

**Bloomfield Elementary School
Student and Parent Handbook
2018-2019**



**One Wise Learner
Soaring to Success!**

**Bloomfield Elementary School
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Jean M. Pillsbury, Principal

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One Wise Learner

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Jean M. Pillsbury
Principal

Summer 2018

Dear Families,

Welcome to Bloomfield Elementary School!

I want you to know that my hope and expectation is that every student will make great progress as a reader, writer, mathematician, scientist, problem solver, and friend. My dream is for every individual walking through the doors at Bloomfield Elementary to breathe a sigh of relief knowing they will not have to worry about anything other than their learning.

There are many positive opportunities and supports in place at Bloomfield to ensure that every individual feels like they matter. Excellent and perfect attendance are recognized through a bulletin board and certificates. Highly qualified teachers plan and deliver engaging lessons with ongoing assessment ensuring that each student is learning. Students are greeted, learn eye contact, and share with one another at morning meeting resulting in a positive classroom climate. Weekly High Fives are announced on Fridays recognizing effort and achievement of individuals. Monthly Whole School Meetings are held to establish traditions and celebrate community spirit. Connect, Create and Move Days are planned three times a year to invite and engage the community in connecting with students in an array of hands on or whole-body opportunities. A variety of afterschool activities are offered throughout the year to engage students in an interest that may become a lifetime activity.

Scientists now know that brains can be strengthened by struggling with hard work in a supportive environment. As you walk through Bloomfield you should hear that we are all working on having a growth mindset. This means that we will be saying things such as “I can do it!”

It’s going to be a great year of learning. I know that “we can” do great things together.

Sincerely,
Jean M. Pillsbury
Principal

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 Philosophy

We, the Board of Directors of MSAD 54, believe that the education of our children is the responsibility of parents, teachers, and the community. We believe that the purpose of education is to encourage the educational growth of each child to achieve his/her social, cultural, physical and intellectual potential now and in the future.

It is our aim to encourage all children to learn by example, direct teaching and participation so that they will develop the self-respect and confidence that a good education brings.

We support the practices of democratic tradition in our schools in order to acquire an awareness and appreciation for the rights and privileges of all citizens guaranteed by our form of government.

We believe that principles of this philosophy should begin at an early age so that each child can be helped to meet the needs of his/her individual growth.

ADOPTED: March 3, 2016 FILE: ADAA

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 that Maine law requires the adoption of a district-wide student code of conduct consistent with statewide standards for student behavior developed by the Commissioner of the Department of Education in compliance with 20-A MRSA § 254(11).

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.

Recognizing that collaboratively identified core values are the foundation for a school culture that encourages and reinforces ethical and responsible student behavior, the Board is committed to the establishment and implementation of a process for identifying shared values and setting and enforcing standards for behavior, including prescription of consequences for unacceptable behavior. The process for identifying such shared values will invite and include the participation of Board members, school administrators, staff, parents, students, and the community. Core values will be reviewed periodically, with opportunity for public participation. The Board will direct the Superintendent/designee to develop a process to assess school system progress toward achievement of an ethical and responsible school culture.

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 that shall, as required by law:

1. Define unacceptable student behavior;
2. Establish standards of student responsibility for behavior;
3. Prescribe consequences for violation of the Student Code of Conduct, including first-time violations, when appropriate;
4. Describe appropriate procedures for referring students in need of special services to those services;

FILE: ADAA

5. Establish criteria to determine when further assessment of a current Individual Education Plan (IEP) is necessary, based on removal of the student from class;
6. Establish policies and procedures concerning the removal of disruptive or violent students from a classroom or a school bus, as well as student disciplinary and placement decisions, when appropriate; and
7. Establish guidelines and criteria concerning the appropriate circumstances when the Superintendent/designee may provide information to the local police or other appropriate law enforcement authorities regarding an offense that involves violence committed by any person on school grounds or other school property.
8. Establish policies and procedures to address bullying, harassment and sexual harassment.

The Board will review the Student Code of Conduct periodically, inviting input from administrators, staff, parents, students and members of the community.

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 that:

1. Focus on positive interventions and expectations and avoid focusing exclusively on unacceptable student behavior;
2. Focus on positive and restorative interventions that are consistent with evidence-based practices rather than set punishments for specific behaviors, and avoid “zero tolerance” practices unless specifically required by federal or state laws, rules or regulations;
3. Allow administrators to use their discretion to fashion appropriate discipline that examines the circumstances pertinent to the case at hand; and
4. Provide written notice to the parents of a student when a student is suspended from school, regardless of whether the suspension is an in- school or out-of-school suspension.

“Positive interventions” and “restorative interventions” shall have the same meaning as provided in 20-A MRSA § 1001(15).

Students, parents, staff, and the community will be informed of the Student Code of Conduct and relevant district-wide school disciplinary policies through handbooks, the school unit’s website, and/or other means selected by the Superintendent/designee.

Ethics and Curriculum

The Board encourages examination and discussion of ethical issues within content areas of the curriculum, as appropriate. The Board also encourages school administrators and staff to provide students with meaningful opportunities to apply values and ethical and responsible behavior through activities such as problem solving, peer mediation and student government/leadership development.

Legal Reference: 20-A MRSA §§ 254, 1001(15), 1001(15-A) Cross reference: JKD – Suspension of Students

Equal Educational Opportunities

The Board hereby reaffirms its belief in the principle of quality education, which holds that each child shall be given educational opportunities to develop to his/her highest personal potential according to his/her capabilities and talents, regardless of race, creed, color, sex, place of residence, or social, intellectual, or economic background.

This Board acknowledges its commitment to provide a high quality of education for all children through programs and policies that enhance mutual respect and consideration for all peoples in the system and that encourage positive interracial relations, foster friendly personal interaction, develop positive attitudes of students and employees, and encourage all peoples in the school system to perform to the best of their abilities.

Core Values

At Bloomfield Elementary School, we treat each other with **respect**, take **responsibility** for our learning, and strive for a **safe** and positive school for all!







Upstanders

Upstanders are individuals that stand up for others that are being hurt by words or actions. An upstander uses his/her voice to stop the hurtful behavior and gets the help of an adult as soon as possible. We are all still learning the difference between information that needs to be shared immediately because someone is being hurt and information that can wait for problem solving later.

Code of Conduct

Rules are set for two reasons:

1. To insure an environment conducive to learning
2. To provide a safe setting for all individuals.

Bloomfield Elementary Behavior Expectations							
	Hallway & Stairway	Cafeteria	Playground	Assemblies	Bathroom	Bus	Classroom
 Be Safe	Walk to the right with your eyes ahead. Keep hands, feet, and things to yourself. When with your class, stay together, stay in your personal space.	Carry your lunch tray with two hands. Walking feet. Keep hands, feet, and things to yourself. Eat your own food. Ask permission before leaving your group (bathroom, nurse, office)	Keep body to yourself. Stay within playground boundaries. Follow directions. Use the playground equipment appropriately.	Stay with your class, in your personal space. Ask permission before leaving your group (bathroom, nurse, office)	Ask permission and/or follow classroom procedure to use the bathroom Go directly to and from where you need to be. Wash your hands when you are done.	Use walking feet. Remain seated and facing forward until it is time for you to get off. Keep hands, feet, and objects in your own space. Enter and exit with level 0-2 voice.	To be determined by teacher with student input
 Be Respectful and Kind	Enjoy the work of others with your eyes only. Use quiet walking feet. Use 0 voice in line and on stairs. Use 1 voice when greeting. Use a silent signal to greet friends. Follow your teacher's directions.	Use good manners. Keep your food and your body in your own personal space. Feet under the table. Use kind words and actions. Use voice level 0-2 in line and at tables.	Use good sportsmanship Be polite and friendly. Include others. Use kind words and actions. Treat playground materials and the environment with care.	Polite listeners. Sit on your bottom. Use voice level 0 during performances/presentations. Show appropriate appreciation. Respond quickly to quiet signal.	Give others privacy. Knock before entering the bathroom or stall. Use voice level 0-1 in the bathroom and at the sink. Knock and Talk.	Use kind words. Use voice level 0-2 when riding the bus.	To be determined by teacher with student input
 Be Responsible	Walk directly to where you need to be. Keep the hallway clean.	Sit at your assigned table. Raise your hand if you need help. Clean up after yourself.	Dress appropriately for the weather. Trickle in when bell rings. At voice level 0. Put playground equipment away. Use bathroom beforehand.	Keep track of your things. Use walking feet when entering/exiting. Listen for directions. Sit so others can see.	Tell an adult if there is a problem. Use the toilet, flush the toilet, use sink, soap, and paper towels appropriately.	Keep the bus clean. All things say in your bag. Let the bus driver know if there is a problem.	To be determined by teacher with student input 

In all settings: Listen to and follow directions.

Logical Consequences:

When students do not follow the code of conduct outlined above logical consequences may include:

- Positively attending to a positive behavior,
- Removal of attention,
- Wait,
- Prompt,
- Reminder,
- Redirection,
- classroom “take a break”,
- buddy teacher “take a break”,
- “take a break” with principal or designee,
- loss of privilege,
- reparation (“you broke it, you fix it”),
- problem-solving conference,
- letter to parent,
- phone call to parent,
- meeting with parent, teacher, and principal, and/or
- referral to the Response to Intervention Team (RTI).

Prohibited Contact and Substances

Students 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.

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 is 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.

Prohibited Conduct

Students are prohibited from engaging in the following conduct on school property, while in attendance at school or at any school-sponsored activity, or at any time or place that such conduct directly interferes with the operations, discipline or general welfare of the school:

- A. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung-Fu stars and num-chuks;
- B. Use of any object, although not necessarily designed to be a Weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include but are not limited to bats, belts, picks, pencils, compasses, objects capable of ignition (e.g., matches, lighters), files, tools of any sort or replicas of weapons (including toys);
- C. Violent, threatening, or menacing behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats), stalking, or blocking access to school property or facilities;
- D. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program, blackmail, extortion, or demand for money or property;
- E. Willful and malicious damage to school or personal property;
- F. Stealing or attempting to steal school or personal property;
- G. Bullying behavior, including unwanted physical contact, acts or communications by any means (including computer or other electronic device that:
Damage a student's property; place a student in reasonable fear of physical harm and/or damage to his/her property; and/or disrupt the instructional program or the orderly operation of the school; and/or
Is so severe that it creates a hostile educational environment for the student who is bullied.
- H. Lewd, indecent or obscene acts or expressions of any kind;
- I. Violations of the school unit's drug/alcohol and tobacco policies;
- J. Violations of state or federal law; and
- K. Any other conduct that may be harmful to persons or property

Nothing in this policy shall prevent the Board from approving and offering instructional programs that involve firearms or other weapons (such as bows and arrows) or from allowing firearms or other weapons to be brought to school for specific instructional programs (such as archery or hunter safety).

No weapons may be used in instructional programs or brought to school without the prior approval of the Superintendent or his/her designee and implementation of safeguards appropriate to the particular activity. If a weapon is brought to the school for educational purposes, it must immediately be taken to the office under adult supervision other than the student. The weapon may not be transported on the school bus.

Disciplinary Action

Principals may discipline, suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA § 1001(9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing and trafficking of scheduled drugs. Students who are found to have brought a firearm to school (as defined by federal law), shall be expelled for a period of not less than one year, unless this requirement is modified by the Superintendent on a case-by-case basis. All firearm violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent. Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations. The Superintendent is authorized to request a psychological evaluation/risk assessment of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school. All such evaluations shall be performed at the school's expense. If the parents/guardians and/or student refuse to permit a requested psychological evaluation, the Superintendent and the Board may draw any reasonable inferences from the student's behavior concerning the risk the student poses to school safety for purposes of determining appropriate action.

Bully Prevention

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.

Harassment and Sexual Harassment of Students

Harassment of students because of race, color, sex, sexual orientation, 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.

See District Homepage: Administration: Policies: ACAA

Student Discrimination and Harassment Complaint Procedure

How to Make a Complaint

- A. Any student who believes he/she has been discriminated against or harassed should report his/her concern promptly to the building administrator. Students who are unsure whether discrimination or harassment has occurred are encouraged to discuss the situation with the building administrator.
- B. School staff is expected to report possible incidents of discrimination or harassment of students. Parents and other adults are also encouraged to report any concerns about possible discrimination or harassment of students.
- C. Students and others will not be retaliated against for making a complaint. Any retaliation by students or school staff will result in disciplinary measures, up to and including expulsion or dismissal.
- D. Students are encouraged to utilize the school unit's complaint procedure. However, students are hereby notified that they also have the right to report complaints to the Maine Human Rights Commission, 51 State House Station, Augusta, ME 04333
(telephone: 207-624-6050) and/or to the federal office for Civil Rights, Regional Director, U.S. Department of Education, SW McCormack POCH Room 222, Boston, MA 02109-4557 (telephone: 617-223-9622).

Complaint Handling and Investigation

- A. The building administrator shall promptly inform the Superintendent or his designee and the person(s) who is the subject of the complaint that a complaint has been received.

- B. The building administrator may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Superintendent, who shall consider whether the informal resolution is in the best interest of the school unit in light of the particular circumstances and applicable policies and laws.
- C. The complaint will be investigated by the building administrator, unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the School Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
 - 1. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation.
 - 2. If the complaint is against an employee of the school unit, any applicable individual or collective bargaining contract provisions shall be followed.
 - 3. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
 - 4. The building administrator shall keep a written record of the investigation process.
 - 5. The building administrator may take interim remedial measures to reduce the risk of further discrimination or harassment while the investigation is pending.
 - 6. The building administrator shall consult with the Superintendent or his designee concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
 - 7. The investigation shall be completed within 21 days of receiving the complaint, if practicable.
- D. If the building administrator determines that discrimination or harassment occurred, he/she shall, in consultation with the Superintendent:
 - 1. Determine what remedial action is required, if any;
 - 2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination or harassment, if any; and
 - 3. Inform the student who made the complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).
- E. If the student's parents/legal guardians are dissatisfied with the resolution, an appeal may be made in writing to the Superintendent within 14 calendar days after receiving notice of the resolution. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate. The Superintendent's decision shall be final.

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.”

Injurious hazing activities of any type, either on or off school property, by any student, staff member, group or organization affiliated with this school unit, are inconsistent with the educational process and shall be prohibited at all times.

Bomb Threats

The Board recognizes that bomb threats are a significant concern to the school unit. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false. Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

Student Disciplinary Consequences for Bomb Threats

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school.

The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. In addition, a student who is found after hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A. § 1001(9-A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations. A psychological evaluation may be requested when deemed appropriate.

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 to 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 & perfect 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.

Transportation

Transportation is provided to all Bloomfield Elementary School 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:

- 1st Offense- Written warning sent to the principal; possible bus suspension. Slip signed by parent/guardian. Other logical consequences could include a letter of apology and role-playing by the student to demonstrate knowledge of the rules.
- 2nd Offense-*Possible* bus suspension, minimum two days. Slip signed by parent/guardian. Other logical consequences could include reading a school bus safety book and/or viewing a bus safety video and completing a written response to what was learned.
- 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. Student will not be allowed back on the bus unless the slip has been signed by parent/guardian.

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. If providing proper outer wear is not possible, please call our office at 474-6221. **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.** If a student chooses to play during work time he/she may need to work during up to half of recess time as a logical consequence for work avoidance. Students with repeated (3 or more times per trimester) need to make up work time during recess will be referred to the Response to Intervention team to look at other possible causes and solutions.

Health and Safety

1. No child should be sent to school if there are any symptoms of illness present. This is to assure the quick recovery of the sick child and to protect other children. Students must be fever free without medication for 24 hours before returning to school.

2. A child may be excluded from school for filth, communicable disease, nits, lice, or other parasites, or suspicion of the same in conjunction with the state law.
3. The principal, in conjunction with the school nurse or a teacher, and under the direction of the Superintendent of Schools, shall exclude students.
4. Parents must be at home or notified if a student is sent home.
5. **Written excuses are required for all absences from school.**
6. Re-admission of students with communicable diseases should be based on Rules and Regulations for Control of Communicable Disease, State of Maine Department of Health and Welfare.
7. The principal or school nurse has the authority to request a doctor's slip at any time for a child to return or stay in school.
8. A school nurse is at Bloomfield Elementary School one to two days per week to maintain all health records and conducts routine screenings. In case of a child's illness or accident at school, the school or office assistant will contact the parent to care for the child.
9. **Please be sure to include emergency numbers to call when filling out the emergency card; a work number, babysitter and a neighbor's number are very important. Please notify the school office of any changes during the year.** If your child is involved in an accident which, in the judgment of school personnel, requires medical attention you will be contacted using the information supplied by you on the emergency card.
10. Every child should be provided with a healthy snack each day. Fruits, cheese, vegetables, and low-sugar snacks are encouraged. Children are not allowed to bring soda or candy for snack or lunch.
11. Ten fire drills are conducted yearly.
12. Lock-down drills will be conducted three times yearly.

Medication

Medications will be given at school only when it is absolutely necessary and meets one of the following:

1. Medication is part of a Doctor established medical plan of care -- this applies to aspirin and cough syrups.
2. It has been determined there is no other way to give medication.
3. The need is based on an acute/long term health problem.
4. The medication must be taken on a schedule that cannot be adjusted to outside school hours (i.e., three times a day medications can be given before school, after school and at bedtime). Medication is only to be given by school personnel with written permission from the parent and a written order from a licensed physician. A medication should always be in a properly labeled bottle to include student's name, name of drug and dosage. No other medication will be accepted in any other container but the original prescription bottle. The parent will be notified that the medication cannot be given. Written orders received should be attached to the health record of the student and kept in the nurse's office. Students who are receiving medication daily throughout the year should have a medication record initialed, which will be attached to the health record at the end of the school year.

5. All non-licensed personnel responsible for giving medications shall participate in in-service training by licensed school nurses and have access to continuing consultation.
6. All prescription medications should be delivered to school by parents /guardians whenever possible; however, if this is not possible, parents need to send medications in a properly labeled bottle with student's name, name of drug and dosage to be given. No more than a 5 day supply of medication may be transported by a student. Controlled substances (i.e. Tylenol with codeine) must be delivered to school by a parent/guardian.
7. Medication must be stored in a secured area at school.
8. No medication shall be provided by the school.
9. At no time shall a student have medication in his/her possession in school unless the physician states an inhaler or epi pen needs to be with the student at all times.

Medication Administration on School Field Trips

1. When appropriate, field trip personnel will receive directions regarding the administration of student medication from the school nurse.
2. There must be written permission from the parent/guardian providing consent to administer the medication in school and a written physicians order and/or an appropriately labeled original medication container.
3. 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 a medication if he/she believes such administration would jeopardize student 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).
4. Either a standardized preprinted medication label or preprinted envelope containing the information described below or medication in its original container will be used for students attending a field trip.
5. When using a preprinted label or preprinted envelope, the school nurse shall transfer the prescribed amount of medication needed for the field trip from the original medication container into the approved envelope and fill in the appropriate information on the envelope.
6. The envelope will be provided to the trained personnel for administration during the trip. The school nurse will provide a review of the medication and its administration to the trained personnel on an as needed basis. All trained personnel administering medication must understand what to do in an emergency.
7. The medication will be transported and stored in compliance with any special directions for the medication and will be secured as safely as possible.
8. The administration of medication on a field trip will duplicate as much as possible, the guidelines found in the "Guidelines for Training of Unlicensed Personnel in Medication Administration". This will include consideration of student privacy and cleanliness of area where medications are administered.
9. Medication will be administered to the student to assure that the right student receives the right medication, with the right dose, at the right time, by the right route.

10. The trained personnel administering the medication will double check the student with the medication label and will double check the dose. The medication will be given within 30 minutes either side of the prescribed time.
11. Personnel administering medication during the field trip will note when the medication was administered record any unexpected occurrences and return any unused medication to the school nurse.
12. The medication envelope or label will contain the following information:
 - a. Date to be administered.
 - b. Name of the student.
 - c. Name of medication.

SMOKING ON SCHOOL DISTRICT PREMISES (Tobacco Use)

MSAD #54 is committed to the promotion of health, which includes the prevention of disease, as well as treatment. Tobacco use in any form is a major cause of preventable disease and death in this country. For this reason, and for the health and comfort of the majority of people who are nontobacco users, tobacco use in any form is prohibited in all schools and on all school property.

Visitors

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. **All entrances to the building will be locked during school hours.** Students and staff will always be able to exit. You will need to sign our visitor's log and acquire a visitor's pass. Upon exiting the school, please sign-out in the office and drop off your visitor's pass.

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.** This procedure is in place to limit disruption to classroom instruction as well as the number of adults coming and going in the hallways.
- When picking-up at the end of the school day your child will meet up with you in the gymnasium.
- If you arrive before 2:12 PM, please feel free to take a seat on the couch in the foyer or proceed to the gym.

Please do not stand in the hallway, block the office doorway, or go to your child's classroom.

- 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.
- If you would like to talk with your child's teacher, please wait until all busses have left at 2:30 PM or call to schedule an appointment.

Early Dismissal/No School Announcements

Schools are sometimes dismissed when severe and threatening weather conditions exist. Under these conditions, when school is closed without prior notice, your child may not be able to follow his/her usual after school arrangements. Parents should see that children have an alternate plan in the event that school is dismissed due to an emergency of any kind. Some suggestions:

1. Make arrangements with a neighbor to receive your child if you are away from home during the day or on early release days **(Scheduled Early Release Days include: September 19, February 6, May 15 and June 14 (or the last day of school depending on the number of inclement weather days that are used))**
2. Give your child specific instructions so that he/she will know what arrangements you have made. Put the instructions in writing for your child's teacher and the office.
3. **Parents that sign up for *Alert Solutions*** messaging through text or e-mail will receive notification when school will be dismissed early.
4. The following radio stations will broadcast “no school”, “delay”, and “early dismissal” announcements: (FM) WHQO-107.9, WQCB106.5, WTOS-105.1, WABK-104.3, WKCG-101.3, WKTJ-99.3, WTVL-98.5, WYOU-97.1, WKSZ-94.5, WMME-92.3, (AM) WSKW-1160, WABI-910
5. The MSAD 54 Website posts early dismissal/No school announcements at: www.msad54.org

Notification of Rights

Maine School Administrative District 54 does not discriminate on the basis of race, color, national origin, disability, sex or age in admission to, access to, treatment in, or employment in its services, programs and activities. The person(s) identified below has (have) been designated to address inquiries regarding MSAD 54 Public School's nondiscrimination policies:

Jon Moody
Assistant Superintendent/Affirmative Action Coordinator

MSAD 54
196 West Front Street
Skowhegan, ME 04976

Inquiries concerning the application of MSAD 54's Public Schools' nondiscrimination policies also may be referred to the U.S. Department of Education, Office for Civil Rights (OCR), 33 Arch Street, Suite 900 Boston, MA 02110-1491.

Attendance, Absences, and Tardiness

According to Maine law, "A student who is at least **7 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.**" There are 5 excused absences 3 require prior approval: personal illness, family emergency, appointment with a health professional (prior approval), observance of a recognized religious holiday (prior approval), and a planned absence for a personal or educational purpose (prior approval). Parents must call Bloomfield Elementary School at 474-6221 to report an excused absence.

Procedure for Excessive Absences

Procedure for Excessive Student Absences

1-6 Cumulative Unexcused Absences- Call from principal or school counselor to discuss what supports would be helpful to support the family's effort to improve attendance, meeting to review of plan to improve, and/or letter to express concern.
5 Consecutive Unexcused Absences or 7 Cumulative Unexcused Absences- 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.

Children who arrive at school after the 8:15 bell are considered tardy for school. A child who is late will be welcomed with a “**Glad You are Here Pass**”. When your child is ill or will not be attending school, please call the office before 9:00 AM at 474-6221 **and** send a note with your child upon their return.

Breakfast and School Lunch

Breakfast and lunch are available at Bloomfield Elementary School. All meals will be provided free of charge in 2018-19 due to the *Community Eligibility Provision* (CEP). CEP is available to all schools nationwide with poverty rates of 40% or more (Bloomfield Elementary is 63%). **Students will be charged for milk if bringing a lunch from home.** Milk prices will be available in August.

Should your child have a food allergy, please contact our school nurse and office to notify us immediately.

Dressing for School

Parents are expected to make sure their child is dressed properly for school. Weather can be unpredictable and temperatures in classrooms change throughout the school day. With this in mind it is best for children to wear layers to school. In warm weather students may wear **shorts** to school which are long enough for the child’s fingers to touch the bottom when he/she is standing. Tops/shirts need to be long enough to cover the belly when hands are stretched overhead. Flip flops and high heeled shoes **are not recommended. Due to safety issues some pieces of equipment are off limits to students wearing flip flops or high heeled shoes.** During the winter students need to pack a pair of dry shoes for inside the classroom. Due to inclement weather, fire drills, and in case of emergency slippers are not allowed. Snow pants, boots, a warm winter coat, hat, and mittens are needed in order for your child to play in the snow piles. Please make sure that your child’s clothing does not advertise alcohol or tobacco products. Hats are not to be worn in school. Physical Education classes are held once per week for each class. Your child should wear comfortable clothing and sneakers on physical education day.

Curriculum Information

Specific information about all curriculums is available from your child’s teacher and principal. All curriculums are available on the district’s web site at <https://sites.google.com/a/msad54.org/pbe-msad54-parent-portal/presentations>

Progress Reports

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. Parent-teacher conferences will be held during the first trimester. First trimester report cards will be distributed at your parent-teacher conference on November 19th. An optional spring conference is available upon parent request. Parents can also request a teacher conference at any time during the year.

Homework

Reading at home by your child, to your child and with your child is the most important homework assigned. Children may be given school work to complete at home. Homework is expected to take no more than 10 minutes per grade level. Special projects may require additional time.

Student Educational Records

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;

- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-8725327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact:

Jonathan Moody
Assistant Superintendent/Affirmative Action Coordinator
MSAD 54
196 West Front Street
Skowhegan, ME 04976

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

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.

Referral/Pre-Referral Policy

ADOPTED: November 16, 2012 FILE: IHBA A REVISED: 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 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 A-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 parent 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 parent 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.

Time Line 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 time line has begun in the previous school unit but before an eligibility determination has been made, the time line 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.

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 by calling 474-9508.
4. If your problem is still not resolved to your satisfaction, contact your local School Board Director to bring the matter before the School Board.

Book Clubs

Some teachers choose to participate in monthly book clubs. Participation is completely voluntary by both teachers and parents. We do not accept cash as a means of payment for book clubs. Money orders and checks are the only acceptable forms of payment. Checks and money orders must be made out directly to the book club.

Library

Each class has a scheduled weekly library time. Every student is allowed to sign out one book per week. The following week, when the book is returned, it may be renewed or the student may select a new one. Students and their parents are responsible for the books signed out. If a book is lost or badly damaged, a bill will be issued to replace the book. Jill Alves is our school library educational technician. She here is available Monday through Friday 8:00-11:00 AM.

Volunteers

Volunteers are an important part of our school community. A volunteer orientation will be held in September will be held in late September. Feel free to contact your child's teacher or the principal to discuss volunteering opportunities. Volunteers must meet with the principal or school counselor, fill out an application and sign a background check waiver.

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.

Lost and Found

To prevent items from being lost please label your child's backpack, lunch box, coats, and personal items with your child's name and classroom teacher. Lost and Found items will be displayed during parent-teacher conferences and at the end of each month. Items not claimed will be donated.

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.**

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 Cards (due to unfair trading, lost and stolen cards)

Bloomfield Elementary 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 first meeting will be Wednesday, September 5th in the library. The group will meet each month on the first Wednesday from 5:30-6:30 PM in the library.

Bloomfield Elementary School Title IA Compact

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 school year 2018-2019.

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>Guided Reading Plus</i>	<i>Title IA teachers</i>	<i>30 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</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	Staff Responsible	Timeline	Steps
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(What will be done)	(Who will be doing it)	(When it will be done)	(How it will be done)
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in November</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in March</i>	<i>Written progress report</i>
<i>Trimester Progress Reports</i>	<i>Title IA staff</i>	<i>Annually in June</i>	<i>Written progress report</i>
<i>State Assessment results letter</i>	<i>Building Principal</i>	<i>Annually in March</i>	<i>Send home student letters</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.