
BLUE HILL CONSOLIDATED SCHOOL

STUDENT
HANDBOOK

2011-2012

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BHCS Staff (all email listings can be found at www.bhcs.org)

		<u>phone ext.</u>
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Education Technicians

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Michael Jezak, Deb Kingston, Jan Leach, Cate Reuter,
Chelsea Robbins, Susan Snyder

Blue Hill Consolidated School Statement of Philosophy

We, the citizens of the Blue Hill Consolidated School, are 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 it to the school setting. 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 offered to 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 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.

Math Programs

At the K-5 levels, we are entering our sixth year of a math program called Everyday Math. By all accounts, it is a rigorous, ambitious program of study which yields high results when implemented fully. It is the end result of 10 years of research on best math teaching practices by the University of Chicago. There are many differences between this program and more traditional math programs, including: nightly homework for younger students as well as older students, "different" acceptable methods for solving a problem, and greater time spent on math during the school day. As the year progresses, look for math parent letters, which will be especially helpful in communicating important information about this math program. We augment our Every Day Math program with several supplemental materials in order to meet the students' needs in mastery of computation and math fluency. The standards algorithms will be taught along with those presented in our current program. The homework will look familiar as you work with your child to enhance his/her skills. Please help them to practice enough to make them feel confident in math. At the 6-8 level we use a math program called Connected Math, which focuses on real world math applications. Also, please let us know how you think things are going for your child as you work with them through the year.

Student-Parent-Teacher Conferences

During the school year, two 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.

The New England Common Assessment Program (NECAP) tests will be given to all students in grades 3-8 in the fall. Results of these assessments for individual students are only one point of reference and do not provide a complete picture, so a number of grade level local assessments are given as well. These assessments determine how well the student does as compared to academic standards on a 4 point scale. These assessments help determine student eligibility for promotion to the next grade. If you have questions or concerns when the results of these assessments come home, your child's teacher will be available to discuss how the results compare to other indicators of the student's ability and progress.

Individual tests may be requested by the Director of Special Services at any time the classroom teacher, parent, and/or principal feel it would benefit the child. Classroom teachers are expected to refer a child to an Individual Educational Program (IEP) Team for help in meeting his/her needs anytime they feel assistance of other professionals could aid them in helping the child to succeed.

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. Student achievement will be reported using a scale of Does Not Meet, Partially Meets, Meets, or Exceeds the standard. These standards are linked to the Common Core, and the goal for each child is to Meet or Exceed standards. Additionally, midterm progress reports will be sent home three times yearly.

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-4:	Up to 30 minutes per day five times per week;
Grades 5-6:	Up to 45 minutes per day five times per week;
Grades 7-8:	Up to 60 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, 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 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 parents have concerns of a serious nature (special education needs, extreme personality conflicts, and/or truly significant psychological or emotional needs) regarding the placement of their child, we will arrange a meeting with appropriate school staff, including the guidance counselor, at which time parents may address their placement concerns. Requests for such meetings must be submitted in writing—perhaps accompanied by a phone call—and directed to the attention of the principal. We will attempt to respond quickly and thoughtfully to any concerns.

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 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.

Specialists' Classes

BHCS takes great pride in the many opportunities offered to its students beyond the core academic subjects. All students in K-8 receive general music instruction. During the school day students in grades 5-8 can also receive instrumental lessons, and participate in band and/or chorus. Art is offered to students two periods per week. Physical Education classes are available to all students two days a week. Spanish instruction takes place for all students in grades K-6, 2-3 times weekly.

Starting in the fall of 2011, there will be a new design of specials in the 7th and 8th grades where these students will be able to make choices about what they want to explore within the specials areas.

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, in addition to managing the resources of the library and 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 have various activities throughout the year promoting the importance of reading, including 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.

In addition to the regular library collection, there is a Family Corner with materials of particular interest to parents, including materials on parenting, child development, and family activities as well as a Professional collection. The regular check out period is three weeks, and there is no limit for parents. Kindergarteners 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. Overdue materials must be taken care of (returned or paid for) before further items can be checked out.

Plagiarism

Plagiarism is illegal, and will not be accepted. As students progress through BHCS, they learn, with increasing detail, how serious it is, the necessity of citing sources, and the importance of authoring original written work.

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.
- 7:40-7:55** Recess
- 7:55** All students enter building.
- 8:00** **Following morning announcements:**
Classes begin. All students arriving late must be signed in at the office by their parents.
- 11:10-11:30** K-2 Lunch
- 11:50-12:10** 3-5 Lunch
- 12:30-12:50** 6-8 Lunch
- 2:30** A bell will ring signaling the end of classes.
- 2:40** A bell will ring for students to load the buses.
- ~2:45** Walkers and students being picked up by parents are dismissed after all buses have left the parking lot (approximately 2:45). We appreciate it if all persons arriving in cars to pick up their children wait in the front lobby for their children to be dismissed.

School Attendance, Absence, and Dismissals

Attendance is taken in the classrooms at 8:00 AM. Students who arrive after this time are marked tardy, **and middle school students arriving after this time will be ineligible to participate in school extra-curricular activities (unless they have a legitimate excuse such as a doctor's appointment)**. Students who walk or are driven to school are expected to arrive on time. Students who are **tardy repeatedly** run the risk of academic consequences. Please be 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. 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 is important 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, go home in a way different

than usual, or to a different destination. A copy of the absence form is included at the end of this section, and will be sent home with each child, or they are available in 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. This could result in an appearance in court and a fine.

Maine State statutes 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. 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.

After School

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 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 should not 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 should 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 the 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 4th grade and under 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 use of phone by students and screen non-emergency requests. Students are expected to remember books, homework, musical instruments, uniforms, or permission for after school activities. Students who bring cell phones are asked to turn them off and keep them packed away for the duration of the school day, or may be asked to leave them with their teacher for the day.

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 good health of the lunches we serve, which are always accompanied by a salad bar.

Lunch can be purchased at a price of \$2.00 per day (this includes milk). If a child brings lunch from home, they can buy milk for 30 cents. Free and reduced lunch, which is 40 cents, is available to students who qualify by state guidelines. The first day of school a form will be sent home to ALL students, and we request that everyone fill out the form even if uninterested in free or reduced lunch. Anyone who qualified last year for free or reduced lunch will automatically be eligible at the beginning of the next school year until the new forms are processed. Forms should be returned to the office and we will notify parents when the applications are processed. All applications will be kept confidential.

Breakfast is available for ALL students. Full price is 50 cents, reduced is free. The same guidelines for free/reduced are used as for lunch. Breakfast will be served from 7:30 to 8:00 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 parents to take time at home to plan with their 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. Money should be sent in an envelope with the 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.

School Announcements/Cancellation

Every Thursday the office issues a newsletter for parents and students, with upcoming events and news of the school.

The superintendent of schools makes all decisions regarding school cancellation or early dismissal. Announcements about school closing due to weather will be carried on local radio and TV stations, and the school website. 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 as this ties up the phones, which we need in order to call parents of K-4 children in case of early dismissal.

School Web Site

Our web site address is www.bhcs.org, with information such as the weekly newsletter, this handbook, sports schedules, the lunch menu, teacher blogs and educational links.

STUDENT INFORMATION

Student/Parent 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.

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
- no halter tops
- no exposed underwear, or skin between shirt and pants
- no hats, kerchiefs or hoods 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

Hallway Expectations

Students are always expected to walk quietly in 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.

Classroom Expectations

- Enter classrooms quietly.
- Take your seat, and prepare to start class.
- Treat teachers, volunteers, and all other students or visitors with respect so learning can take place for ALL.
- Use time wisely, complete all assignments, and participate in class.
- Leave classrooms only with permission from the teacher.

Student Conduct

We use our Declaration of Interdependence (found at the front of this handbook) as the foundation for student conduct in our school. Our main emphasis is on a positive school climate.

School Sponsored Activities

The school has activities after school that are open to students of various ages. Please watch the school newsletter for the various events.

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: Two students from each grade, starting with grade 6, are elected in the fall to 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, and works on projects that improve the school. To be a member of the Student Council is an honor and a responsibility.

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

Theme Teams: In an effort to develop more of a community across our K-2, 3-5, and 6-8 wings, students meet intermittently in multiage Theme Teams. Each of these groups of 12-15 children has students from every grade level and works together with two teachers on community service, problem solving, and team building. Each student remains in the same Theme Team over the course of his/her career at BHCS.

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.

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.

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, including the 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 when the parents cannot be reached. The persons named need to be willing and able to serve in this capacity, and local people. A separate card should be made out for each child and signed on the back, giving permission to take the child to the hospital in the event nobody can be reached.

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 is 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

Students in 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 for girls in grade 6 and girls and boys in grade 8. The examination is done by observing the students 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.

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. Anyone wishing to enroll their child in the insurance plan should fill out the forms and mail them to the insurance company.

SAFETY

Fire and Safety Drills

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.

Bus Safety

The Student Transportation Policy outlines student expectations for behavior if they wish to retain the privilege of riding the bus.

We contract our bus services with First Student Transportation. Anyone with concerns with the safety of a bus or the behavior of students on the bus should contact First Student directly at their Orland office (1-800-427-3391). Anyone still concerned should 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.

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:

Title IA

These services are provided for those students who have been identified as having a need for extra assistance with their literacy and numeracy but who do not qualify for special education services.

Response to Intervention (RTI)

RTI makes early identifications of reading difficulties. Giving brief and frequent assessments that identify difficulties early on, our reading staff can then work with intervention techniques to help students meet reading standards at their grade level.

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)

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 Title I services are not appropriate. The IEP team is made up of parents, 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

The IEP Team 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 adopted 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.

Guidance Counselor

The school employs a guidance counselor to meet the emotional, psychological, and behavioral needs of BHCS students. Referrals to the guidance program will be made through the guidance counselor's office at school.

Volunteers

We depend on the help of volunteers to offer many fine programs to our students. We also welcome volunteers in our school – in the classrooms, the library, and helping with special activities and events. Anyone interested in helping or sharing special talents or interests should contact the school, and watch the newsletter and PTF notices for opportunities to volunteer.

Parents, Teachers, and Friends (PTF)

The PTF is a group of committed parents, teachers, staff and community members partnering together to support our children and school. PTF volunteers work on various projects for fundraising and sponsored events that occur throughout the year. The PTF depends on a multitude of wonderful volunteers to support BHCS, its students, staff and families. Check out the PTF link on the BHCS website to see examples of past PTF activities (the family directory, playground spruce up, family assistance, the holiday craft fair, holiday craft workshop, movie nights, staff appreciation, and much, much more) and see how to help. Watch the school newsletter for news throughout the year.

“The mission of the PTF group is to enrich the educational environment through the collaborative efforts of families, educators, administrators, students and community, enabling all students to realize their optimum intellectual, 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 the children at BHCS;
- *enhance the students' educational experience by supplementing and supporting the academic and extracurricular programs in and outside the classroom setting;
- *coordinate PTF fundraising and family events;
- *support the staff of BHCS.”

Family Assistance

We know that unexpected things happen in people's lives that stretch things to the limit. The office maintains a small fund supported by donations which can be used to help in these circumstances. Anyone needing some extra help should talk with the school secretary, principal or nurse for further information.

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 resources developed by BEEM are used to address specific needs at our school through grants to teachers. In addition, BEEM has established an endowment fund to ensure continued support covering a wide range of educational opportunities. Since 1992 BEEM has awarded over \$60,000 in grants to enhance school curriculum, special projects and events. BEEM is directed by a volunteer board that may include 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, being picked up by someone other than a parent, 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

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