



Blue Hill Consolidated School

STUDENT HANDBOOK
2019-2020

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www.bhcs.org

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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 disciplinary guidelines that reinforce personal responsibility and support a positive school climate. The school's Declaration of Interdependence explains the rights and responsibilities of students (see page 20).

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 their 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 technology, 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
- develop a lifelong love of learning

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

Student Assessment

Assessments that enable teachers and students to evaluate ongoing student progress in relation to grade-level standards will occur regularly and will be reported each trimester via the report card. 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 team goal setting and research—the ultimate objective being an improved instructional program for all students. We encourage teamwork. Professional and support staff are encouraged to continually update their skills through further education. The curriculum coordinator will help keep our practices current and effective.

Community Involvement

In order to implement our 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 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 contact their child's teachers when they have questions or concerns. We request that parents be in close contact with their child's teacher and offer any information to school personnel that might help us meet the needs of their child better. 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 and assistant principal also stand ready to assist in any way to help a student achieve his/her greatest potential. It is important that both teachers and parents be in contact whenever there is news to relay, whether it is for 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 midterm, days are set aside for parents, teachers, and, often, students to meet and discuss student academic progress and to evaluate 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 collection of student work will form the basis for the conference. We believe that the best way to communicate 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 themselves and school.

Assessment of Student Abilities and Achievement

The Blue Hill Consolidated School staff recognizes the value of 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 evaluation and must recommend students for further evaluation when they feel it would benefit the student.

Three times per year all students will be given a short benchmark assessment of English language arts and mathematics skills. This provides a quick snapshot of how each

student compares to grade-level peers. Students who do not meet the required benchmark are eligible for additional help through Rtl or Title I interventions.

In the spring our students in Grades 3-8 will participate in the eMPowerME statewide assessment of English Language Arts/Literacy and Mathematics. These tests are online and are required by both state and federal law. Students in Grade 5 and Grade 8 will also take a test of science competency. All schools are accountable for achieving a minimum participation rate of 95%.

Grading

Our school has a standards-based approach to curriculum, instruction, and assessment. We have a set of standards for each content area at each grade level that we teach and assess. Each trimester our teachers report levels of student achievement in the form of a report card using the following standards-based scales:

| Scale | Achievement Level for Academic Learning Targets |
|----------------------------------|---|
| (E) Exceeds Expectations | Student consistently performs beyond grade level. The student's work demonstrates an understanding of essential concepts in the content area, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems and explain concepts. |
| (M) Meets Expectations | Student consistently performs at grade level. The student's work demonstrates an understanding of essential concepts in the content area, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve difficult problems and explain concepts. |
| (P) Partially Meets Expectations | Student does not perform at grade level. The student's work demonstrates an incomplete understanding of essential concepts in a content area and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and explain concepts. |
| (D) Does Not Meet Expectations | Student does not perform at grade level. The student's work demonstrates limited understanding of essential concepts in a content area and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. |

| Scale | Achievement Level for Citizenship and Work Habits |
|---------------------|---|
| (E) Exceeds | Student always demonstrates this behavior. |
| (M) Meets | Student consistently demonstrates this behavior. |
| (P) Partially Meets | Student occasionally demonstrates this behavior. |
| (D) Does Not Meet | Student rarely demonstrates this behavior. |

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 student is performing in their efforts to meet learning standards.

Additionally, midterm progress reports will be presented at midterm conferences.

Honor Roll

This section is still under construction! Look for the updated policy in our *Explorations* newsletter in November.

Homework

In keeping with the school philosophy statement, we believe that homework should be a positive learning experience for the student and be both meaningful and reasonable. We believe that homework must be viewed within the context of the whole student'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.

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 | Approximately 30 minutes per day five times per week |
| Grades 3-4 | Approximately 40 minutes per day five times per week |
| Grades 5-6 | Approximately 50 minutes per day five times per week |
| Grades 7-8 | Approximately 60 minutes per day five times per week |

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.

"The Zone" Homework Club is offered to students recommended by teachers--as well as students and parents--in Grades 5-8 on Mondays, Wednesdays, Thursdays, and Fridays after school until 3:45. More information will be available the first week of school.

Home-School Communication

It is important to us at BHCS to have open lines of communication between home and school. This begins with weekly newsletters sent home with information that is pertinent to all students in the school. Our *Explorations* newsletter is emailed to

families and other interested community members on Thursdays via our SchoolMessenger system (more about this system in the section called Emergency Notification System). Our school also has a Facebook page where information about school-wide events, along with highlights of our learning, are shared. This year, each child at BHCS will have a Seesaw Account where families will be able to privately view pictures, assignments, and communication about their child as shared by their homeroom teacher and specialists. Teachers communicate in a variety of ways, many send home newsletters, others share updates in a group email. Please let your child's teacher know the best way for you to be communicated with (email, phone, Seesaw, etc.) to ensure timely communications about successes and concerns. It is also important for students to gradually gain the responsibility of communication. Homework folders, assignment sheets, calendars, and long-range project planning are examples of strategies students should learn to use.

Student Homeroom 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 even 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 school counselor know at the Trimester 3 conference. Parent requests should be in writing to the principal and include a compelling reason for the request. These requests must be made prior to May 15th. It will then be considered as one of a number of factors that go into the placement process with the assumption that we will often be unable to honor requests. The principal makes final placement decisions.

Promotion and Retention

It is recommended that all students be promoted if at all possible. The administration and the faculty shall strive to create an instructional program that provides 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(s) will, at the conclusion of the second ranking period, prepare written documentation of the student's strengths and weaknesses and present this information to the 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 for the parents to 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 parents', student's, teachers', and principal's opinions.

Specialist Classes

Blue Hill Consolidated School 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 music lessons and participate in band and/or chorus. Also, all students PK-8 receive general music instruction as well as visual arts. Students in grades K-8 participate in physical education which is offered to students two periods per week. Special events like our winter/spring concerts and drama performances energize learning and open the building to parents and friends of the school.

Library

The school library is at the center of the school and provides a place for students to access a variety of materials to support both classroom assignments and reading enjoyment. There are areas where students can read quietly, create works in response to literature, or browse the collection of over 12,000 titles. The card catalog for the library is available through our school website so anyone can discover the many resources available.

Students in Grades PK-4 have weekly library lessons with Mrs. Gandy, our librarian and media specialist, where they explore information literacy and research skills and are able to check-out books to use in the classroom or at home. The students in grades 5-8 have weekly combined library/technology lessons with Mrs. Gandy and Mr. Jurick, the school technology director/STEAM teacher. In addition, classroom teachers can schedule additional time in the library when students are working on research projects.

The library hosts various events throughout the year to promote literacy and family involvement including BEAR Night, PJ Storytime, and a fall Scholastic Book Fair. A highlight of the year is when we celebrate Dr. Seuss's birthday and every student receives a new book.

Volunteers are welcome in the library for regular time slots each week or for special projects. It is a great way to help out in our school. Stop by the library if you might be interested.

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

Staff Directory

Administrative Staff

| | | | |
|-------------------|---------------------|--|------|
| Shelly Schildroth | Principal | mschildroth@bhcs.org | x101 |
| Derek Perkins | Assistant Principal | dperkins@bhcs.org | x104 |
| Megan Granger | School Counselor | mgranger@bhcs.org | x106 |
| April Chapman | School Nurse | achapman@bhcs.org | x103 |
| Loretta Smith | School Secretary | lsmith@bhcs.org | x100 |
| Jerin Smith | Assistant Secretary | jsmith@bhcs.org | x100 |

General Education Staff

| | | | |
|----------------------|---------------------------------------|--|------|
| Carrie Clifford | Pre-K Teacher | cclifford@bhcs.org | x107 |
| Sherry Holbrook | Kindergarten Teacher | sholbrook@bhcs.org | x124 |
| Heather Nelson | Kindergarten Teacher | hnelson@bhcs.org | x125 |
| Kelsey Davis | Grade 1 Teacher | kdavis@bhcs.org | x129 |
| Victoria George | Grade 1 Teacher | vgeorge@bhcs.org | x128 |
| Nora Bradford | Grade 2 Teacher | ebradford@bhcs.org | x131 |
| Karen Larkin | Grade 2 Teacher | klarkin@bhcs.org | x130 |
| Kim Astbury | Grade 3 Teacher | kastbury@bhcs.org | x142 |
| Stacy Roguski | Grade 3 Teacher | stroguski@bhcs.org | x141 |
| Jess Hutchins-Conrad | Grade 4 Teacher | jhutchins-conrad@bhcs.org | x139 |
| Sharon Longley | Grade 4 Teacher | slongley@bhcs.org | x140 |
| Caitlin Snyder | Grade 5 ELA & Science Teacher | csnyder@bhcs.org | x138 |
| Mark Baxter | Grade 5 Math & Social Studies Teacher | mbaxter@bhcs.org | x137 |
| Amy Drenge | Grade 6 ELA & Social Studies Teacher | adrenge@bhcs.org | x200 |
| Rachel Nightingale | Grade 6 Math & Science Teacher | rnightingale@bhcs.org | x201 |
| Vicki Davis | Grades 7-8 Math Teacher | vdavis@bhcs.org | x202 |
| Hazen Dauphinee | Grades 7-8 ELA Teacher | hdauphinee@bhcs.org | x207 |
| Kat Hudson | Grades 7-8 Science Teacher | khudson@bhcs.org | x206 |
| Kyle Snow | Grades 7-8 Social Studies Teacher | ksnow@bhcs.org | x204 |

Humanities Staff

| | | | |
|---------------|-------------------------------------|--|------|
| Tracy Gandy | Librarian & Media Specialist | tgandy@bhcs.org | x134 |
| Matt Jurick | Technology Director & STEAM Teacher | mjurick@bhcs.org | x113 |
| Bob McCormick | Physical Education Teacher | rmccormick@bhcs.org | x116 |
| Audrey Means | General & Vocal Music Teacher | ameans@bhcs.org | x123 |
| Penny Ricker | Visual Arts Teacher | pricker@bhcs.org | x111 |
| Bill Schubeck | Instrumental Music Teacher | wshubeck@bhcs.org | x122 |

Special Services Staff

| | | | |
|-----------------------|---------------------------------|--|------|
| Tarsha Astbury | Title I Teacher | tastbury@bhcs.org | x135 |
| Nancy Bos | Special Education Teacher (K-4) | nbos@bhcs.org | x136 |
| Laranda Carnahan | Educational Technician | lcarnahan@bhcs.org | x203 |
| Andrew Chung | Educational Technician | achung@bhcs.org | x203 |
| Elizabeth Conlon | Educational Technician | econlon@bhcs.org | x109 |
| Nadia Cromwell | Educational Technician | ncromwell@bhcs.org | x109 |
| Katie Danielson | Rtl Coordinator | kdanielson@bhcs.org | x135 |
| Celeste de Sevigne | Speech Educational Technician | cdesevigne@bhcs.org | x127 |
| Sue Elcik | Occupational Therapist | selcik@bhcs.org | x105 |
| Carolyn Ericksen-Buss | Educational Technician | cericksen-buss@bhcs.org | x203 |
| Laurie Friend | Educational Technician | lfriend@bhcs.org | x109 |
| Laura Gatcomb | Educational Technician | lgatcomb@bhcs.org | x109 |

| | | | |
|-----------------|---------------------------------|--|------|
| Helen Graikoski | Reading Recovery Teacher | hgraikoski@bhcs.org | x132 |
| Jane Haldane | Educational Technician | jhaldane@bhcs.org | x135 |
| Haley Jenkins | SUN Teacher | hjenkins@bhcs.org | x109 |
| Cate Reuter | Educational Technician | creuter@bhcs.org | x136 |
| Dena Sozio | Educational Technician | dsozio@bhcs.org | x109 |
| Mary Tobey | Special Education Teacher (5-8) | mtobey@bhcs.org | x203 |

Support Staff

| | | | |
|-----------------|---------------------|--|------|
| Tim Cyr | Head Cook | tcyr@bhcs.org | x118 |
| Robin Mitchell | Cook | rmitchell@bhcs.org | x117 |
| Erin Montgomery | Cook | emontgomery@bhcs.org | x117 |
| Doug Mangels | Head of Maintenance | dmangels@bhcs.org | x108 |
| Zach Cousins | Custodian | zcousins@bhcs.org | x108 |
| Jim Smith | Custodian | jasmith@bhcs.org | x108 |

Central Office Staff

| | | |
|--------------------|------------------------------|--|
| Mark Hurvitt | Superintendent of Schools | mhurvitt@schoolunion93.org |
| Vernette Bannister | Executive Secretary | vbannister@schoolunion93.org |
| Karen Watts | Director of Special Services | kwatts@schoolunion93.org |
| Susan Duddy | Administrative Assistant | sduddy@schoolunion93.org |
| Dawn McLaughlin | Curriculum Coordinator | dmclaughlin@schoolunion93.org |
| Heather Lanpher | Business Manager | hlanpher@schoolunion93.org |
| Diana Stearns | Human Resources Manager | dstearns@schoolunion93.org |
| Richard Avery | Technology Coordinator | ravery@schoolunion93.org |

School Committee

| | | |
|---------------|---------------------|--|
| Tina Allen | School Board Member | tina@downeastproperties.com |
| Candace Gray | School Board Member | candace9771@icloud.com |
| Amy Houghton | School Board Member | amyfhoughton1@gmail.com |
| Jon Smallidge | School Board Member | jsmallidge1@roadrunner.com |
| Jan Snow | School Board Chair | jsnow123@myfairpoint.net |

School Day General Schedule

| | |
|---------------|--|
| 7:25 | School doors open for early-arriving students—they wait in the lobby. |
| 7:30 | Bus students begin to arrive and report directly to cafeteria for breakfast. |
| 7:35 - 7:50 | Recess |
| 7:50 | All students enter building. |
| 7:55 | Morning Announcements and Flag Salute |
| 8:00 | Classes begin; all students arriving late must be signed in at the office by their parent or guardian, or provide a note from parent/guardian. |
| 11:15 - 11:40 | Pre-K Lunch |
| 11:20 - 11:45 | Grades K-2 Lunch |
| 11:55 - 12:20 | Grades 3-5 Lunch |
| 12:35 - 1:00 | Grades 6-8 Lunch |
| 2:30 | Students get ready for dismissal, bus students load buses. |
| 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. |

School Attendance, Absence, and Dismissals

Attendance is taken in the classrooms at 7:55. 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 or email us at school to let us know if their child is going to be absent so we know not to expect them. If a student has not arrived by 9:00 for two consecutive days, and we have not received notification of his/her absence, we will call home to make sure he/she is safe. 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 handbook. Forms will be sent home with each student or you can get them at the office.

- Students in Pre-K should be picked up in their classroom if they are not riding the bus.
- Students in K-2 should be picked up in the library after the second bell has rung. Parents must connect with the duty teacher to retrieve their child(ren).
- Students in 3-4 should be picked up in the cafeteria after the second bell has rung. Parents must connect with the duty teacher to retrieve their child(ren).
- Students in 5-8 who are not riding the bus are expected to connect with their ride or walk to the destination agreed upon with parents directly after the second bell.

All students participating in sports who do not have a practice immediately after school are to go home and be brought back for their practice. 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. Students in 5-8 may stay on the playground after school with permission, but without supervision, and should not plan to hang out in the school building. Students should be picked up promptly after all events. Students are not permitted to stay to observe practices in which they are not participating.

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 six and has the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year," OR "Is at least 7 years of age and has not completed grade six and has the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year." If a student's attendance is not satisfactory, the school will involve the superintendent in meetings and ultimately, if things are not resolved, law enforcement and the Department of Health and Human Services will be involved. This could result in appearances in court and fines.

The truancy resolution levels are followed sequentially and a date is entered once the specific level has been initiated. The specific truancy resolution steps that must be followed are:

1. Truancy identified
2. Designated school personnel to develop an intervention plan to address absences (MRSA 20A 5051A 2A-2)
3. Official parent notification (MRSA 20A 5051A 2C)
4. Parent meeting scheduled (MRSA 20A 5051A 2D)
5. Notification to DHHS and/or local law enforcement (MRSA 20A 5051A 2E)
6. Parents referred to the District Attorney (MRSA 20A 5053 A)
7. Pending court action

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 support students' absence from school for travel. However, the homeroom teacher and principal must be notified at least a week in advance so that arrangements can be made for make-up work.

Planned Absences

A planned absence for a personal or educational purpose requires a Form for Student Absence to be submitted to the office. Planned absences of a week, but not greater than two weeks, require a meeting with the classroom teacher to discuss missed in-class curriculum and to make plans for how students will make up missed work. Many of our lessons are hands-on and use class discussion or small group work in lieu of worksheets, thus it is often difficult to replicate what students are missing when they are absent, especially for an extended period of time. *Planned absences greater than two weeks require that students be enrolled in a home instruction program* which is sent to the superintendent of schools and complies with the requirements of 20-A MRSA section 5001-A(3)(A)(4).

Chronic Absenteeism

The best way for students to take advantage of all that BHCS has to offer is by being present each day. Chronic absenteeism occurs when a student misses 15 or more school days throughout the school year--including both excused and unexcused absences. While a few days each month may not seem like a big deal, by the end of the year a child who is chronically absent misses close to 10% of the instruction provided by their teachers. Research has shown that this rate of absenteeism can have a significant impact on overall school success.

Recess

Weather permitting, supervised playground time is provided for the students during the day. Students are encouraged to wear clothing appropriate for outside play. A student may be kept inside by a teacher to complete schoolwork 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 students 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 students Grade 4 and below using the playground must be supervised by an adult. The playground is unsupervised after school, and school employees reserve the right to ask children to leave if necessary. 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 student 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 school-issued iPads 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 homeroom teacher until the dismissal bell.*

Lunch Program

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 website. 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, but we encourage parents to get their students to school with enough time to finish breakfast by the time the bell rings at 7:50.

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 parents to take time at home to plan with their students 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. School staff will contact parents/guardians if your account is overdue. Credit will not be extended more than one week. Your assistance in this is greatly appreciated.

| 2019-2020 Prices | Regular | Reduced |
|---|---------|---------|
| Breakfast | \$0.75 | Free |
| Lunch | \$2.65 | Free |
| Extra Milk (one is included with lunch) | \$0.30 | \$0.30 |

If you qualified for free or reduced lunch last year, you will continue to receive free or reduced lunch for 30 school days this year. This year's free and reduced lunch applications will be processed by the school office within 10 calendar days of receiving them.

School Announcements and School Closure

Every Thursday the office issues a general school newsletter for parents and students called *Explorations*. Announcements about school closure due to inclement weather will be carried on local radio and TV stations as well as through our SchoolMessenger notification service which will contact all parents via email and phone. School days

canceled due to weather will be made up at the end of the school year. Parents will also get a phone call and email if the decision is made to dismiss early. Please do not call the school to ask if school is being dismissed early as this ties up the phones which we need in order to call parents of younger students PK-4. The superintendent of schools, Mr. Hurvitt, makes all decisions regarding school cancellation or early dismissal.

Emergency Notification System

Blue Hill Consolidated School uses SchoolMessenger, 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 card 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 using this system.

BHCS Boosters

BHCS Boosters is the parent/teacher group for Blue Hill Consolidated School. The organization, which is a non-profit organization in the State of Maine, has a mission to develop resources that create a wide variety of experiences and educational opportunities, enrich the educational environment, and support the school community. The group is run by a formal board of directors made up of parents/guardians, school staff, and community members. Others are encouraged to volunteer ad-hoc for events that interest them. BHCS Boosters organizes events, raises money that gets funneled back into the school via educational grants, and provides volunteer power for school-based needs. Current activities BHCS Boosters has organized include:

- Back to School Coffee
- Holiday Craft Fair
- Student Craft Fair
- Bobcat Gear Sales
- Winter Clothing Swap
- Family Game Night
- Teacher Appreciation Week
- Winter Clubs

Additionally, Boosters grants approximately \$5000 per year to fund teacher requests that are outside of currently-budgeted items.

Student Information

Bullying

“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 schools 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 Department of Education (DOE), spells out the intent, the definitions, and the application of the policy. You can find that policy on the Union 93 website (www.schoolunion93.org) under School Policies. As an appendix to this handbook you will also find a bullying report form.

Student/Parent Complaints and Grievances

Any time a student or parent feels that there has been an injustice, there is an accepted procedure 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 committee. If still not satisfied, then the student and/or parent may seek assistance from the Maine 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, sexual orientation, or handicap. All programs are open to all pupils regardless of race, color, creed, national or ethnic origin, sex, sexual orientation, or handicap. Anyone feeling discriminated against can speak with, or file a grievance with, the principal in accordance with school committee policy #5601.

Student FERPA Rights

FERPA (Family Educational Rights Privacy Act) is a Federal law that protects the privacy of student education records maintained by, or on behalf of, educational agencies or institutions. FERPA affords parents certain rights with respect to their children’s education records maintained by educational agencies and institutions to which FERPA applies. These include the right to inspect and review their children’s education records, to seek to have their education records amended, and to have some control over the disclosure of their education records or personally identifiable information that they contain. These rights transfer to the student when he or she reaches the age of 18 years or attends a postsecondary institution at any age. If parents or eligible students believe that their rights under FERPA have been violated, please first contact the school principal or superintendent. If necessary, parents may file a formal complaint with the Department of Education. For more information, please visit: <https://studentprivacy.ed.gov/audience/parents-and-students>

Dress Code

The purpose of the Blue Hill Consolidated School dress code is to establish what is appropriate for students to wear during the school day and what is not. We encourage all Pre-K through Grade 8 students to dress appropriately and cleanly in order to contribute toward a positive learning environment. We will provide alternate clothing here at school for students who arrive at school in attire not in compliance with the dress code. Multiple such offenses may result in disciplinary action.

The dress code at Blue Hill Consolidated School is:

- shorts and skirts must be of an appropriate length (we recommend a 3" inseam minimum for shorts)
- no pajamas (except on a school approved pajama day)
- one-inch straps for tank tops and no plunging armholes or necklines
- no halter tops
- no exposed underwear or skin between shirt and pants
- no hats in the school building
- no clothing which promotes drugs, alcohol, tobacco, profanity, disrespect, or unlawful activity
- sneakers must be worn for all classes in the gym
- no soft-sole slippers

Positive Behavior Interventions 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." (www.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 with celebrations. A dedicated group of faculty/staff, parents, students, and an administrator comprise the PBIS team.

School-Sponsored Activities

The school sponsors activities after school that are open to students of various ages, including drama, chess club, quiz bowl, garden club, jazz band, and more. Please refer to the Athletic Policy and Expectations (school committee policy #5010.1) for a listing of various sports offerings.

As is expected during the school day, we hold our students participating in after school activities to a high standard of behavior and sportsmanship. Students are expected to be safe, respectful, and responsible. Activity advisors and coaches will outline these expectations to their teams. Students unable to meet these expectations may be asked to attend only if a parent or guardian attends with them, or may be asked not to return to the group. This would include school dances that students are eligible to attend if they are in grades 6-8 and in good standing at school. Students 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 faculty/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 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. These are always open to the public and will be announced in the Explorations newsletter.

Technology

Educational Technology Philosophy

At BHCS, we believe digital technology is a tool to augment--not a replacement for--our curriculum and teaching methods. Our teachers use technology purposefully in their classrooms to enhance lessons and provide students with a wide variety of options to participate in the learning process and demonstrate understanding. Our school technology committee, led by technology director Mr. Jurick, oversees the entire school technology program and meets regularly to assess, develop, and implement best practices for technology use in our school.

Maine Learning Technology Initiative (MLTI)

Since the start of the program in 2002, BHCS has participated in the State's "Maine Learning Technology Initiative (MLTI)" which was created to provide equitable access to high-tech learning tools to all of Maine's middle school students. The current iteration of the program that BHCS participates in involves 1:1 iPad Pros for students in Grades 3-8. Students in Grades 3-5 may use their iPads only at school, while those in Grades 6-8 have the ability to take their iPads home so that they and their teachers may leverage these tools for homework and project assignments. A mandatory annual meeting (MLTI Night) takes place at the start of every school year where the Grades 6-8 teachers detail their specific uses of the devices with students and their parents. For more information, refer to the school board's MLTI policy and procedures.

Idea Program and Center

Blue Hill Consolidated School 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 the BHCS Boosters, the Perloff Family Foundation, the Maine Space Grant Consortium, the Maine Community Foundation, the Ira Berry Masonic Lodge #128, George Stevens Academy, the Laurence Flood Foundation, 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, the Idea program is tailored to meet the needs of every student in our school 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, 3D scanner, laser cutter, vinyl cutter, and CNC milling machines—where students can learn through exploration and trial-and-error.

Starting in the Fall of 2019, the newly-renovated Idea Center will be open to the public, serving as the first fully-equipped, fully-public registered Fab Lab north of Boston. For more information, visit <https://fablabs.io/idea>.

School Website

Our school has a website (www.bhcs.org). We will be overhauling the entire website this fall, stay tuned for more information! If you have any suggestions or comments, please email them to Mr. Jurick.

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 provided by Northern Light Blue Hill Memorial Hospital.

Emergency Information

At the beginning of the year, Emergency Information Cards are distributed to all students. It is extremely important that the information on this card be filled-in accurately and kept up-to-date. Please give your correct mailing and physical 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 primary parents or guardians 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 student 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, students 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 student is sick or has a serious accident, the school will get in touch with the parents/guardians. It is the responsibility of the parents/guardians to take the student 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. Students must be fever-free, diarrhea-free, and vomiting-free for 24 hours prior to returning to school after an illness.

Medication

Medications will be administered at school only if:

- appropriate medication forms are signed by parents/guardians and physician (see school committee policy #5503)
- 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

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, nsoids, or acetaminophen to students without permission from the parent, guardian, or physician.

Vision and Hearing Screening Tests

Students in Grades K, 1, Grade 5, and Grade 7 are given hearing and vision tests. Recommendations resulting from these tests are submitted directly to the parents.

Allergies

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

Safety

Fire and Safety Drills

In accordance with its Emergency Management Plan, the Blue Hill Consolidated School is always concerned with the safety of its students and staff. We conduct fire drills at least 10 times a year. 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 are practiced twice a year to ensure that students know what to do in case of a school intruder.

Insurance

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

Use of Safety Care Practices

School Union #93 has adopted Safety Care as our union-wide school safety program. The focus in Safety-Care is on prevention, safety, and humane, supportive, evidence-based interventions. Key to that, is that it is all about prevention. The goal is to create a supportive environment, teach alternatives to disruptive behaviors, and prevent crises when possible. These prevention strategies align well with the Blue Hill Consolidated School's PBIS (Positive Behavior Interventions & Supports) philosophy and practices.

All interventions are designed to create a least restrictive environment for students, and our staff are trained, and certified in these interventions. In the event we must do a restraint, we use all safety measures possible, and document all situations. You, as a parent or guardian, have the right to give or refuse consent for these interventions.

Disruptive behaviors such as yelling, and being uncooperative will not result in any form of restraint. In these situations we try to calm the student, and bring them back to their baseline by using other strategies. In the event of self-harm, or harm to others, we may use a hold, transport, or restraint, to keep the student and others safe. In all events that a hold is used, we check and make sure the student is safe, both physically and emotionally. We also document the instance, and reflect on ways to avoid having to use the restraint in the future.

Bus Safety

The Blue Hill School Department provides transportation for all eligible Blue Hill students in Grades PK-12 who attend its public school and George Stevens Academy. Transportation to and from school is considered both a right and a privilege. The Student Transportation Policy (school committee policy #3100) 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.

*Please note: Our preferred practice is to pick up and drop off students in front of their homes without needing to cross the street, as is recommended.

General Safety in School

Fighting, snowball throwing, weapons (including any type of gun, knife, ammunition, or explosives), etc., are prohibited on school grounds. Nerf balls, kickballs, footballs, basketballs, and other forms of sponge or air-filled balls are permitted. 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 and is able to provide adequate supervision. Tackle football is not allowed. With the exception of appropriate tag games, "hands-on" contact is not allowed. Skateboards and roller-skates/blades are not allowed during school hours.

Use of any object, although not necessarily designed to be a weapon, with the intent to inflict bodily harm and/or to threaten, intimidate, coerce, or harass another person is also not acceptable. Examples of such articles include, but are not limited to, bats, belts, picks, pencils, compasses, objects capable of ignition (matches, lighters, etc.), files, tools of any sort, and replicas of weapons (including toys).

Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. The principal, assistant principal, or their designee have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent.

Equipment/Toys

Students are discouraged from bringing toys to school. No digital music players, personal electronic devices, trading cards, or cell phones may be used by students in school during the school day. All fidgets must be approved by the teacher and will not be allowed if they are found to be disruptive.

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 student. 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 students' needs. At times, however, a student may require more specialized assistance, so the teacher or parent may turn to one or more of the following special services.

Gifted and Talented Programing

BHCS identifies approximately 5% of the total student population as Gifted and Talented in academics and/or in Visual/Performing Arts. Students qualify for these services based on class performance, teacher or staff recommendation, and scoring on a qualifying standardized assessment. Parents may also recommend their child be considered for Gifted and Talented testing. Once students have been identified, a team including current teachers, administrators, parents, and the student meet to determine the student's specific strengths and interests to create an Individualized Learning Plan. This team meets at least yearly to update the plan.

Response to Intervention (Rtl) and Title I

Rtl 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 Rtl/Title I teachers, can then work with intervention techniques to help students meet reading and math standards at their grade level. For the behavioral dimension of Rtl (Rtl-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. Our assistant principal, Mr. Perkins, oversees the Rtl-B process of identifying students in need of interventions in behavior, as well as the process of providing the interventions.

The school committee 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. Established procedures will be adhered to in order to assure comparability of services, parental involvement, and student selection. For more information regarding Title IA students and parental involvement, please refer to Union 93's website (www.schoolunion93.org/studentervices).

Reading Recovery

Reading Recovery is designed to help Grade 1 students make the transition into reading texts. Qualifying 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 student needs assistance beyond the regular program, the classroom teacher may refer the student to an IEP meeting if other services have not been effective. The IEP team is made up of parents, classroom teacher, principal/assistant principal, special education teacher, and any others who may assist in planning an appropriate program for the student. Testing can be recommended through this team process and recommendations made for better meeting the needs of the student. 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.

School Counselor

The school employs a school counselor to help meet the emotional, psychological, and behavioral needs of its students. Referrals may be made by teachers, the school counselor, and by IEP teams. Students may also self-refer. The school counselor works with classes, small groups, individual students and families on a need-driven basis.

Volunteers

We depend on the help of volunteers to offer many fine programs to our students. Check with your child's classroom teacher to see how you can help. Volunteers are also always welcome to assist in the library.

Appendix

BHCS Declaration of Interdependence

We, the people of the Blue Hill Consolidated School, do declare that we must work together to build a school community where each individual can reach his/her fullest potential.

We believe that each citizen of our school has certain individual rights as well as responsibilities to other members of our community, including:

- the right to be safe and the responsibility to ensure others' safety
- the right to learn and the responsibility to let others learn
- the right to express opinions and the responsibility to express opinions constructively and to listen to others' opinions
- the right to be treated with respect and the responsibility to treat others respectfully
- the right to privacy and the responsibility to respect the privacy of others
- the right to be trusted and the responsibility to be honest and trustworthy
- the right to be a unique individual and the responsibility to respect individual differences

We dedicate ourselves to the goal of giving life to these ideas and making the Blue Hill Consolidated School a place where people of all ages can work and learn together.

Forms for Student Absences

Date _____ Student'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 signed note 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.

Date _____ Student'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 signed note 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.

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: _____ Email: _____

Address: _____

Name of alleged target(s): _____

Name of alleged bully(ies): _____

Relationship between alleged target(s)/bully(ies): _____

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

Name of witness(es): _____

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

District Calendar

U93-Blue Hill-Brooksville-Castine-Penobscot-Surry School Calendar 2019-2020 Approved May 13, 2019

| | | |
|--------------------|----------------------|--------------------|
| Aug/Sept 20 | October 20 21 | November 17 |
| M T W TH F | M T W TH F | M T W TH F |
| # * * X | 1 2 3 4 | |
| H 3 4 5 6 | 7 8 9 10 # | 4 5 6 7 8 |
| 9 10 11 12 13 | H 15 16 17 18 | H 12 13 14 15 |
| 16 17 18 19 20 | 21 22 23 24 25 | 18 19 20 21 22 |
| 23 24 25 26 27 | 28 29 30 31 | 25 26 X H X |
| 30 | | |

| | | |
|--------------------|-------------------|--------------------|
| December 15 | January 20 | February 15 |
| M T W TH F | M T W TH F | M T W TH F |
| 2 3 4 5 6 | H 2 3 | |
| 9 10 11 12 13 | 6 7 8 9 10 | 3 4 5 6 7 |
| 16 17 18 19 20 | 13 14 15 16 # | 10 11 12 13 14 |
| X X H X X | H 21 22 23 24 | H X X X X |
| X X | 27 28 29 30 31 | 24 25 26 27 28 |

| | | |
|-------------------|--------------------|-------------------|
| March 21 | April 16 17 | May 20 |
| M T W TH F | M T W TH F | M T W TH F |
| 2 3 4 5 6 | 1 2 3 | |
| 9 10 11 12 13 | 6 7 8 9 10 | 4 5 6 7 8 |
| 16 17 18 19 # | 13 14 15 16 & | 11 12 13 14 15 |
| 23 24 25 26 27 | H X X X X | 18 19 20 21 22 |
| 30 31 | 27 28 29 30 | H 26 27 28 29 |

| | | |
|--------------------------|-------------------|-------------------|
| BR - C- Penobscot | Surry | Blue Hill |
| June 9 | June 11 | June 11 |
| M T W TH F | M T W TH F | M T W TH F |
| 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 8 9 10 11 * | 8 9 10 11 12 | 8 9 10 11 12 |
| S+ S+ S+ S S | 15 * S+ S S | 15 * S+ S S |
| | S | S S |

- H = Holiday
 - # = Teacher In-service Day (Union 93)
 - X = No School Day
 - * = Teacher In-service Day
 - S = Make up days for any school cancellations
 - S+ = Make up days for school cancellations, and compensation for parent conferences
 - & = Blue Hill Teacher Goal Setting Day and No student day for Blue Hill only
- 177 Student Days (Surry)
 175 Student Days (BH-BR-C-P)
 5 Storm Days
 7 Teacher Inservice Days (BH-BR-C-P)
 3 Teacher Inservice Days (Comp) BH-BR-C-P
 1 Teacher Inservice Day (Comp) Surry

**U93-Blue Hill-Brooksville-Castine-Penobscot-Surry
School Calendar 2019-2020 Approved May 13, 2019**

| | |
|------------------------------|---|
| August 27, 2019 | Teacher In-service Day (Union 93) Brooksville |
| August 28, 2019 | Teacher In-service Day |
| August 29, 2019 | Teacher In-service Day |
| August 30, 2019 | No School Day |
| September 2 , 2019 | Labor Day |
| September 3, 2019 | First day of School for Students |
| October 11, 2019 | Teacher In-service Day (Union 93) Blue Hill |
| October 14, 2019 | Indigenous Peoples Day |
| November 1, 2019 | Blue Hill Goal Setting Day |
| November 11, 2019 | Veterans Day |
| November 26-29, 2019 | Thanksgiving Break |
| December 23 -January 1, 2020 | Holiday Break |
| January 17, 2020 | Teacher In-service Day (Union 93) Penobscot |
| January 20, 2020 | Martin Luther King, Jr. Day |
| February 17-21, 2020 | Winter Break |
| March 20, 2020 | Teacher In-service Day (Union 93) Surry |
| April 17, 2020 | Blue Hill Goal Setting Day |
| April 20-24, 2020 | Spring Break |
| May 25, 2020 | Memorial Day |
| June 11, 2020 | Last Student Day (BR-C- P) |
| June 12, 2020 | Teacher In-service Day (BR-C-P) |
| June 15, 2020 | Last Student Day (Blue Hill-Surry) |
| June 16, 2020 | Teacher In-service Day (Blue Hill-Surry) |