building. We **strongly discourage** flip flops and high heeled shoes, as they can be unsafe on the stairs and on the playground.

Electronics and Toys

Children are urged to **leave all toys and electronics at home** as the school cannot be responsible if they are lost, stolen, or broken; this includes trading cards and collectibles of any kind. Cell phones, eBooks, computers, and other electronic devices are to be turned off and out of sight during the school day unless under the direct supervision of an adult. The school will not be responsible for the safety of these items. Any toys and electronic equipment used in violation of this policy will be held in the office until a parent can pick them up.

Video and Audio Recording

In this era of technology there are ever increasing uses of video and audio recordings in our schools. Video and audio may be used to document and demonstrate student learning. The district website, teacher's website or student's website may at times provide access to forms of documentation of student learning. In some instances parents may wish to exclude any video or audio of their child appearing on websites. **A release form is provided with first day materials. If parents do not return this permission form, their child will not appear in any audio or video releases.**

Unauthorized recording of teachers and other students is **strictly prohibited**. Students recording without permission will be subject to disciplinary action.

Behavior Expectations

Expectations are how we ensure that members of the school community are being held accountable for their behavior and choices. They help us to create a structure that serves as the backbone for learning. Students have the right to be in school and with that right comes the responsibility to respect the rights of those around them. Each classroom at the Warren Community School has both its rules and consequences clearly posted.

Our goal is to teach students to accept **logical consequences** for their actions, providing them with time to evaluate their behavior and become actively involved in finding alternative solutions to problems.

Using logical and natural consequences is most effective because:

- Students know in advance what will happen if they choose to act responsibly or irresponsibly
- Students learn that they have positive power in their lives
- Students learn to take responsibility for their mistakes and poor choices
- Children who learn how to face their problems constructively build lifelong skills along with increased self-esteem

Our students are generally well behaved. However, there are times when a student may make a poor choice. In such a case, classroom management procedures and behavior protocols are implemented. The principal reserves the right to suspend any student at his/her discretion for serious and/or flagrant behavior.

Harassment of Students:

RSU/MSAD 40 is committed to providing students with an environment that is free of harassment due to race, color, religion, age, sex, national origin, ancestry, sexual preference, and mental or physical disability. The district is opposed to verbal abuse, physical abuse, rude gestures, or any type of behavior that would put a student in danger.

Sexual Harassment and Civil Rights Violations:

Sexual Harassment:

State and federal laws prohibit sexual harassment. Examples of sexual harassment include:

- Unwelcome sexual advances, gestures, comments, or contact

- ❑ Offensive sexual jokes
- ❑ Sexual threats

Civil Rights Violations:

Civil rights violations include:

- ❑ Ridicule, slurs, derogatory action, and/or remarks due to race, color, sex, age, ancestry, national origin, sexual preference, or physical or mental disability

Reporting Harassment:

Any student who feels that he or she has been subjected to sexual harassment or any other harassment should report the incident to a teacher, principal, school counselor, or to the district affirmative action officer. Each incident shall be carefully investigated in a timely manner. Students also have the right to report incidents of harassment to the Maine Human Rights Commission, State House Station 51, Augusta, Maine 04333. Telephone: (207) 289-2326. **Any student found to have harassed another person will be subject to disciplinary action.**

The complete policy can be found on the RSU/MSAD 40 web site. District Policy JICK: Bullying and AC: Harassment. [Harassment & Sexual Harassment of Students Student Discrimination & Harassment Complaint Procedure](#)

Physical Aggression:

Any student who fights or is physically aggressive may receive an in-school suspension or out of school suspension for up to 10 days. While every incident of aggression is investigated regardless of grade level, children in grades K-3 may receive a less severe consequence. Parents will be notified in either case. Please refer to the school's discipline rubric and the District Code of Conduct policy for more information.

Playground Behavior Expectations:

The Warren Community School playground is used for a daily recess time for each grade level when weather permits. Supervision is provided. The purpose of an outdoor recess is to provide children with an opportunity to play games that require gross motor skills while having a fun outlet for energy. It is also a social time when children can play with children who are in different classrooms. In addition to regularly scheduled recess times, teachers often plan additional outdoor activities with their individual classes.

The playground is also used as a "classroom" by the physical education teacher when weather permits. To ensure student safety during all these activities, access to the back of the school is prohibited during, and immediately following, regular school hours.

WCS Playground Expectations				
	I am safe when...	I am responsible when...	I am kind when..	I am respectful when..
Gazebo	-Reading -Drawing -Walking only	-Sitting -Standing	-Talking kindly -Avoiding rumors	-Keeping hands to self -Respecting nature (hands off)
Field	-Walking or running -Cartwheels -Football -Soccer -Kickball -Frisbee	-Staying on flat mowed surface -Not passing orange post (K-2) -Wearing proper outdoor attire	-Include everyone -Take Turns	-Keeping hands to self (unless a soft tag) -Lining up at the bell -Leaving dirt, mud, and grass on ground
Tar	-Walking only -Throwing sports only (passing balls no drop kicks)	-Putting away equipment -Staying out of puddles, mud, and water (no gutters)	-Using outdoor voices but not screeching	-Stay away from windows -Leave wood chips on ground
Swings	-Sitting on bottoms, upright position -Coming to complete stop before leaving (no jumping) -Staying off of poles -Swinging straight	-Avoiding large puddles or patches of ice	-Counting to 100, and giving a turn (if line is present)	-Being aware of others when on the swings
Slide	-Staying on my bottom -Going down feet first -Staying clear of bottom and sides		-Not sitting at the top and blocking others -Taking turns when going down the slide	-Waiting patiently for other students to clear the slide
Zipper	-Staying off the top of zipper -Keeping two hands on grip/handle -Going one person at a time	-Making sure the pathway is clear -Not picking up peers to put on the zipper	-Sending back the zipper gently	
Basketball/4-Square	-Bouncing the ball only (or hitting, do not kick)	-Following simple rules of the game (PE expectations)	-Using good sportsmanship	-Staying in the designated basketball space
Line Up	-Moving safely to the line	-Going into line as soon as the bell rings	-Helping pick up equipment	-Following HALLS expectations -Kicking mud/snow off of feet before entering building -Wiping feet on rugs as I enter

Suspensions:

There are situations when a student must be suspended from the classroom. A [suspension](#) will be determined by the administration and may constitute an **“in-school” suspension** in which the student would spend the day in another classroom with work provided by the regular teacher or an **“out-of-school” suspension** in which the student may not attend school for up to 10 days.

Threats from Students:

Reasonable precautions are taken to ensure the safety of students and staff at Warren Community School. Any person who makes a threat against the school or threatens the safety of school personnel will be reported to local law enforcement officials. Students who threaten school safety or the life of other students or school personnel **may be suspended from school** until a risk assessment is completed by a qualified mental health professional which indicates that the student does not pose a serious threat to individual(s) or school safety. In addition, other conditions for re-admittance to school may include a written commitment from the parent that the child will not have access to weapons and school staff must acknowledge that their own safety needs have been met.

Parents are asked to discuss the seriousness of such threats with their children. It is unfortunate that such precautions are necessary, but with the nature of school violence increasing in severity our school community cannot be exposed to such risk. Please be sure to tell your child to avoid threatening statements because the consequences are grave and costly. The district Code of Conduct policy contains more information on this topic.

These rules apply to any student who is on school property, who is in attendance at any school-sponsored activity, or whose conduct at any time directly interferes with the operation, discipline, or general welfare of the school.

Please refer to the District's Code of Conduct

School Board Policies

- [Bomb Threats](#)
- [Non Discrimination/Equal Opportunity & Affirmative Action](#)
- [Harassment & Sexual Harassment of Students](#)
- [Student Discrimination & Harassment Complaint Procedure](#)
- [Tobacco/Electronic Smoking Device Use & Possession](#)
- [Tobacco/Electronic Smoking Device Use & Possession Procedure](#)
- [School Meal Payment & Collection](#)
- [Student Digital Device & Internet Use](#)
- [Student Use of Privately Owned Electronic Devices at School Procedure](#)
- [System Wide Code of Conduct](#)
- [Drug & Alcohol Use by Students](#)
- [Bullying & Cyber Bullying in Schools](#)
- [Bullying & Cyber Bullying in Schools Procedure](#)
- [Questioning and Searches of Students](#)
- [Use of Physical Restraint & Seclusion](#)
- [Procedures on Physical Restraint & Seclusion](#)
- [Annual Notice of Student Education Records and Information Rights](#)

The complete text of school board policies can be found on the RSU/MSAD 40 web site at: <http://msad40.org/administration/districtPolicies.com> or reviewed at the WCS office.

Warren Community School Discipline System

These rules and policies apply to any student who is on school property, who is in attendance at school or at any school sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

Code of Honor:

One of the most important goals for our community is the direct teaching and development of self-discipline. Warren Community School members are expected to show respect for themselves, each other, and property. They are expected to accept responsibility for their actions, reflect on challenges, and do whatever is needed to make amends.

*WCS students are **safe, responsible, respectful, and kind!***

Staff will address behavior conflicts when they occur. When children decide not to meet the behavior expectations of their school community, least restrictive, fair, and natural consequences are used. Some inappropriate behaviors are addressed by district policies, which can be found on the RSU/MSAD #40 websites.

As always, we encourage you to talk with your child's teacher when a question or concern arises. Parents/guardians are also strongly encouraged to review the district Code of Conduct with their child(ren).

WCS Discipline System Overview:

Educators, parents, and students at our school have built a positive school culture based on two principles:

- We are kind and helpful to everyone, even people who are not our friends
- We want every student to feel safe and welcomed at school

One element of our work toward positive school culture has been our discipline system, which focuses on a few clear and consistent rules for student behavior. To help students modify their behavior, we use clear and fair consequences when students break our school rules. With input from staff, parents, and students, we revised our discipline system. It is a work in progress and as we learn more we will continue to reflect and make appropriate changes. Please let us know if you have concerns about other students' behavior toward your children or if guidance staff can help you in any way with concerns you may have about your children. We are looking forward to a great year!

As much as we would like to focus just on the positive, we have found that we can do a better job of supporting student behavior when we provide a list of things that students are not allowed to do. That way we can plan our response when we observe negative behavior. We began by listing a wide range of negative behaviors that students might demonstrate at school, including actions that we very rarely see at our school. We then worked with school staff and parents to sort these behaviors by severity and impact. We don't want to treat

all unacceptable behaviors the same way, because some negative actions are more likely to do harm than others. Out of our surveys and discussions came three categories of unacceptable behavior:

Mini-Minor Behavior

All staff members will address these behaviors consistently, using appropriate verbal prompts and reminders, thoughtful discussion, review of expectations, natural consequences, and parent communication when needed. Examples of mini-minor behaviors include:

- Defiance (single incident)
- Not following directions
- Inappropriate language (single incident)
- Not adhering to procedures

Minor Behavior

Staff members will address these behaviors using the appropriate mix of discussion, logical consequences, and parent involvement. The student's classroom teacher and administration will monitor and document these behaviors. Depending on the nature of the incident, administrator involvement might be necessary. The classroom teacher will connect with the parent/guardian when a student is written up for a **minor behavior** incident.

Examples of minor behaviors include:

- Property misuse
- Physical contact
- Continued defiance
- Inappropriate language

Major Behavior

These behaviors will be immediately reported to an administrator, who will talk with the student about his/her actions and administer the appropriate consequence. We will make every effort to reach a parent by phone if your student has done something in this category. Students who demonstrate a **major behavior** will also talk with our counselor if considered appropriate, this will help them reflect, problem solve, and consider more appropriate behaviors moving forward.

Even with these most serious behaviors, we know that we are working with young children who may not understand the severity of their choices. For those reasons, our consequences even for these behaviors will be reasonable and our focus will be on learning and growth. If students choose to repeat these behaviors over time, their consequences will become more significant. Examples of major behaviors include:

- Physical aggression

- Sexual harassment
- Bullying
- Persistent defiance or disruption

Example Behavior Data Form:

Warren Community School Office Referral Form

Child Referral: _____
 Staff Member: _____
 Grade Level: PK K 1 2 3 4 5 6

Location:

<input type="checkbox"/> Classroom	<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Gym	<input type="checkbox"/> Playground
<input type="checkbox"/> Hallways	<input type="checkbox"/> Library	<input type="checkbox"/> Bathroom	<input type="checkbox"/> Other: _____

Defining the Antecedent:

<input type="checkbox"/> Transition	<input type="checkbox"/> Academic Demand	<input type="checkbox"/> Loud Noise/Stimulus	<input type="checkbox"/> Peer Conflict	<input type="checkbox"/> Demand (general)
<input type="checkbox"/> Conclusion of a preferred activity	<input type="checkbox"/> ELA	<input type="checkbox"/> Math	<input type="checkbox"/> Recess	<input type="checkbox"/> Lunch

Minor Behaviors

<input type="checkbox"/> Defiance	<input type="checkbox"/>
<input type="checkbox"/> Property Misuse	<input type="checkbox"/>
<input type="checkbox"/> Physical Contact	<input type="checkbox"/>
<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/>
<input type="checkbox"/> Name Calling	<input type="checkbox"/>
<input type="checkbox"/> Technology Violation	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	<input type="checkbox"/>

Major Behaviors

<input type="checkbox"/> Bullying	<input type="checkbox"/>
<input type="checkbox"/> Harassment	<input type="checkbox"/>
<input type="checkbox"/> Physical Aggression	<input type="checkbox"/>
<input type="checkbox"/> Property Damage	<input type="checkbox"/>
<input type="checkbox"/> Theft	<input type="checkbox"/>
<input type="checkbox"/> Inappropriate Touching	<input type="checkbox"/>
<input type="checkbox"/> Persistent Defiance and Disruption	<input type="checkbox"/>
<input type="checkbox"/> Blatting/Out of Bounds	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	<input type="checkbox"/>

Function of Behavior:

<input type="checkbox"/> Sensory	<input type="checkbox"/> Escape/Avoidance	<input type="checkbox"/> Peer Attention	<input type="checkbox"/> Adult Attention	<input type="checkbox"/> Tangibles
----------------------------------	---	---	--	------------------------------------

Staff Comments: _____

[WCS Handbook Referral Form](#)