
BLUE HILL CONSOLIDATED SCHOOL

STUDENT
HANDBOOK

2015-2016

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<u>BHCS Staff</u> (all email listings can be found at www.bhcs.org)		<u>phone ext</u>
Matt Lokken	Principal	102
Jess Hutchins-Conrad	Pre-K	142
Sherry Holbrook	Kindergarten	119
Heather Nelson	Kindergarten	109
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Karen Larkin	Grade 2	121
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Education Technicians: Andrew Arseneau, Laurie Friend, Laura Gatcomb, Jane Haldane, Mike Jezak, Lisa Leighton, Laura Maier, Cate Reuter, Kelcey Snowdeal, Susan Snyder, Meredith Townsend

Blue Hill Consolidated School Statement of Philosophy

The Blue Hill Consolidated School Community is committed to providing a well-rounded education that prepares each student, academically and personally, to be a responsible, creative, self-motivated, and thoughtful citizen of our community, nation, and world.

School Climate and Personal Conduct

We believe that childhood should be a wonderful time in a person's life, full of excitement and wonder, and that physical, emotional, and social development are all important aspects of every student's education. Our school will provide a wide range of curricular and extra-curricular experiences to nurture the whole child and will foster the personal qualities of kindness, patience, honesty, self-esteem, and consideration for all.

We will help students become self-disciplined by clarifying the rights and responsibilities of all members of the school community, helping students develop effective conflict resolution skills, and involving them in decision making. The professional staff will develop, communicate, and consistently enforce discipline guidelines that reinforce personal responsibility and support a positive school climate. The school's Declaration of Interdependence explains the rights and responsibilities of students.

Instructional Program

Because children have unique learning styles, learn at different rates, and may be at different developmental stages, we will provide diverse, flexible, and personalized programming that challenges each student to work toward his/her fullest potential. We will encourage students to be deeply involved in their learning, to become imaginative and creative thinkers, and to learn in ways that reflect the integration of knowledge.

Our instructional program is based on the belief that students should:

- develop competence in the basic skills and acquire a broad base of knowledge in reading, oral and written communication, mathematics, the arts, literature, social studies, health and wellness, science, and physical education;
- gain knowledge of and respect for our American heritage and traditions;
- gain knowledge of and respect for world cultures and traditions;
- develop a respect for open inquiry and informed, critical reasoning;
- learn to use a variety of traditional and technological means to gather and analyze information;
- develop a sense of appreciation and stewardship for our environment;
- acquire effective and adaptable work habits appropriate to the changing nature of work;
- develop the ability to work collaboratively and cooperatively with others;
- demonstrate their learning in a variety of ways both in the school and the community;
and
- develop a life-long love of learning.

We will also help students make a smooth transition to high school through cooperation with local secondary schools.

Student Assessment

Assessment will include report cards and other practices that enable students and parents to evaluate ongoing student progress in relation to clear descriptions of competency levels. We will encourage students to set individual learning goals and develop the capacity to evaluate their own work and progress.

Staff Development

We believe that the professional staff should evaluate their teaching practices and employ time-tested as well as innovative methods based on individual and collaborative goal setting and research—the ultimate objective being an improved instructional program for all students. We will encourage teamwork. Support staff will also be encouraged to update their skills and apply to the school setting new developments in such areas as technology. The Curriculum Coordinator will also help keep our practices current and effective.

Community Involvement

In order to implement this philosophy, we believe that our school must secure the involvement of parents and community members. We will strive for frequent and open communication and close cooperation between the school, home, and community. To take advantage of the wealth of educational resources and opportunities available in our area, we will encourage parents, community members, and students to volunteer. We believe that our school is an asset to be used and shared by the entire community.

The School Committee fully accepts the responsibility of formulating policies and seeking adequate funding to support the educational process. The School Committee will always consider the welfare of students as the single most important factor in setting educational policy. The beliefs expressed in this statement will guide the daily work of and long-term planning for the Blue Hill Consolidated School.

ACADEMIC PROGRAM INFORMATION

At the Blue Hill Consolidated School we take pride in the high quality of professional staff and the educational programs it offers students. We strive to meet the needs of each and every student in the school. A high priority is placed on academic achievement for all students, in learning environments that meet each individual student's needs.

Teachers are always expected to be aware of each individual student's progress and needs, and parents are encouraged to call their child's teachers when they have questions or concerns. We request parents to be in close contact with their child's teacher and to offer any information to the school personnel that might better help us meet the needs of your child. We also expect professional staff to be in close contact with parents in order to maximize home/school communications. Parent-teacher conferences are always possible, and the principal also stands ready to assist in any way to help a child achieve to his/her greatest potential. It is important that both teachers and parents be in contact at any time there is news to relay, whether it is for positive accomplishments, or requests for assistance from home or school. If you have a concern, we want to hear from you.

Student-Parent-Teacher Conferences

Three times a year, at mid-term, days are set aside for parents, teachers, and in many cases students to meet and discuss the student's academic progress and to evaluate each child's strengths and weaknesses in various areas. If parents feel it would be helpful to meet with a teacher at a time in between these conferences, they are encouraged to make an appointment to do so. We encourage parents to come in to meet with their child's teacher before problems become serious.

At all grade levels, a portfolio of student work will form the basis for the conference. We believe that the best way to communicate about student progress is to examine and discuss specific examples of student work in comparison to performance standards and to earlier pieces of work. The conferences will also provide an opportunity for parents to ask questions and address concerns. It gives us a chance to learn from you in ways that will help us improve your child's program. Please be sure to ask questions and give teachers information that can help them better understand your child's needs and feelings about him/herself and school.

Assessment of Student Abilities and Achievement

The Blue Hill Consolidated School staff recognizes the value of regular periodic assessments of student abilities and achievements. Our belief is that assessment practices should be varied in order to give a complete picture of each learner. The most effective and significant assessments are those that connect directly to the daily instructional program. Teachers are responsible for constant informal diagnosis and must recommend students for further diagnosis when they feel it would benefit the child.

In the past, NECAP and Smarter Balanced standardized assessments were administered to all students in grades 3-8. The Maine Department of Education has yet to identify the assessment to be administered for the 2015-2016 academic year. More information regarding this state-wide assessment will be shared as it becomes available.

Report Cards

The school year is divided into trimesters (indicated on the school calendar). Report cards are prepared for students at the end of each trimester. These report cards reflect how each child is performing in their efforts to meet learning standards. Additionally, midterm progress reports will be presented at mid-term conferences.

Honor Roll

The Honor Roll and High Honor Roll are issued three times a year for students in grades 7-8. Honor and High Honor roll students will be announced in local papers. Honor roll students must at least meet the standard for all work habit and citizenship standards, while high honor roll students must at least meet the standard in all work habit, citizenship *and* academic standards.

Homework

Philosophy: In keeping with the school philosophy statement, we believe that homework should be a positive learning experience for the child, and be both meaningful and reasonable. We believe that homework must be viewed within the context of the whole child's development, allowing a balance of home, school, and community commitments.

Homework offers a valuable opportunity for parents to be involved in their child's learning and it helps students develop organizational skills and responsibility, practice skills learned at school, perform independent investigations, and create a diversity of products. In assigning daily homework and long-term projects, teachers must consider the disparities in resources available to students at home. Instructions for assignments should be clear and specific.

Amount of Homework: Since students work at different rates and with different standards of quality, teachers' estimates of how long an assignment will take may vary from student to student. The following guidelines are recommended for all subjects combined; however, individual teachers may assign less or more based on the needs of individual students.

Grades K-2:	Up to 30 minutes per day five times per week;
Grades 3-4:	Up to 40 minutes per day five times per week;
Grades 5:	Up to 50 minutes per day five times per week;
Grades 6:	Up to 60 minutes per day five times per week.
Grades 7:	Up to 70 minutes per day five times per week.
Grades 8:	Up to 80 minutes per day five times per week.

Daily reading of literature does not count toward these homework totals. If parents and/or students find that assigned homework is taking either too much or too little time, the classroom teacher should be notified to determine the cause.

Home-School Communications

Teachers, students, and parents are encouraged to use notes, newsletters, phone calls, email, and/or conferences to ensure timely communications about homework issues. Arrangements for make-up work should be determined by teacher, parent, and student. Assignment sheets, calendars, and long-range planning are examples of strategies children should learn to use.

Coordination and In-School Support

Since students entering fifth grade and the middle school level work with more than one teacher, some students may need extra support during this transition. Teacher teams should coordinate their assignments and project due dates to ensure that students who work with more than one teacher are not given several large assignments that are due at the same time. Teachers are encouraged to provide a quiet, in-school study time so that students will have a chance to begin their homework assignments and clarify any questions they might have with teacher support and direction. After or before school homework sessions are often helpful, and many teachers provide these weekly.

Supporting Individual Differences

In order to take into account differences in learning style, work rate, and amount of work accomplished in class, teachers may modify assignments for individual students as needed.

Student Placement

A great deal of time and thought goes into the placement of students in classes each year. In order to achieve heterogeneous grouping of students, teachers and the administration consider academic, social, gender, and personality factors. Since our school has only a small number of teachers at each grade level, honoring as few as two or three parent requests may limit our ability to group students in that grade equitably.

If you have concerns of a serious nature (special education needs, extreme personality conflicts, and/or significant psychological or emotional needs) regarding the placement of your child, please let your child's teacher and/or the guidance counselor know at the Trimester 3 conference. Parent requests should be in writing to the teacher or principal and will be considered as one of a number of facets that go into the placement process, with the assumption that we will often be unable to honor them. The principal makes final placement decisions.

Promotion and Retention Policy

It is recommended that all students be promoted if at all possible. The administration and the teaching staff shall strive to create an instructional program to provide maximum opportunity for each student to progress through school according to his/her own needs and abilities.

In cases where there is doubt as to the wisdom of promotion, the teacher shall, at the conclusion of the second ranking period, prepare written documentation of the student's strengths and weaknesses and present this information to the school principal who will meet with parents and the teacher(s) to discuss concerns. In retaining a student, the school must not only consider the student's academic achievement, but his/her age, ability, social and emotional maturity, attendance, and the wishes of the parents. No single factor shall govern the decision.

A parent, student, teacher, principal conference will be scheduled at the close of the second ranking period in order that the parents will be fully informed and their cooperation sought in attempting to help the student attain acceptable performance. The final decision for retention or promotion will be based on what is best for the student, and will reflect a consensus of the teacher, principal, parent and student opinions.

Specialist Classes

BHCS takes great pride in the many opportunities offered to its students beyond the core academic subjects. During the school day students in grades 5-8 can receive instrumental lessons and participate in band and/or chorus. Also, all students K-8 receive general music instruction, as

well as Art, Spanish, and Physical Education, which are offered to students two periods per week. Special events like our traditional Arts Week and winter/spring concerts energize our learning and open the building to parents and friends of the school.

Library

Our full-time teacher-librarian works closely with classroom teachers and the technology teacher to provide relevant instruction in research and information skills and literary appreciation. She also manages the resources of the library, as well as a number of volunteers who help us provide a high level of service from the library. We appreciate all the donations of time and materials that help to make our library a vital part of the school (including the “Birthday Book Club,” where a special book can be donated to the library in honor of a birthday or special occasion, with a dedication included in the front of the book). We also have various activities throughout the year promoting the importance of reading, including three Reading is Fundamental (RIF) book distributions, where students are able to pick a new book and an “already been loved” book to add to their personal collection. The RIF program is supported by a 75% federal grant, and a 25% contribution through our school budget. In addition to the regular library collection, there is also a Professional collection as well as a Family Corner with materials of particular interest to parents, including materials on parenting, child development, and family activities. We are also developing a section of audio books on CD for listening on the go, and have a few videos available for check out. The regular check out period is three weeks, and there is no limit for parents. Kindergarten and first graders may check out one book at a time; other students are encouraged to limit their books to two or three at a time, but can return and check out books at any time as long as they don’t have any overdue materials. The library is also a media center, equipped with desktop computers and other technology.

IDEA (Imagine + Design + Explore + Achieve) Center

BHCS has a state-of-the-art STEAM (Science, Technology, Engineering, Art, Mathematics) program focused on project-based learning. Modeled after the growing “makerspace” movement and created in 2014 through the generosity of BEEM (Blue Hill Educational Enrichment Monies), the Perloff Family Foundation, the Maine Space Grant Consortium, the Maine Community Foundation, the Ira Berry Masonic Lodge #128, George Stevens Academy, the Blue Hill school committee, and many individual parents, teachers, and community members, our IDEA Center lab is one of the first of its kind in the country. Developed and led by Mr. Jurick and Mrs. Gandy, the IDEA program is tailored to meet the needs of every student in our school, PK-8, and introduces vocational education and industrial arts components to the curriculum. Our focus is on developing critical thinking, problem-solving, inquiry-based, and test-hypothesis skills. The IDEA Center is a hands-on learning space with technical and non-technical tools, including a 3D printer, laser cutter, and CNC router, where students can learn through exploration and trial-and-error.

Plagiarism

Plagiarism is illegal. In the middle school students continue to learn how serious it is, the importance of citing sources, and the value of authoring original written pieces. Plagiarism will not be accepted.

GENERAL INFORMATION

School Day General Schedule

- 7:30** School doors open for early-arriving students.
- 7:40** Bus students begin to arrive and report directly to cafeteria for breakfast.
- 7:40-7:50** Recess
- 7:50** All students enter building.
- 7:55** Morning Announcements and Flag Salute
- 8:00** **Following morning announcements:**
Classes begin. All students arriving late must be signed in at the office by their parents.
- 11:00-11:20** 2-4 Lunch
- 11:25-11:50** Pre-K Lunch / **11:30-11:50** K-1 Lunch
- 12:05-12:25** 5-6 Lunch
- 12:35-12:55** 7-8 Lunch
- 2:30** Students get ready for dismissal.
- 2:35** Bus students are dismissed with first bell.
- 2:40-2:45** Walkers and students being picked up by parents are dismissed with second bell after all buses have left the parking lot. We appreciate it if all persons arriving in cars to pick up their students wait until after all buses have left. Parents are requested to wait in the front lobby for their children to be dismissed at 2:45.

School Attendance, Absence, and Dismissals

Attendance is taken in the classrooms at 7:55 A.M. Students who arrive after this time are marked tardy. All attendance information is recorded with MEDMS, the Maine Department of Education's record system. Students who walk or are driven to school are expected to arrive on time.

Parents should call school to let us know if their children are going to be absent, so we know not to expect them. If a child has not arrived by 9 AM **for consecutive days**, and we have not received notification of his/her absence, we will call home to make sure he/she is safe. When a student returns to school following an absence he/she must bring a written note, signed by a

parent or guardian, stating the reason for the absence, and the date on which it occurred. Remember: regular attendance at school contributes to a successful educational experience.

In addition, all pupils are asked to bring a note from home, for their teacher, if they are to: be dismissed early, be picked up by a neighbor or friend at school, or go home in a way different than usual or to a different destination. You will find a copy of the absence form at the end of this section. Forms will be sent home with each child or you can get them at the office.

Truancy

In Maine, attendance at school is required of all children until the age of 17. Maine law states, "A student is habitually truant if the student has completed grade 6 and has the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year." If a child's attendance is not satisfactory the school will involve the Superintendent of Schools in meetings and ultimately, if things are not resolved, law enforcement and the Department of Human Services will be involved. This could result in appearances in court and fines.

Maine State statutes also list the following as reasons for excused absence: personal illness, appointments with health professionals that must be made during the school day, observance of religious holidays, family emergencies, and planned absences for personal or educational purposes that have been approved by the school. **If a student is repeatedly out for an illness, the school may ask for a doctor's note.** Recognizing that travel is an important educational experience, we approve students' absence from school for travel. However, the homeroom teacher and principal should be notified at least a week in advance so that arrangements can be made for make-up work.

Dismissal

Once dismissed, students are to leave directly. Students involved in sports programs after school may only walk downtown and return if they have a note from a parent or guardian on file in the office giving them permission to do so. All students in sports who do not have a practice immediately after school are to go home and be brought back for their practice. Students should be picked up promptly after all events. Students are not permitted to stay to observe practices in which they are not participating.

Recess

Supervised playground time is provided for the children during the day, weather permitting. Children are encouraged to wear clothing appropriate for outside play. A student may be kept inside by a teacher to complete school work or to encourage appropriate behavior. Parents are requested not to send notes asking for their child to be kept inside because of the weather. If weather is not appropriate for outside play, all pupils will be kept inside. Students who are recovering from illness requiring absence from school are generally requested not to return to school until their health allows them to take part in outdoor recess.

Playground

After school hours and during summer vacation the playground is available for public use, but children below grade 6 using the playground must be supervised by an adult. The playground is off limits from sunset to sunrise. No vehicles are allowed on the playground or field areas.

Telephone

The telephone may be used only in case of an emergency or if the child is ill and has to go home. Teachers generally discourage phone use by students and screen non-emergency requests. Students are expected to remember books, homework, musical instruments, uniforms, or permission for after school activities. After school permissions must be a written note to be given to the office each morning. After school there is a telephone by the office for local calls only. Students who forget their laptop computers will need to call home. Students who bring cell phones must turn them off at the beginning of the day and must leave them with their teacher until the dismissal bell.

Lunch Program Information

Lunch is available to all students each day, or students can bring their lunch from home. Lunch menus are sent home each month as part of the school newsletter, and can be viewed on the school's web site. We take pride in the quality and good nutrition of the lunches we serve, which are always accompanied by a salad bar.

Breakfast is available for ALL students. The same guidelines for free and reduced are used as for lunch. Breakfast will be served from 7:30 to 7:55 each morning.

Students are expected to pay for their lunch for the entire week each Monday morning. Each morning, when taking attendance, the homeroom teachers take a lunch count. We encourage you to take time at home to plan with your child in advance concerning which days he/she will be buying hot lunch, so the correct number of lunches can be paid for each Monday morning. Please send the money in an envelope with your child's name, their lunch needs for the week, and the total amount enclosed marked on the outside. Your assistance in this is greatly appreciated. Credit will not be extended more than one week. Lunch **\$2.65**, extra milk **.30**, breakfast **.75**, reduced lunch **.40**, reduced breakfast is free. Milk is included in the lunch price.

School Announcements and School Closure

Every Thursday the office issues a newsletter and menu for parents and students. Announcements about school closing due to weather will be carried on local radio and TV stations. School days canceled due to weather will be made up at the end of the school year. Please do not call the school to ask if school is being dismissed early. This ties up the phones, which we need in order to call parents of younger children K-4 in case of early dismissal. The superintendent of schools makes all decisions regarding school cancellation or early dismissal.

School Emergency Notification System

BHCS uses a mass-notification system to notify parents, teachers, and emergency/law enforcement personnel in the event of a school emergency. Every parent is asked to complete and return the emergency contact information sheet at the beginning of every school year and whenever there is a change to ensure that in the event of an emergency, we can notify all parents as quickly and efficiently as possible. We also use this system for school closings, delays, and other school-wide changes/events. Providing accurate contact information for emergencies is required of all parents. We encourage parents to opt-in to receive the weekly Explorations newsletters and other news bulletins from the school.

School Web Site

Our school has a well-maintained web site (www.bhcs.org). Information such as the weekly newsletter, this handbook, sports schedules, the lunch menu, and helpful educational links can be found on the site.

STUDENT INFORMATION

Bullying Policy – 5914 (refer to www.schoolunion93.org)

“The Board believes that bullying, including cyberbullying, is detrimental to student well-being and to student learning and achievement. It interferes with the mission of the school to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate in and witness such behavior.” Policy 5914, which aligns with the Maine DOE, spells out the intent, the definitions, and the application of the policy. You can find that policy on the Union 93 website under School Policies.

No Child Left Behind (NCLB) – Policy 1400

PLEASE REFER TO THE UNION 93 WEBSITE FOR INFORMATION RELATED TO THIS NCLB POLICY.

Notification And Dissemination Process For The NCLB Report Card And Summary – Policy 1401

PLEASE REFER TO THE UNION 93 WEBSITE FOR INFORMATION RELATED TO THIS NCLB POLICY.

Migrant Children Identification Policy

PLEASE REFER TO THE UNION 93 WEBSITE FOR INFORMATION RELATED TO THIS NCLB POLICY.

Education Of Homeless Children And Youth

PLEASE REFER TO THE UNION 93 WEBSITE FOR INFORMATION RELATED TO THIS NCLB POLICY.

Student / Parent Complaints / Grievances

Any time a student or parent feels that there has been an injustice, there is an accepted route for filing a grievance or complaint. First, the student or parent must speak with the teacher or staff persons involved. If not satisfied, the student or parent needs to speak with the principal. If there is still not satisfactory resolution of the problem, then the student and/or parents and student should speak with the superintendent. If still dissatisfied, only then are the parents and student to seek counsel of the School Board. If still not satisfied, then the student and/or parent may seek assistance from the Commissioner of Education.

Non-Discrimination Policy

Blue Hill Consolidated School does not discriminate against students on the basis of race, color, national and ethnic origin, sex, or handicap. All programs are open to all pupils regardless of race, color, creed, national or ethnic origin, sex, or handicap. Anyone feeling discriminated against can speak with, or file a grievance with the principal.

Hallway Expectations

Students are always expected to walk quietly on the right side of the hallways to maintain a safe and focused learning environment. Students are expected to keep their hands to themselves and politely make way for each other in the halls. All food and drinks must stay in the classrooms and cafeteria.

Dress Code

We encourage all students to dress appropriately and cleanly, in order to add to a positive learning environment.

The Dress Code at Blue Hill Consolidated School is:

- shorts and skirts must be of an appropriate length
- no pajamas
- one inch straps for tank tops, no plunging armholes or necklines
- no halter tops
- no exposed underwear, or skin between shirt and pants
- no hats or kerchiefs in the school building
- no clothing which promotes drugs, alcohol, tobacco, profanity, disrespect, or unlawful activity
- sneakers must be worn for all gym classes
- no slippers in grades 3-8

Positive Behavior Intervention and Support (PBIS)

In an effort to maintain the positive climate of our school, we have adopted the philosophies and strategies of PBIS. “The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.” (pbis.org) In all areas of the school we teach our core expectations of SAFETY, RESPECT, AND RESPONSIBILITY. We reinforce these teachings positively with “star cards” that recognize students’ positive skills and with celebrations. A dedicated team of staff, parents, students, and an administrator comprise the team.

School Sponsored Activities

The school has activities after school that are open to students of various ages. Please refer to the School Athletic Policy for a listing of various sports offerings.

Students who are in grade 4 and lower are not allowed to stay to watch older students' games or practices, or play on the school's playground, without parental supervision.

Student council representatives are elected by classmates in the fall. Two students from each grade, starting with grade 6, represent their classmates. The council elects its own officers. The council assists in developing activities for the student body and advises the staff and principal on student perceptions and recommendations for better functioning of the school. The student council works on projects that improve the school. To be a member of the council is an honor and a responsibility.

In the past we have held many all school assemblies for students in order to provide dramatic and musical programs. At times students perform for their fellow students. We hope to have monies and talent for these to continue. These are always open to the public and will be announced in the weekly newsletter.

Each Thanksgiving the students bring food for the Tree of Life Food Pantry that serves the Blue Hill Peninsula. This offers students a chance to become involved and learn basic citizenship skills of caring through action. We are pleased to have developed this community outreach program as one avenue for student learning.

HEALTH

Medical Services

The school nurse provides checks for communicable diseases and can make recommendations for doctor's visits. Also, school health records, individual immunizations and medications are handled by the nurse. Additional medical services are also provided by the Blue Hill Memorial Hospital.

Emergency Information

At the beginning of the year, Emergency Information Cards are distributed to each child. It is extremely important that the information on this card be filled in accurately and kept up-to-date. Please give your correct mailing address. There must be a way of reaching parents or neighbors promptly should illness or accidents occur. The card asks for the names of two alternate persons to be notified in cases of emergency in the event that the parents cannot be reached. Please be sure that the persons you name are willing and able to serve in this capacity. Please also use local people. Be sure to make out a separate card for each child and sign the back for permission to take your child to the hospital in the event no one can be reached.

Immunization Requirements

For school attendance, children must be adequately immunized unless exempt for medical or philosophical reasons. Evidence of required immunizations must be presented before entering the Blue Hill School System.

Sickness and Accidents at School

If a pupil is sick or has a serious accident the school will get in touch with the parents. It is the responsibility of the parent to take the child home and arrange for needed medical attention. The school will administer first aid only. For your child's sake, as well as for the sake of others, please keep your child home if he/she is not feeling well.

Medication Policy

Medications will be administered at school only if:

- Appropriate medication forms are signed by parents and physician - see medication policy;
- The medication is delivered to school by an adult;
- The medication must be in the original container noting the student's name, dose, and time to be taken;

NOTE: It is the student's responsibility to appear at the office promptly at the prescribed time for the medication. Students may not bring medications and/or self-medicate with the exception of physician-approved inhalers. The school cannot supply or dispense aspirin or Tylenol to students.

Vision and Hearing Screening Tests

Grades K-3, 5 and 7 are given hearing and vision tests. Recommendations resulting from these tests are submitted directly to the parents.

Scoliosis

Postural screening, also known as screening for spinal curvature, is now required by law, yearly, for girls in grade 6 and girls and boys in grade 8. The examination is done by observing the

student in various positions. It is vital to carry out the screening during the growth spurt years. Parents of students who are found to need further evaluation by their own physician will be notified by the school nurse.

Allergies

Please inform the school nurse of any allergies or health issues related to your child.

SAFETY

Fire and Safety Drills

In accordance with the **BHCS Emergency Management Plan**, the Blue Hill Consolidated School is always concerned with the safety of its students and staff. At least six times a year, we conduct fire drills. Each classroom has its own evacuation plan with alternative routes in case an exit is blocked. We also have other safety plans in place, which we review and practice intermittently. In this way, we hope to be prepared for any emergency that calls for the evacuation or lockdown of the school. **Lockdown procedures will be practiced twice a year, to ensure that students know what to do in case of a school intruder**

Insurance

Every year each child is given an enrollment envelope for Student Accident Insurance. This plan is open to all pupils enrolled in the schools of Union 93. If you wish to enroll in the insurance plan, please fill out the forms and mail it to the insurance company. The school does not provide health insurance for students.

Bus Safety

The Student Transportation Policy outlines student expectations for behavior if they wish to retain the privilege of riding the bus. It is very important that the school be notified in writing if students are to be picked up or dropped off anywhere other than home. Forms are included in the handbook for this purpose. Please try to plan ahead so that the students and school personnel know in advance of changes to routines. In an emergency, a phone call may be allowed.

We contract our bus services with First Student Transportation. If you have any concerns with the safety of your child's bus or the behavior of students on the bus, contact First Student directly at their Orland office (1-800-427-3391). If you are still concerned, contact the principal.

Vehicles / Skateboards

No mopeds, dirt bikes, motorcycles, go-carts or three-wheelers are allowed on school grounds at any time. Skateboards and roller skates/blades are not allowed during school hours.

Safety in Games/Recess

Fighting, snowballs, baseballs, cap guns, water pistols, jack knives, BB's, explosives, etc., are prohibited (See Code of Conduct Policy). Nerf balls, kickballs, footballs, basketballs and other forms of sponge or air filled balls are encouraged. The only time that hard baseballs may be used is when a coach is with his/her assigned group for the purpose of practice or games. The coach will provide adequate supervision. Tackle football is not allowed. With the exception of appropriate tag games, "hands-on" contact is not allowed.

Equipment/Toys

Students are discouraged from bringing toys to school. No CD players, mp3 players, trading cards or cell phone use is allowed by students in school during the school day.

Chewing Gum

Blue Hill Consolidated School is a “gum free” building. All students, teachers, and staff will refrain from chewing gum while on school premises.

SPECIAL SERVICES

We at Blue Hill Consolidated School believe it is the positive interaction between the individual student and the individual classroom teacher that is the key to a successful school experience for each child. We encourage home and school communication in order to foster such a relationship. The most important services our school has to offer are those provided by the classroom teacher. The teacher's day-to-day guidance, concerns and instruction will fulfill most children's needs. At times, however, a child may require more specialized assistance, so the teacher or parent may turn to one or more of the following:

Response to Intervention (RTI)

RTI makes early identifications of reading, math, and behavioral difficulties. Giving brief and frequent assessments that identify difficulties early on, our regular education staff, along with our RTI Specialist, can then work with intervention techniques to help students meet reading and math standards at their grade level. For the behavioral dimension of RTI (RTI-B), our school is following the guidelines and strategies of PBIS (Positive Behavior Interventions and Support) which is an effective protocol to maintain a positive and healthy school climate.

Reading Recovery

This program is designed to help first grade students make the transition into reading texts. Students receive individual reading and writing lessons one half hour each day in addition to the regular classroom instruction.

Individual Educational Program (IEP) Meetings

Whenever a team of teachers feels a child needs assistance beyond the regular program, the classroom teacher may refer the child to an IEP meeting if other services have not been effective. The IEP team is made up of parent, classroom teacher, principal, special educator, and any others who may assist in planning an appropriate program for the child. Testing can be recommended through this team process and recommendations made for better meeting the needs of the child. Counseling services can be recommended through this process if deemed necessary and instruction in small groups for part or all of the day can be recommended if appropriate for the student. Special education teachers are ready to meet the needs of any student referred to their programs.

Speech/Language

An IEP may recommend testing and delivery of speech or language instruction if deemed necessary for student success.

Supportive Services

"Supportive Services" means special education transportation, developmental, or corrective services that are required to assist a student with a disability to benefit from their special education program. These services are available only to identified students. The School Board has adapted a non-discrimination policy to ensure that students are treated fairly. Supportive

services may be recommended by the IEP. We welcome parent questions and concerns to best meet the needs of each and every student.

Title I Policy – 6600

The school board recognizes that a certain number of students will need supplementary services in the basic skills of reading and mathematics. Title I funds will be used to provide the supplemental services on a non-discriminatory basis. The following procedures will be adhered to in order to assure comparability of services, parental involvement, and student selection.

Identification of Title IA Students

PLEASE REFER TO THE BHCS WEBSITE FOR INFORMATION RELATED TO THIS NCLB POLICY

PARENT INVOLVEMENT IN TITLE I

PLEASE REFER TO THE BHCS WEBSITE FOR INFORMATION RELATED TO THIS NCLB POLICY

School Guidance Counselor

The school employs a school counselor to help meet the emotional, psychological, and behavioral needs of BHCS students. Referrals may be made by teachers, the guidance counselor, and by IEP committees.

Volunteers

If there is any talent you have which you would be willing to share with a group of students, either through an assembly program or on a regular basis after school for a small group of interested students, please call the school and ask to speak to the volunteer coordinator. We depend on the help of volunteers to offer many fine programs to our students. Volunteers are welcome in the library, for regular time slots each week, for special projects, or on a drop-in basis as you have some extra time to share. It is a great way to help out in our school. Stop by the library if you might be interested.

Parents, Teachers, and Friends Group

We are very lucky to have an active PTF Group. The Blue Hill Consolidated School PTF's mission is to enrich the collaborative efforts of families, educators, administrators, students, and community, enabling all students to realize their optimum physical, social, and creative potential.

The PTF goals are:

- To build a closer relationship between home and school, enabling families and educators together to positively impact the education of children at BHCS.
- To enhance the students' educational experience by supplementing and supporting the academic and extracurricular programs in and outside the classroom setting.
- To coordinate PTF fundraising and family events.
- To support the staff of BHCS.

There are many ways to participate -- serving on the planning committee, helping with special events, providing refreshments for school events, etc. Watch the school newsletter for more information, including meeting times.

Blue Hill Educational Enrichment Monies (BEEM)

The Mission of BEEM, a non-profit corporation, is to develop resources to support and supplement programs at the Blue Hill Consolidated School.

Each year funds raised by BEEM are used to address specific needs at our school. In addition, BEEM has established an endowment fund to ensure continued support covering a wide range of educational opportunities.

Since 1992 BEEM has awarded approximately \$130,000 in grants to enhance school curriculum, special projects and events.

BEEM is directed by a volunteer board that includes Blue Hill Consolidated School board members, administration, staff, parents, community members, and others with skills needed to further BEEM's mission.

Blue Hill Consolidated School

Date _____ Child's Name _____

• was absent on _____ due to _____

• will be picked up by _____ at _____

• will go home on the bus with _____

• will be absent for an extended period of time from _____
(please explain on the back)

Signed _____

Students must have a written note (signed by their parent) if absent, tardy, being dismissed early, or riding on a bus other than to their own home. If they will be absent for an extended period of time an explanation needs to be sent to the principal and teacher.

Blue Hill Consolidated School

Date _____ Child's Name _____

- was absent on _____ due to _____
- will be picked up by _____ at _____
- will go home on the bus with _____
- will be absent for an extended period of time from _____
(please explain on the back)

Signed _____

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Bullying Report Form

E1
BLUE HILL CONSOLIDATED SCHOOL BULLYING REPORT FORM

Name of complainant/reporter (by law, reports may be anonymous): _____

Status of reporter: Student Parent School employee/coach/advisor Other _____

Contact information for reporter (if reporter is student, contact information for parent/guardian): Phone: _____ Cell phone: _____ Email: _____

Address: _____

Name of alleged target(s): _____

Name of alleged bully(ies): _____

Relationship between alleged target/bully(ies): _____

Time(s) and location(s) of alleged incident(s): _____

Names of witnesses: _____

Description of incident(s) (attach additional pages if more space is needed):

I agree that the information on this form is accurate and true to the best of my knowledge and belief.

_____ Date: _____
Signature of complainant/reporter

Received by: _____ Date: _____

Position/title: _____

Copy to building principal: Date: _____ Copy to Superintendent: Date: _____

Adopted: Blue Hill School Committee – December 11, 2013