



Family Handbook 2021–2022

Phone: (207) 688-3727 | email: info@fiddleheadschool.org | web: fiddleheadschool.org

The Fiddlehead School Handbook is intended for use as a resource for parents and students. The information included in the handbook does not supersede school policy and should be considered as guidelines. If there is a conflict between the handbook and board policy, the policy takes precedence.



Dear Fiddlehead School Families ~

It is with great pleasure that I welcome you to Fiddlehead School of Arts & Sciences during a very special year and somewhat challenging times! We are looking forward to partnering with you as we collaborate, support, encourage and share in the responsibility of helping your child achieve academic excellence and REBUILD our Fiddlehead Community! We know that you want what is best for your child. It is our goal that your child will be excited to learn and grow with partnerships from school, families and community members that will lead to supporting the joy of lifelong learning!

Please take the time to review our Family Handbook to guide us to success for all students.

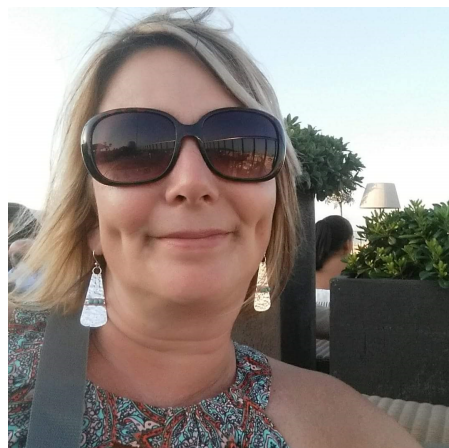
It has taken hard work from a truly dedicated staff and volunteers, this past year and a half in particular. I am so grateful to be surrounded by such amazing people and on behalf of our Board of Directors - we thank you!

We hope that this handbook will be helpful to provide information for the most frequently asked questions about our programs, services and school requirements for our students well-being and success during COVID, and these delicate circumstances.

Here's to another amazing year! Let's dream BIG together & REBUILD our COMMUNITY!

A handwritten signature in black ink, reading "Jacinda J. Cotton-Castro". The signature is fluid and cursive, with the first name "Jacinda" being the most prominent.

Jacinda J. Cotton-Castro
Executive Director



About Fiddlehead School

Fiddlehead School of Arts & Sciences was approved February 5, 2013, by the Maine Charter School Commission to become one of Maine's first Public Charter Schools. The non-profit 501-c-3 organization will be governed by a volunteer Board of Directors. Guided by core values and inspired by the Reggio Emilia child-centered and placed based approach to learning, the regional School opened in Fall 2013, with 45 students and now we are operating at full capacity with approximately 200 students stretching to Grade 8. Though children may come from anywhere in the State, the catchment area includes: Auburn, Casco, Cumberland, Gray, New Gloucester, Lewiston, North Yarmouth, Minot, Poland, Portland, Pownal, Raymond, and Windham.

Purpose & Vision

What do we strive for?

Fiddlehead School of Arts and Sciences is committed to the growth and development of the whole child- socially, emotionally, physically, academically, intellectually, and artistically. The goal of a Fiddlehead education is for students to build a toolbox of habits, skills, and wonderings to drive a life of learning. We aim to empower learners to seek answers to their own questions and to develop the means necessary for this endeavor.

What do we believe?

At Fiddlehead, five core educational beliefs drive our practices throughout the grades:

- We believe children are capable, competent, innately curious, and the co-constructors of their own learning. Our school maintains a deep respect for children and childhood.
- We believe in teachers as facilitators of learning, closely observing children, assessing understanding through a variety of approaches, and using this knowledge to help students' extend their thinking. We offer students a variety of materials and methods to express themselves and their understandings, guiding learning through diverse pathways.
- We believe in learning as a social endeavor, taking place in the cultural context of the child, family, school, and broader community. To this end, we see school and family as partners in a child's education.
- We believe in connecting students to the larger world outside the walls of the school building, including building relationships with community resources and the natural environment.
- We believe in the importance of documenting student work and experiences in order to make learning visible to students, families, and our school community.

What does our approach look like in the early childhood grades?

Our early childhood program (Pre-K and K) is play-based, allowing for student exploration. Teachers facilitate social learning, helping our youngest students gain the skills necessary to work and play with others and navigate a group learning environment.

In the early years we balance emergent curriculum, in which projects and topics arise from the interests and questions of children, with a curriculum that is more teacher-directed.

In our Pre-K program the domains of math, literacy, and science are introduced through the availability of engaging materials, teacher-guided provocations and projects, and exploratory play.

As students transition to full-day Kindergarten, exploration continues, with the integration of small-group, direct teaching experiences. Concepts are presented using a hands-on approach to learning, as students are given a variety of modes through which to learn new material.

What does our approach look like in the lower grades?

In first and second grades students have repetitive exposure to concepts and skills through concrete materials, exploration, and direct teaching. This occurs within the context of a hands-on environment in which multiple pathways to learning- verbal, visual, tactile, etc. are accessed. Exploration continues to be nurtured, while basic skills are taught as a means for a larger purpose. The shift from a more emergent curriculum to a more interdisciplinary model begins to take place, as students work on projects and thematic learning that bridge subject areas and continue to foster creativity.

Simultaneously, emphasis is put on habits of mind such as asking questions, looking closely, making reasonable predictions, and engaging in dialogue. Students are encouraged to express their thought processes orally and in writing. In addition, students are taught executive functioning skills such as planning, organization, and self-control.

Social and emotional development are considered an important cornerstone of learning at Fiddlehead School. We utilize the opportunities that arise naturally within the classroom community to teach skills, as well as incorporating curriculum-based teaching in social and emotional education.

What does our approach look like in the upper grades?

Students enter the upper grades of 3-6 ready to use their basic building block skills for larger, in-depth projects and interdisciplinary studies. Increasing independence is nurtured as students gain command over the tools of their own learning. Projects become longer term as students refine their work, incorporate feedback, and go into greater depth with concepts and topics. A sense of responsibility is fostered as students prepare for the transition to middle school.

What can our graduates do?

Fiddlehead students leave our school with the skills necessary to think critically, collaborate with others, communicate effectively, and problem solve creatively. Because a Fiddlehead education focuses on the whole child, our students develop not only broad academic proficiency, but also skills such as confidence, compassion, and resilience that are vital for constructive citizenship. Our students are encouraged to engage with the world around them as they continue to learn and grow.

Fiddlehead School Core Values:

Diversity Statement

Fiddlehead School of Arts and Sciences strives to be a safe community for all students and their families regardless of gender, race, ability, or sexual orientation. We understand that creating a diverse and accepting community also means working to educate ourselves and one another, address bias, and apply critical analysis to our curriculum and materials. Members of our community will learn how and work to use inclusive language, challenge discrimination and stereotypes, and advocate for positive change. Our goal is to create a community of learners of all ages who feel safe to express themselves, explore the world around them, and develop and grow.

In Spring of 2017, Fiddlehead School established a Diversity Committee to consider our first steps in carrying out this work. The Committee immediately identified and undertook the following tasks:

- Language on student school forms & records updated with an eye to diversity and sensitivity for both students and parents/guardians.
- Visible signs of welcome for ALL students posted around the school.
- All families invited to bring family photos to Back to School Night; photos will be displayed in a large wall-collage format in a common area of the school, so everyone can see what diversity comprises our community.
- Teacher & staff professional development scheduled in October with a trainer from Welcoming Schools, a branch of the Human Rights Campaign; focus will be on creating an inclusive climate for students of different gender identities and family structures, as well as identifying quality resources for helping to build a community that embraces diversity.
- Began drafting, considering, and discussing policies to protect and support vulnerable student populations
- Page built into a new website to ensure our diversity work is visible to our school families and the community at large.

Rules of Respect & Responsibilities

- We are kind to one another.
- We listen to one another.
- We take care of our personal things and Fiddlehead School of Arts & Sciences materials.
- We help keep Fiddlehead School of Arts & Sciences clean and safe.

We are a community where children, teachers, and families learn together in a nurturing environment.

We honor children's curiosities, interests and unique capabilities to encourage and open the door to life-long learning.



General Information

The Fiddlehead School Handbook is intended for use as a resource for parents and students. The information included in the handbook does not supersede school policy and should be considered as guidelines. If there is a conflict between the handbook and board policy, the policy takes precedence.

Absences/Attendance: *School attendance is required and regulated by Maine State Law and is the responsibility of parents.* If your child will not be able to attend classes for the day, and/or will not use Fiddlehead transportation, please call to notify us. **Fiddlehead School is in session from 8:20 a.m. to 2:50 p.m., Monday thru Thursday, and 8:20 a.m. - 12:30 p.m. on Friday.** All students are expected to be in their assigned classes by the start of the day.

Excusable absences as defined by Maine State Law are:

- Personal illness.
- Appointments with health professionals that cannot be made outside the regular school day.
- Observances of recognized religious holidays when the observance is required during the regular school day.
- Emergency family situation.
- Planned absences for personal or educational purposes for which approval has been granted in advance of the absence

Encouraging regular school attendance is one of the most powerful ways you can prepare your child for success—both in school and in life. When you make school attendance a priority, you help your child get better grades, develop healthy life habits, avoid dangerous behavior and have a better chance of graduating from high school.

Allergies and Special Needs: Fiddlehead School recognizes the increase in the number of individuals who may have life threatening allergies to foods and other substances, such as latex. It is acknowledged that Fiddlehead School cannot be considered peanut or latex “free”. However, Fiddlehead School strives to minimize the risk of exposure to life threatening allergens. Fiddlehead School asks the parents of students with allergies to be ultimately responsible for the management of their child’s allergies and to collaborate closely with the school. Parents are responsible for providing the School with appropriate emergency medication and an Individual Health Action Plan reviewed and signed by the Primary Care Provider. If you have any questions please speak with an administrator.

Appropriate Language: While at Fiddlehead, it is expected that students and adults use polite, acceptable language. Swearing, put downs, and disrespectful statements will not be tolerated.

Arrival/Departure Times: Students are to arrive on time for the school day, **no earlier than 8:10 a.m.** All children must be picked up by an adult. The adult must be pre-identified at our office. In the case of someone other than an identified parent/ guardian picking up the child, the office must be notified by the parent/guardian in advance of pick up. School begins at 8:20 a.m. School ends at 2:50 p.m. Students utilizing school transportation board the bus. Students being picked up by parents/guardians are released to parents/guardians.

Background Checks: All instructors, staff and volunteers (over 18) working with children must have a CHRC background check completed. Youth volunteers are the only exception to this policy due to their age. They will, however, have a general background check completed from previous employers and others who can vouch for their integrity. Parents or guardians occasionally assisting in classes will not have a background check done due to the infrequency of their involvement. Youth and parent or guardian volunteers will never be left alone with children without an instructor present.

Behaviors: Fiddlehead recognizes children with varying developmental levels attend our classes. Therefore, we have age-appropriate expectations for all students - **Safe - Respectful - Responsible**. Students participate in defining what the expectations look like in shared & classroom settings. At Fiddlehead School we use PBIS framework (Positive Behavioral Interventions Support) and this framework is a tool we use to support school appropriate behavior. PBIS focuses on prevention not punishment.

Bullying: All students have the right to attend public schools that are safe and secure learning environments. It is the intent of Fiddlehead School to provide all students with an equitable opportunity to learn. To that end, the school has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to the school environment and student learning, achievement and well-being. It interferes with the mission of the School to educate students and disrupts the operations of the School. Bullying affects not only students who are targets but also those who participate and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

It is not the school's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the school does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the Fiddlehead School, and the operation of the school.

Prohibited Behavior:

The following behaviors are prohibited:

- Bullying;
- Cyber-bullying;
- Harassment and Sexual Harassment (as defined in board policy);
- Retaliation against those reporting such defined behaviors; and
- Knowingly false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to consequences.

Class Lists: To protect confidentiality, Fiddlehead School will not distribute class lists, students' addresses, phone numbers, email addresses or parent/guardian information without the permission of the family.

Closings/Inclement Weather Policy: At times, emergencies such as severe weather, fire, power failures, or other natural occurrences can disrupt Fiddlehead School's operations. In some cases, these circumstances may require the closing of the school. In the event that such an emergency occurs, social media platforms, the Remind 101 app, and/or television stations will be asked to broadcast notification of the closing or delay. Please tune into your local TV channels 6/8/13 or check out our website for closing and/or delay information. We will make every effort to update our website by 7:00 a.m. on days Fiddlehead School will be closed. In the event of inclement weather, we follow MSAD#15 closing schedule. Because families travel a distance, please use your judgement pertaining to the weather in your local area and always stay safe.

Clothing: Students are expected to wear appropriate clothing for the environment they will be exposed to according to the season, both indoors and outdoors. Please bring your own sunscreen to apply (and we may assist). In the winter months an additional set of labeled winter clothes may be left at the school. For safety reasons, students must wear shoes at all times while at Fiddlehead School. Parents will be called to deliver appropriate clothing if needed.

Communication: Teachers communicate with the families of their students regularly, but the means will vary from classroom to classroom. Parents/guardians are encouraged to communicate with their child's teacher. At Fiddlehead School we aim to have a friendly, tight-knit community. At times this has meant that teachers have shared their personal cell phone numbers with families for communication purposes. Although cell phone use is pervasive in our society right now, we need to balance its convenience with the need for confidentiality and boundaries. For this reason, we are asking teachers not to give out their cell phone numbers and ask families to use staff email addresses as the best method for communication. If you happen to already have a staff member's cell number, we ask that you discontinue using it and use email instead. If you have a need that must be addressed first thing in the school day before teachers may have an opportunity to check their work email, please call the school at 207-688-3727 and leave a message.

Conferences: From time to time Fiddlehead School's teachers & staff will attend conferences. So as not to miss a day of school, background checked substitutes may fill in.

Emergency Evacuation: In the case of an emergency evacuation of the building, students and staff will remain together in a safe location until the "all clear" signal has been given to enter the building. If the evacuation occurs during inclement weather or we are unable to enter the building for the remainder of the day, students will be guided with supervision to an alternate location nearby. Parents or guardians will be immediately notified.

Field Trips: Fiddlehead School may enhance the classroom learning experience with off-site trips to various locations. Teachers will notify students & parents in advance of the date, time and arrangements for the field trip. Permission slips signed by a parent/guardian will be required.

Fire Drills: Fiddlehead holds fire drills monthly in order for students to be familiar with the quickest and safest route out of the building in case of an emergency. Students should note the fire escape plan posted in each room.

First Aid: Fiddlehead School is responsible for administering first aid only. In the event of a serious injury, the family will be immediately notified. In all cases, the school shall take action deemed necessary to ensure safety of the student.

Harassment: Fiddlehead recognizes the right of each employee and student to carry out his/her respective work and responsibilities in an environment free of intimidation, ridicule, hostility, or offensiveness. In order to ensure that this environment exists, no student, family member or employee shall harass another.

Health:

Emergency Information Forms: It is very important that parents promptly return and update the Emergency Information forms so that school staff are aware of your child's medical information and know how to reach you during the school day. *Please let us know whenever you have a change in address, telephone number, and place of employment or emergency contact person.*

Immunizations: Each student shall present his/her immunization record certifying that he/she has received all required immunizations currently due, or shall present an exemption as allowable by law before he/she is admitted to the school.

Illnesses: Students with the following conditions *may not attend programs at Fiddlehead School until 24 hours* after the symptoms have subsided and should return to school on the next full school day which may require an absence longer than 24 hours: fever, thick nasal discharge, vomiting, diarrhea, heavy coughing, chicken pox, head lice, conjunctivitis, and any other contagious condition or disease. If your child becomes ill while at Fiddlehead School, we will call you to pick them up immediately. **Any student who has the following symptoms within a 24-hour period may not attend school:** temperature over 100.4 degrees, vomiting and/or diarrhea, eye irritation/pink eye, sore throat, or rash. Children returning to school after an extended leave due to illness must have a note from their physician. Please report any COVID-like symptoms through our Daily Pre Screen Check on our website, and reference the Health policy for any questions.

Please see our specific **Covid-19 policy** attached at the end of the handbook.

Holiday Philosophy: At Fiddlehead School, we believe in providing educational experiences for children that respect and honor the range of religious, cultural, and philosophical diversity that comprises our school community. We believe in the importance of celebrations that encompass the whole of our community without exclusion. We encourage celebrations that are seasonal and/or recognize children's accomplishments, minimize commercialism and invite families to share traditions that are special and meaningful to them.

Invitations: Unless all students in the class are invited, we prohibit distribution of invitations at school.

Internet and Computer Use: Fiddlehead provides computers, networks, and Internet access to support the educational mission and enhance the curriculum and learning opportunities. Fiddlehead prohibits the use of computers in ways that are disruptive, harmful or offensive to others. Data composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. *Student's personal devices should remain in the backpacks during the school day.*

Lost and Found: Unclaimed property is placed in the lost and found box located at the front office. All personal items (including lunch boxes, backpacks, coats, and shoes) should be labeled. Unclaimed property is donated to a local charity.

Lunch: Students bring their own **cold** lunch. Students do not have access to microwave ovens. This year we have a carry in - carry out program. All lunch wrappers, etc., will be packed back in the lunch box to be taken home.

Mandatory Reports of Child Abuse or Neglect: Fiddlehead is required by state law to immediately report, or cause a report to be made, when we have reasonable cause to suspect that a child has been, or is likely to be abused or neglected. Parental or guardian notification is not a prerequisite.

Masking: Fiddlehead is implementing a universal masking policy. Masks must be worn at all times while in a building. Masks do not need to be worn outside, or while eating lunch.

Media Consent: Upon registering for classes, parents/guardians will be asked to sign a release for media consent which will allow Fiddlehead to use photos, video, or student interviews to promote Fiddlehead's mission and programs through print and electronic (Internet) means. Should a parent or guardian be uncomfortable with media consent he/she may decline to sign the release. Fiddlehead reserves the right to use student artwork for promotional purposes upon request without names attached.

Medication: It is the policy of Fiddlehead School to discourage the administration of medication to students during the school day when other options exist. However, we recognize that in some instances a student's chronic or short-term illness or injury may require the administration of medication during the day. In the instance of prescription medication we require a written note from both the parent and the prescribing medical provider. In the case of non-prescription drugs (including aspirin, cough drops and cough syrup) we require a note from the parent with dosing information. To the extent possible, medicine doses should be scheduled for times outside of school hours. All medication to be dispensed at school, prescription or non-prescription, must be in the original container. Do not send medications to school with your child on the bus; all medication must be brought to the school by a parent. All medications must be kept in the office and administered by the nurse or his/her designee. If children must take medication at school, contact Fiddlehead School for the proper guidelines and release forms.

Peanuts and all Nut Products: Fiddlehead School strives to be peanut/tree nut free to protect the health of students who are allergic. We will replace any snacks or lunch items that contain nuts or peanuts with something from our class. An alternative to peanut butter is SunButter, which is made from sunflower seeds.

Personal Laptops/Phones/Internet Devices: All personal laptops/phones & electronic devices should remain in student backpacks during the school day.

Parent Teacher Organization: The purpose of the PTO is to enhance and support the educational experience at Fiddlehead School of Arts & Sciences to develop a closer connection between school and home by encouraging parent involvement, and to improve the environment at Fiddlehead School through volunteer and financial support. We encourage you to participate in our *Parent Teacher Organization*. Information will be emailed to you regularly.

Pledge of Allegiance: The pledge will be offered every day. **If you do not want your child to participate** please speak with your child's classroom teacher or the school office.

Safety: In addition to monthly fire drills, staff practices lock down procedures and keep the doors locked during school hours. We ask that you please sign in if you are coming in during these hours so that we can properly track all visitors in the event of an emergency. Background checks are also required of all volunteers & staff.

Special Learning Needs: A free and appropriate education is guaranteed by law for all children. Fiddlehead School is committed to working with families to support all children's learning. Some children may require special support. Families are encouraged to talk with their child's teacher about any concerns and to the Executive Director about policy and procedures.

Technology: At Fiddlehead School, we believe that technology can be a powerful tool for learning, creativity and expression and can support the educational mission of the school and to enhance the curriculum and learning opportunities for students and staff. Along with the power that technology can bring, comes a responsibility to use it thoughtfully to extend the learning within the classroom.

To this end, we believe:

- Students' interactions with technology will be age appropriate and strongly limited in early childhood and gradually increasing so that students develop the skill and proficiency they need for when they graduate Fiddlehead;
- Technology at school will be used as a learning tool to enhance the educational program, or provide accommodation or enrichment when not available through other means;
- Students will be taught proper use of technology including how to use the internet responsibly, age appropriate computer skills, and the use of other technological tools.

Please see Fiddlehead's technology policy on the school website.

Toys: At Fiddlehead School, we work to provide an environment rich in materials and free from distractions so that students can learn to their greatest potential. We encourage items from home (stuffedies, toys, trading cards, etc.) to **stay** at home. At the younger grades items such as stuffedies may be allowed during certain times of the day to aid in transitions and enhance the home-school connection. Your child's classroom teacher will communicate with you about their class's specific rules around items from home coming to school.

Teacher Qualifications - Title I Requirement: In accordance with Title 1 regulations that help provide financial support for our school through a grant, it is important that you know that you may request teacher professional qualifications at any time.

Transportation: Transportation stops have been designated within our catchment area. If you wish to utilize our bus services, please contact our administrative assistant. Because our timing is essential, we need all parents to **be at the stop 5 minutes prior to scheduled arrival**. Bus transportation is a privilege and Fiddlehead School has the right to deny transportation if behaviors that may be dangerous to others exist. Any child not able to wear a mask on the bus, will receive a notice. 2nd offense, student will lose privilege to ride the bus for 10 school days.

Visitors: All visitors & parents must check in with the registrar at the front desk upon entering the building. This is for the safety of all and to ensure that learning in each classroom is not interrupted. Visitors during this academic year (2021-2022) will be limited to keep risk low for COVID concerns.

Volunteers / Interns: ALL volunteers and interns must fill out the appropriate forms and complete a background check. Paperwork is available at the front desk.

Our Teaching Staff:

Lower Grades:

- Pre – K: Judy Kann, Lead Teacher & Cara Smith, Teaching Assistant
- Kindergarten: Kristen Dorsey, Lead Teacher & Ashley Dietrich, Teaching Assistant
- 1st Grade: Kym Johnson, Lead Teacher & Kelly Reed, Teaching Assistant
- 2nd Grade: Liz Harrington, Lead Teacher & Shelby Robinson, Teaching Assistant

Upper Grades:

- 3rd Grade: Sara Guiliano, Lead Teacher & Camille Visone, Teaching Assistant
- 4th Grade: Jennifer Damon, Lead Teacher & Val Buteau, Teaching Assistant
- 5th Grade: Hannah Joseph, Lead Teacher & Marion Walsh, Teaching Assistant
- 6th Grade: Kerry Loupe, Lead Teacher & Marion Walsh, Teaching Assistant
- 7th Grade: Jessica Alvarez-Lavelle, Lead Teacher & Robyn Wiley, Teaching Assistant
- 8th Grade: John Wensman, Lead Teacher & Robyn Wiley, Teaching Assistant

- SherriAnn LaVallee, Special Education Teacher
- Kim Morin, Special Education Teacher
- Diane Baker, Special Education Teacher

- Chelsea Landry, Special Education Teaching Assistant
- Scott Cole, Special Education Teaching Assistant
- Benjamin Hammond, Special Education Teacher Assistant

- Rhonda Bullock, Teaching Assistant, Pod Support PreK-2
- Jenn Merrill, RTI/Title I Specialist
- Hayley Jordan, RTI
- Alison Curwen, RTI

- Marie Reimensnyder, Nature Based Curriculum Coordinator
- Erinn Conn, Integrated Art & Science Specialist
- Cindy McOsker, Speech & Language Specialist
- Becky Ives-Wick, School Nurse

If you have a concern about your child, please always see your child's teacher first. If the concern does not get addressed or you feel the need to talk with someone in administration, please see the following Administration team member when:

Who to see when?

In an effort to make sure staff is clear on who to see when, and to help eliminate confusion, please communicate directly with those whose role falls under their job description.

The first question you may want to ask yourself is, can I solve this challenge myself with my peers, or do I need support?

See Jacinda when:

- COVID RELATED decisions - safety & welfare of the staff & students
- Big Picture - Vision
 - Future Space Needs
 - Adding staff
- Supervision of Admin Team
 - Professional Development for Admin Team
- Budget
 - Student enrollment, budget projections, potential budget cuts, overall sustainability of the school.
 - Benefits – New ideas
 - Supervision of Domain #4 - Charlotte Danielson
- School Policies
- Advocacy for our Charter School
- TIER III - Family NEEDS with Admin/Teacher support
- Major Behavior Incidents
 - Staff & child safety measures: Suicide Interventions, bomb threats, etc.
 - Recipient of Master Child Protective Services Reports
- Offsite & field trip final approval
- Final reimbursement submissions
- **HOW TO BEST CONTACT/Communicate with me:**
 - Email: jacinda@fiddleheadschool.org
 - If your email is more than a couple of paragraphs, or DEEP concerns - please email me to schedule a time to discuss, and in that email outline your concerns.
 - Please only text if emergency (207) 570-3353, otherwise, email me.

See Lee Ann when:

- Special Education Needs
 - Initial referral process
 - Academic or behavioral needs of students
- Approved access to special education files
- Space needs for visiting consultants
- Professional Development for SPED Staff
- Major Behavior Incidents (* When Jacinda and/or Mara are unavailable)
- Personal days off & planned absences for special education staff
- Supervision and Evaluation process (Charlotte Danielson) for special education personnel
- **Best ways to reach Lee Ann:**
 - Email: leeanna@fiddleheadschoo.org
 - Time sensitive matters: Text or call (207)522-8944 (* Please do not release this information to anyone other than Fiddlehead staff)

See Mara when:

- Academic - curriculum, student concerns
- Purchases for general education classrooms
- Major Behavior Incidents * When Jacinda is unavailable
- Assessments
- Professional Development for Lead Teachers and Teacher Assistants
- General Education personal days off and planned absences
- Supervision and Evaluation process (Charlotte Danielson) for General Ed
- Students with behavioral challenges
- Confidential staff concern
- **Best way to reach Mara:** mara@fiddleheadschoo.org

See Jenn Merrill, RTI Coordinator when:

- RTI - Identified Students for math & reading support.
- NWEA set up & testing questions.
- **Best way to reach Jenn:** jennm@fiddleheadschoo.org

See Bobbie when:

- Payroll / Benefits / Deductions / Taxes
- Direct deposit changes
- Staff personal injury reports (24 hour report to MEMIC)
- # of personal days remaining
- IT liaison with consultants - this is not about computers - it is more about the IT infrastructure.
- Hero Program – Monthly Giving (Donation) Program
- Paying vendors
- Order / renew curriculum subscriptions
- Expense reimbursement
- Building / facility issues
- Bus maintenance
- **Best way to reach Bobbie:** BobbieP@fiddleheadschoool.org

See Karen when:

- Operations - facility support for IT, temperature, backyard grounds, storage, etc.
- Absences
- Needing Substitutes
- General Student Files & Data Input
- Lottery
- Supplies
- Scheduling
 - Field Trips
 - Essentials (Music, Art, etc.)
- Current Space Needs
- Volunteers
- Completed BRFS to be entered
- Nurse related questions (in the absence of Becky)
 - Medical Incident Reports
- **Best ways to reach Karen:** karenj@fiddleheadschoool.org

See Val when:

- Questions on technology for staff or students.

See Carrie when:

- Student social/emotional concerns
- Recommendations for individual or group counseling
- Outside resources to support students
- Mandated reporting - Carrie can answer questions and/or support filing a report
- Confidentiality questions
- McKinney Vento Liaison - support for housing insecure students/families
- 504 Plans and Accommodations
- Safety assessments (any threats, comments or behaviors of self harm, suicide or harm to others) should be immediately connected with Carrie
- Case management concerns for families - food insecurity, financial hardship, housing instability, transportation concerns, etc.
- Creation of and support with Gender Support Plans
- **Best ways to reach Carrie:**
 - Call Office phone: (207) 688-3728
 - Email: carriel@fiddleheadschoo.org
 - Time sensitive matters: Text or call (207) 272-4474*
 - (*Please do not release this information to anyone other than Fiddlehead staff.)

See School Nurse (Becky) when:

- Student has any COVID-19 symptoms or feeling/appearing unwell (share responsibility with Executive Director)
- Medication distribution
- No improvement of classroom-based interventions for common health issues (abrasions, insect bites, nose bleeds)
- Need protective supplies or review of hygiene measures
- Health concerns arise regarding chronic conditions (asthma, diabetes, seizure disorder)
- **Best way to reach School Nurse:** beckyl@fiddleheadschoo.org

CURRENT BOARD OF DIRECTORS

Board Email: BoardMembers@fiddleheadschoool.org

Sally Morris, Vice Chair 146 Chadwick Street, Portland, Maine 04102. Email: Sallym@fiddleheadschoool.org Board Start Date: July, 2019	Carolyn Beem, Vice Chair 83 McKeen Street Brunswick, Maine 04011 Email: Carolynb@fiddleheadschoool.org Cell: (207) 272-0350 Board Start Date: August, 2018
Ben Kramer, Treasurer 47 Hillside Drive New Gloucester, Maine 04260 Email: BenK@fiddleheadschoool.org Board Start Date: July, 2019	Douglas Lynch, Education Committee Chair 19 Morning Street Portland, Maine 04101 Email: Dougl@fiddleheadschoool.org Board Start Date: July, 2019
Susan Doughty 48 Whistler Landing Scarborough, ME 04074 Email: susan.ed.doughty@gmail.com Cell: (207) 318-152 Board Start Date: July, 2021	Kimberly Allen 132 Marginal Way #102 Portland, ME 04101 Email: kim@kimandmax.com cell: (207) 754-9353 Board Start date: July 2021
Joseph Mattos 53 Town Farm Road Oakland, ME 0963 email: mattosjoseph16@gmail.com cell: (207) 692-7005 home phone: (207) 465-7332 Board start date: July 2021	TBD

EXECUTIVE DIRECTOR, Jacinda J. Cotton-Castro, (207) 688-3727 or cell phone (207) 570-3353