



STUDENT HANDBOOK

2017-2018

60 High Street • Blue Hill, Maine 04614
Phone (207) 374-2202 • Fax (207) 374-2919

www.bhcs.org

Michelle Schildroth, Principal
sschildroth@bhcs.org

Table of Contents

School Philosophy

School Climate & Personal Conduct.....	4
Instructional Program.....	4
Student Assessment.....	5
Staff Development	5
Community Involvement.....	5

Academic Program Information

Student-Parent-Teacher Conferences	6
Assessment of Student Abilities and Achievement.....	6
Grading	7
Report Cards	8
Honor Roll	8
Homework.....	8
Home-School Communication	9
Student Homeroom Placement	9
Promotion and Retention.....	10
Specialist Classes	10
Library	10
IDEA (Imagine + Design + Explore + Achieve) Center	11
Plagiarism	11

General Information

Staff List	12
School Day General Schedule.....	13
School Attendance, Absence, and Dismissals	13
Truancy.....	14
Dismissal.....	15
Recess.....	15
Playground	15
Telephone	15
Lunch Program	16
School Announcements and School Closure	16
Emergency Notification System	17
School Website	17

Student Information

Bullying.....	18
---------------	----

Student/Parent Complaints and Grievances	18
Non-Discrimination Policy	18
Dress Code.....	18
Positive Behavior Interventions and Support (PBIS).....	19
School-Sponsored Activities	19
Health	
Medical Services.....	20
Emergency Information	20
Immunization Requirements	20
Sickness and Accidents at School	20
Medication	20
Vision and Hearing Screening Tests	21
Allergies	21
Safety	
Fire and Safety Drills	22
Insurance	22
Bus Safety.....	22
Safety in Games/Recess.....	22
Equipment/Toys.....	23
Special Services	
Response to Intervention (RtI)	24
Reading Recovery	24
Individual Educational Program (IEP) Meetings	24
Speech/Language	24
Supportive Services.....	25
Title I.....	25
School Counselor	25
Volunteers	25
Appendix	
BHCS Declaration of Interdependence	26
Forms for Student Absences	27
Bullying Report Form	28
Calendar	30

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 to 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 also stands 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 diagnosis and must recommend students for further diagnosis 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 RtI 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 almost 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

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 meet or exceed the standard for all citizenship and work habit standards, while High Honor Roll students must meet or exceed the standard in all citizenship, work habit, and academic learning targets.

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 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 Communications

Teachers, students, and parents are encouraged to use notes, newsletters, phone calls, email, and/or conferences to ensure timely communications about homework issues. Arrangements for make-up work should be determined by teachers, parents, and students. Assignment sheets, calendars, and long-range 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. 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 them. 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 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(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 that the parents 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 lessons and participate in band and/or chorus. Also, all students K-8 receive general music instruction as well as visual arts, Spanish, and physical education which are offered to students two periods per week. Special events like our winter/spring concerts 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 library 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 5-6 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.

IDEA (Imagine + Design + Explore + Achieve) 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 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 machine—where students can learn through exploration and trial-and-error.

Plagiarism

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

General Information

Staff	Position	Ext.
Shelly Schildroth	Principal	102
Jess Hutchins-Conrad	Pre-K Teacher	142
Sherry Holbrook	Kindergarten Teacher	119
Heather Nelson	Kindergarten Teacher	109
Judy Cole	Grade 1 Teacher	122
Victoria George	Grade 1 Teacher	120
Emily Herrick	Grade 2 Teacher	110
Karen Larkin	Grade 2 Teacher	121
Kelcey Davis	Grade 3 Teacher	136
Stacy Roguski	Grade 3 Teacher	127
Patty Clapp	Grade 4 Teacher	126
Melissa Norwood	Grade 4 Teacher	125
Tarsha Astbury	Grade 5 Teacher	124
Mark Baxter	Grade 5 Teacher	107
Amy Drenga	Grade 6 Teacher	132
Rachel Nightingale	Grade 6 Teacher	133
Vicki Davis	Grades 7-8 Math Teacher	131
Nell Herrmann	Grades 7-8 Science Teacher	129
Kat Hudson	Grades 7-8 ELA Teacher	128
Kyle Snow	Grades 7-8 Social Studies Teacher	130
Nancy Bos	Special Education Teacher	134
Haley Jenkins	Special Education Teacher	141
Mary Tobey	Special Education Teacher	111
Greg Holman	Spanish Teacher	144
Matt Jurick	Technology Director & STEAM Teacher	143
Katie Danielson	RtI Coordinator	112
Helen Graikoski	Reading Recovery Teacher	123
Megan Granger	School Counselor	104
Tracy Gandy	Library Media Specialist	106
Bob McCormick	Physical Education Teacher	113
Audrey Means	General & Vocal Music Teacher	115
Penny Ricker	Visual Arts Teacher	114
Bill Schubeck	Instrumental Music Teacher	116
April Chapman	School Nurse	103
Loretta Smith	School Secretary	100
Jerin Smith	Assistant Secretary & Cook	101
Tim Cyr	Head Cook	108
Robin Mitchell	Cook	108
Erin Montgomery	Cook	108
Jamie Wentworth	Head of Maintenance	117
Jim Smith	Custodian	117
Robert Violette	Custodian	117

Education Technicians: Andrew Chung, Laura Gatcomb, Jane Haldane, Stephen Harvell, Darian Ouzts, Cate Reuter, Susan Snyder, Dena Sozio, Meredith Townsend, Laurie Friend, Stacie Robbins

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 parents.
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.
2:35	Bus students are dismissed with first bell.
2:40 - 2:45	Walkers and students being picked up by parents are dismissed with second bell after all buses have left the parking lot. We appreciate it if all persons arriving in cars to pick up their students wait until after all buses have left. Parents are requested to wait in the front lobby for their children to be dismissed at 2:45.

School Attendance, Absence, and Dismissals

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

Parents should call school to let us know if their child is going to be absent so we know not to expect them. If a student has not arrived by 9:00 for consecutive days, and we have not received notification of his/her absence, we will call home to make sure he/she is safe. When a student returns to school following an absence he/she must bring a written note, signed by a parent or guardian, stating the reason for the absence and the date on which it occurred. Remember: regular attendance at school contributes to a successful educational experience.

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

Truancy

In Maine, attendance at school is required of all children until the age of 17. Maine law states, "A student is habitually truant if the student has completed grade 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 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 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 approve students' absence from school for travel. However, the homeroom teacher and principal should be notified at least a week in advance so that arrangements can be made for make-up work.

Dismissal

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

Recess

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 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. Your assistance in this is greatly appreciated. Credit will not be extended more than one week.

2017-2018 Prices	Regular	Reduced
Breakfast	\$0.75	Free
Lunch	\$2.65	\$0.40
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 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.

School Website

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

Student Information

Bullying

“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.

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 to 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
- 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. Please refer to the Athletic Policy and Expectations (school committee policy #5010.1) for a listing of various sports offerings.

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

Student council representatives are elected by classmates in the fall. Two students from each grade, starting with Grade 6, represent their classmates. The council elects its own officers. The council assists in developing activities for the student body and advises the 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.

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 the 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.

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 or Tylenol to students.

Vision and Hearing Screening Tests

Students in Grades K-3, 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.

Bus Safety

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.

We contract our bus services with Brown's Busing. If you have any concerns with the safety of your child's bus or the behavior of students on the bus, contact Andrea Brown directly at (207) 359-8053 or (207) 479-6176. If you are still concerned, contact the principal.

Safety in Games/Recess

Fighting, snowballs, baseballs, cap guns, water pistols, jack knives, BBs, explosives, etc., are prohibited on school grounds (see Code of Conduct school committee policy #5902). 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. The coach will 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.

Equipment/Toys

Students are discouraged from bringing toys to school. No CD players, 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.

Response to Intervention (Rtl)

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 Coordinator, 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.

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, 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.

Supportive Services

Supportive services are transportation, developmental, or corrective services that are required to assist students with disabilities to benefit from their special education programs. These services are available only to identified students. The school committee 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.

Title I

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/student-services).

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.

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): _____
