

**Bloomfield Elementary School
Student and Parent Handbook
2023-2024**



**One Wise Learner
Soaring to Success!**

**Bloomfield Elementary School
140 Academy Circle
Skowhegan, ME 04976
Tel: 474-6221 Fax: 474-7427
<http://www.msad54.org/bloomfield/>**

Deidre J. Mitchell, Principal

**Instruction begins at 8:15 AM and ends at 2:12 PM.
Parent drop-off begins at 7:45 AM. Parent pick-up is at 2:12 PM.**

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One Wise Learner

Bloomfield Elementary School
<https://bloomfield.msad54.org/>

Deidre J. Mitchell
Principal

Dear Families,

Welcome to Bloomfield Elementary School and the 2023-24 school year. Myself and the staff recognize the importance of connecting school and families to nurture children's academic and social learning. "Family is not an **important thing**. It's **everything**" *m. Fox*. Partnering together can make a huge difference in a child's growth and development.

There are many **positive opportunities and supports** in place at Bloomfield to ensure that **every individual feels like they matter** and **students' can demonstrate their learning in many different ways** and in **different timeframes**. **Opportunities include:**

- Teachers and staff work to develop a **school community** where individuals feel **safe, welcome** and **respected** for who they are.
- Highly qualified teachers plan and deliver **engaging lessons** with **ongoing assessments** ensuring that each student is learning.
- Students participate in **weekly specials** that include: music, art, physical education, technology, library, and social-emotional learning.
- **Attendance** and representing the school's **CORE VALUES** are celebrated at **monthly assemblies** through recognition and certificates.
- "Who Slips" are distributed to students to recognize the **Owl Expectations: Be Kind, Be Safe and Be Respectful and Responsible**.
- **REACH After School Program** (Ask for an application) The program will provide opportunities for afterschool activities and learning located at Bloomfield Elementary School.

MSAD #54 believes that learning is a **shared responsibility** and requires a commitment among the **student, teacher, parent and community**. Please **read and discuss** this **handbook** with your **student**. Please keep the handbook available for reference throughout the school year. Please reach out if you have any questions. Together the 2023-24 school year will be the best!

Sincerely,

Deidre J Mitchell

Principal

dmitchell@msad54.org

Handbook Purpose

The purpose of this handbook is to make rules, consequences, procedures, and policies as clear as possible. It is impossible to anticipate all consequences that may be necessary. Therefore, the principal will make exceptions to rules when justice so requires.

Policy Statement

If a situation occurs in which this handbook is in conflict with any RSU/MSAD 54 School Board of Directors Policy, it is understood that policies will always govern.

Reservation Clause

The principal and/or superintendent have the right to change the terms of this handbook at any time without notice.

MSAD 54 Mission Statement

Each member of the MSAD 54 community will create a caring and safe environment which will encourage every student to strive to achieve high academic standards, develop character, be a life-long learner and be a responsible, contributing member of society.

MSAD 54 Guiding Beliefs

- Students learn in different ways and in different time frames.
- Students learn best in a trauma informed environment that is welcoming, orderly, accepting and safe.
- Students learn best in a supportive school community where every student feels connected and part of their school.
- Students want to be successful in their learning and have unique interests that heighten their motivation for learning.
- Student learning styles differ, and learners demonstrate their intelligence in many different ways.
- Habits of work are essential and should be taught, fostered, and acknowledged, as well as assessed separately from academic progress and achievement.
- Learning is a shared responsibility and requires a commitment among the student, teacher, parent and community.
- Learning is enhanced when teachers collaborate within and across disciplines.
- Learning is enhanced when connected to real world contexts and challenges.
- Learning is enhanced with frequent feedback specific to a clearly articulated learning goal.
- Learning is enhanced when students are encouraged to take risks, understanding that mistakes are inherent in the learning process.
- Learning is enhanced with timely interventions and multiple opportunities to demonstrate proficiency.

Attendance, Absences, Tardiness, and Dismissal

Attendance: The administration and staff recognize our duty to provide a proper education for the children of the community. The term “education” encompasses more than performance on examinations and other evidence of learning. A proper education includes attending and participating in classes. Learning experiences which take place in the classroom are essential components of the educational process. Only by being present in the classroom can students take advantage of the intangible benefits of a public education, such as group interaction with teachers and fellow students, participation in discussion, instruction and other related learning experiences. **Class attendance is one of the important factors contributing to academic achievement for all learners.**

Persons **6 years of age or older and under 17 years of age** shall attend a public day school during the time it is in regular session. A person **5 years of age or older and under 6 years of age** who is enrolled in and who has not withdrawn from a public day school is required to attend that school during the time it is in session.

Truancy according to **Maine law**, “A student who is at least **6 years of age** and has not completed grade 6 **is truant** if they have the equivalent of **7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.**”

Absences: Parents must call Bloomfield Elementary School between 7:30 AM to 8:30 AM at 474-6221 to report an excused absence. A person's absence is **excused** when the absence is for the following reasons:

- Personal health, including the person's physical, mental and behavioral health;
- An appointment with a health professional that must be made during the regular school day;
- Observance of a recognized religious holiday when the observance is required during the regular school day;
- A family emergency;
- A planned absence for a personal or educational purpose that has been approved; or
- Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development center placement or some other out-of-district placement that is not otherwise authorized by either an individualized education plan or other education plan or a superintendent's agreement developed in accordance with section 5205, subsection 2.

Supports and Procedures for Excessive Student Absences

- **Chronic Absenteeism:** Each school must report the data to the Maine DOE around chronic absenteeism. This is defined as being absent 10% or more of the total days your child is enrolled in school each year. This includes both excused and unexcused absences. A call from the principal or school counselor to discuss what support would be helpful to support the family's effort to improve attendance, meeting to review the plan to improve, and/or letter to express concern.

- **Truancy:** Letter and mandatory meeting with principal or school counselor to discuss truancy laws and develop a written plan of action to correct truancy; notification of superintendent and referral to Department of Health and Human Services (DHHS) and local law enforcement.

If a student is **absent five consecutive days or more for illness, notify the principal**. The nurse or principal will contact the parents and make them aware of the need for a doctor's note.

Because of the liability imposed upon the school for the safety of your child, notes (signed and dated with child's first and last name) **shall be required** for the following:

1. When returning from a day or more of absences (with a doctor's note after 5 or more consecutive days)
2. When a child is to be dismissed early and will be picked up by someone other than you.
3. When a child leaves school at the end of the day with someone other than the parents/guardian, to visit the home of a friend, etc.

Tardiness: Children who arrive at school after the 8:15 bell are considered tardy for school. When a parent calls the office or comes in to drop off his/her child after 8:15 the tardy will be excused if there was an appointment, medical, or family emergency. When a child arrives late without a parent calling or accompanying him/her, the tardy will be marked as unexcused. A child who is late will be welcomed with a **"Glad You are Here Pass"**.

Dismissal: Students will be released only to parents, legal guardians, and other persons specifically authorized in writing by the parents/legal guardians. The school will not release a child to someone who is not on the emergency card or without a written note or a phone call from parent/guardian. A custodial parent/guardian who wishes the school to comply with provisions of a court order to restrict access to a child is responsible for providing a certified copy of such order to the school.

For safety reasons, if your child is to go home in a way that is different from routine, please send in a note to the office. This request must be made in the form of a written permission note signed by the parent or guardian. Without notification, we will send the child home in the usual way.

Please make necessary arrangements early in the day to ensure that the student has been notified where he or she will be going after school.

You may refer to MSAD#54 policy **JLIB** to read the entire policy.

<https://www.msad54.org/sites/default/files/JLIB.pdf>

Students may be dismissed earlier than 2:15 PM in cases of emergency and/or at the request of parents for scheduled appointments. If you wish to have your child dismissed, please check in with the office assistant at 474-6221. Before a child leaves the school, the person taking the child will need to sign him or her out in the office. For more details on dismissal policy please refer to the Dismissal section of the handbook.

Bullying and Cyberbullying

The Board believes that bullying, including cyber bullying, 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.

Prohibited Behavior

Bullying, cyberbullying, harassment, sexual harassment, retaliation and false accusation of bullying is not acceptable conduct in MSAD 54 and is prohibited. Retaliation for the reporting of incidents of such behavior is also prohibited. Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions.

Definition of Bullying

“Bullying” and “cyberbullying” have the same meaning in this policy as in Maine law:

Bullying

“Bullying” includes, but is not limited to a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

- A. Has, or a reasonable person would expect it to have, the effect of:
 - 1. Physically harming a student or damaging a student’s property; or
 - 2. Placing a student in reasonable fear of physical harm or damage to his/her property; and
- B. Interferes with the rights of a student by:
 - 1. Creating an intimidating or hostile educational environment for the student; or
 - 2. Interfering with the student’s academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or
- C. Is based on:
 - a. A student’s actual or perceived characteristics identified in 5 MRSA § 4602 or 4684-A (including race; color; ancestry; national origin; sex; sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or
 - b. A student’s association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics; and that has the effect described in subparagraph A. or B. above.

Cyberbullying

“Cyberbullying” means bullying through the use of technology or any electronic communication, including but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant.

Application of Policy

This policy applies to bullying that:

- A. Takes place at school or on school grounds, at any school-sponsored or school-related activity or event or while students are being transported to or from school or school-sponsored activities or events; or
- B. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in the definition of “bullying.”

Interim Measures

The building principal may take such interim measures as he/she deems appropriate to ensure the safety of the targeted student and prevent further bullying and will inform the parents of the targeted student of measures taken within the confines of FERPA considerations.

Consequences for Policy Violations Students

Any students, employees, contractors, visitors or volunteers who violate this policy may be subject to disciplinary action which may include suspension, expulsion or a series of graduated consequences including alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances.

Delegation of Responsibility

The Superintendent will designate the school principal and/or other school personnel to be responsible for implementation/enforcement of this policy and associated procedures on the school level. The Superintendent/designee will be responsible for developing and implementing procedures in accordance with applicable law to implement this policy.

You may refer to MSAD#54 policy **JICK** to read the entire policy.

https://www.msad54.org/sites/default/files/JICK_0.pdf

Bully Prevention at Bloomfield Elementary

Bloomfield Elementary School will not tolerate bullying behavior by any individual. Examples of conduct that may constitute bullying include, but are not limited to:

Physical contact or injury to another person or his/her property; threats of harm to a student, to his/her possessions, or to other individuals, whether said verbally, in writing, or through cyberspace; nonverbal threats and/or intimidations such as use of aggressive or menacing gestures; stalking; blocking access to school property or facilities; stealing or hiding books, backpacks, or other possessions; deliberate repeated exclusion of someone from a group or activity; repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor relating to a student’s race, color, ethnicity, gender, sexual orientation, ancestry, religion, disability, or other personal characteristics, that could reasonably be expected to result in disruption of the instructional program or operations of the school, or that results in a hostile educational environment for the student.

Another bully prevention support and resource is the Bloomfield Elementary Civil Rights Team. The team’s mission is “to make our school more safe, welcoming and respectful for all students.” The team is made up of students and two staff advisors. The team receives training to reduce bias-motivated behaviors and harassment in schools.

Classroom teachers, duty teachers, home-school coordinator/social worker, and the principal will make every effort to quickly address any bullying concerns. Appropriate and timely completion of the RSU/MSAD 54 Bullying Report Form documenting concern, investigation, and resolution is expected.

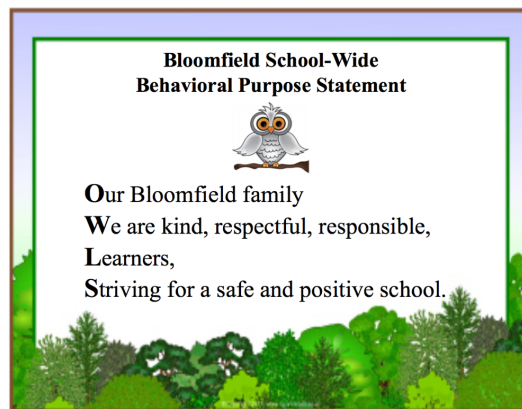
Cell Phones, Usage and Electronic Devices:

The school recognizes that many students possess cellular telephones and other electronic devices. These devices may not be used at school and/or during school activities in any manner that disrupts the educational process. Students who bring cellphones to school must leave them turned off and in backpacks or lockers for the entire school day. If a parent needs to contact a child during the school day, please call the main office and the secretary will assist with this.

You may refer to MSAD#54 policy **JFCK** to read the entire policy.

https://www.msad54.org/sites/default/files/JFCK_1.pdf

Core Values



Communicating Educational Concerns

From time-to-time parents have concerns which they need to have addressed. The following procedure should be followed:

1. Meet with your child's teacher and explain your concern.
2. If your concern has not been resolved to your satisfaction, make an appointment to discuss it with the principal.
3. If a next step is needed, make an appointment with the Assistant Superintendent or Superintendent.

Curriculum Information

Specific information about all district curriculums is available from your child's teacher and/or principal. In addition, all curriculums are available on the district website at

<https://sites.google.com/msad54.org/msad54-curriculum-resources/curriculum-documents?authuser=0>

Custodial and Noncustodial Parent Rights and Responsibilities

When parents of a student are separated, involved in divorce proceedings, or are divorced, the building principal will respect the rights of the custodial and noncustodial parents equally, except when a court order exists concerning special restrictions. It is the responsibility of the custodial parent to provide the school with a copy of such a court order if restricted access to students or student information is requested.

You may refer to MSAD#54 policy **KBBA** to read the entire policy.

<https://www.msad54.org/sites/default/files/KBBA.pdf>

Dressing for School

Students, with parent support, are encouraged to use sound judgment and reflect respect for themselves and others in dress and grooming. Dressing appropriately is important to maintain a safe, healthy, and non-discriminatory environment for promoting positive academic and social development. The following will be enforced:

- Shirts and footwear must always be worn;
- Clothing with vulgar or profane lettering or drawings, either explicit or implied is prohibited;
- Clothing that advertises drugs, alcohol, or tobacco is prohibited;
- Clothing depicting images of weapons or violence is prohibited;
- Clothing with insulting words or images, (e.g., racial or ethnic slurs) either explicit or implied is prohibited;
- Clothing or other items indicative of gangs are prohibited;
- Clothing that is either dangerous or destructive of school property (e.g. spiked collars and wristbands, cleats, or chains) is prohibited;
- Sunglasses may not be worn inside the school building;
- Undergarments should not be visible; and
- One's private areas must always be covered

Hats

- May be worn in all general areas in the building (halls, cafe, gym and auditorium).
- Staff members will have the discretion to allow hats to be worn in their classrooms.
- Out of respect, students are expected to remove their hat during the pledge and the National Anthem.
- Students may be asked to remove their hat at special functions, during assessments, and during some classroom activities.
- Hoods do not apply to this rule and are not permitted to be worn in the building
- Exceptions are headgear worn for religious reasons and other circumstances approved by administration.

Administrators reserve the right to prohibit items not specifically named above if such items disrupt the educational environment. Building administrators have the authority to waive parts of this policy for school-wide special activities sponsored by school sanctioned groups or for religious/medical purposes.

Students who violate the dress code will be given the opportunity to rectify the situation by changing into appropriate clothing. Those who do not comply may be sent home.

Emergency & Evacuation Procedures

The Emergency Guide is a pre-formulated plan to deal immediately and effectively with unanticipated emergency situations. When disaster strikes, the school Principal, staff, as well as the Superintendent's Office, need to be prepared to think quickly.

To protect students and staff from harm our procedures:

- Clearly identify evacuation procedures and sites
- Coordinate with police, fire, and emergency authorities in each town
- Establish an effective communications system

Schools will make every effort to prepare for emergencies. It must be recognized that many of these situations are sudden and unpredictable, and no plan can adequately prepare for every eventuality. At all times a calm concern for the students' safety will prevail.

The complete emergency plan can be viewed at: www.msad54.org

Field Trips

Field trips are a valuable educational experience. To ensure that all students will be able to take part in them, parents will be notified in advance of all field trips. Written permission must be given by parent/guardian before a child can participate.

You may refer to MSAD#54 policy **IJOA** to read the entire policy.

<https://www.msad54.org/sites/default/files/IJOA.pdf>

Harassment and Sexual Harassment

Harassment of students because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

School employees, fellow students, volunteers, visitors to the schools, and other persons with whom students may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct.

Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

All school employees are required to report possible incidents of harassment or sexual harassment involving students to the Affirmative Action Officer/Title IX Coordinator. Failure to report such incidents may result in disciplinary action.

Students, parents/legal guardians and other individuals are strongly encouraged to report possible incidents of harassment or sexual harassment involving students to the Affirmative Action

Officer/Title IX Coordinator. The Affirmative Action Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment against students shall be addressed through the Student Discrimination/Harassment and Title IX Sexual Harassment Procedures

You may refer to MSAD#54 policy **ACAA** to read the entire policy.

https://www.msad54.org/sites/default/files/ACAA_0.pdf

Hazing

Maine statute defines injurious hazing as “any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school.”

No administrator, faculty member, or other employee of the school unit shall encourage, permit, condone, or tolerate injurious hazing activities. No student, including leaders of students’ organizations, shall plan, encourage, or engage in injurious hazing activities.

Violations of this policy by any person may be subject to disciplinary action which may include but not limited to suspension, expulsion, dismissal, loss of privileges to operate on school property and/or civil or criminal penalties.

You may refer to MSAD#54 policy **ACAD** to read the entire policy.

<https://www.msad54.org/sites/default/files/ACAD%20011122.pdf>

Health Services and Requirements

Please do not send your child to school if she/he is ill. This is to assure the quick recovery of the sick child and to protect other children. A child must be fever-free(without the aid of medication) for 24 hours before returning to school. If a child becomes ill at school or complains of being ill when they are at school the parent will be contacted and the child will be dismissed. **It is very important that you can be contacted in case of an emergency. Please keep the office updated with your current phone number, place of work, and people to be contacted if you are unavailable.**

Minor first aid may be given by trained school personnel. For illnesses or more complex injuries parents will be notified and we will follow emergency procedures as outlined on the emergency card.

If a child has symptoms of a communicable disease, that child will be excluded from school until the child has recovered. If the school is concerned about a condition that the child may have, the parent and school nurse will be consulted.

You may refer to MSAD#54 policies **JLC, JLCB, JLCD, JLCDA** to read the entire policies.

<https://www.msad54.org/sites/default/files/JLC.pdf>

Administering Medications to Students

The Board discourages the administration of medication to students during the school day when other options exist, but recognizes that in some instances it may be necessary for a student to have medication administered to him/her while the student is in attendance at school. The school will not deny educational opportunities to students requiring the administration of medication in order to remain in attendance and participate in the educational program pursuant to school policy.

I. Parent/Legal Guardian Written Request

In the event that no alternative exists, the parent/legal guardian may request in writing that medication be administered to the student during the school day. Such written request shall provide for an acknowledgment and agreement that unlicensed personnel may administer the medication as per physician's instructions. In addition, such a request shall indicate that information regarding the student's medication may be shared with appropriate school personnel. Parents may, if they so choose, reveal the reason (diagnosis) for the administration of medication; however, the provision of such information is optional and disclosure shall not be compelled. **The written request must be submitted each year.**

II. Health Care Provider Order

All parental requests must be accompanied by a written order from the student's health care provider substantiating the fact that the administration of a particular medication during the school day is necessary for the student's health and attendance in school. Such order must include:

- Student's name;
- Name of the medication;
- Dosage;
- Route of administration (e.g. tablets, liquid);
- Time intervals for administration (e.g. every four hours, before meals);
- Special instructions if needed;
- Name and signature of the prescribing health care provider; and
- Parent signature.

III. Insufficient Information and Requests for Licensed Personnel

It is the responsibility of the school nurse to clarify any medication order that he/she believes to be inappropriate or ambiguous. In accordance with Department of Education Rule Chapter 40 2(B), the school nurse may decline to administer medication if he/she believes such administration would jeopardize the student's safety. In this case, the school nurse must notify the parent, the student's health care provider and the school administrator (i.e., building principal or designated administrator).

IV. Miscellaneous Provisions

- A. The student's parents shall deliver any medication to be administered by school personnel to the school in its original container and properly labeled. In the event that this is not practical the parent must contact the school to make alternate arrangements.
- B. No more than a 20-day (one month) supply of medication shall be kept at school, excluding inhalers and epinephrine auto injectors. The parent is responsible for the replenishment of medication kept at school. The parent is responsible for notifying the school of any changes in or discontinuation of a prescribed medication that is being administered to the student at school.
- C. All medication will be appropriately maintained and secured by the designated school official.
- D. School staff administering the medication shall document each instance medication is administered including the date, time and dosage given.
- E. The designated school official shall maintain a record including the physician and parent/legal guardian request, details of the specific medication(s), dosage and timing of medication and a notation of each instance of administration of medication.
- F. Any changes to the following shall require new written requests/orders as applicable:
 - 1. Information on original physician's written order;
 - 2. Health care provider(s);
 - 3. Any unique procedures for the administration of medication;
 - 4. Condition of the child; and
 - 5. Any changes in types and dosage.
- G. Students shall not be permitted to carry and self-administer prescription medicine in school except under very special circumstances—as requested and described by the student's physician/medical practitioner/dentist and approved by the school nurse.
- H. To the extent legally permissible, staff members may be provided with information regarding medication and its administration as may be in the student's best interest.
- I. All unlicensed personnel who administer medication must receive training before being authorized to do so.
- J. The principal and school medical personnel will monitor compliance with this policy and administrative procedures.

The Board disclaims any and all responsibility for the diagnosis, prescription of treatment and administration of medication for any student. For purposes of this policy, "medication" shall include all medicine prescribed by a physician/medical practitioner/dentist for a particular student.

You may refer to MSAD#54 policies **JLC**, **JLCB**, **JLCD**, **JLCDA** to read the entire policies.

<https://www.msad54.org/sites/default/files/JLC.pdf>

Immunization of Students

All students attending school, grades K-12, must meet immunization standards as required by state law. Students that do not meet legal standards as established by the Maine Board of Immunization and by Maine State Law, shall not be permitted to attend school unless they provide a health care providers note indicating they have a plan to catch-up on immunizations.

The Superintendent/designee is directed to develop such administrative procedures as are necessary to carry out this policy and comply with statutory requirements. If you have questions regarding your child's immunizations please contact the school nurse.

Items brought to school

Children frequently would like to bring things to school to play with at recess or to share with their friends. Even with the best of intentions, things sometimes get lost or broken. Please be aware of this before any "special treasures" are brought to school.

There are some items that are not allowed at school: any type of weapon or item that could be used as a weapon, matches, lighters, caps, and toys that shoot things out of them. If an item is brought that could be dangerous, it will be kept in the school office and the parents will have to pick it up. When in doubt about the appropriateness of an item your child wishes to bring, check with the classroom teacher.

Lost & Found

Lost and found is where items such as clothing, backpacks, and other assorted items that your child has misplaced can be located. To prevent items from being lost please label your child's belongings with their first and last name. Please check the lost and found often to retrieve lost items. After a period of time, all unclaimed items will be removed from the building.

Nondiscrimination/Equal Educational Opportunities/Affirmative Action

The RSU 54/MSAD 54 Board is committed to maintaining a workplace and learning environment that is free from illegal discrimination and harassment. RSU 54/MSAD 54 does not discriminate on the basis of sex or other protected categories in its education programs and activities, as required by federal and state laws/regulations.

Discrimination against and harassment of school employees because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, disability or genetic information are prohibited.

Discrimination against and harassment of students because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability are prohibited.

The Board directs the school administration to implement a continuing program designed to prevent discrimination against all applicants, employees, students and other individuals having access rights to school premises and activities.

RSU 54/MSAD 54 has designated and authorized an Affirmative Action Officer/Title IX Coordinator who is responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination, including sexual harassment. The Affirmative Action Officer/Title IX Coordinator is a person with direct access to the Superintendent.

RSU 54/MSAD 54 has implemented complaint procedures for resolving complaints of discrimination/harassment and sexual harassment under this policy. RSU 54/MSAD 54 provides required notices of these complaint procedures and how they can be accessed, as well as the school unit's compliance with federal and state civil rights laws and regulations to all applicants for employment, employees, students, parents and other interested parties.

ADOPTED: March 5, 2010 REVISED: August 6, 2020 FILE: AC

Notice of Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day MSAD #54 receives the request.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.
3. The right to refuse to let the school department designate any or all of the types of information about the student as directory information by notifying the school department in writing by October 1st for the current school year or within 30 days after enrollment, whichever is later, with respect to information about the student for that and subsequent school years. Notices should be sent to: Superintendent of Schools, MSAD #54 196 West Front Street, Skowhegan, Maine 04976.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MSAD#54 to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Parent Teacher Group (PTG)

The Bloomfield Elementary PTG is a gathering of parents, grandparents, extended family members, and or community members that meet on a regular basis to discuss school programs and improve the Bloomfield Elementary School Community. All parents are invited to participate. The primary purpose of this group is to provide a forum for parents to have input surrounding school governance including programs, policies, procedures and budget. Other purposes include but are not limited to: organizing volunteers to help in the school; and raising funds to support special needs and programs. **The group will meet for the 2023-24 school year: Date coming soon**

Positive Behavior Intervention System (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students at Bloomfield to achieve social, emotional and academic success. Positive behavioral interventions and supports (PBIS) is a way for Bloomfield to encourage good behavior.




With **PBIS**, we teach kids about behavior, just as we would teach about other subjects like reading or math. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The **purpose** of **school-wide PBIS** is to **establish a climate in which appropriate behavior is the norm**. The focus of PBIS is prevention, not punishment and as needed **logical consequences for reflection, redirection and practice**. **Logical consequences** might include **ideas** such as: conferencing with an adult/peers, loss of privilege-such as a walking slip at recess, parent contact, practice of the desired behavior and sometimes time in the office.

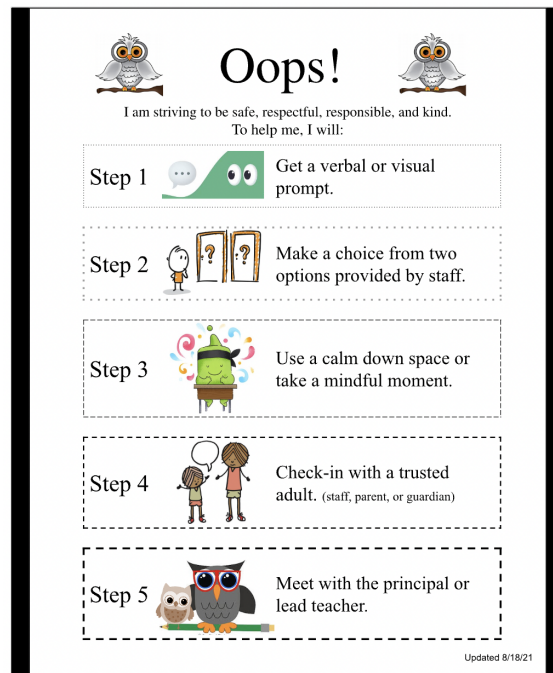
Why we use Logical Consequences:

- Provides powerful instances to teach alternative behaviors and expectations
- Uses thinking words
- Provides choices within firm limits
- Are tied to the time and place of the infraction
- Are similar to what would happen to an adult in a comparable situation
- Teaches students to take responsibility for their choices
- It teaches that when an action occurs, a consequence follows

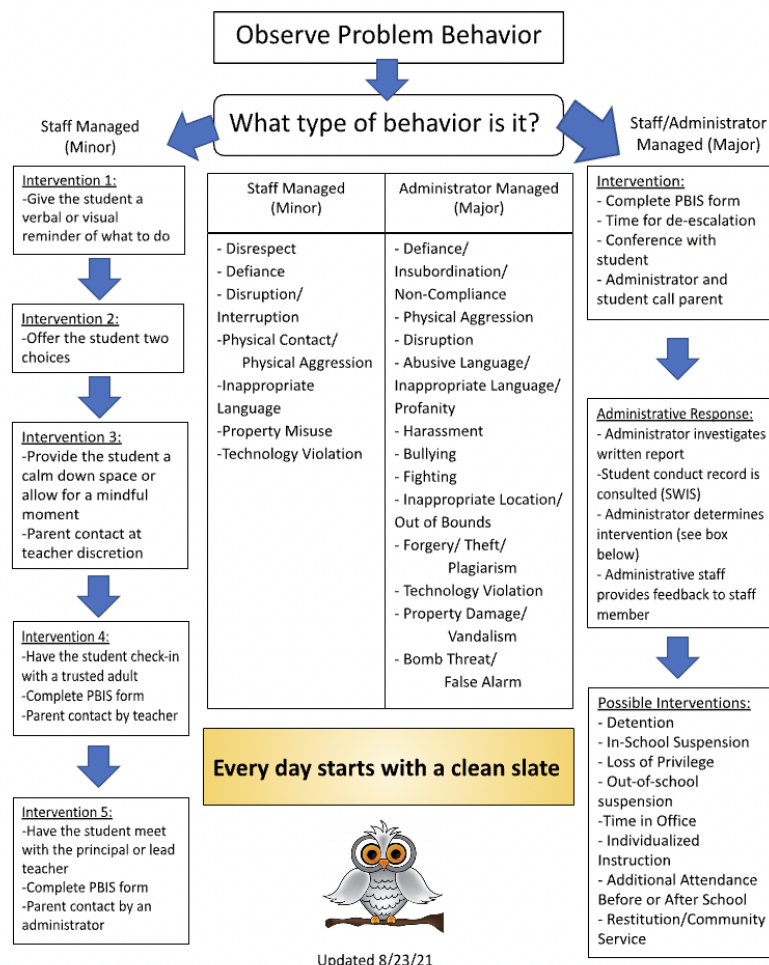
PBIS Expectations

Implementing a **PBIS program** can have a powerful impact on schools seeking to **improve school climate**, **reduce discipline issues** and **support academic achievement**. Each teacher must have his/her **positive classroom expectations** and **proactive responses** clearly outlined in pictures and/or words, at eye level for children to use as a resource. **Classroom expectations** and proactive responses will be shared with parents/guardians at the beginning of the school year.

Bloomfield Elementary PBIS Owl Expectations							
In all settings: Listen to and follow directions. Respond quickly to quiet signal. Keep our hands clean.							
Last Updated 8/16/19	Arrival and Dismissal	Hallway & Stairway	Cafeteria	Playground	Bathroom	Assemblies	Bus
Be Safe 	<ul style="list-style-type: none"> • Ask permission before leaving your group. • Keep hands, feet, and things to yourself. 	<ul style="list-style-type: none"> • Walk to the right with your eyes ahead. • Keep hands, feet, and things to yourself. 	<ul style="list-style-type: none"> • Use walking feet. • Eat your own food. • Ask permission before leaving your group. 	<ul style="list-style-type: none"> • Play safely with others. • Use equipment correctly. • Stay within playground boundaries. 	<ul style="list-style-type: none"> • Ask permission to use the bathroom. • Wash your hands when you are done. • Go directly to and from where you need to be. 	<ul style="list-style-type: none"> • Stay with your class, in your space. • Ask permission before leaving your group. 	<ul style="list-style-type: none"> • Sit down quickly. • Stay seated and face forward. • Keep hands, feet, and things in your own space.
Be Respectful and Kind 	<ul style="list-style-type: none"> • Use voice level 0-2. 	<ul style="list-style-type: none"> • Enjoy the work of others with your eyes only. • Use quiet walking feet. • Use voice level 0 in line and on stairs. 	<ul style="list-style-type: none"> • Keep your food, body, and things in your own space. • Use good manners and be kind. • Use voice level 0-2. 	<ul style="list-style-type: none"> • Be kind. • Take turns. • Include others. 	<ul style="list-style-type: none"> • Knock before entering. • Use voice level 0-1. 	<ul style="list-style-type: none"> • Be a polite listener. • Show appropriate appreciation. 	<ul style="list-style-type: none"> • Be kind. • Use voice level 0-2. • Share the seat.
Be Responsible 	<ul style="list-style-type: none"> • Keep things in your backpack. • Use walking feet. 	<ul style="list-style-type: none"> • Walk directly to where you need to be. • Keep the hallway clean. 	<ul style="list-style-type: none"> • Raise your hand if you need help. • Clean up after yourself. 	<ul style="list-style-type: none"> • Dress appropriately for the weather. • Line up when the signal is given. • Put playground equipment away. 	<ul style="list-style-type: none"> • Flush the toilet. • Clean up after yourself. 	<ul style="list-style-type: none"> • Use walking feet. 	<ul style="list-style-type: none"> • Clean up after yourself. • Keep things in your space. • Tell the driver if there is a problem.



Bloomfield PBIS Behavior Flowchart



Prohibited Items

The following items are **prohibited** at school:

Cell phones and other electronic devices such as iPods, Kindles, Gameboys, DS, etc. (if left in backpack for afterschool use they do not pose a problem)
Laser pointers
Large amounts of cash
Personal valuables
Remote control vehicles or toys
Pokémon/Playing Cards (due to unfair trading, lost and stolen cards)

Progress Reports/Parent-Teacher Conferences

Written progress reports are provided at the closing of each trimester to allow parents to follow and understand the progress of their child. It is expected that parents will meet with their child's teacher for a parent-teacher conference. Conferences will be held at the end of the first trimester. First trimester progress reports will be distributed at your parent-teacher conference. Parents can also request a teacher conference at any time during the year.

Recess

Recess is a part of the elementary school program. It is the time set aside for children to develop social and physical skills in a semi-structured setting. Whenever possible the children go outside for all or a portion of the recess time. Factors such as temperature, wind chill, and rain are considered before a decision for outside recess is made. The students will remain inside if the temperature is below 10 degrees Fahrenheit in conjunction with the wind chill factor. We ask that students dress appropriately for the weather conditions. Since conditions in Maine can vary throughout the day, children may need to wear layers especially in the fall and spring. If providing proper outerwear is not possible, please contact the school. **Any child not well enough to go out to recess should remain at home unless the child's physician has provided the school with a written note that s/he should remain inside at recess time.**

Referral/Pre-Referral Policy

ADOPTED: November 16, 2012 FILE: IHBA REVISSED: December 17, 2015

Referral and General Education Interventions Policy

It shall be the policy of MSAD 54 to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time through a written request, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by MSAD 54 on the date that the written referral is received by the office of the Director of Special

Education. It shall be signed and dated by the Special Education Director, thereby indicating the date of the receipt of that referral.

The Superintendent of Schools, in consultation with the Director of Special Education, may develop procedures for referral and the use of general education interventions within the local school unit, and may from time to time amend those procedures as necessary.

References: Me. Dep't of Educ. Reg. Ch. 101, §§ II (17), III, IV(2)(D), (E), V(4)(A) (July 2011).

ADOPTED: November 16, 2012 FILE: IHBA-R REVISED: December 17, 2015

Referral Procedures and General Education Interventions

MSAD 54 shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

Referrals by parents. A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Education. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the parent in making the referral in writing to the office of the Director of Special Education. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Special Education.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to MSAD 54's general education interventions. Those general education interventions shall continue during the referral process, however.

Referrals by staff. Any professional employee of MSAD 54 may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by MSAD 54. MSAD 54 may move directly forward with the referral process in those circumstances where MSAD 54 and parents agree to do so.

Even in that situation, however, general education interventions will continue during the referral process.

Professional school staff shall prepare a referral form in writing and shall submit that referral directly to the office of the Director of Special Education.

Referrals by others. Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by MSAD 54.

MSAD 54 will move directly forward with the referral process in those circumstances where MSAD 54 and parents agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Director of Special Education.

Receipt of Referral. Regardless of the source of the referral, a referral is received by MSAD 54 on the date that the written referral is received by the office of the Director of Special Education.

It shall be signed and dated by the Special Education Director or designee, thereby indicating the date of the receipt of that referral.

TimeLine for Processing Referral. Once the referral has been received in the office of the Director of Special Education, the IEP Team shall review existing evaluation data and determine the need for additional evaluations.

The IEP Team may conduct its review without a meeting. If additional evaluations are needed, MSAD 54 must send a consent to evaluate form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), MSAD 54 shall send the parent its Written Notice form documenting that referral.

Once the office of the Director of Special Education receives the signed consent for evaluation back from the parent, MSAD 54 shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting, or within 30 calendar days of determining that the student is eligible.

MSAD 54 shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

Transfer Students. Students who have already been identified as in need of special education services and who transfer into MSAD 54 from another school unit within Maine (and who had an IEP that was in effect in a previous school unit in Maine) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until MSAD 54 either adopts the child's IEP from the previous unit or develops, adopts and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into MSAD 54 from another school unit from outside of Maine (and who had an IEP that was in effect in a previous school unit in another state) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until MSAD 54 conducts an evaluation (if determined to be necessary by MSAD 54) to determine whether the student is eligible for special education, and if so, develops, adopts and implements a new IEP.

If the transfer student's current IEP from his or her prior school unit is not available, or is believed to be inappropriate by either the parent or the school, MSAD 54 should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into MSAD 54 after the referral timeline has begun in the previous school unit but before an eligibility determination has been made, the timeline referenced above for completing that process shall not apply if MSAD 54 is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and MSAD 54 agree to a specific time when the evaluation will be completed and the eligibility decision made.

General Education Interventions

General education interventions are general education procedures involving regular benchmark assessment of all children, using curriculum based measurements, to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

MSAD 54 shall implement general education interventions. These interventions shall include:

1. Documentation that every child, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (ESEA), appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
2. A team-based decision-making process;
3. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
4. Data Analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
5. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences;
6. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
7. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate based measurable data for both specifying academic and behavioral concerns and monitoring child progress during general education interventions;

8. Documentation that parents were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions;
9. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated; and
10. Provisions for targeted general education interventions to continue during any subsequent special education referral.

The parent of a child receiving general education interventions may request that the agency conduct a full and individual evaluation for possible special education eligibility determination at any time during MSAD 54's established general education intervention process.

The general education interventions developed through this pre-referral process shall continue in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

References: Me. Dep't of Educ. Reg. Ch. 101, §§ II (17), III, IV(2)(D), (E), V(4)(A) (2013).

Response to Intervention Team

Bloomfield Elementary School has a Response to Intervention Team (RTI). The purpose of the team is to provide teachers and parents with a place to share concerns regarding a child. Concerns may be academic, behavioral, social, health, or a combination of these. Team members meet every six to eight weeks. Any staff member or parent can refer a child to the Response to Intervention Team. Please contact the principal or school counselor at 474-6221 if you would like to make a referral or learn more about the process.

School Cancellation/Early Dismissal

When storms prevent school from being held OR if an early dismissal is needed bulletins will be announced through Swift Reach alert system, MSAD 54 website, local radio and TV stations.

The decision to cancel or dismiss school is made as early as possible by the Superintendent. In the event that school is dismissed early, announcements will be made through Alert Solutions, MSAD 54 website, local radio and TV stations. In the event school is dismissed early, without prior notification, your child may not be able to follow his/her usual after school arrangements. Parents should see that children have an alternate plan in place and communicate this with the school.

To assure you are being informed please review the following information:

1. Make sure the school is notified of alternate after school arrangements if needed.
2. Sign up for *Swift Reach* messaging to receive cancellation notices and other important announcements by phone and/or email. Check with your school secretary if you need assistance.

3. Check the following media locations for announcements

- a. TV: Channel WLBZ 2; WABI 5, WCSH 6, WMTW 8, Fox/WVII 7
- b. Radio: (FM) 107.9, 106.5, 105.1, 104.3, 101.3, 99.3, 98.5, 97.1, 94.5, 92.3 (AM)1160, 910
- c. Online: www.msad54.org

School Hours

The instructional day is from 8:15 AM until 2:15 PM. Supervision begins at 7:45 AM and ends at 2:30 PM daily. Children should be taught that arriving at school on time and remaining throughout the day is important. Research has shown that children who are tardy or truant in their earliest years of school continue to have tardiness and truancy issues throughout their school career. This often leads to the student dropping out of school in later years. Excellent attendance awards are given out at the end of the school year. Children that do arrive late will be welcomed and given a “Glad You Are Here” pass to emphasize that it is worth getting to school late rather than to miss a whole day of learning.

School Counselor/Social Worker

The elementary school counselor/social worker services are for all students. This program recognizes each student as a unique individual with particular needs. The focus is on assisting students in dealing with human relations, societal values, decision-making skills, and personal development. The elementary school counselor/social worker gives assistance to students and to classroom teachers by providing the following services:

1. Consultation with teachers, parents, and administrators regarding an individual student’s program.
2. Short-term individual or small group support to assist students to function at their best in the school environment.
3. Classroom presentations focusing on social, emotional, and academic development.

School Nutrition Program

MSAD 54 offers breakfast and lunch to all students AT NO COST for the 2023-2024 school year as part of the Community Eligibility Provision. However, MSAD 54 still needs to collect economic information which directly impacts Federal & State funding the district receives to provide education for our students. Collection of this income data is necessary for many different funding sources, and failure to provide this information may have a negative impact on the school budget. Please complete the “2023-2024 Economic Status Form,” and return it to your school so we can continue receiving funding to support the education of our students. This information is CONFIDENTIAL and treated as such. High participation in the meal program by our students is required to ensure the continuation of the free meal program. If you have any questions or concerns, please contact Jana Wacome, School Nutrition Director via email at jwacome@msad54.org

School System Commitment To Standards for Ethical and Responsible Behavior

The School Board believes that promoting ethical and responsible behavior is an essential part of MSAD 54's educational mission. The Board recognizes that ethics, constructive attitudes, responsible behavior, and "character" are important if a student is to leave school as a "responsible and involved citizen," as described in the Guiding Principles of the Maine Learning Results. The Board also recognizes the importance of the adoption of a district-wide student code of conduct which is consistent with statewide standards for ethical and responsible behavior.

The Board seeks to create and maintain a school climate in which ethical and responsible behavior can flourish. The Board believes that instilling a sense of ethics and responsibility in students requires setting positive expectations for student behavior as well as establishing disciplinary consequences for behavior that violates Board policy or school rules. Further, the Board believes that in order to teach ethical and responsible behavior, adults who interact with students must strive to model and reinforce ethical and responsible behavior. To that end, the Board supports an active partnership between schools and parents.

Following the identification of core values, the Board, with input from administrators, staff, parents, students, and members of the community, will adopt a Student Code of Conduct consistent with statewide standards for student behavior as required by law.

When revising the prescribed consequences for violation of the Student Code of Conduct, the Board shall consider (evaluate and revise, as deemed necessary or desirable) relevant existing district-wide school disciplinary policies and/or consider adoption of new policies.

You may refer to MSAD#54 policy **ADAA** to read the entire policy.

<https://www.msad54.org/sites/default/files/ADAA.pdf>

Special Education/504 Accommodation Plans

Special education services and 504 Accommodations Plans are available to children identified with a disability through the Individual Education Plan (IEP)/504 process. Services at Bloomfield Elementary School include: Self-contained Learning Center (SCLC), Composite Learning Center (CLC), Resource Learning Center (RLC), Behavior Support Learning Center (BSLC) speech/language therapy, occupational therapy, physical therapy, and social skills training.

Parents may contact our special education teachers, principal or special education coordinator (474-7424) if you have questions about regulations or programs.

Student Pick-up Procedure:

If signing a child out:

- Send a note or call the office before **9:00 AM** to notify the office if you intend to pick-up your child at the end of the school day or during the school day. Make sure to include your child's name, date, and your signature
- Be prepared to present your identification.
- Sign your child out in the "student pick-up log" located in front of the secretary's desk in the main office. Make sure to print your full name as the person picking-up as opposed to writing /mom/, /dad/, etc.
- **When picking-up during the school day your child will be called to the office upon your arrival.**
- All students that are getting picked-up are asked to come to the gymnasium at 2:12 PM over the intercom.

Each "walker" will have a walker pass and must present their pass to the walker duty teacher before leaving with a parent or other.

Student Support Services

MSAD#54 schools provide many services to support the needs of our students. We have school counselors, social workers, special education services (IEP), 504 accommodations, English Language services, school resource officer support, speech, and instructional interventionists (Title I). If you feel your child needs additional support at school, please contact the building principal for more information.

RSU 54/MSAD 54 Student Substance Abuse Policy

The RSU 54/MSAD 54 School District recognizes that illegal drug, tobacco and alcohol use and abuse are harmful to the individual and too prevalent in today's society. It is the District's philosophy to educate students about the detrimental effects of alcohol and drug use and abuse and to deter the use and possession of alcohol and drugs.

I. PROHIBITED CONDUCT, SUBSTANCES

Students, staff, parents, and visitors (refer to policy GBEC) are prohibited from consuming, possessing, furnishing, selling, receiving, buying, manufacturing or being under the influence of prohibited substances before, during and after school hours, at school, in any school building, on any school premises, in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities, off school property at any school-sponsored or school-approved activity, event or function (such as a field trip or athletic event) where students are under the jurisdiction of the school unit, or at any time or place if the conduct directly interferes with the operation, discipline or welfare of the schools. MSAD 54 prohibits pro-ATOD (Alcohol, Tobacco, and Other Drugs) messaging and advertising in school buildings, at school functions, and in school publications

II. CONSEQUENCES

The school procedures that follow are intended as guidelines. The administration reserves the discretion to impose consequences for any violation of this policy up to and including a recommendation for expulsion. The offenses and subsequent disciplinary procedures described in this policy shall be cumulative throughout the student's years in the RSU 54/MSAD 54 School District.

After receiving a written or oral report involving possible student possession, use or sharing of a prohibited substance, the administrator shall take the following steps:

First Offense

1. Verify and/or confiscate substance
2. Notification of parents/guardians, police, and central office administration
3. Meet with student to discuss participation in an approved diversion program
4. Suspension of the student for up to 10 days

Any Subsequent Offenses

1. Verify and/or confiscate substance
2. Notification of parents/guardians, police, and central office administration.
3. Meet with students to discuss participation in an approved diversion program.
4. Suspension of the student for up to 10 days, with appearance before the Superintendent to discuss the student's educational future and possible expulsion

You may refer to MSAD#54 policy **JICH** to read the entire policy.

<https://www.msad54.org/sites/default/files/JICH.pdf>

STUDENT COMPUTER/DEVICE AND INTERNET USE RULES (Acceptable Use Policy INJDB)

All students are responsible for their actions and activities involving RSU 54/MSAD 54 computers, network and Internet services, and for their computer files, passwords and accounts. These rules provide general guidance concerning the use of the district's computers and examples of prohibited uses. The rules do not attempt to describe every possible prohibited activity by students. Students, parents/legal guardians and school staff who have questions about whether a particular activity is prohibited are encouraged to contact a building administrator. These rules apply to all school computers and all school-provided laptops wherever used, and all uses of school servers, Internet access and networks regardless of how they are accessed.

A. Acceptable Use

1. RSU 54/MSAD 54 computers, network and Internet services are provided for educational purposes and research consistent with the school unit's educational mission, curriculum and instructional goals.
2. Students must comply with all School Board policies, school rules and expectations concerning student conduct and communications when using school computers, whether on or off school property.
3. Students also must comply with all specific instructions from school staff and volunteers when using the RSU 54/MSAD 54 computers.

B. Prohibited Uses

Unacceptable uses of school unit computers/devices include, but are not limited to, the following:

1. **Accessing or Communicating Inappropriate Materials** – Students may not access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexual in nature, threatening, discriminatory, harassing, bullying and/or illegal materials or messages.
2. **Illegal Activities** – Students may not use the RSU 54/MSAD 54 computers, network and Internet services for any illegal activity or in violation of any School Board policy/procedure or

school rules. RSU 54/MSAD 54 assumes no responsibility for illegal activities of students while using school computers.

3. Violating Copyrights or Software Licenses – Students may not copy, download or share any type of copyrighted materials (including music or films) without the owner's permission; or copy or download software without the express authorization of the Technology Coordinator. Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. The district assumes no responsibility for copyright or licensing violations by students.

4. Plagiarism – Students may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc). When Internet sources are used in student work, the author, publisher and web site must be identified.

5. Use for Non-School-Related Purposes - Using RSU 54/MSAD 54 computers, network and Internet services for any personal reasons not connected with the educational program or school assignments.

6. Misuse of Passwords/Unauthorized Access – Students may not share passwords; use other users' passwords; access or use other users' accounts; or attempt to circumvent network security systems.

7. Malicious Use/Vandalism – Students may not engage in any malicious use, disruption or harm to the school unit's computers, network and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.

8. Avoiding School Filters – Students may not attempt to or use any software, utilities or other means to access Internet sites or content blocked by the school filters.

9. Unauthorized Access to Blogs/Social Networking Sites, Etc. Students may not access blogs, social networking sites, etc. to which student access is prohibited.

C. Compensation for Losses, Costs and/or Damages

The student and his/her parents/legal guardians are responsible for compensating RSU 54/MSAD 54 for any losses, costs or damages incurred for violations of School Board policies/procedures and school rules while the student is using school unit computers, including the cost of investigating such violations. RSU 54/MSAD 54 assumes no responsibility for any unauthorized charges or costs incurred by a student while using district computers.

D. Student Security

A student is not allowed to reveal his/her full name, address, telephone number, social security number or other personal information on the Internet while using a school computer. Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their teacher if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way

E. System Security

The security of RSU 54/MSAD 54 computers, network and Internet services is a high priority. Any student who identifies a security problem must notify his/her teacher or building administrator immediately. The student shall not demonstrate the problem to others or access unauthorized material.

F. Additional Rules for Devices Issued to Students

1. Laptops are loaned to students as an educational tool and may be used for purposes specifically authorized by school staff.

2. Parents/legal guardians are required to attend an informational meeting before a laptop will be issued to their child. Both the student and his/her parents must sign the school's acknowledgment form.

3. Students and their families are responsible for the proper care of laptops at all times, whether on or off school property, including costs associated with repairing or replacing the laptop. RSU 54/MSAD 54 offers an insurance program for parents to cover replacement costs and/or repair costs for damages not covered by the laptop warranty. Parents/legal guardians who choose not to purchase the protection program should be aware that they are responsible for any costs associated with loss, theft or damage to a laptop issued to their child.

4. If a laptop is lost or stolen, this must be reported to the school administrator immediately. If a laptop is stolen, a report should be made to the local police and the school administrator immediately.

5. The School Board's policy and rules concerning computer and Internet use apply to use of laptops at any time or place, on or off school property. Students are responsible for obeying any additional rules concerning care of laptops issued by school staff.

6. Violation of policies or rules governing the use of computers, or any careless use of a laptop may result in a student's laptop being confiscated and/or a student only being allowed to use the laptop under the direct supervision of school staff. The student will also be subject to disciplinary action for any violations of School Board policies/procedures or school rules.

7. Parents/legal guardians will be informed of their child's login password. Parents/legal guardians are responsible for supervising their child's use of the laptop and Internet access when in use at home.

8. Laptops issued to high school students may only be used by the student. Laptops issued to middle school students may be used by parents to the extent permitted by the MLTI program and in accordance with the Student Computer Use Policy and Rules.

9. Laptops must be returned in acceptable working order at the end of the school year or whenever requested by school staff.

G. Additional Rules for Use of Privately-Owned Computers by Students

1. A student who wishes to use a privately-owned computer in school must seek the permission of his/her parent/legal guardian and the building administrator, district technology coordinator and the teacher. There must be an educational basis for any request.
2. The district technology coordinator will determine whether a student's privately owned computer meets the district's network requirements.
3. Requests may be denied if it is determined that there is not a suitable educational basis for the request and/or if the demands on the district's network or staff would be unreasonable.
4. The student is responsible for proper care of his/her privately-owned computer, including any costs of repair, replacement or any modifications needed to use the computer at school.
5. RSU 54/MSAD 54 is not responsible for damage, loss or theft of any privately owned computer.
6. Students are required to comply with all School Board policies, administrative procedures and school rules while using privately-owned computers at school.
7. Students have no expectation of privacy in their use of a privately-owned computer while at school. RSU 54/MSAD 54 reserves the right to search a student's privately-owned computer if there is reasonable suspicion that the student has violated School Board policies, administrative procedures or school rules, or engaged in other misconduct while using the computer.
8. Violation of any School Board policies, administrative procedures or school rules involving a student's privately-owned computer may result in the revocation of the privilege of using the computer at school and/or disciplinary action.
9. RSU 54/MSAD 54 may confiscate any privately-owned computer used by a student in school without the authorization required by these rules. The contents of the computer may be searched in accordance with applicable laws and policies.

Technology

MSAD 54 provides computers, networks and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. MSAD 54 believes that the resources available through the Internet are of significant value in the learning process and preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient and appropriate use of this technology.

All MSAD 54 computers remain under the control, custody and supervision of the District. The District reserves the right to monitor all computer and Internet activity by students. Students should not have expectations of privacy in their use of school computers.

Student use of school computers, networks and Internet services is a privilege, not a right. Students are required to comply with this policy and the accompanying rules (IJNDB Regulation). Students who violate the policy and/or rules may have their computer privileges revoked and may also be subject to further disciplinary and/or legal action. Students and parents shall be informed of this policy and the accompanying rules through handbooks, the district's web site and/or other means selected by the Superintendent/designee.

Title I Program

Title I is a federally funded educational program. This program targets students who need extra help in reading or math. Title I is supplemental instruction provided in addition to the regular classroom instruction. The goal of this program is to develop self-reliant, independent, problem solvers in reading and math. Student selection is based on assessment data and teacher recommendations.

All schools which receive Federal Title I funds for programming are required to have school compacts. A copy of our compact can be found in the back of the handbook.

Transportation

Transportation is provided to all students. Bus routes are determined by the Business Administrator. Specific bus routes, bus numbers, drivers and estimated pick-up times are printed in the local newspaper prior to the opening of school in August. Bus transportation is a privilege for students. Parents and teachers can help with bus safety by reinforcing bus rules. These rules are given to every student by their driver during the first week of school. A school bus is an extension of school and the school day. School rules apply to the school bus. **Students who have changes in their daily routine for going home require a note that clearly indicates the child's name, the date the change is necessary, and a parent's signature.**

Consequences for bus rule violations may be but are not limited to:

- 1st Offense- Written warning sent to the principal; possible bus suspension. Slip signed by parent/guardian.
- 2nd Offense-*Possible* bus suspension, minimum two days. Slip signed by parent/guardian.
- 3rd Offense-*Possible* bus suspension, minimum of three days and up to the remainder of the school year. Suspension of bus riding privileges until meeting with the principal or school counselor to show evidence that the privilege has been restored. Students will not be allowed back on the bus unless the slip has been signed by parent/guardian.

Visitors

The Board of Directors of MSAD#54 encourages the active interest and involvement of parents and citizens in the public schools. In order to avoid interruption of the instructional program and to promote the safety of students and staff, building principals shall institute administrative procedures concerning visitors to the schools. It is understood that procedures may vary from school to school due to differing considerations such as age of the students and building layout and location.

For the safety and protection of our students, all visitors to our building must buzz in at the main entrance and check in at the office. Visitors will be required to sign in upon arrival and sign out when leaving the building. While in the building you will be asked to wear a visitors pass. Please remember to call ahead to schedule a visit.

You may refer to MSAD#54 Policy **KI** to read the entire policy.

<https://www.msad54.org/sites/default/files/KI.pdf>

Volunteers

Parents are encouraged to contact their respective schools to inquire about volunteering in the classroom, library, or to share a special craft, hobby, or occupation. It is our intent to provide opportunities for actively involving parents in a home/school partnership to better provide for the needs of our children. Feel free to contact your child's teacher or the school administrator to discuss volunteering opportunities. Volunteers must fill out an application, attend orientation and sign a background check waiver. For more information, please contact the school office.

Walkers and Bikers

All Bloomfield Elementary children are offered bus transportation. Families who live close to the school may be interested in having their child walk. **Parents must accompany their child to school if walking.** Bloomfield Elementary does not have a place for bikes to be safely parked and locked during the day. **If a child does ride their bike to school, a parent must ride with them and the child must have a helmet on their head upon entering school property.**

Weapons, Violence, Bullying, and School Safety

The School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats, bullying, and other disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the building administrator for investigation and appropriate action. Students who are subjected to or observe prohibited conduct are strongly encouraged to report it to a staff member.

The Principal, Superintendent and/or the Board may draw any reasonable inferences from the student's behavior concerning the risk the students poses to school safety for purposes of determining appropriate discipline action.

You may refer to MSAD#54 policy **JICIA** to read the entire policy.

<https://www.msad54.org/sites/default/files/JICIA.pdf>

Bloomfield Elementary School Title IA Compact

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Teacher Qualifications:

Any parents may request teacher professional qualifications for any teacher in the school. Requests should be made in writing to the building principal.

SCHOOL-PARENT COMPACT

The Bloomfield Elementary School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the school year 2022-2023.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

(provisions bolded in this section are required to be in the Title I, Part A school-parent compact)

School Responsibilities

The Bloomfield Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Reading Recovery</i>	<i>Reading Recovery teachers</i>	<i>30 min./daily x 5 days a week</i>	<i>1:1</i>
<i>Literacy Lessons for Individuals</i>	<i>Classroom and special education teachers</i>	<i>30 min./daily x 4-5 days a week</i>	<i>1:1</i>
<i>Leveled Literacy Intervention</i>	<i>Title IA teachers and Ed Techs</i>	<i>30 min./daily x 4- 5 days a week</i>	<i>Small group</i>
<i>RISE Small Group</i>	<i>Title IA teachers</i>	<i>30-60 min./daily x 4-5 days a week</i>	<i>Small group</i>
<i>Math Interventions</i>	<i>Title IA teachers</i>	<i>20 min/daily X 3 -5 days a week</i>	<i>group 2.</i>

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Specifically, those conferences will be held:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Open House</i>	<i>Title IA staff</i>	<i>Annually during August</i>	<i>Information table</i>
<i>Parent/Teacher Conference</i>	<i>Title IA staff</i>	<i>Annually in November</i>	<i>By appointment</i>
<i>Title IA Spring DPAC</i>	<i>Title IA staff</i>	<i>Annually in Spring</i>	<i>Book sharing with parents</i>

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
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<i>Trimester Progress Reports Title IA staff</i>	<i>Annually in November</i>	<i>Written progress report</i>
<i>Trimester Progress Reports Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>
<i>Trimester Progress Reports Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>
<i>State Assessment results Building Principal</i>	<i>Annually</i>	<i>Send home student letters letter</i>

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>Parent consultation</i>	<i>Title IA staff</i>	<i>Before and after school and by appointment</i>	<i>Parent calls school for appointment or emails Title IA staff</i>

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)
<i>A letter is sent home asking for school volunteers</i>	<i>School staff</i>	<i>Annually in September</i>	<i>The letter lets parents know about volunteer opportunities.</i>
<i>A letter is sent home outlining procedure for setting up an appointment to observe classroom activities</i>	<i>School staff</i>	<i>Annually in September</i>	<i>This letter lets parents know about observing in the classroom.</i>

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- ☐ Monitoring attendance.
- ☐ Making sure that homework is completed.
- ☐ Monitoring amount of television their children watch.
- ☐ Volunteering in my child's classroom.
- ☐ Participating, as appropriate, in decisions relating to my children's education.
- ☐ Promoting positive use of my child's extracurricular time.
- ☐ Staying informed about my child's education and communicating with the school by promptly

reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- ☐ Serving, to the extent possible , on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.