Fort Kent Elementary School

Student-Parent Handbook



2025-2026

Fort Kent Elementary School
108 Pleasant Street
Fort Kent, Maine 04743

Mr. Benjamin Sirois, Superintendent

Mr. Kevin Anderson, Principal

Mrs. Mona Martin, Dean of Students

Mrs. Julia Kelly, Director of Student Services

This 2025-26 Learner Handbook was approved by the MSAD 27 Board of Directors at the August Board meeting. The reader should take notice that while every effort is made to ensure the accuracy of the information provided herein, MSAD 27 reserves the right to make changes at any time without prior notice. MSAD 27 provides the information herein solely for the convenience of the reader as a resource and guide.

Dear Parents and Guardians,

Welcome to a new 2025-2026 school year at Fort Kent Elementary School!

Whether you're returning to our school community or joining us for the first time, we are thrilled to have you with us. At FKES, we are committed to providing a safe, inclusive, and engaging environment where every child can grow academically, socially, and emotionally.

We believe strongly that education is a partnership between school and home. Our dedicated staff are here to support your child's journey and to work closely with you to ensure a successful year. Together, we can inspire curiosity, confidence, and a love of learning that lasts a lifetime.

We encourage you to stay involved, attend parent-teacher conferences, participate in school events, and reach out when you have questions or concerns. **Your engagement makes a difference** and helps strengthen our school community.

To stay informed, please visit our district website at **www.sad27.org** and follow us on Facebook at **facebook.com/fortkentelementaryschool** for regular updates and announcements.

If you need assistance at any time, don't hesitate to call our office at **(207) 834-3456**. We're here to help.

Thank you for your partnership. We're looking forward to a great year ahead—one filled with growth, discovery, and success for every student.

Welcome to FKES!

Yours in Education,

Kevin Anderson
Principal

Mona Martin
Dean of Students

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MSAD No. 27 Vision and Mission Statement

Maine School Administrative District No.27
Vision Statement

Our vision is to cultivate a community where collaboration thrives and empowers learners to be life-ready equipped with social intelligence, emotional awareness, and resilience through diverse learning opportunities for personal and collective growth.

Maine School Administrative District No.27
Mission Statement

We are driven by the core values of respect, responsibility, honesty, and engaged and invested learning. At our foundation, we believe that effective communication, meaningful relationships, and trust are elevated through strong partnerships with our community. We are dedicated to providing diverse opportunities that empower each and every one of us to learn, grow, and reach our full potential.

MSAD No. 27 Policy Information

The M.S.A.D. No. 27 Board of Directors has approved several policies which either directly or indirectly impact learners. Copies of the complete policies are available in the superintendent's office or on the Maine School Administrative District Website at Sad27.org. The following link and QR code is a direct link to M.S.A.D. 27's policies.

https://bit.ly/sad27policy

FKES Phone Directory

FKES Directory:	Contact Information:
FKES Main Office Principal - Kevin Anderson Dean of Students - Mona Martin	Phone: (207) 834-3456 (ext. 1) Fax: (207) 834-2723 kevinanderson@sad27.org monamartin@sad27.org
FKES Guidance Office FKES Social Worker - Marian Bouchard FKES Guidance Counselor- Cathy Daigle Restorative Practice & Behavior Intervention Coordinator - Megan Bonenant	(207) 834-3456 marianbouchard@sad27.org cathydaigle@sad27.org meganbonenfant@sad27.org
Valley Unified Education Service Center Office Superintendent of VUESC – Benjamin Sirois Director of Finance & Projects – Lucie Tabor	(207) 834-3189 bsirois@vuesc.org ltabor@vuesc.org
Athletics Athletic Director - Joshua Nichols	(207) 834-5540 (ext. 3) joshuanichols@sad27.org
Transportation / Bus Garage Transportation & Facilities Director - Ricky Labbe	(207) 834-5860 rickylabbe@sad27.org
Maintenance Head Custodian - Benny Nadeau	(207) 834-5540 (ext. 7) bennynadeau@sad27.org
FKES Cafeteria Valley Unified Food Services Director - Melanie Lagasse	(207) 834-5540 (ext. 6) mlagasse@msad33.org

FKES Employee Directory

Teacher Directory by Grade Level

Pre-Kindergarten
Shelly Blair
Melissa Jean

Kindergarten
Michelle Dubois
Rebecca Daigle
Grace Sirois
Amy Levesque

Grade 1
Kellie Michaud
Sheila Ouellette
Jessica Jalbert
Andrea Nadeau-Lachance

Grade 2
Stacy Belanger
Blair Pelletier
Kelsy Landry
Heather Huston

Grade 3
Lynn Plourde
Tamar Philbrook
Michelle Lovley

Grade 4
Amber Devoe (RISE)
Ashley Pelletier
Shelly Pelletier

Grade 5
Tammy Nadeau
John Edwards
Crystal Jandreau (RISE)

Special Education
Linda Freeman
Beverly Pelletier
Maureen Charette
Kayla Meyers

Title 1/Interventions
Marie Roy
Kayanne Nadeau

Specials
Travis Delisle
Samantha Rossignol

Mandie Morin

Student Services & Guidance
Jill Kelly, Student Services Director
Elaine Labbe, Student Services Secretary
Amelia Stoliker, Speech/Language Pathologist
Megan Bonenfant, Behavior
Cathy Daigle, Counselor
Iris Gagne, Evaluator
Tiffany Beaulieu, Physical Therapist
Shantelle Guimond, Occupational Therapist
Megan Bonenfant, Behavior

District Staff
Sylvia Dow Harvey, ELL/Attendance
Rebecca Michaud, Nurse
Deb Lavoie, District Librarian
Mitchell Daigle, Technology Coord.
Robin Jandreau, Technology
Shawn Montella, Technology

Kitchen Staff
Jenny Pereault
Jessica Perreault
Lisa Theriault
Jamie McBreairty

Custodial Staff
Gaetane Ouellette
Don Pelletier
Mason Drolet
Tom Pinette
Makaela McBride

Office Staff
Kevin Anderson, Principal
Mona Martin, Dean of Students
Leah Dionne, Principal Secretary
Heidi Babin, School Secretary

Education Technicians
Myra Bourgoin
Bonita Cairns
April Caron
Dawn Daigle
Chelsea Dionne
Morgan Dumais
Tania Fitzpatrick
Connie Hebert
Michelle Jandreau
Janice Labbe
Paula Marquis
Allison McVey
Cheryl Robichaud
Mandie Morin
Steve Romann
Lisa Voisine
Lisa Pelletier
Tessy Taggett
Sherri Tanguay
Tracy Voisine
Julie Babin
Jason Webb

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

PBIS, Core Values and Expectations

What is PBIS at FKES?

PBIS stands for **Positive Behavioral Interventions and Supports**—but don't worry, it's easier than it sounds! It's all about working together to make our school a safe, kind, and fun place to learn and grow.

Here's what it means:

- **Positive** – We focus on the good! When you're kind, respectful, responsible, or helpful, we notice—and we celebrate your great choices.
- **Behavioral** – This means the way we act, treat others, and handle situations. We work on building good habits so everyone feels happy and safe at school.
- **Interventions** – If you're having a hard time, that's okay. We'll give you the support and tools you need to feel better and do your best.
- **Supports** – You're not alone! Your teachers, staff, and family are all here to cheer you on and help you succeed.

At FKES, we follow a few simple rules to keep our school running smoothly. We also celebrate positive choices with fun rewards and activities!

As part of our PBIS program, we ask everyone—students and staff—to follow our **Core Values**:

🌟 **Respectful** – Am I showing kindness to myself and others?
🌟 **Responsible** – Am I taking care of myself and doing my part?
🌟 **Honest** – Am I being truthful in what I say and do?
🌟 **Engaged and Invested** – Am I focused on learning and helping others learn too?

When we all follow these values, FKES becomes a place where everyone can learn, grow, and enjoy coming to school every day.



As a school community, we have established clear expectations for behavior in all common areas—such as hallways, the cafeteria, playground, restrooms, and more. In addition, each classroom works together at the start of the school year to develop their own expectations, all of which are grounded in our **Core Values**. **Please see the following link for a full list of our Core Value Expectations in all school areas** bit.ly/3Z6Mfmk

Honesty	
Arrival/ Dismissal	· Be honest with everyone · Share only truthful/helpful information
Classroom	· Do your own independent work · Always be truthful · Allow others to learn
Restroom	· Use restroom property as intended · Report messes and incidents
Cafeteria	Keep your food to yourself · Pay for extra milk and food · Stay in line order
Recess	· Be fair in games · Tell the truth · Remain in line when the bell rings
Bus	· Sit in assigned or designated area · Be truthful with driver · Stay visible at all times · Exit the bus at your designated stop

Engaged /Invested Learner	
Arrival/ Dismissal	· Be ready to learn · Practice good citizenship · Help others in need
Classroom	· Try your best at all times · Work cooperatively with others · Be proud of your efforts
Restroom	· Go / return directly when using the restroom · Help from spreading germs
Cafeteria	· Help others with their trays when needed · Work to solve problems · Do your part to prevent/stop bullying
Recess	· Be a role model for other learners · Ask for adult help when needed · Help someone when they need it
Bus	· Follow procedures for entering and exiting · Be a role model for others

Responsibility	
Arrival/ Dismissal	· Arrive at school on time · Walk to and from class quietly · Pack and unpack school bag
Classroom	· Complete all assignments · Be prepared for class · Help with class duties · Honor due dates · Ask for help when you need it
Restroom	· Keep restroom clean · Flush the toilets · Wash and dry hands correctly
Cafeteria	· Use an inside voice · Take only what you can eat · Help keep your area clean
Recess	· Stay in your assigned area · Finish your snack outside · Pick up clothes and equipment · Dress appropriately for the weather · Help keep playground clean
Bus	· Walk to and from the bus · Bring your bus pass · Keep the bus clean & free of damage · Keep track of your belongings · Choose your seat wisely

Respect Use kind words & appropriate language	
Arrival/ Dismissal	· Follow daily routines · Sit down in the designated areas · Respect the property of others · Stay in your "bubble"
Classroom	· Raise your hand to speak · Allow others to speak · Use an inside voice & kind words · Respect school property · Allow the Learning Facilitator to teach
Restroom	· Respect the privacy of others · Wait your turn · Respect the work of custodians
Cafeteria	· Use appropriate table manners · Be polite to others · Remain seated and facing forward · Keep seats available for others
Recess	· Handle equipment with care · Include everyone · Keep your hands and feet to yourself · Use sportsmanship
Bus	· Use an inside voice · Stay seated when moving · Listen to the bus driver · Let the driver drive

Every effort is made to help students understand and live by our Core Values. When a student breaks a rule, they may conference with a classroom teacher or staff member. Depending on the situation, they may be referred to the Dean of Students or Principal.

Staff will communicate with families when there are behavior patterns or notable incidents. Behaviors are documented using an internal SWIS form, which is not typically sent home. Major behaviors may result in a SWIS referral to the Dean or Principal, and parents may be contacted by administration.

Please note: If a student disrupts the learning environment, they may be removed until ready to return and participate appropriately. Parents will be contacted and expected to work with the school to support a positive environment for all.

Thank you for helping us reinforce the Core Values of Respect, Responsibility, Honesty, and being Engaged and Invested.

Celebrating Expected Behaviors and Learner Recognitions

When learners demonstrate positive behaviors and expectations they are recognized in many ways in the classroom and across the school community. learners have a chance to earn Warrior Pride Tickets to show off their positive behavior. Warrior Pride Tickets are chosen and are periodically read during morning announcements and are sent home with learners.

We also recognize learners who have demonstrated exemplary behaviors, learning, and/or growth through our Warrior Trading Post at Fort Kent Elementary School. learners have the opportunity to earn Warrior Pride Tickets and each month the learners can use the tickets to pick out prizes from our Warrior Trading Post.

Learner Discipline

MSAD No. 27 is committed to discipline that is fair and appropriate. Please see MSAD No. 27 Policy JK for more information.

In support of Policy JK:
Each school shall develop specific discipline guidelines.

Consequences will be appropriate to the age of the learner, and to the individual and situational circumstances relevant to the incident or issue being addressed. Different learners may receive different consequences.

The principal and the teachers will not discuss incidents or consequences for one learner with other learners or their parents.

School officials may require assistance from parents in addressing cases of chronic or serious discipline problems. Such assistance may include, but is not limited to:

* Meeting with teachers and the Dean of Students or Principal to create a behavior Plan.
* Providing transportation to and from school.
* Following through with consequences outlined in the behavior contract.

Detention of Learners- Policy JKB -

A teacher or school administrator may detain a learner for disciplinary reasons outside of school hours provided the parent has been notified and the parent has made arrangements for the learner's transportation.

Disciplinary Philosophy

Learners have the right to attend school in a safe environment, free from disruptions caused by others who choose not to follow expectations. In most cases, a clear explanation or brief conversation helps guide students back to appropriate behavior. However, for those who repeatedly choose not to follow rules, clear and consistent consequences are necessary.

At FKES, we use Positive Behavioral Interventions and Supports (PBIS) alongside clearly defined procedures that are taught, practiced, and reviewed throughout the year. We believe that when expectations are modeled and reinforced consistently, students are more likely to meet them.

The goal of our discipline plan is to provide students with choices—and help them learn from the outcomes of those choices. Through this approach, we support growth while reinforcing the importance of personal responsibility.

All learners are expected to demonstrate respect, honesty, responsibility, and active engagement in their interactions with staff, peers, and the school community.

Learners Rights and Responsibilities

Rules and clear expectations are essential for a school community to function effectively. The MSAD No. 27 policy on learner rights and responsibilities (JIC) can be found here.

SCHOOL PROCEDURES

Daily Schedule

FKES School Hours - 7:45 AM – 2:43 PM

Drop off Time – 7:30 AM

Preschool (½ Day) (Full Day Pre-K follows school hours)

Morning Session: 7:45 AM – 11:00 AM Afternoon Session: 11:30 PM – 2:25 PM

Afternoon preschool drop-off time is from 11:15 – 11:25 in front of Fort Kent Elementary School. Parents or guardians who arrive after 11:25 PM must escort their child to the front office.

School Closings

A message will be sent from our school wide alert system, and posted on our social media pages.

Attendance Policy

All learners are expected to attend school regularly and arrive on time. If your child is absent from school, a parent/guardian must call the Fort Kent Elementary School office between 7:15 and 9:00 AM. The school secretary must document communicable illnesses for the state, as well as, track frequency and types of illnesses within the school community. Please leave a message including your name, your child's name and the reason for the absence. ***Attendance is essential to learning and will be monitored.***

Absences other than for illness during the school year are strongly discouraged – ***this includes family vacations.*** MSAD No. 27 policy regarding attendance can be found here.

Legitimate Absence:

Maine Law stipulates the following legitimate reasons for being absent from school:
1. Personal illness;
2. An appointment with a health professional that must be made during the regular school day;
3. Observance of a recognized religious holiday when the observance is required during the regular school day;
4. A family emergency;
5. A planned absence for a personal or educational purpose that has been approved.

In addition, MSAD #27 considers the following reasons for being absent to be legitimate:
1. Participation in school or school sponsored events or activities;
2. Legal appointments that cannot be scheduled outside the school day;
3. College visits that cannot be scheduled during school vacations for up to five days when approved in advance by the principal;

4. learners who are sixteen years of age or older may be excused to work on the harvest beyond the regularly scheduled break for up to five days with written verification from the farmer who employs them prior to the absence. (Children of potato farmers may be extended beyond 5 days with permission from the building administrator.)

Any absence that has not been excused for any of these reasons will be considered an unexcused absence.

Because attendance is so important, the District has established the following policies and procedures to promote attendance and to provide support for learners who are absent an excessive number of days.

We ask that you limit absences, tardies, and early dismissals for reasons other than illness. Please inform the school directly about any extenuating circumstances relevant to your child's school attendance.

Keeping Sick Children Home & Calling the School When Your Child is Home

School attendance is important. However, your child may need to stay home because either they are too sick to be comfortable and learn at school, and/or they might spread a contagious illness to the other children. Children should come to school able to participate in all school activities and should not be tired or listless.

Please remember to notify the school by phone or email when your child is going to be absent. Messages may be left anytime during non-school hours. Please give the actual reason, i.e. a sore throat, vomiting, etc. so we can keep track of what viruses may be making their way around the school.

Parents/guardians of children with fevers greater than 100.4 degrees, vomiting, diarrhea or feeling too ill to stay in school will be called to pick their child up or make arrangements to do so.

The School Nurse may require a doctor's note before a learner may return to school.

Arrival to School

The first part of the school day is an essential time for community-building and introducing the day's activities. Parents are responsible for helping their child arrive at school on time.

- Drop Off Learners should arrive between 7:30-8:00 AM in the drop off line. Supervision of learners is not available until 7:30 AM. If you arrive at school before 7:30 AM please keep your child in the car with you until staff members are available. Please see the following link.
- ***Learners arriving after the 8 :07 AM announcements must sign in at the main office when entering the building.***

Dismissal of Learners

Learners can be dismissed during the school day from the main office. Any bus or pickup changes must be made before 1:00 PM. Such changes can be made via phone directly to the main office. As the end of the school day is a busy time, please plan accordingly and limit these exceptions to emergencies ***ONLY*** to assure the safety of all learners.

End of Day

Below are the definitions we are using to clarify the four major types of dismissal:

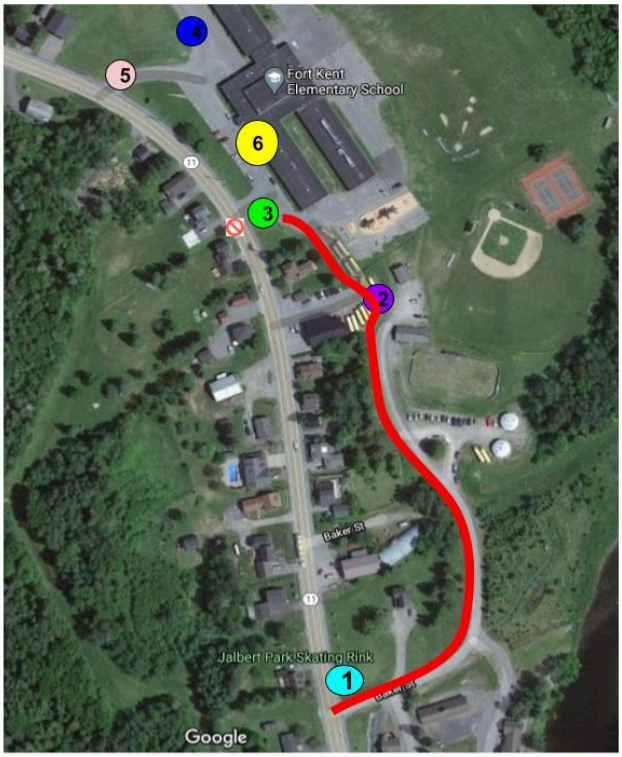
- WALKER – defined as any learner who is leaving the school property by foot, bike, skateboard, or scooter and not in a vehicle.
- BUS – defined as any learner who will be going home either by bus regularly assigned or on a different bus as notified by their guardian.
- PICK-UP – defined as any learner who is being picked up by a vehicle using the vehicle pick-up line. Please see below for more information.

Car Rider Line (Pick Up) Procedure

For the safety of all, please follow the carpool routines at Fort Kent Elementary. We understand people have commitments and may be in a rush, but ***SAFETY is of the utmost importance.***

- Follow the direction of the adult in charge, readily and respectfully
- Refrain from any cell phone use
- Drive slowly and carefully
- Be Safe, Be Respectful, and Be Responsible

Arrival and Dismissal Maps - Fort Kent Elementary School



Hello Everyone! Please review the following regarding learner pick-ups, and drop-offs!

The lane directly in front of the school is reserved for buses only between the hours of 7:00 and 1: 6

For Drop-offs

Students are not allowed in the building until 7:30 A.M.

For Drop-off between **7:30 A.M.** and **8:05 A.M.**, Please drive down Baker Street, 1 off at the end of A-Wing 2 and proceed to the exit via the driveway onto Pleasant Street. 3

For Pick-Ups during the school day

If you are picking up your child during the school day, or before **1:30 P.M.**, please call ahead to the main office, 4 and come to the main entrance to pick up your child **if directed to do so.**

For End of the Day Pick-ups

Please drive down Baker Street, 1 pull up before the school playground, 2 check in with Mr. Nadeau, and proceed using Lane 1 or 2 to the front of the building. Once your child is safely in your vehicle, please exit via the driveway out onto Pleasant St 5

Parents and Visitors: Entering and Leaving the School Building Procedure

Please note that as part of our school safety procedures, ***all parents and visitors enter and leave the school through the MAIN ENTRANCE DOORS***. All parents and visitors must be checked in and out using the main office. Visitors should be prepared to show identification when entering the building. Please see the following for more information.

8:03-2:50

1. Parents and guardians should ***not be going into the hallway wings or entering classrooms without a pass*** and appointment with the teacher.
2. Appointments can be made with the teacher, and passes are obtained at the main office.
3. Visitors will receive a pass at the office that will signify where in the building they are visiting.
4. If you have made arrangements to meet with a teacher after 2:50pm, please obtain the appropriate wing pass from the office. Passes will not be needed for after school extra-curricular activities.

Pass Privileges
Lunch Guest Pass: A holder of this pass is able to eat lunch in the cafeteria with their child. ***They should not be going down into any school wing, or recess area.***
A-Wing Pass: A holder of this pass is allowed in the A-wing corridor as well as the Students Services office, Speech room, and A-10. ***They should not be in the gym, B-Wing, or C-Wing areas.***
B-Wing: A holder of this pass is allowed in the B-wing corridor. This also includes the library hallway, Tasc Room, and the guidance office in that hallway. ***They should not be in the gym, A-Wing, or C-Wing areas.***
C-Wing: A holder of this pass is allowed in the C-wing corridor. This also includes the hallway that contains the small gym, music room, and guidance office near C-Wing. ***They should not be in the gym, A-Wing, or B-Wing areas.***
All-Access Pass- A holder of this pass is able to enter any wing or learner area. This will be reserved for personnel that may be working in multiple areas of the school.

Food Service: Breakfast and Lunch

School breakfast is available every school day at Fort Kent Elementary School School. Breakfast will be served beginning at 7:30 until 8:05.

A school lunch, which includes milk, is available every school day. Milk may also be purchased separately for 30 cents. School breakfast and school lunch is free for the 2024-2025 school year.

Microwave Use: Students at FKES **will not use the microwaves.** Staff members are not permitted to heat up student meals due to the risk of overheating the meal and the student being exposed to food that is too hot. Parents are encouraged to use a thermos-type container if warm food from home is desired.

Parent Concern Process

As mentioned under Student Discipline, if you have a school-related question, please contact the appropriate staff member (e.g., the teacher, the guidance counselor, or school nurse) who will respond to your concerns or questions in a timely and helpful manner. If the matter is not resolved, families may contact the Dean of Students or the Principal to discuss the concern. The Dean of Students or the Principal can be reached at (207)834-3456 or by email at monamartin@sad27.org or kevinanderson@sad27.org

SCHOOL SAFETY

Emergency Procedures & Emergency Notifications

Evacuation maps are prominently displayed in every classroom indicating the route and exit(s) to be used during a building evacuation. When an emergency signal sounds, we become jointly responsible for one another's safety. Learners are expected to follow the instructions of staff members in a quiet and orderly manner.

In the event of a school emergency, all parents/guardians will receive communication via our school reach program. This system automatically dials phone contacts, sends text messages, and emails, leaving a voice message regarding the emergency, which may include weather-related school attendance. During these times, please limit calls into the school buildings.

Emergency Drills

The school holds regularly scheduled drills throughout the school year. Learners practice these drills with the support of their classroom teachers.

Lockdowns

A school lockdown entails the closing of classroom blinds and the locking of classroom doors, with strict restrictions on adult and student movement in the hallways. Such lockdowns are implemented

to ensure privacy for staff or students navigating the hallways, whether due to a medical emergency or behavioral emergencies.

Transportation Services

Please select the following for more information regarding MSAD No 27 policy regarding school buses. **Policy Section E.**

Video Cameras on School Buses

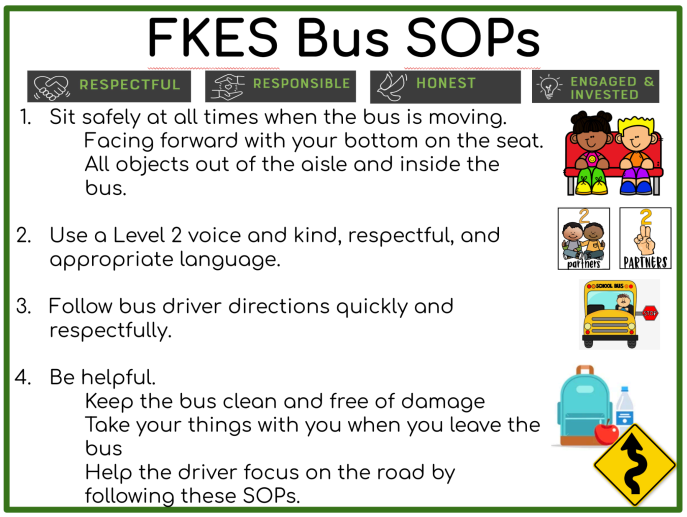
The Board recognizes the need to maintain appropriate conduct on school buses. Accordingly, the Board authorizes the installation of video cameras on school buses as an aid in monitoring learner behavior. These cameras produce both video and audio coverage. The tapes from these cameras will be used to assist school administrators in deciding on appropriate disciplinary action.

Bus Pass

All bus learners are expected to come to school and return home on their assigned buses. If a learner needs any exception to this rule, written permission from the learner's parents or guardians must be received in the principal's office before 1:00 p.m. Bus passes to ride a different bus, get off at a different stop, or walk, will be issued by the principal's office on a limited basis. Passes will be issued for reasons such as attending art or music lessons. ***No bus passes will be given to attend a party after school.***

Pupil Conduct on Buses

Learners will be allowed to ride on the school bus as long as they conduct themselves in accordance with School Bus SOP's listed below.



Once the pupil boards the bus, he or she becomes the responsibility of the school district.

Pupils are to conduct themselves at the bus stop and on the bus in a manner consistent with classroom behavior.

Bus drivers are encouraged to write Warrior Pride tickets for learners demonstrating good bus behavior.

In accordance with MSAD No. 27 School Board Policy EEAEC, please review the following protocols for learner behavior on MSAD27 buses.

1) **First Offense:**

a) The driver will remind the learner of the school bus rules and give them a verbal warning. The driver may assign a temporary seat for that learner.

2) **Second Offense**:
   a) The driver will remind learners of rules and inform them they are being referred to the building administrator for inappropriate bus behavior.
   b) The driver will fill out the proper bus conduct form.
   c) Upon receipt of the bus conduct form, the building administrator will meet with the learner and contact the parent regarding the behavior. (The building administrator will inform the parent that the next reported incident may result in a loss of bus privileges.)
   d) The learner may be assigned a seat in the bus.

1) **Third Offense**:
   a) The driver will fill out the proper bus conduct form.
   b) Upon receipt of the bus conduct form, the building administrator will meet with the learner and contact the parent regarding the repeated behavior.
   c) The building administrator will notify the parent the learner will be dismissed from the bus for ***three (3) school days. Parents are responsible for getting their child to/from school.***

1) **Continued Offenses:**
   a) Each additional offense will be reported to the building administrator who will suspend bus privileges according to the following schedule:
      - Two Weeks Suspension
      - Removal from the bus for the remainder of the quarter.
      - Remainder of School Year Suspension

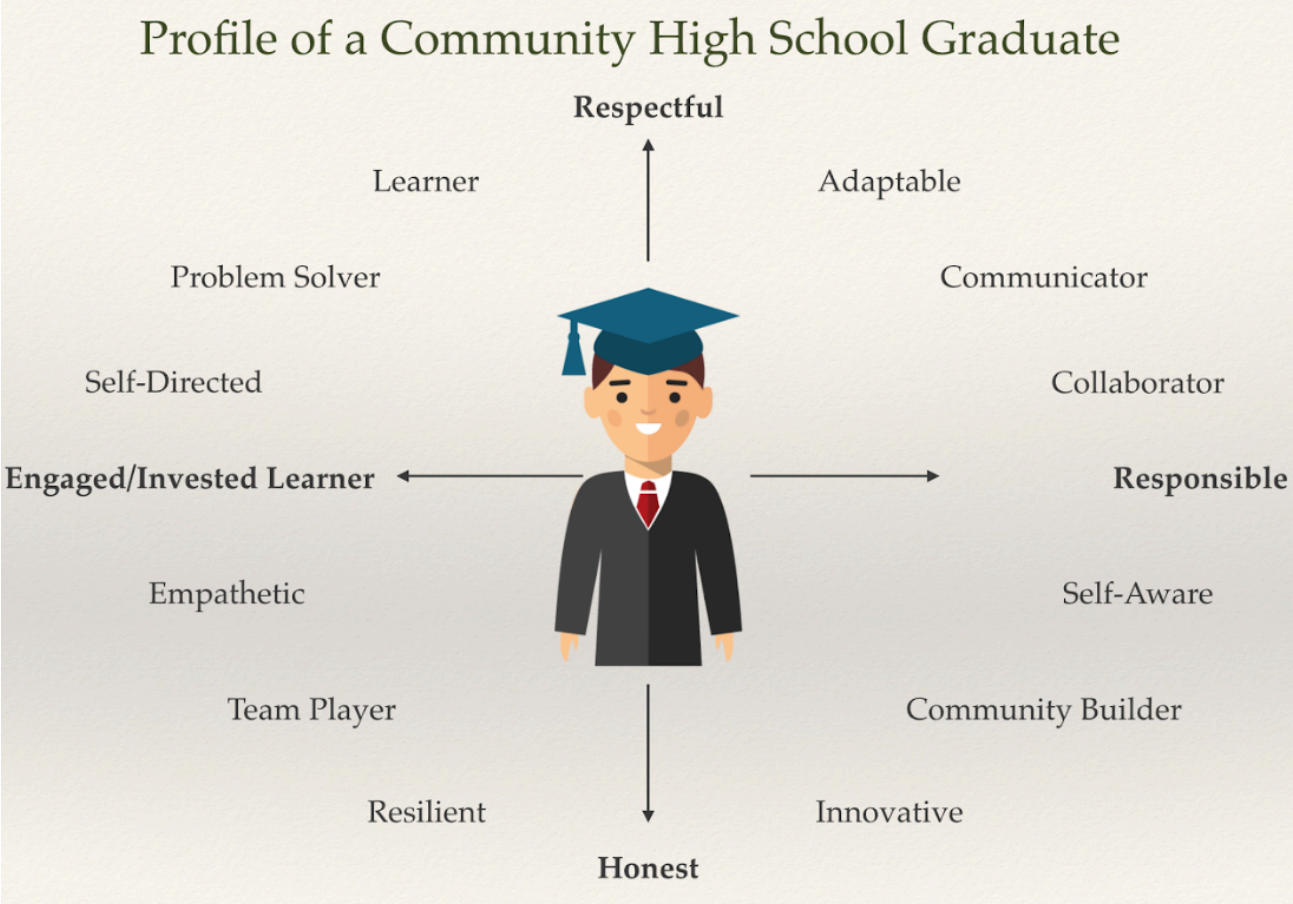
Note: These protocols serve as a general guideline and may be modified for learners who have a school behavior plan, an Individualized Education Plan (IEP), or 504 Plan. learner age may also be taken into consideration.

Serious Behaviors, including but not limited to: ***fighting, bullying, drug/alcohol use, weapons, vandalism, inappropriate relations, etc****., will result in immediate suspension from bus privileges for an indefinite period of time.*

TEACHING AND LEARNING

Fort Kent Elementary School teachers, under the supervision of the school administrators, are responsible for implementing instruction that addresses the adopted standards and is appropriately differentiated depending on the learners' needs. We also want our instruction to be engaging, rigorous, and relevant. Our goal is for learners to become increasingly competent and confident in all academic areas and to be able to apply these skills and strategies to everyday real-world problems.

Profile of an SAD 27 Graduate



Grading and Reporting

The primary purpose of our grading system is to fairly, clearly, accurately, and consistently communicate learning progress and achievement to learners, families, and other relevant audiences.

At Fort Kent Elementary School the purpose of grades are as follows:

1. To provide information to learners for self-evaluation, reflection and academic growth.
2. To communicate information about learners' learning and achievement to parents to build partnerships in supporting learner growth.
3. To inform teachers of learner progress towards and proficiency in standards and to inform instruction in a multi-tier system of support.
4. To communicate information about learner achievement and habits of work to parents and guardians.

Assignments and Scores

Fort Kent Elementary school uses PowerSchool in order to communicate grades and scores to parents and guardians. This can be accessed via the following url: https://vuesc.powerschool.com/public/

While each standard at Fort Kent Elementary has more specific requirements, the following list can be a general guide for interpreting learner scores.

4	Extending	The learner demonstrates in-depth, extensive, or comprehensive knowledge of content and the ability to analyze and synthesize essential content, knowledge, and skills. Communication is complex, concise, and sophisticated.
3	Applying	The learner demonstrates broad content knowledge and the ability to consistently and independently apply and transfer essential content, knowledge, and skills. Communication is accurate, clear, and organized.
2	Approaching	The learner begins to independently demonstrate the ability to comprehend and apply essential content, knowledge, and skills. The learner communicates basic information but lacks details or strong organization.
1	Beginning	With help, the learner is just beginning to demonstrate the application of essential content, knowledge, and skills.

Homework Guidelines

Current educational research indicates that homework adds the greatest value to the educational process when it relates directly to work at school, enlists the support of families as part of the valuable home-school connection, and can support learners in acquiring or enhancing essential learning skills and in developing effective work habits. Research also indicates that many children complete homework most successfully with clear time frames and guidelines for completion. At home, this may mean having a designated homework time and area. With that goal in mind, learners in grades kindergarten through four should be assigned homework using the following guidelines and recommended time frames:

- K - Grade 2--It is suggested that learners have no more than a total of ***15 minutes*** independent work and practice per day.
- Grade 3 - Grade 5—It is suggested that learners have no more than a total of ***30 minutes/day.***
- Homework is not assigned over vacations unless the teacher gets approval from the principal. Children should be encouraged to read for pleasure throughout the year.

Homework may include tasks such as reading with or to your child, reviewing basic math facts using flash cards, or reviewing material in preparation for an upcoming assessment or test. Please email your child's teacher directly for any homework concerns.

Teacher Conferences and Report Cards

Parent conferences will be held on November 10th from 12:30 PM - 6:30 PM and March 12th from 12:30 PM - 6:30 PM. Classroom teachers will communicate with families the procedures for signing up for a conference. Learners will be dismissed at 12:00 for parent conferences.

Promotion and Retention

If a learner is being considered for retention of a grade level, a multidisciplinary school team will meet, including parents, to determine the best course of action and placement for the learner.

Multi-Tiered Systems of Support (MTSS):

MTSS is an organizational structure we have implemented to provide all learners with necessary support. This is accomplished through strong universal or core (Tier 1), strategic or targeted (Tier 2), and intensive (Tier 3) instruction for all learners.

All learners in grades K-6 are benchmarked throughout the school year in the areas of literacy and math using STAR and NWEA, standardized and normed universal benchmarks. Data collected from these screenings are used in conjunction with other data, including teacher observation, to determine which learners may need additional support in reading and/or math. If school staff are recommending such interventions, parents will be notified. All learners are being monitored throughout the school year for indicators of delays or learning problems. If you have concerns about your child's learning or social/emotional development, please communicate directly with your child's classroom teacher who can provide clear feedback and direction regarding any further needs for meetings, interventions, and evaluations.

Representatives from our staff meet regularly to collaborate with colleagues and discuss learners who present with academic, social, or behavioral concerns. When the team meets, we brainstorm accommodations and supports necessary to facilitate learner achievement. The team's varied membership allows learners to benefit from a variety of perspectives and professional training.

School Counseling

Families are encouraged to reach out to their child's assigned counselor in navigating needs in the areas of mental health, self-identity, peer conflict, loss, and family changes that impact their schooling. Counselors can assist families in connecting with resources and supports, and managing needs at school.

Volunteers

One hallmark of an excellent school is a high level of parent and community involvement. Here at Fort Kent Elementary School, there are many ways for interested adults to volunteer: in classrooms, the library, the lunchroom, and in a myriad of PTO sponsored events, such as Fun Day and school field trips. To access the MSAD No. 27 Volunteer Policy click here.

All volunteers must:

- ➢ Respect confidentiality – anything that volunteers may learn about the lives and needs of children at FKES is confidential. Please respect learners' and families' right to privacy.
- ➢ Sign In – volunteers must sign in/out in the main office and wear a school tag throughout their time in school.
- ➢ Set an example of Respect, Responsibility, Honesty, and Engaged and Invested Learning, and model appropriate dress and language.

GENERAL SCHOOL INFORMATION

MSAD No. 27 Student Services

If you have any questions about special instructional services, please contact MSAD No. 27 Director of Student Services Julia Kelly at juliakelly@sad27.org

Electronics & Cell Phones

We strongly discourage the use of any personal ***electronic games, e-readers, tablets, iPods, iPhone, and smart watches*** or similar electronic devices as we cannot be held responsible for their security. During the school day, such items must remain in the learner's backpack, powered "off," and are not to be used.

We recognize that learners may carry cell phones. Teachers can request any visible cell phones and keep them in a secure location to be given back to the learners at the end of the day.

Recess

Children in all grades should come to school prepared for outside play. Winter gear should include hats, mittens, boots, and snow pants. In warm weather learners should wear appropriate footwear. Flip-flops are discouraged. If you allow your child to bring a personal item to school, please understand that the school will not be responsible for lost or broken items. ***Please, no trading items and no dangerous items!***

During the school day, the use of the school grounds including the playground is reserved for learners and staff only.

Fort Kent Elementary School Wellness Practices

In support of the MSAD No. 27 Wellness Policy JL, Fort Kent Elementary is instituting the following practices and procedures related to the wellness plan.

- All food brought in to be shared must be individually packaged and store purchased. A nutrition label should also be provided in case of an allergy.
- In recognizing a large number of children and adults with food allergies, any event involving food must take into account the needs of individuals with food allergies. Upon approval by the school principal, classroom parties will be planned by the teacher. Party foods/favors or supplies not arranged by the teacher will not be distributed at the party.
- All food items provided through the school lunch or breakfast program or any school function including classroom parties or celebrations must meet or exceed nutritional standards established by the USDA.
- The amount of fats, sugar, and sodium per serving will be minimized to comply with the recommended guidelines. This includes food or beverages brought in for school-wide or individual celebrations, such as classroom parties.
- Whenever possible, snacks and celebration foods should include fruits, vegetables, yogurt, or other healthy foods.

STUDENT RIGHTS AND PRIVACY

Student Conflict, Mean Behavior, and Bullying

At Fort Kent Elementary School, we recognize that children are learning how to interact with others, manage emotions, and resolve conflicts. It is a normal part of child development to experience disagreements or occasional hurt feelings. As a school community, we are committed to helping students learn positive and respectful ways to navigate these challenges, with support from families and staff.
It is important to understand the distinction between mean behavior and bullying:

- **Mean behavior** is hurtful or unkind but typically occurs as a single incident. It may happen out of frustration or poor decision-making and is not always meant to cause long-term harm.

- **Bullying** involves a pattern of repeated, intentional behavior meant to hurt, intimidate, or humiliate another person. It often includes a power imbalance, such as differences in age, social status, or physical size. Bullying can be verbal, physical, social, or digital (cyberbullying).

While all unkind behavior is addressed by staff and used as a teaching opportunity, bullying, harassment, and intimidation are serious violations of our school expectations and will not be tolerated.

In compliance with the State of Maine, MSAD No. 27 has adopted Policy JICK – **Bullying and Cyberbullying Prevention.** This policy outlines how incidents are defined, reported, investigated, and resolved. It is available on the district website and can be reviewed at any time.

If a student is experiencing ongoing conflict or believes they are being bullied, we strongly encourage them—or their parent/guardian—to speak with a teacher, school counselor, Dean of Students, or the Principal. Open communication is essential to maintaining a safe and supportive school environment.
Together, we can help all students feel respected, included, and safe at Fort Kent Elementary School.

Please report any bullying, harassment, or intimidation to the school administrators.

Child Abuse & Neglect

In compliance with Maine Laws, it is the policy of the MSAD No. 27, and any teacher or another school employee who ***suspects*** that a child's physical or mental welfare may be adversely affected by abuse of neglect shall report such to the Department of Health and Human Services. More information can be found at MSAD No. 27 Board Policy JLF.

Federal Education Rights Protection Act

FERPA information can be accessed at the following website:

https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Tobacco Product Ban - MSAD No. 27 Policy JICG

State law prohibits the use of any tobacco product, E-cigarette, or liquid nicotine in any facility or upon any grounds maintained by the District. Learners and minors are further prohibited from possessing such items in or upon any facility, school vehicle, or grounds owned or maintained by the District.

Title IX Sexual Harassment - MSAD No. 27 Policy ACAA-R

Title IX of the Education Amendments Act of 1972 ("Title IX"), as well as RSA 193:38, among others, MSAD No. 27 and its constituent Districts do not discriminate on the basis of sex in their educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment, are prohibited in MSAD No. 27. MSAD No. 27's Title IX Coordinator is Julia Kelly (juliakelly@sad27.org), 108 Pleasant Street, Fort Kent, ME 04743

Technology MSAD No. 27 Policy IJNDB- Student Technology and Internet Use

The policy is intended to provide general guidelines and give examples of prohibited uses but does not attempt to state all required or prohibited activities by users. Failure to comply with Board Policy IJNDB and these rules may result in loss of technology and Internet access privileges, disciplinary action, and/or legal action.

Technology Use is a Privilege, Not a Right

Learner use of the school unit's technology, networks and Internet services is a privilege, not a right. Unacceptable use/activity may result in suspension or cancellation of privileges as well as additional disciplinary and/or legal action. The building administrators shall have the final authority to decide whether a learner's privileges will be denied or revoked.

Title I Program at FKES

Fort Kent Elementary School receives Title I funding through the Elementary and Secondary Education Act (ESEA). This funding supports a Title I teacher and four Ed Tech III staff, helping to improve literacy and math achievement for all students.

Parent Involvement

Parents play a key role in student success. Title I provides families with tools and strategies—such as training sessions, handouts, and website resources—to support learning at home.

Each year, parents will receive a survey to give feedback on the Title I program and offer suggestions for improvement. An annual review meeting is held with staff, administrators, and parents to discuss the program and any needed changes.

Parent-School Compact

The Parent-School Compact is a shared agreement between families, students, and staff. It outlines how we work together to support student learning. The compact is reviewed yearly, and we encourage all families to read and reflect on it regularly.

Learner Agreement

I want to be the best learner I can be. To do so, I will:

- Follow the *Habits of Work* for respect, honesty, responsibility, and engaged and invested learning
- Follow school and classroom rules
- Use safe/respectful words and actions with others
- Take care of belongings and classroom materials
- Respect materials others are using and share if necessary
- Collaborate and cooperate with others
- Respect the diversity of individuals
- Take responsibility for actions and choices that I make
- Learn from my mistakes
- Engage in classroom discussions / activities
- Meet deadlines
- Be an active participant in groups and do my share of the work
- Manage my impulsivity and think about consequences
- Set goals and monitor my progress
- Demonstrate an "I can" attitude
- Share what I know and seek to learn from others
- Seek help or clarification when needed. Seek help before school, after school, or during recess
- Use feedback appropriately to extend my learning
- Make the best use of my time

Parent Agreement

I want my child to meet or exceed the standards in the Learning Results. To help them, I will commit to do the following:

- Take care of their physical needs—proper nutrition, rest, medical attention, cleanliness, etc.
- Send them to school regularly
- Ask my child daily for their school bag and/or check for notes from school, assignments, graded papers, etc.
- Check with my child's teacher and/or Empower to stay up to date regarding my child's classwork, Habits of Work, as well as other announcements from the classroom teacher/facilitator.

- Provide them with a daily routine—time, space, materials, and some guidance, if needed, for doing schoolwork
- Provide requested classroom supplies as needed
- If there is a problem with completing an assignment or any other concern, write a note, email, or call the teacher(s)
- Show an interest in the topics they are studying
- Help them use after school time in a positive way, for example, limit the time they spend watching TV or playing video games
- Read to them and listen to them read. Ask questions such as: *What do you think will happen next? Why do you think that happened? What does that word mean?*
- Encourage them to do their best by showing that I/we value education
- Support the school's *Core Values* and help my/our child understand the consequences of positive and negative behavior
- Show support by making every effort to attend school events, parent/teacher conferences, learner support meetings, pupil evaluation team meetings, and participate in decisions about the education of my/our child. Visit and/or volunteer in their class if possible

Teacher/School Agreement

I want all my learners to meet or exceed the Common Core standards and the Learning Results. To help them, I will commit to do all the following:

- Implement the school curriculum, based on Maine's Learning Results and Common Core Standards
- Inform parents and learners about topics they will be studying and assessments to be given
- Use a variety of teaching strategies to meet learners' needs—including hands-on activities to promote understanding and opportunities to study topics of interest within the range of the curriculum
- Make learning fun by being creative and flexible
- Monitor the amount and quality of assignments given and, when possible, have learners start homework in class
- Teach study and organizational skills
- Follow all IEP and 504 modifications for learners with disabilities
- Model an excitement for reading and learning
- Encourage learners to do their best
- Inform learners and parents about our *Core Values* and classroom management plans and maintain an orderly and comfortable learning environment
- Contact home, in a timely fashion, concerning academic and/or behavioral issues
- Facilitate goal setting
- Keep learners and parents informed about school through various methods such as Empower, Google Classroom, newsletters, mid-quarter progress notes, report cards, conferences, open house nights, phone calls, e-mail, district website and/or school Facebook page.
- Work to challenge all learners
- Assist learners in developing their social awareness, and skills
- Follow the suggested guidelines regarding independent work and practice

Fort Kent Elementary School Parent

Handbook Acknowledgement Form

Dear Parents and Guardians,

We're excited to welcome you to a new school year! To help everyone get off to a great start, we encourage you to take a few moments to review our **FKES Parent & Student Handbook**. It includes key information about school routines, expectations, and the support systems in place for your child.

We'd love to hear your thoughts. If you have any feedback, questions, or suggestions, please reach out to me at **kevinanderson@sad27.org** or **(207) 834-3456**. You can also contact **Mona Martin**, our Dean of Students, at **monamartin@sad27.org**.

You're also welcome to share your feedback at the next **MSAD No. 27 School Board Meeting** on **Monday, October 6 at 5:30 PM** in the **CHS Library**.

To access the handbook, please use the following link: https://tinyurl.com/fkeshandbook

Thank you for partnering with us — here's to a great year ahead!

Kevin Anderson
Principal, Fort Kent Elementary School

Mona Martin
Dean of Students, Fort Kent Elementary School

If you are requesting a paper copy, please cut along the dotted line and return the bottom to FKES.

Date: _____

Learner Name:_____

Parent Name: _____

▢ Please send me a printed copy of the FKES Parent Handbook