

2023/2024



PARENT/STUDENT HANDBOOK

Miller School

Julia Levensaler, Principal
Jamie White, Assistant Principal

145 Kalers Corner Road, Waldoboro, ME 04572

<https://rsu40.org/>

Telephone (207) 832-2103 / Fax (207) 832-2101

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Miller School

145 Kalers Corner Street, Waldoboro, ME 04572

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Julia Levensaler, Principal

Jamie White, Assistant Principal

August 2023

Dear Students and Families,

We look forward to working together to make this a successful school year. This handbook explains our policies and procedures, which have been developed so that everyone can have the best possible chance for success. Please take time to read through the book together.

Our policies and procedures have been written to support the RSU 40 beliefs.

Please feel free to contact us at any time if you have questions or concerns. Working together we can make this a successful year for everyone.

Yours in education,

Julia Levensaler, Principal

Jamie White, Assistant Principal

Treat others the way you want to be treated + Do your best + Be Safe +
Keep things neater or better than you found them

Miller School Staff List**Office Staff:**

Administration	Office Staff	Health Staff	Guidance
Julia Levensaler (P) Jamie White (AP)	Tracy Harrington Karen Selvick	Miranda Jandreau (RN)	Elizabeth Hickey

Special Education Staff:

BCBA	Sweetser School-Based Counselor	Composite/LEAD Teachers	Speech Therapist
Emily Warner		Shina Barrows NEW Andrea Reichard	Brian Campbell
Resource Room	Psychological Examiners	OT	PT
Megan Cormier NEW	Lela Claflin-Sisk	Marissa Eldridge	Rebecca Stephens

Regular Education Staff:

Pre-Kindergarten	Kindergarten	1st Grade	2nd Grade
Kelsey Prock Tasha Readinger	McKenzie Belcher Kellie Brann Heidi Simmons	Leah Dufour Betsy Lash Susan Price	Andrea Hamalainen Pamela Stuart Caitlin Raye
3rd Grade	4th Grade	5th Grade	6th Grade
Nancy Farrin Lindsey Jones Nichoel Morton	Liz Janczura Jenna Mattes Rachel Korenkiewicz	Shirley Herron Hannah Stanley Lori Thompson	Edith Berger Bryson Dehlinger

Art	Music	PE	
Sarah Vieckman	NEW	Gordon Paul	

Educational Technicians/Behavioral Health Professionals:

Composite/LEAD	General Education	Resource Room	Library
Victoria Austin Steve Capella Melody Davis Leah Durkee Jessica Ellis Lexie Genthner Heather Harvey	Shyann Metcalf Michele Scheffler	Megan Cormier Ashton Harvey	Carrie White
Composite/LEAD (Cont..)	Pre-Kindergarten	Health Office	
Jennifer Harvey Rachel Jameson Amber Jones Colleen Kindell-Leeman Emylee Leary MJ Lewis Nicole Libby Desiree McKusic Shyann Metcalf Addy Mullin Leslie Parent Alicia Perry Linda Poli Laura Rice Stephanie Rogers Nancy Saulniers Amanda Tibbets Makyna Thomas	Jana Creamer Lisa Goss	DeAnn Vigue	

Supplemental Instruction Staff:

ELL	Interventionists	Library	Gifted and Talented
Celeste DiMuro	Lorie Kulbe Sandra Prock Laura Renick-Butera	Maurie Stockford	NEW

Support Staff:

Custodians	Food Services		
David St. Peter James Davis Ursula Knowlton	Patricia Coffin NEW Beth Pinkham		

[Administrative Office Contact Information](#)

2023-2024 Approved School Calendar

REGIONAL SCHOOL UNIT 40 | 2023-24 CALENDAR

JULY '23						
S	M	T	W	Th	F	S
						1
2	3	H	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Independence Day

JANUARY '24						
S	M	T	W	Th	F	S
	H	2	3	4	5	6
7	8	9	E	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 New Years Day
10 Early Release Day
15 Martin Luther King, Jr. Day
26 Quarter 2 Ends

21 student/21 teacher days

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	W	W	W		

29 Workshop Day
30 Workshop Day
31 Workshop Day

0 student/3 teacher days

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	E	8	9	10
11	12	13	14	15	16	17
18	H	V	V	V	V	24
25	26	27	28	29		

7 Early Release Day
19 Washington's Birthday
19-23 Winter Break

16 student/16 teacher days

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	E	21	22	23
24	25	26	27	28	29	30

4 Labor Day
5 1st Day Grades 1-9
6 1st Day Grades 10-12
11 1st Day Pre-K - K
20 Early Release Day

19 student/19 teacher days

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	E	7	8	9
10	11	12	13	14	W	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

6 Early Release Day
14 Trimester 2 Ends
15 Workshop Day

20 student/21 teacher days

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	W	7
8	H	10	11	12	13	14
15	16	17	E	19	20	21
22	23	24	25	26	27	28
29	30	31				

6 Workshop Day
9 Indigenous Peoples Day
18 Early Release Day

20 student/21 teacher days

APRIL '24						
S	M	T	W	Th	F	S
	1	2	E	4	5	6
7	8	9	10	11	12	13
14	H	V	V	V	V	20
21	22	23	24	25	26	27
28	29	30				

3 Early Release Day
5 Quarter 3 Ends
15 Patriot's Day
15-19 Spring Break

17 student/17 teacher days

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	H	11
12	13	14	E	16	17	18
19	20	21	C	H	V	25
26	27	28	29	30		

9 Quarter 1 Ends
10 Veteran's Day observed
15 Early Release Day
22 Comp Day for Conferences
22-24 Thanksgiving Break
23 Thanksgiving Day

18 student/19 teacher days

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	E	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	H	28	29	30	31	

8 Early Release Day
27 Memorial Day

22 student/22 teacher days

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	E	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	V	V	V	V	30
31						

1 Trimester 1 Ends
6 Early Release Day
25 Christmas Day
25-30 Holiday Break

16 student/16 teacher days

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	W	*	*	*	15
16	*	*	H	*	*	22
23	24	25	26	27	28	29
30						

10 Last Student Day (Early Release)
11 Workshop Day
12 Graduation
19 Juneteenth
* snow days

6 student/7 teacher days

Approved- March 2023

175 student/182 teacher days

District Belief Statement

Learning is Life-long

The purpose of RSU 40/ MSAD 40 is to act with our communities in assuring that all students discover and develop their particular skills and talent, meet our district's standards, including Maine's Learning Results, as well as engaging all staff and students in taking responsibility to bring out the best within them.

Everyone is an individual with special gifts, talents, and needs.

Everyone is important and has much to offer.

The strengths and needs of learners determine the methods and strategies of instruction.

Learning is life-long.

Education and learning are collaborative responsibilities of parents, school personnel, community members, and students.

Everyone can succeed and learn, given encouragement, support, high expectations, respect, and appropriate instruction.

Learners need and deserve a safe learning environment.

Education/ the learning environment needs to stimulate and engage the learner.

Change is inevitable. Changing the learning environment should be based on best practices and meaningfully involve all members of our learning community.

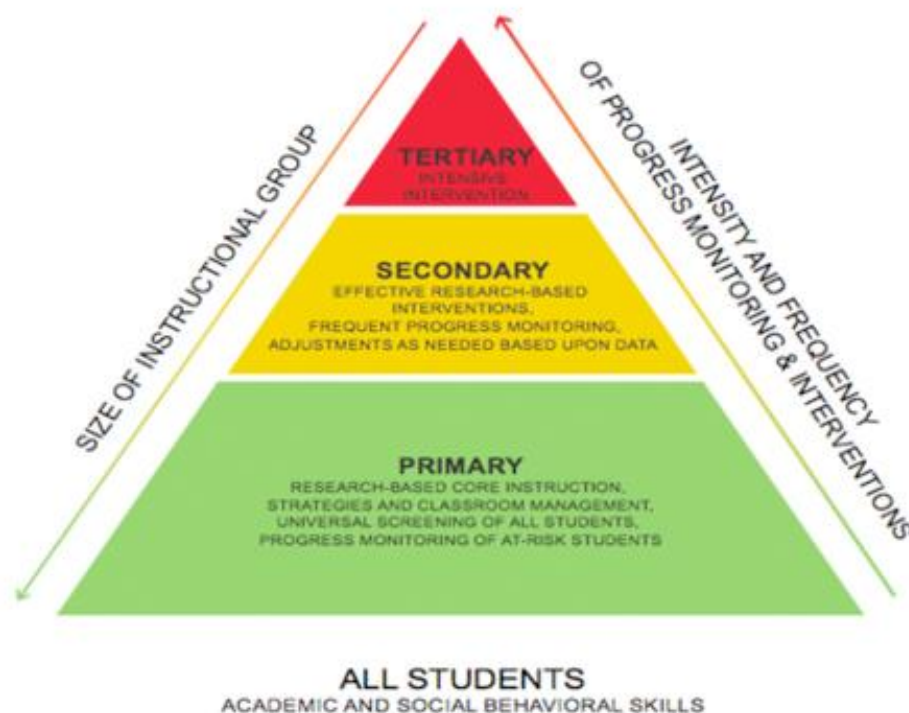
Glossary of Terms

Evidence: Learner-generated work that reflects progress toward proficiency on learning targets.

Formative Assessment: Activities, assignments, tasks, etc. given at regular intervals to students to inform instruction, monitor student progress, and provide feedback to help improve the student's performance.

NWEA: A computer-based assessment that is given to students in grades 3-6 every fall, winter and spring in English, Math and Language Usage used to measure student growth and proficiency. The data provided is used to inform instruction in the classroom and determine what instructional goals are priorities for our school. It is now used as the Maine State assessment.

Response to Intervention (RtI): Response to Intervention (RtI) is a multi-tier approach to identify and support students with additional learning and behavioral needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.



The triangle above is referred to as an RTI triangle. It does a nice job encapsulating the three tiered approach to intervention that RTI adopts for both academics and behavior. As you move up the triangle intensity and frequency of the interventions increases, and the group size decreases.

The Primary Tier is considered Tier I and consists of strategies that tend to work for roughly 80% of the population of students. These are basic instructional strategies, screenings, and classroom management that all teachers employ.

The Secondary Tier (Tier II) is where roughly 15% of students fall. You typically see frequent progress monitoring, behavior plans, and research based, small group interventions taking place. These strategies are adjusted if necessary depending on what the data collected from our progress monitoring conveys.

The Tertiary Tier (Tier III) is where roughly 5% of the student population will fall. These students often need more intense and more frequent interventions and are likely to be receiving these interventions individually or in very small groups.

Positive Behavioral Interventions and Supports (PBIS): is a framework for assisting school personnel in adopting behavioral interventions that will result in enhanced academic and social behavior outcomes for all students. It focuses on altering the triggers of behavior in order to reduce the likelihood that this behavior will not be repeated.

Professional Learning Community (PLC): An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Standard: Required skills and knowledge students must demonstrate proficiency in K-12. Determined by the State of Maine.

Standards-Based Grading: A 1- 4 rating scale that indicates a student's progress toward a specific Standard. A rating of 3 means the student meets the standard.

Summative Assessment: Activities, assignments, tasks, etc. that learners complete to demonstrate their knowledge in reaching a learning target.

[ATTENDANCE, ABSENCE, ARRIVAL & DISMISSAL](#)

ATTENDANCE / ABSENCE FROM SCHOOL

The Miller School staff believes that if students are to be successful at school, regular attendance is very important. We understand that a child must be absent due to illness or family emergencies and that scheduling doctor's appointments are sometimes beyond our control. However, please plan family vacations when school is not in session. In order to ensure our students' safety, we ask that you do the following if your child is absent:

1. Please call the office at 832-2103 between 8:00-9:30 a.m. on the day of the absence. If you foresee a prolonged absence (for example, a hospitalization) please contact the office as soon as possible.
2. In order to ensure the safety of your child, if we do not receive a call and your child is on the absence list, an automated message will be sent through Parent Square at 10:30.
3. If no phone contact is made, we ask that you send a note to the teacher explaining your child's absence within two school days of that absence.
4. If we receive no documentation of the absence it will be considered an unexcused absence.
5. A person's absence is excused when the absence is for the following reasons:
 - A. Personal illness;
 - B. An appointment with a health professional that must be made during the regular school day;
 - C. Observance of a recognized religious holiday when the observance is required during the regular school day;
 - D. A family emergency;
 - E. A planned absence for a personal or educational purpose that has been approved;
 - F. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development placement or some other out- of-district placement that is not otherwise authorized by either any individual education plan or a superintendents' student transfer agreement. "Education disruption" does not apply to a student who is out of school for 10 or

more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery

6. Make-up work: completion of make-up work is important to your child's success in school. Obtaining this work is the responsibility of the student. We appreciate your supervision of the completion and return of missed written assignments. It is important to recognize that many classroom activities cannot be made up (class discussions, science experiments, group work, and hands-on activities).

TRUANCY

A student is "truant" if he/she is required to attend school or alternative instruction under Maine compulsory attendance law (20-A MRSA - 5001-A) and he/she:

A. has completed grade 6 and has the equivalent of ten (10) full days of unexcused absences or seven (7) consecutive school days of unexcused absences during a school year; or

B. is at least five (5) years of age and has not completed grade 6 and has the equivalent of seven (7) full days of unexcused absences or five (5) consecutive school days of unexcused absences during a school year.

C. Is enrolled in a public day school, is at least five years of age and has not completed grade 6 and has the equivalent of seven (7) full days of unexcused absences or five (5) consecutive school days of unexcused absences during a school year.

As required by law, the following procedure shall be followed when a student is truant:

A. the Principal, upon determining that a student is truant, shall notify the Superintendent of the student's truancy within five (5) days of the last unexcused absence.

B. Within five (5) school days of notification, the Principal will refer the student who has been determined to be truant to a team consisting of administration, teacher, guidance and family members.

C. The team will meet to determine the cause of the truancy and assess the effect of the student's absences, as well as any future absences for the student. If it is determined that a negative effect exists, the team shall develop an intervention plan to address the student's absences and the negative effect of these absences.

For the full district policy on truancy go to: [Truancy Policy](#)

ARRIVAL and DISMISSAL

When dropping off your child for school, please be aware of others who may be walking from the parking lot into the building. The parking lot is a high traffic area before school and our number one goal is the safety of our students, so please go slowly and be extra cautious.

When picking up your child, please drive slowly on the campus and be aware of others who may be walking in the parking lot. Cell phones should not be used while in line to avoid distractions.

School begins at 8:45 a.m. Students who walk or are dropped off at school should arrive no earlier than 8:30 a.m. Children are tardy after 8:45 a.m. A note should be provided in advance if you know your child will be tardy.

Walkers will use the front door for arrival and dismissal. At dismissal, walkers will be called to the back door to meet an adult and escorted off school property.

To further safeguard our students and staff while they go about the business of learning, all exterior doors remain locked at all times. Visitors should ring the doorbell located to the right of the main entrance and the door will be opened by a staff member as soon as someone is available. The office may be contacted at 832-2103 if no one responds to the doorbell.

The regular school day ends at 3:15 p.m. Students are dismissed to parents/guardians at 3:10 p.m. before the buses are loaded. **Please allow your child to make the most of their class time by arranging any pick-up no earlier than the end of the school day; leaving early means missing out.**

Except for the parent(s)/guardian(s) or persons listed on the emergency sheet who will assume care of the child if a parent cannot be reached, children will not be released into the care of any other individual UNLESS the parent(s)/guardian(s) sends a note or telephones the school.

Please see [Policy JLIB Student Dismissal Precautions](#) for more information.

OFFICE HOURS

The school office is staffed daily from 7:30 a.m. to 4:30 p.m. while school is in session, as well as for one week prior to school opening and one week after closing. During summer vacation the office is staffed from 8:00 a.m. to 12:00 p.m. on Wednesdays only.

PARENT NOTIFICATIONS

The *Infinite Campus* Parent Portal is available to all parents and guardians and gives student information including attendance and newsletters. Please contact the office for more information regarding the IC Parent Portal.

ParentSquare

ParentSquare is RSU 40's communication platform for families. Through ParentSquare, parents/guardians will receive both emergency notifications (school cancellations and delays) and general information regarding events at schools. Parents/Guardians will also have the option to schedule parent/teacher conferences and sign permission forms through ParentSquare. Register your account by using the email address you have provided your school and download the Parentsquare app for iPhone or Android.

<https://www.parentsquare.com/signin>

More information may be found on [the technology page](#) of the district website.

REGISTRATION

Parents of new students or students transferring to Miller School must register [online](#). All pupils entering Maine schools for the first time must present birth certificates and proof of current immunization. **Students registering in RSU40 schools must also provide proof of residency when signing up.**

Children from the town of Waldoboro are eligible to attend our pre-kindergarten program if they are 4 years old by October 15 of the current school year. Our Pre-K program is a full time, five day a week program. Students are registered the previous spring and right up until the beginning of school; they all take part in individual screening appointments during the first week of school and begin attending school the second week of the school year.

Children from the town of Waldoboro are eligible to attend our kindergarten program if they will be 5 years old by October 15 of the current school year. Our K program is a five-day/week, full day program. Students are registered the previous spring and right up until the beginning of school; new students take part in individual screening appointments during the first week of school and all Kindergarten students begin attending school the second week of the school year.

STUDENT HEALTH AND SAFETY

BICYCLES

When students ride their bikes to and from school, parent(s)/guardian(s) may send one note that gives them permission to do so for the entire school year.

At the end of the school day, students will walk bicycles off the parking lot to the road before riding. This is to ensure that they are not traveling too fast when they encounter traffic on the road.

All students must wear helmets when riding bicycles. Students who arrive at school riding a bicycle without wearing a helmet will have to be picked up and can ride again once a helmet is available to that student.

BREAKFAST, LUNCH AND SNACK

During the 2023-2024 school year, breakfast and lunch will be free to all students.

Milk can be purchased for .50 cents to drink with a meal brought from home or for a second milk with school lunch.

Free or reduced lunch applications are processed at the beginning of the year or whenever there is a change in the financial status of the family. We are happy to help you complete these forms and all information is confidential. While all school meals are now free, information from these forms helps our school receive Federal funds used for special education programs, literacy interventions, family involvement funds, class size reduction teachers and much more.

A lunch/milk order form is part of the weekly school newsletter. Please fill this out and return it to school in the lunch envelopes provided.

Your child may bring a cold lunch and purchase milk or bring his/her own beverage. A choice of low-fat white or chocolate milk will be offered.

The menu is posted weekly in Friday's newsletter and sent home at the beginning of each month.

Snack: All classrooms provide a time during the day for snacks. **Healthy snacks are encouraged.** Gum, candy, and soda or other caffeinated drinks are not allowed. “Energy” drinks are also prohibited.

DRESSING FOR THE WEATHER/RECESS

Recess is designed to provide an active break for students. Each class has a daily recess. All children are expected to go outside for school recess except in rainy or very cold weather (10 degree wind chill or colder). Appropriate clothing for the changing seasons is recommended. See “Dress Code” section for more details.

Please label all outerwear including boots, shoes, hats and mittens with your child’s name. Winter coats are available for those students who need them; please call the office or the school counselor for assistance. Hats and mittens made by community volunteers are available.

EMERGENCY CONTACT INFORMATION

An emergency contact information sheet will be sent through Parent Square during the first week of school each year. Please complete it promptly. **Please notify the school office of any changes** of address, home, work, or cell phone numbers, or childcare, so that you or your designee may be reached quickly in case of emergency.

EMERGENCY RESPONSE PLAN / EVACUATION & LOCKDOWN DRILLS

Each school in the district has developed a comprehensive plan for most emergencies. Instruction regarding evacuation of the school building in case of a fire or other emergency is regularly provided. Evacuation drills are held regularly. At the beginning of the school year, they are announced and demonstrated to all students. Later they are held without notice. Lockdown drills are also held throughout the year. Every effort is made to help students realize the seriousness of unexpected problems while at school. **Such matters as warning signals, proper exits, and evacuation routines are carefully planned and are made known to the children.**

See [Policy EBC, Comprehensive Emergency Management Plan for more information.](#)

SCHOOL COUNSELING

Counseling in schools encompasses a wide variety of services. At the Miller School, the school counselor works with individual students, small groups and classrooms;

consults with teachers and parents; and serves as a resource. Students, parents, teachers and other school personnel may make referrals for services. Confidentiality is respected and emphasized in all counseling relationships. Individual counseling is a one-to-one interaction between a counselor and student to work on a problem or concern. School counselors are not intended to do regular long-term counseling with an individual student due to student/counselor ratios, time limits, and specifically-stated job descriptions.

During classroom or large group guidance, special units are developed and presented based on the RSU 40/ MSAD 40 guidance curriculum. Learning goals and instructional strategies are designed to assist with personal, social, career, and educational development for all students. Classroom guidance topics may include Peer Mediation, Conflict Resolution, Personal Safety and Body Rights, and Decision Making and Refusal Skills.

School counselors serve as referral agents to help students and their families receive assistance from other programs and services in the school system and from agencies and private therapists outside the school. Contact our school counselor if you are seeking more information concerning long-term services available in our area. We consider parents a vital part of a child's education so ***please contact our school counselor to discuss concerns about your child.***

SCHOOL INSURANCE

Student accident insurance can be purchased through the district for the school year. Look for the forms in the packet your child brings home during the first week of school. See the following link for more information. [LINK](#)

STUDENT HEALTH SERVICES

Dental Health

Fluoride Varnish

Thanks to the Dental Health Education Grant, the District Nurses will be able to offer the Fluoride Varnish program for **grades K through 6**. With your permission your child can get a free Fluoride Varnish treatment at school. Following are a few frequently asked questions about this program:

What is Fluoride Varnish?

Fluoride Varnish is a protective coating that is painted on teeth to help prevent new cavities and to help stop cavities that are already started.

Why do we recommend putting fluoride varnish on children's teeth?

Tooth decay is one of the most common preventable diseases seen in children. Cavities in teeth can cause pain and affect children's ability to eat, speak, sleep, and learn properly. Children do not lose all their baby teeth until they are 12 to 13 years old.

Is Fluoride Varnish safe?

Yes, Fluoride Varnish can be used on babies from the time they get their first teeth. Only a small amount of Fluoride is used. This method has been used in Europe for more than 30 years. Fluoride Varnish is approved by the Food and Drug Administration (FDA) and is endorsed by the American Dental Association.

How is it put on the teeth?

The Fluoride Varnish is applied to the teeth, by a health professional, using a small disposable brush. It is quick and easy to apply and does not have a bad taste. There is no pain when applying the Fluoride Varnish. Your child will be able to eat right after this treatment.

How long does the Fluoride Varnish last?

The effects of Fluoride Varnish will last up to several months. The Fluoride Varnish will be applied to your child's teeth 2x a year.

Tooth Protectors Program

Students have the opportunity to receive the services of Tooth Protectors. Tooth Protectors are able to offer the full services of a dental hygienist at the school and accept most dental or health insurances. Permission slips will be sent home and are available by calling the school office.

Guidelines For When To Keep Your Child Home

If you question whether your child is well enough to go to school, the following guidelines may be helpful:

Vomiting, diarrhea: A child with these conditions should be kept at home until symptoms have resolved for 12 hours and the child is able to keep down food and liquid. Consult your doctor if fever and stomach pains persist or your child appears dehydrated.

Cold, sore throat, cough: Children average six to eight colds per year. If cold and cough symptoms are associated with a fever or they do not readily improve, call your doctor. Your child may attend school if there is no fever.

Red eyes: When the white part of the eye appears red and produces a yellow or green crusty discharge, call your doctor during office hours. Your child may have conjunctivitis, a common condition that may be a contagious infection. Your child may need an eye ointment, and may attend school after 24 hours of treatment.

Fever: Your child may attend school with a temperature less than 100 degrees F. A student must be fever free without the use of medication for 24 hours before returning to school.

Rash: A rash is usually a sign of a viral illness. It also may be a reaction to a medication or chemical. If your child has an unusual rash or it is associated with a fever, contact your doctor. Keep your child home until you have discussed the rash with your doctor.

If a student attends school with any of the above symptoms, school personnel may call a parent/guardian and ask that the child be taken out of school. ***Parents/guardians are asked to furnish the school with the name, address, and telephone number of two people the school may contact in an emergency if parents/guardians cannot be reached.***

After an illness, please do not request that your child remain indoors during recess periods, except for rare instances. ***When a child is well enough to come to school, he/she should be able to participate in all regular school activities, unless a physician's note restricts activity, such as physical education.***

Hearing and Vision Screenings

The school nurse performs hearing and vision screenings annually at various grade levels. ***Parents are notified of any suspected problems.*** Please note that these tests are for screening purposes and do not take the place of a professional hearing or vision exam by a doctor. If your child is referred for further vision or hearing testing, or if a problem is found during a physical examination, please convey any physician recommendations to your child's teacher and school nurse

Medication

Medication is defined to mean ***both prescription and non-prescription items.*** Medication should not be administered during school hours if it is possible to achieve the desired effect by home administration before or after school hours. Medication must be part of a physician-established medical plan of care.

In the event that your child needs medication administered during the school day, ***the “Authorization for Medications to be Taken During School Hours” form must be completed by the child's physician*** as well as the parent/guardian. All medication will be kept in a locked area in the school office and administered by trained school personnel.

Medication must be in the original container and clearly labeled with:

1. Name of the student
2. Name of the medication
3. Name of the physician
4. Dosage
5. Date of original prescription and instructions for administration

Parent/guardian responsibilities:

1. Instruct the child to self-administer his/her own medication under supervision if appropriate;

2. Provide the appropriate number of doses of medication;

3. Provide a written order that has been obtained from the student's physician, including:

- A. student's name
- B. name of medication
- C. dosage amount and when it is to be given
- D. date prescribed; date of expiration
- E. doctor's name
- F. possible acute side effects
- G. signature of parent or guardian granting permission for trained school personnel to administer medication

Collaborative Agreement for Administration of Epinephrine

In accordance with Maine state law, Title 20-A §6305, and RSU 40 Policy JLCD, RSU 40 School Health Services has entered into a collaborative agreement, Administration of an Epinephrine Auto-Injector, with Kevin Davey, M.D. This document provides that in the event a child develops an acute allergic reaction, which was previously unknown, a trained unlicensed staff member may administer Epinephrine. See below the collaborative agreement and the RSU 40 Protocol for the Treatment of Acute Allergic Reaction that will be followed in identifying an acute allergic reaction and the administration of Epinephrine. This Collaborative Agreement was reviewed and approved by the RSU 40 Medical Advisory Board.

Collaborative Agreement: Administration of an Epinephrine Auto-Injector

As per Maine state law, Title 20-A §6305, RSU 40 and Dr. Kevin Davey will enter into a Collaborative Agreement regarding the administration of an Epinephrine auto-injector in the event of an anaphylactic episode in an RSU 40 student. Following are the guidelines that this agreement allows:

RSU 40 District School Nurses May:

Administer an Epinephrine auto-injector to a child who has never been diagnosed with having an anaphylactic allergy however is demonstrating the symptoms of such. Using nursing judgment, the district nurses may administer stock Epinephrine, utilizing correct dose/body weight.

RSU 40 Unlicensed Staff Member Who Has Been Trained By District Nurses May:

Administer an Epinephrine auto-injector to a child with a known reaction who is experiencing the symptoms of anaphylaxis. The staff member will rely on the child's medical order from the child's physician as well as use the auto-injector supplied by the child's family.

Administer an Epinephrine auto-injector to a child who has never been diagnosed with having an anaphylactic allergy however is demonstrating the symptoms of such, as outlined in the training provided by the district nurses. The staff member will use stock Epinephrine utilizing correct dose/body weight.

- This Collaborative Agreement is only effective on RSU 40 school campuses and during the normal school hours.
- An ambulance will always be called in the event of an anaphylactic reaction, as per RSU 40 district protocol.
- The RSU 40 Anaphylaxis Management Plan, including this Collaborative Agreement, will be posted on the RSU 40 Website as well as in each Student Handbook.
- This protocol is applicable for one year at which time it will be reviewed and, if necessary, modified for the proceeding school year.

Kevin Davey, MD

Steve Nolan, RSU 40 Superintendent

Karen Brackett, RSU 40 Director of Special Services

Approved by:

Linda Jacoby, RN, RSU 40 District Nurse

Sandra Lufkin, RN, RSU 40 District Nurse

Sherri M. Vail, RN, RSU 40 District Nurse

Date

4-3-18

RSU 40
PROTOCOL FOR THE TREATMENT OF ACUTE ALLERGIC REACTION
WITH PRESCRIBED EPIPEN/AUVI-Q

Symptoms:

May include some or all of the below. Symptoms will worsen as the allergic reaction progresses.

LUNG	Short of Breath, wheezing, repetitive cough
CIRCULATION	Pale, blue, faint, weak pulse, dizzy
THROAT	Hoarse, trouble breathing/swallowing/talking
MOUTH	Significant swelling of the tongue and/or lips
SKIN	Hives over body, widespread redness
GUT	Repetitive vomiting or severe diarrhea, abdominal pain
OTHER	Feeling something bad is about to happen, anxiety, confusion
OR A COMBINATION of mild or severe symptoms from different body areas	

Emergency Response:

Nearest adult to stay with student-stay calm and reassure them.

Notify office immediately of medical emergency: "Epipen needed for _____ in room _____".

*An Epipen/Auvi-q may be administered if there is a doctor's order and parent permission to do so.

The office staff will:

- Call 911.
- Send Epipen/Auvi-q with a trained staff member(s) to emergency scene.
- Alert building administrator of medical emergency.
- Ensure ambulance access.
- Call parent.
- Print emergency sheet information for the ambulance.

A trained staff member will:

- Administer the child's prescribed Epipen/Auvi-q and note the time.
- Have student sit/lie quietly.
- Monitor for pulse and respirations.
- Transport via ambulance and send Epipen/Auvi-q with EMS personnel.

Additional staff will:

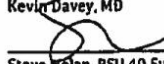
- Escort students away from scene of emergency.
- Reassure students.

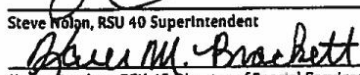
Complete Medical Incident Report

* A physician's ordered protocol will always supersede RSU 40 Protocol.

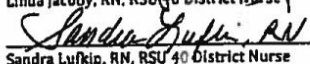
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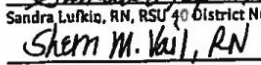

 Kevin Davey, MD


 Steve Nolan, RSU 40 Superintendent


 Karen Brackett, RSU 40 Director of Special Services


 Linda Jacoby, RN, RSU 40 District Nurse


 Sandra Lufkio, RN, RSU 40 District Nurse


 Sherri Vail, RN, RSU 40 District Nurse

Date

4-3-18

Revised 4-2018

Insect Repellent and Sunscreen

Both of these products contain chemical compounds that may be unsafe for children, we need to be very careful that neither one of them is available to students without adult supervision while at school.

- Preferably, ensure that your child is protected from the sun's rays or insects by applying a long-acting product prior to arriving at school. This is particularly important on days of field trips or Field Day.
- To ensure that products such as these with warnings to "Keep out of the reach of children" are not available on the bus or at school, please do not allow them to be carried by students.
- If your child is particularly susceptible or has a medical need for sun or bite protection, contact the health office to make arrangements for leaving sunscreen or insect repellent (in its original container, labeled with your child's name) in the Health Office. This product may then be left in the Health Office, accompanied by a written permission from the student's parent/guardian.

Record Keeping Of Student Health Records

A confidential health record will be maintained on each student so that an ongoing history of each student's health may be available to those staff members who are directly involved with the student. Significant health problems, as well as any condition which might affect the student in school, will be noted. These records are kept in the RSU 40 District Health Office. Health staff may be reached at 832-8109. ***Please be sure to notify the school in the event that there are changes in your child's health.***

ACADEMIC PROGRAMS

EXPECTATIONS

Academic programs, supports, and instruction at Miller School are all developed to help students meet the Maine Learning Results and Common Core State Standards. It is our expectation that students meet the standards set by RSU/MSAD #40. Standards and the benchmark measures of student performance in relation to those standards are set to reflect all students' progress towards meeting the standards. Interventions are provided for students having difficulty meeting those standards. ***The support of parents is essential in ensuring that students succeed.***

“SPECIAL” SUBJECTS

Our “special” subjects are a regular part of the school curriculum and students are expected to participate. These programs provide opportunities to attain specialized skills, develop special knowledge, and learn lifetime activities in physical education and the arts..

ART -

Students receive classroom art instruction weekly. Paint shirts/smocks are used for art class.

MUSIC -

Students receive classroom music instruction weekly. Recorders are included as part of the grade 4 music curriculum. Chorus and instrumental music (Band) are offered for students in grades 5 and 6.

PHYSICAL EDUCATION -

Physical Education classes are held weekly. When the weather is good, classes may be held outdoors. *Please send your child to school prepared to be either indoors or out in “play” clothes that don’t mind grass stains or a little dirt. Sneakers are important!* They provide comfort, traction, and safety and do not mark up the gym floor. A student must have a note from their doctor to be excused from physical education classes.

HEALTH-

Health classes are held weekly in the classroom or outdoors.

WORLD LANGUAGE-

World Language classes are held weekly in the classroom.

FIELD TRIPS

Field trips enrich the curriculum and are like any other day of school. Some activities are in town and students will walk to them; other trips require bus transportation. Students must have a signed permission slip to participate in a field trip. Students without parent/guardian permission will remain at school and continue with academic work.

Any parent wishing to chaperone a field trip must complete a volunteer application and be on the approved volunteer list.

Please understand that there is a liability when going on field trips. Students who demonstrate certain unsafe behaviors while at school may be asked to have a parent accompany them in order to participate on a field trip. For those students who require parent/guardian supervision, should the parent/guardian not be able or willing to attend the trip the student(s) will remain at school with an alternative activity provided.

STUDENT SUPPORTS

Technology Use in the Elementary Schools

Computers are available for use in the classroom when appropriate for instruction. The district recognizes the need to partner with families to inform and educate students on the appropriate use of technology; including the topics of online safety, privacy, and cyber-bullying. Students receive information on technology use at school and the district provides Internet content filtering, in accordance with federal law, for students while accessing the school's network.

School staff will supervise student use of computers in the classroom but be aware that no filtering is fool-proof and supervision may not prevent all instances of inappropriate use or access to objectionable content. Please talk to your child about the appropriate use of technology. A good resource for families is www.common sense media.org.

Parents should familiarize themselves with the district policies on technology use that are posted on our [website](#).

LIBRARY/MEDIA CENTER

The library is accessible to all grade levels, using the “open library” concept and “flexible scheduling”. This allows entire classrooms, groups of students, or individual students to use the library for projects, research, or choosing a book to read for enjoyment. Books or magazines may be borrowed for one week at a time.

GOOGLE APPS FOR EDUCATION

RSU 40 creates student's accounts in G Suite for Education Core Services to be used for educational purposes. The Google Core Services include Google docs, Google sheets (spreadsheets), Google Slides (presentation software), and Google Forms. At the high school, students also have access to Google Education Mail. Google Education Core Services do not require parental permission as RSU 40 provides consent for Core Services on parents' behalf under the district's [G Suite for Education Agreement](#) and [Data Processing Amendment](#). The [G Suite for Education Privacy Notice](#) describes how Google collects and uses information with G Suite for Education accounts. As stated in this Privacy Notice, for G Suite for Education users in Primary/Secondary (K-12) schools, Google does not use any user personal information (or any information associated with a Google Account) to target ads. Google Additional Services (those outside of the Google Education Core Services) require consent for minor users: G Suite for Education requires in its [agreement](#) (section 2.5) that schools obtain parent or guardian consent for any [Additional Services](#) they allow students under the age of 18 to use. Most Additional Services are governed by the [Google Terms of Service](#) and [Privacy Policy](#), and some Additional Services also have service-specific terms. Please see this [Core and Additional services comparison chart](#). There are times when teachers want their students to access selected Additional Services for educational purposes and for that, we will provide a permission form through ParentSquare, seeking parent/guardian permission for students to access the following Additional Services: YouTube, Google Maps, Google Books, Google Bookmarks, Google Earth, Google Photos, Science Journal, and Google Cloud Print.

Please refer to the RSU/MSAD #40 [website for technology usage policies](#).

STUDENT RECOGNITION

We feel it is very important to recognize students who excel in our school. Some awards that are presented to students throughout the year include (but are not limited to):

- Excellence in meeting target growth on the Maine Through Year Assessment in math and reading
- Meeting State Achievement Standards on the Maine Through Year Assessment in math and reading
- Medomak Valley Education Association (given to the two most improved students in each class in grades 4 and 6)
- Promotion (all sixth graders who have completed district requirements receive a special "certificate of promotion" award)

PBIS Advanced Tier Team

The Advanced Tier Team is a diverse group of school personnel committed to offering support, recommending alternatives and facilitating resources for students who are encountering difficulties with academics and/or behavior in school. The purpose of the team is to assist concerned school staff members and parents of referred students to find effective interventions to promote a successful and positive school experience.

SECTION 504 ELIGIBILITY & SERVICES

Section 504 of the Rehabilitation Act of 1973 ("Section 504) prohibits discrimination against persons with a disability in any program or activity receiving federal financial assistance. Public schools have specific responsibilities under the Act, including the responsibility to identify, evaluate and, if the child is determined to be eligible under Section 504, to provide access to a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to any accommodations and/or related aids or services necessary for an identified child with a disability to benefit from his or her educational program.

Each building in the District has a designated Building Coordinator for Section 504. Any questions about Section 504 referral, eligibility or services can be referred to the Building Coordinator. RSU 40 has a Section 504 handbook that is a resource for students, parents and school district staff regarding the requirements of Section 504 as they relate to students available upon request to the Building Coordinator.

SPECIAL EDUCATION - INDIVIDUALIZED EDUCATION PROGRAMS

The Individualized Education Program team (IEP team) is a committee that is made up of your child's teacher, a building administrator, a special education teacher, parents and other specialists as needed.

The responsibilities of the IEP team are to **determine eligibility** for students to receive special education services due to a disability that interferes with the child's learning, **develop appropriate individual education programs** for students with special needs, and **monitor each child's special education progress**.

Individuals, ages 5-22 years, who have a disability impacting their ability to access their education are eligible for special education services. Disability categories include:

- ~ autism
- ~ deaf-blindness
- ~ deafness
- ~ developmental delay (kindergarten)
- ~ emotional disturbance
- ~ hearing impairment
- ~ intellectual disability
- ~ multiple disabilities
- ~ other health impairments
- ~ orthopedic impairment
- ~ speech/language impairment
- ~ specific learning disability
- ~ traumatic brain injury
- ~ visual impairment (including blindness)

If you have any questions about special education services, please call the Miller School or Karen Brackett, Director of Special Services, at 785-2277 ext. 227.

COMMUNICATION

CONFERENCES AND APPOINTMENTS WITH TEACHERS

Families are encouraged to discuss their child's progress with teachers throughout the year. However, discussions with teachers need to coincide with their preparation and planning schedules. This time is typically one half hour before and after school. ***Please call the school (832-2103) to schedule a mutually convenient time.***

Scheduled conferences are held in the fall for all grades. You are encouraged to make every effort to attend. While progress reports give valuable information in summary form, they can never take the place of personal contact with your child's teacher. Only in a conference situation can the many aspects of your child's educational development and growth be fully explained and discussed between the people who know the child best, the parents/guardians and the teacher. Conferences at other times during the school year may be scheduled individually with your child's teacher.

INFINITE CAMPUS

Parents can access the school's attendance records via the Internet. ***Please call the school office at 832-2103 if you would like a password to access your child's information.***

NEWSLETTER

A school newsletter will be sent through ParentSquare at the end of each week. This newsletter is also posted on the school website: <https://rsu40.org/miller/newsletter/> You can request a paper copy of the newsletter by contacting the school office. You can also find information about upcoming events on our Facebook page if that is more convenient: <https://www.facebook.com/millerschoolwaldoboro/>.

NOTES

Notes and phone calls to the school are necessary to keep your children safe and accounted for between home and school.

A note or a phone call is required when changes are made in plans for a child's dismissal or bus drop off. Please do not contact your child's bus driver or teacher directly; ***all changes must go through the school.*** A note can be sent to the child's teacher who will send it to the office. If plans change during the day, please contact the school office **prior to 2:00 p.m.**

NO SCHOOL ANNOUNCEMENTS

Seven storm days are built into the academic calendar. In case of bad weather or other emergencies, a "no school decision" will be made as early as possible by the superintendent, usually by 5:30 a.m. The announcement will be made through Parent Square, on the district's website <https://rsu40.org/> and over the following radio and television stations:

<u>Television</u>	<u>Radio</u>	<u>Internet</u>
WCSH- Channel 6	WGAN (Portland) 560 AM	wmtw.com
WMTW- Channel 8	WBLM (Portland) 102.9 FM	mainetoday.com

WGME-Channel 13	WRKD (Rockland) 1450 AM	wgme.com
WLBZ- Channel 2	WQSS (Camden) 102.5 F	knox.villagesoup.com
Channel 7 -FOX22		wssh6.com

If for emergency reasons schools are dismissed earlier than the regular closing time, announcements will be made through ParentSquare and on the above-mentioned stations and channels. ***Please make sure emergency contacts and early release plans are updated through the office.***

PARTY INVITATIONS

Party invitations may not be distributed in school unless every child in the class is included. Parents wishing to send a special snack for a child's birthday or other occasion should make arrangements with the classroom teacher prior to that day, as special dietary requirements may exist.

USE OF FACILITIES

The Miller School is available for community use. Guidelines and costs for using these facilities may be obtained on [the district website](#). Proof of insurance, with RSU40 listed as additional insured, is required for facilities use.

[VOLUNTEERS, PARENTS, & GUESTS](#)

We welcome volunteers! If you can spare some time, and are interested in working in the school, we encourage you to volunteer. Children enjoy seeing their families and other caring adults at school. Anyone wishing to volunteer should contact the office or make arrangements with the teacher. ***Volunteers must complete an application available [online](#).*** To ensure student safety, volunteers and chaperones must pass a State Bureau of Investigation background check. ***We ask that you call if you are unable to keep a commitment.*** [Volunteer Application](#)

Smoking and vaping in the school building or anywhere on school grounds is prohibited. We also ask that you refrain from using your cell phones, including

texting, while chaperoning or volunteering, as it distracts from the learning at hand and takes the focus off the students that you are supervising.

All volunteers and visitors must sign in at the office and wear a volunteer/visitor tag before entering the classrooms. We do not allow volunteers to bring other children with them into the classrooms. Please make arrangements accordingly.

REPORT CARDS

Report cards in grades K-6 are issued three times a year. Families concerned about student progress are encouraged to contact their child's classroom teacher, following the procedure in "[Conferences and Appointments With Teachers.](#)"

Grades PK through 6 will use standards-based report cards. Please see your child's teacher or an administrator if you have any questions.

The following indicators are used to signify student achievement levels:

4 = the student's mastery has gone above and beyond the standard.

3 = the student has met the standard.

2 = the student is working to master the standard.

1 = the standard has just been introduced or the student is behind teacher pace.

Please note that there is NO connection between a 1, 2, 3, 4 and an A, B, C, D and F. These are simply an indicator of a student's progress towards proficiency on a standard. They detail progress towards proficiency on each standard a student is working on so that you as parents know exactly what your child is learning.

It is important to understand that each child learns differently and at different paces. Getting a 1 or 2 on a standard does not indicate "failure" and we encourage parents to NOT punish students for scores on a report card. If a child is exhibiting behavior in a classroom that is of concern, the teacher will be in contact with you.

SCHOOL PICTURES

School pictures are taken each fall. Notices will be sent home at least one week prior to the photography sessions. Retakes are available for those who are absent or displeased with their pictures.

TEXTBOOKS AND SUPPLIES

In accordance with State Law, all textbooks are to be supplied at the expense of the school district. These books are the property of RSU/MSAD 40 and are loaned to the students. When students lose, destroy, or unnecessarily damage any school books, school equipment, or school property, parents are responsible and shall be asked by the principal or superintendent to make proper adjustments. Students are encouraged to supply pencils, crayons, pens, markers, notebook, and other school items. The teacher will inform the parent of any specific supplies they may be encouraged to buy. **For those who may have difficulty purchasing supplies, there are some available from the office.**

STUDENT EDUCATION RECORDS/FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Upon request, any parent of a child attending public school has the following rights concerning his/her child's education records. Students who have attained 18 years of age also have the same rights regarding their school records. These rights include the right:

1. To receive a list of the types and locations of educational records kept on your child.
2. To inspect and review any of your child's records.
3. To receive copies of the records for which the school may charge a minimal duplication fee.
4. To have someone at your child's school explain or interpret any item in your child's records that you do not understand.
5. To have a person of your choosing inspect and review the records.
6. To ask for an amendment of any record on the grounds that it is inaccurate, misleading, or violates privacy rights.
7. To request a hearing on the issue if the school refuses to amend the child's record.

Further information concerning your rights and a copy of district [Policy JRA-R](#) may be obtained on the RSU40 website.

It is the responsibility of RSU 40/ MSAD 40 to protect the rights of all students.

School staff members sometimes face a dilemma between their responsibilities to assure the safety of students and their desires to respect the rights of parents. In situations involving divorce or estranged parents, both parents will be given the following opportunities, until or unless an official court order is received by the school which limits access by one or both parents:

1. view the child's school reports

2. receive school progress reports
3. participate in parent-teacher conferences
4. receive notices and newsletters of school activities;

Only a legal document (e.g. final divorce decree which includes specific denial of visitation rights or a restraining order denying visiting rights) can prevent a parent from participating in the activities above. ***It is the responsibility of the custodial parent to notify the school principal of any restrictions on school-related rights and to provide a certified copy of any legal action.***

For the school's purposes, the parent who resides with the child is considered the resident parent. In situations where the divorce decree grants joint custody, if the student resides with one parent during the school week, that parent shall be considered the resident parent for purposes of this policy.

Only the resident parent has the right to visit a student at school or remove the student from school property, unless a noncustodial parent has the permission of the resident parent. If a question arises as to who is the parent in residence, the school principal will require a copy of legal paperwork from the parent attesting to custody.

Further information concerning your rights and a copy of the school policy may be obtained by contacting the building principal and may be viewed online at [Policy JRA-R](#) and [Policy JLJB](#).

STUDENT INTERNET ACCEPTABLE USE PROCEDURES

Technology equipment is provided for student use to meet learning objectives. The use of technology with students creates many opportunities for learning and responsible use is an important part of that learning. The students receive information on technology use at school and the district provides Internet content filtering, in accordance to federal law, for students while accessing the school network. The district recognizes the need to partner with families to inform and educate students on topics of online safety, privacy, time management skills, and cyber-bullying. On the technology page of the district website, (<http://www.msad40.org/technology/>) families will find the following information that they are expected to review with their student:

- [Student Use Expectations](#)
- District policies on technology use
- Student data privacy and digital citizenship information

Equipment available for student-supervised use includes macbook air laptops, chromebooks, ipads and Samsung tablets.

Personal computing devices are not allowed in school.

In circumstances where a student violates a school or district policy, access to a device may be restricted.

Damage to a device beyond normal use or loss of the device, is covered in the District policy on damage. (UPDATE needed)

STUDENT PLACEMENT

During the placement process each spring, teachers work together to combine children into classrooms that will promote a positive learning environment. The following procedure has been developed to facilitate this process.

Procedures for Student Placement

1. Parents may provide input in the spring about their child's educational/social strengths and needs which will be considered by teachers and administration when developing class lists.
2. Parent input may not include a request for a particular teacher. It may, however, include a request for a classroom in which particular educational needs can be met.
3. Grade level teams and other school staff meet to create full classes for the next year.
4. All class lists are forwarded to administration who assign each class to a given teacher.
5. Parent appeals are limited to their own prior experience with the assigned teacher. However, any parents with concerns are always encouraged to contact the principal.
6. For valid educational reasons, the parent(s), teacher or administrators may request a change in placement through the administration.

STUDENT BEHAVIOR AND DISCIPLINE

Rules and policies around student behavior and discipline apply to any student who is on school property, who is in attendance at school, or at any school-sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

Staff will address behavior conflicts when they occur. When children break the rules of their school community, least restrictive, logical consequences are used. Inappropriate behaviors are addressed by district policies, which can be found on the [RSU/MSAD 40 web site](#) under the Student section.

As always, we encourage you to talk with your child's teacher when a question or concern arises. Teachers and administrators will refer to the Miller School Procedures for Responding to Behaviors ([Appendix A](#)), to determine consequences for inappropriate behavior. Parents/guardians are also strongly encouraged to review the [District Code of Conduct](#) with their child(ren).

BEHAVIOR EXPECTATIONS

Miller School Values

- 1. Treat others the way you want to be treated.*
- 2. Keep things neater or better than you found them.*
- 3. Do your best.*
- 4. Be safe.*

Expectations are how we expect members of the school community to behave. They help us to create a structure that serves as the backbone for learning. Students have the right to be in school and with that right comes the responsibility to respect the rights of those around them. Each classroom at the Miller School has both rules and consequences which are discussed at the beginning of school and reviewed throughout the year.

Our goal is to teach students to accept logical consequences for their actions, providing them with time to evaluate their behavior and become actively involved in finding alternative solutions to problems.

Using logical and realistic consequences is most effective because:

- students know in advance what will happen if they choose to act responsibly or irresponsibly.
- students learn that they have positive power in their lives.
- students learn to take responsibility for their mistakes and poor choices.
- children who learn how to face their problems constructively build lifelong skills along with increased self-esteem.

Our students are generally well behaved. Unfortunately, there are times when a student may make a poor choice. In such a case, the classroom procedures are implemented.

The principal reserves the right to suspend any student at their discretion for serious and/or unsafe behavior.

BULLYING POLICY

The state of Maine passed a law in 2012 which expands the obligations of schools to address bullying and cyber-bullying that impacts students in school. This law includes a detailed definition of bullying, mandates the adoption of detailed anti-bullying policies, requires that all incidents of bullying be addressed, and requires the training of all staff in the best approaches to implement the law (Drummond Woodsum Conference, 2012.)

A copy of RSU/MSAD 40's Policies JICK and JICK-R: can be found at [Bullying and Cyberbullying in Schools](#) and [Bullying and Cyberbullying in Schools Procedure](#)

BUS RULES

The bus schedule will be printed in the newspaper prior to the opening of school.

Call the district's Director of Transportation, at 832-4841 with any questions about your child's transportation.

Bus safety is of the utmost importance. Parents are requested to instruct their children in the proper ways of riding on a bus. Please see School Board Policy [JICC](#) regarding rules and regulations for students transported on a school bus.

It is impossible for a bus driver to discipline and drive the bus at the same time. We are all interested in your child's safety and the safety of all children. To further assure the safety of students, parents are requested to observe the following:

1. A note must be sent by the parent/guardians, or a phone call received, if the child is NOT going home on the regular bus. Otherwise, the child will board the bus as usual. Blanket permission for a certain afternoon each week is allowable, but written instructions from the parents must be complete and specific. This note will be checked by the office staff and the bus driver notified.
2. Children are to be unloaded from the bus at their regular stop only unless the parent has made other arrangements and the school and bus driver have been notified.
3. Children riding the bus to school are to be ready at the proper stop in the morning.

4. No child is to be released from the bus into the custody of anyone, without the parent's and driver's consent. If you wish to meet your child at school, please call the school office by 2:00 pm.
5. Bus drivers are responsible for discipline on the bus. Misconduct on the bus may lead to loss of bus riding privileges. Parents will be notified in writing and/or a phone call about warnings and loss of riding privileges.

CAFETERIA RULES

Students are expected to follow the Miller School Cafeteria Rules while at lunch. These will be taught by classroom teachers and reinforced by lunchroom duty personnel. The following rules apply in the cafeteria:

Cafeteria

Miller School Behavior Expectations

Use good table manners

Say please and thank you

Use peaceful voice

Pick up and put away trash

Keep the floor and table clean for the next group

Keep food in your space

Focus on eating

Raise your hand if you need help

Stay in your seat

Listen to adults

Walk

Follow traffic patterns

Keep hands and feet to yourself

Eat your food only

DRESS CODE

In [Policy JICA](#), the RSU 40 Board recognizes that responsibility for the dress and appearance of students rests with individual students and their parent(s)/guardian(s). The Board will not interfere with this right unless the personal choices of students create a disruptive influence on the school program or affect the health or safety of others. Students are encouraged to use sound judgment and reflect respect for themselves and others in dress and grooming. Student dress may not interfere with education or the school atmosphere in any way.

School administrators or teachers may require special clothing for health and safety reasons for students participating in physical education, certain extracurricular activities, work with or around machines, or other activities. However, no particular brand may be required.

Hats/Head Coverings-

- “Head coverings will be allowed as long as they do not interfere with learning or safety. They must be removed during the Pledge of Allegiance and for other special occasions as directed by an adult.”

ELECTRONICS AND TOYS

Children are urged to leave all toys and electronics at home as the school cannot be responsible if they are lost, stolen, or broken; this includes trading cards and collectibles of any kind. Cell phones, eBooks, computers and other ***electronic devices should be left at home. If they must be brought to school they are to be turned off and out of sight during the school day*** unless under the direct supervision of an adult. The school will not be responsible for the safety of these items. Any toys and electronic equipment used in violation of this policy will be held in the office until they can be picked up by a parent/guardian.

Video and Audio Recording

In this era of technology there are ever increasing uses of video and audio recordings in our schools. Video and audio may be used to document and demonstrate student learning. The district website or teacher's website may at times provide access to forms of documentation of student learning.

In some instances parents may wish to exclude any video or audio of their child appearing on websites. A release form is provided electronically. If parents do not complete this permission form, their child will not appear in any audio or video releases.

Unauthorized recording of teachers and other students is strictly prohibited. Students recording without permission will be subject to disciplinary action.

HARASSMENT OF STUDENTS

RSU40/MSAD 40 is committed to providing students with an environment that is free of harassment due to race,(including traits associated with race involving hair texture, Afro hairstyles and protective hairstyles such as braids, twists and locks), color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability are prohibited. The district prohibits verbal abuse, physical abuse, rude gestures, or any type of behavior that would put a student in danger.

Sexual Harassment/Civil Rights Violations

State and federal laws prohibit sexual harassment. Examples of sexual harassment include:

Sexual Harassment:

- * Unwelcome sexual advances, gestures, comments, or contact
- * Offensive sexual jokes
- * Sexual threats

Civil Rights Violations:

- * Ridicule, slurs, derogatory action, or remarks due to race,(including traits associated with race involving hair texture, Afro hairstyles and protective hairstyles such as braids, twists and locks), color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability are prohibited.

Reporting Harassment

Any student who feels that he or she has been subjected to sexual harassment or any other harassment should report the incident to a teacher, principal, school counselor, or to the district affirmative action officer. Each incident shall be carefully investigated in a timely manner. Students also have the right to report incidents of harassment to the Maine Human Rights Commission, State House Station 51, Augusta, Maine 04333. Telephone: (207) 289-2326.

Any student found to have harassed another person will be subject to disciplinary action. The complete policy can be found on the RSU/MSAD 40 web site. District Policy [JICK](#): Bullying and [AC](#): Harassment.

PHYSICAL AGGRESSION

Any student who fights or is physically aggressive may receive an in-school suspension or out of school suspension for up to 10 days. While every incident of aggression is investigated regardless of grade level, children in grades K-3 may receive a less severe consequence. Parents will be notified in either case. Please refer to the Miller School Procedures for Responding to Behaviors and the District Code of Conduct policy for more information.

PLAYGROUND USE

The Miller School playground is used for a daily recess time for each grade level when weather permits. Supervision is provided. The purpose of an outdoor recess is to provide children with an opportunity to play games that require gross motor skills while having a fun outlet for energy. It is also a social time when children can play with children who are in different classrooms. In addition to regularly scheduled recess times, teachers often plan additional outdoor activities with their individual classes.

The playground is also used as a “classroom” by the physical education teacher when weather permits. **To ensure student safety during all these activities, access to the back of the school is prohibited from 8:00 - 4:00 when school is in session.**

Playground

Miller School Behavior Expectations

Use kind words

Include others

Take turns

Bring in what you take out

Let adult know about trash

Put equipment in designated areas

Be a good sport

Share equipment

Respond to line-up signal

Line up quickly and quietly

Stay in approved areas

Use equipment for intended purpose

Safely tag or touch

Let adult know about problems

SUSPENSIONS

There are situations when a student must be suspended from the classroom. A suspension will be determined by the administration and may constitute an ***“in-school” suspension*** in which the student would spend the day in another classroom with work provided by the regular teacher or an ***“out-of-school” suspension*** in which the student may not attend school for up to 10 days. During an out-of-school suspension, schoolwork may be provided and must be made up upon return to school. ***A meeting between the parent and an administrator may be required*** before the student reenters the classroom when an out of school suspension has occurred.

THREATS FROM STUDENTS

Reasonable precautions are taken to ensure the safety of students and staff at Miller School. Any person who makes a credible threat against the school or threatens the safety of school personnel will be reported to local law enforcement officials. ***Students who threaten school safety or the life of other students or school personnel may be suspended from school*** for up to 10 days.

Parents are asked to discuss the seriousness of such threats with their children.

It is unfortunate that such precautions are necessary, but with the nature of school violence increasing in severity our school community cannot be exposed to such risk. Please be sure to tell your child to avoid threatening statements because the consequences are grave and costly. ***The district Code of Conduct policy contains more information on this topic.***

These rules apply to any student who is on school property, who is in attendance at any school-sponsored activity, or whose conduct at any time directly interferes with the operation, discipline, or general welfare of the school. ([See District Code of Conduct.](#))

SCHOOL BOARD POLICIES

[Bomb Threat Policy](#)

[Use of Physical Restraint and Seclusion](#)

[Procedure on Physical Restraint and Seclusion](#)

The complete text of school board policies can be found on the [RSU40 web site](#).

APPENDICES

APPENDIX A: MILLER SCHOOL DISCIPLINE SYSTEM

These rules and policies apply to any student who is on school property, who is in attendance at school or at any school sponsored activity, or whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

School Values

One of the most important goals for our community is the direct teaching and development of self-discipline. Miller School community members are expected to show respect for themselves, each other, and property. They are expected to accept responsibility for their actions, reflect on the problem, and do whatever is needed to make amends.

**** Treat others the way you want to be treated***

****Keep things neater or better than you found them***

****Do your best***

****Be safe***

Staff will address behavior conflicts when they occur. When children break the rules of their school community, least restrictive, fair consequences are used. Some inappropriate behaviors are addressed by district policies, which can be found on the RSU/MSAD #40 website.

As always, we encourage you to talk with your child's teacher when a question or concern arises. Parents/guardians are also strongly encouraged to review the district Code of Conduct with their child(ren).

Miller DISCIPLINE SYSTEM OVERVIEW

Educators, parents, and students at our school have built a positive school culture based on four values:

1. Treat others the way you want to be treated
2. Keep things neater or better than you found them
3. Do your best
4. Be safe

Miller Procedures for Responding to Behavior and Related Forms

Procedures for Responding to Behaviors

Mini Minor Behavior (Data collection sheet not needed)

Definition	Examples	Procedures
<p>Mini Minor behaviors are ones that:</p> <ul style="list-style-type: none"> Do not significantly interfere with teaching and learning Do not appear chronic Can be addressed in the course of instruction, transitions, etc. Do not require administrator involvement 	<ul style="list-style-type: none"> Not participating in class Not following directions/procedures in specific settings Crying or yelling Talking in class during instruction or an individual assignment Using inappropriate language (an isolated incident) Making inappropriate noises 	<ul style="list-style-type: none"> Inform students of the school value not being followed ** Describe expected behavior Prompt for desired behavior Debrief and re-teach school wide expectation. See Miller School Tier 1 Behavioral Toolkit

Minor Behavior (Data collection sheet needed)

Definition	Examples	Procedures
<p>Minor behaviors are ones that:</p> <ul style="list-style-type: none"> Interfere with teaching and learning Are <u>chronic</u> and <u>persistent</u> and do not respond to “mini minor” attempts for correction <u>May</u> require administrator involvement 	<ul style="list-style-type: none"> Arguing with teacher/talking back Throwing materials on the floor Refusing to do class work Any “mini minor” behaviors which are resistant to Tier 1 behavior management strategies. Unsafe behavior (pushing, shoving, climbing on the sink, etc.) Social aggression (name-calling, teasing, exclusion, insulting, etc.) 	<ul style="list-style-type: none"> Inform students of the school value not being followed ** Describe expected behaviors Prompt for desired behavior, re-teach school wide behavioral expectations Provide choice, conference with student Fill out data collection sheet and send to office by the end of the day Contact home and document * See Miller School Tier 1 Behavioral Toolkit Possible consequences <ul style="list-style-type: none"> Buddy teacher Loss of privileges Stop and Think Contact home Referral to PBIS Time out in office Referral to guidance

* For minor behaviors parents/guardians are to be contacted when the first DCS is filled out and at least weekly thereafter if behavior persists.

Major (Data collection sheet needed)

Definition	Examples	Procedures
<p>Major behaviors are ones that:</p> <ul style="list-style-type: none"> • Are an emergency-type behavior (fighting, threatening, throwing furniture, etc.) • Interferes significantly with teaching and learning • Or are chronic and persistent and didn't respond to Tiered interventions. • Require administrator involvement 	<ul style="list-style-type: none"> • Physical contact <ul style="list-style-type: none"> ○ Purposefully hitting a student or teacher • Unsafe behaviors <ul style="list-style-type: none"> ○ Intentionally throwing classroom objects at others ○ Leaving assigned area or school grounds • Spitting or biting • Threatening (written, drawn, spoken, acted out) • Possessing weapon or look-alike weapon • Bullying/Harassment (racial, ethnic, religious, sexual slurs, taking another's property, or sustained: intimidation, ridicule, taunts, or social aggression) • Defiance: sustained or high intensity 	<ul style="list-style-type: none"> • Complete and send data collection sheet immediately and/or call for administrative support • Contact parent and document • Maintain safety for all students (relocate class, or remove student) • Possible consequences <ul style="list-style-type: none"> ○ Time out in office ○ Loss of privileges ○ Referral to guidance ○ Referral to PBIS team ○ In school suspension ○ Team meeting ○ Out of school suspension up to 10 days ○ Notification of superintendent/ law enforcement ○ Referral to school board for hearing on suspension/ expulsion

Behavior Definitions

Fighting: A physical confrontation involving two or more individuals in which physical harm is intended. EXCLUDES MINOR VERBAL CONFRONTATIONS OR OTHER MINOR CONFRONTATIONS SUCH AS PUSHING/SHOVING

Physical Attack: Physically pushing, hitting, or otherwise attacking another student or staff member, including striking a staff member who is intervening in a fight or other disruptive activity. EXCLUDES MINOR VERBAL CONFRONTATIONS OR OTHER MINOR CONFRONTATIONS SUCH AS PUSHING/SHOVING.

Injurious Hazing (Includes Bullying): Any action or situation that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school. Often associated with name calling, teasing about gender, personal appearance, and threats of physical harm. *Example: A student makes another student give up a seat on the bus.*

Simple Assault: An attempt to cause, threaten to cause, or purposely cause bodily injury to another, including verbally abusive language.

Threat / intimidation: Physical or verbal threat; to unlawfully place another person in fear of bodily harm through verbal threats *without* displaying a weapon or subjecting the person to actual physical attack.

Theft: The unlawful taking, carrying, leading, or riding away of property from the possession of another, not taken by force and violence. *Examples: A student goes into another student's book bag to remove personal items. Theft from the locker room during PE or after school when students are participating in sporting events.*

Possession of Weapon: Any instrument or object, OTHER THAN A FIREARM, possessed or used to inflict harm on another person, or to intimidate any person. Examples include all types of knives, chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, dirks, other pointed instruments (including pens and pencils); numchucks; brass knuckles; Chinese stars; billy clubs; tear gas guns; electrical weapons or devices (stun guns); BB or pellet guns; explosives or propellant type weapons not listed in the "Possession of a Firearm" definition.

[Parent and Student Acknowledgment](#) (PLEASE RETURN SIGNED)

Miller School

www.msad40.org

145 Kalers Corner Road, Waldoboro, ME 04572

Telephone 832-2103

Fax 832-2101

September 2023

I have read the **2023/2024 Miller School Parent/Student Handbook** and have reviewed it with my child(ren). If you need a paper copy of the Handbook please contact the school office.

Student signature

Parent/Guardian signature

Student signature

Student signature

Treat others the way you want to be treated + Do your best + Be Safe + Keep things
neater or better than you found them