

2024-2025

**Milford Elementary School
Handbook**



School Guidelines Rights and Responsibilities

Milford Elementary School

Parent/Student Handbook

Mission Statement:

Milford Elementary School, united with parents and community will provide a nurturing and safe environment and instill in our students high standards in academics, integrity, leadership, and Citizenship.

Tiger Cubs are **LEADERS** with 21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

August 1, 2024

Dear Parent/Guardian,

Welcome to the 2024-2025 school year! I am the NEW principal, Mr Rose. I have lived in Milford most of my life, and have been in Education in some capacity the last 22 years. I am so excited to begin this journey with you and your child(ren)!!

The information in this handbook is designed to provide valuable details regarding elementary school procedures and the rights and responsibilities of students in Milford Elementary School. I hope it serves as a resource for you and your student(s) during the school year.

Although Milford Elementary School has its own unique culture and climate, our goal of promoting student excellence in a safe, positive environment is shared with all elementary schools throughout Beaver County School District. Each school has developed and implemented a school-wide discipline plan, which emphasizes students being safe, respectful, and responsible during the school day.

Milford Elementary School's success hinges on its student-centered, collaborative approach with families. We encourage you to visit our school regularly, participate in activities, and stay engaged in your child's progress. Please feel free to reach out to your child's teacher or to me with any questions or concerns. Our collective goal is to create enriching learning opportunities and experiences for all students, and I look forward to working together towards this goal.

I am excited and can't wait to take this journey with you and your family!

Sincerely,

Rick Rose

A handwritten signature in cursive script, appearing to read 'Rick Rose', written in dark ink.

Principal

Milford Elementary

Faculty & Staff

Administration:

Principal
Administrative Assistant

Rick Rose
Nickole Montoya

Teachers:

Kindergarten
Kindergarten
First Grade
First Grade
Second Grade
Third Grade
Third Grade
Fourth Grade
Fourth Grade
Fifth Grade
Sixth Grade
Sixth Grade
Special Educator
Speech Language Pathologist
Music
Preschool PM
Preschool Supervisor
District Psychologist
Behavioral Specialist

Kelly Davis
Michaela Wiseman
Nicole Carney
Jamie Willden
Cynthia Davis
Melissa Rose/Greta Esplin
Heidi Thomas
Jamie Ambrose
Miranda Williams
Keri Thompson
Sarah George
Patricia Stewart
Chad Hollingshead
Matthew Moffett
Angela Gale
Megan Porter
Kensi Limb
Tony Loveless
Ty Beard

Support Staff:

Custodian
Food Service Supervisor
Food Service Aide
Food Service Aide
Instructional Aide
Instructional/Skills Aide

Daniel Esplin
Gillian Hatch
TBA
Jamie Ashdown
Jentri Wayman
Makell Pomerinke

Instructional Aide
Instructional Aide
Instructional Aide
Instructional Aide
Media/Preschool Aide
Special Education Aide
Special Education Aide/Preschool
Special Education Aide
Special Education Aide
Special Education Aide
Preschool Aide/Migrant Aide
Boys and Girls Club Director

Kylee Barnes
Heidi Rose
Dakota Robinson
Lyndsay Rowan
Emma Geddes
Julie Thompson
Malorie White
Lisa Jessup
Christina Finch
Nicole Mitchell
Marlene Stringer
Melissa Stewart
Lori Schow

ACADEMICS

Academic Goals

Milford Elementary has two major goals for SY 24-25:

1. Milford Elementary will have 75% of all students K-6 achieve adequate growth in reading as measured by Acadience by the end of school year 2025.
2. Milford Elementary will increase the percentage of students proficient on the RISE Mathematics by 5% by the end of the school year 2025.

In order to meet these goals, we will need to continue:

- Focus on improving effective tier 2 & 3 levels of intervention. The primary focus will be embedding formative assessment, solid core instruction, and strategic interventions.
- Improve stakeholder communication with administrators, teachers, parents, and students.
- Foster safety, and the development of leadership and citizenship through the implementation of Leader in Me.
- Teachers will continue to master the Big 8 strategies to create learning environments that support active, safe and engaged learning.
- Literacy books were purchased for the take home library, leveled library, and school library.
- Implementing Acadience Math and Reading Assessments to produce data that will drive our instruction.

Quality Instruction

Utah's Core Standards (Locally driven, Globally Competitive) are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.

Grading System

4th-6th Grades Letter grades will be used for the 4th, 5th, and 6th grades. Assignment scores will be kept and figured into test scores for final grades each quarter. Students who achieve a 3.7 or above will be recognized as on the honor roll for that quarter. Letters will be sent to the parents, their names posted in the school, and the list will be included on our website.

A = 4.0	A- = 3.7	B+ = 3.3	B = 3.0
B- = 2.7	C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = .7	

Interventions

Interventions are designed to respond to instructional needs. They are provided to support the learning process for Self-Management skill building, Reading and Math support, English Language Learners, and Advanced Learners. All students will receive interventions as dictated by need and determined by grade level teacher teams (Professional Learning Communities, PLC). Data is used to determine which interventions students may need.

English Language Learners

We provide interventions for our English Language Learners to support them with vocabulary development and to support academic instruction. During interventions, these students receive opportunities to reinforce the curriculum and language development. Our Migrant Aide facilitates these opportunities.

Academic at-Risk Learners

During interventions, our at-risk students have the opportunity to have added support in learning grade level curriculum. Data is used to determine which each student needs during this time.

Homework

The purposes of homework are to practice newly taught skills, review previously mastered skills, develop independent study habits, or to extend and enrich the curriculum. It does make a difference!

Students' responsibilities:

- Get the assignment and ask for help if the assignment is not clear.
- Copy all assignments into planner (grades 4–6), carefully recording due dates and important information.
- set a time each day to do homework.
- Check work and, if possible, explain it to an adult.
- Maintain the highest quality work on homework assignments.
- Take home all necessary resources, such as packets, textbooks, notes, and study guides.
- Bring the completed homework to school when it is due.
- be responsible for getting assignments when absent from school.
- be responsible for taking care of, and returning, any borrowed resource materials.

Parents' responsibilities:

- Promote a positive attitude toward homework as part of the learning process.
- Understand and reinforce expectations for the quality of student work.
- Provide structure, a site, and tools needed to help the child organize and complete homework.
- be available to provide supervision and support, but do not do the assignment.
- Understand the amount of assistance appropriate for homework assignments.
- Communicate often with the student and his or her teacher, giving feedback to the teacher when there is a homework concern.
- Learn strategies and techniques for helping the student by asking for school/teacher support.

Teacher's responsibilities:

- Identify the purpose of homework assignments for parents and students.
- Establish objectives and guidelines for special projects, including any expectations for parent participation.
- Follow the guidelines for the amount of time designated for homework, including special projects.
- Communicate expectations to students.
- Post all assignments and provide time for students to record them.
- Model homework strategies and provide models as appropriate throughout the school year.
- Review homework and return it in a timely manner.
- Establish a system for recording and reporting homework.
- Ensure that resources and materials required for homework projects are easily obtained by students.
- Provide ways for parents to communicate with teachers about homework.
- Notify parents early regarding homework problems and missing assignments.
- Assign long-term projects so that the completion time includes more than one weekend and is not limited to a school vacation period.
- Discuss homework practices with colleagues and provide guidelines for the type of homework at each grade level.

Principal's responsibilities:

- Ensure that homework is consistent with the district educational goals.
- Facilitate communication between classroom and specialist teachers concerning homework.
- Monitor and support the teachers in the implementation of homework guidelines.
- Encourage teachers to use homework as a tool to reinforce learning.

- be aware of the assignment of major projects and their impact on students' overall educational program.
- Support the need for balance among the many learning activities besides homework in students' lives.
- Facilitate the communication process between the school and home and help maintain the parent/school partnership as it relates to homework.

Parents help with Academics

You may access your child's grades on our website and through SIS. How to access your child's grades and progress through the SIS program and website will be shared with you by your child's teacher and the school during Back to School Night at the beginning of the school year. Please do not hesitate to contact the school for assistance.

Teaching students to read with proficiency by the end of the third grade is a very important goal in the elementary schools in the Beaver County School District. In order for children to understand what they read, they must learn about the sounds in words and the meaning of words. They must learn to read with fluency.

Here are great ways parents can assist our students to become proficient readers:

- Read aloud to your child every day (newspaper, book, article, jokes, stories, etc.)
- Let your child see you read and let your child know that you enjoy reading.
- Be involved in your child's reading progress. Ask your child's teacher what you can do to help your child.
- Surround your child with books and other reading material.
- Limit electronic devices and TV. Show your child that reading, writing, drawing and playing games together are even more fun than electronics. Carefully choose the shows your child does watch. Watch and discuss programs together.
- When your child learns to read, listen to him/her read for a few minutes every day. The more a child reads, the better reader he/she becomes.

Every single time a child reads something, he/she is changed by it. —Stephanie Harvey

ATTENDANCE

Compulsory Education

According to the Utah Compulsory Attendance Laws (U.C.A. §53A-11-101), every school age child must be in school. Parents are responsible for their children's regular school attendance. It is the position of Milford Elementary School that it will comply with its part of the process, specifically, to monitor student attendance and communicate with parents if attendance becomes an issue.

Compulsory Education

Beaver County Compulsory Education Policy (Summarized)

The following is a summarized version of Beaver County School District Board Policy FBB. The complete version can be seen at the following web address:

<https://drive.google.com/file/d/0B0pNvjDQniF5TWZxcnBxYlFMOXc/edit?usp=sharing>

www.beaver.k12.ut.us/images/files/F-Policy-PDF/FBB-Ed_Curriculum_Student_Conduct_%26_Discipline-Definition_of_Absence.pdf

Compulsory Education

The parent or legal guardian of a student who is at least six (6) years of age and not more than eighteen (18) years of age, shall enroll and send his or her school-age minor to a public or regularly established private school during the school year of the district in which the student resides, unless the student has been given a Certificate of Exemption from Public School Attendance. Attendance shall be in District schools or in some other district to which the student may legally be transferred, or in a regularly established private school. The District shall report violations of this policy to the appropriate city, county, or district attorney.

Utah Code Ann. § 53A-11-101.5 (2007)

Absences and Tardiness

Occasional Absences

Occasionally, a student must be absent from school for reasons that are acceptable to the school as well as the court. When this occurs, please contact the school through a phone call to the

office as soon as possible. There also are times where a student must leave school during the day, specifically for appointments such as those with a dentist or doctor. Whenever possible, these appointments should be arranged after school hours. If they must occur during school hours, the student is excused only for the time it takes to travel to and from and the appointment itself. Please refer to Milford Elementary School's attendance policy for more specific details available in the office and their website.

Extended Absences

In case of planned extended absences, please notify the classroom teacher and school office **IN ADVANCE IF POSSIBLE**.

Habitual Absences and Tardies

Habitual Absences refers to a student being truant at least five (5) times during the school year. The notice of compulsory education violation shall:

1. Direct the student's parent or legal guardian to meet with designated school authorities to discuss the student's attendance problems and cooperate with the District to secure regular attendance by the student.
2. Specify the school authorities with which the parent is required to meet.

Tardiness

Students that arrive late to school are to check in at the office before being admitted to class.

See more information at:

<https://drive.google.com/file/d/0B0pNvjDQniF5TWZxcnBxYlFMOXc/edit?usp=sharing>

Leader In Me

Each month, our school emphasizes one or more key habits designed to support students in developing skills for success both academically and in life. We offer daily lessons that teach, recognize, and celebrate the application of these 8 Habits. Each quarter, we honor a student from every class who exemplifies these habits. Positive behavior is encouraged through Leader in Me tickets, which students can earn for a chance to win prizes or join special activities. Additionally, our annual Leadership Day celebrates students' dedication to the 8 Habits and their growth as leaders.

The monthly schedule will go as follows:

September: **Habit 1: Be Proactive**

Habit 2: Begin with an End in Mind

November **Habit 3: Put First Things First**

Habit 4: Think Win-Win

January: **Habit 5: Seek First to Understand, Then to Be Understood**

Habit 6: Synergize

April: **Habit 7: Sharpen the Saw**

Habit 8: Find your Voice

School Wide Positive Behavioral Interventions and Support Plan

- Every classroom has posted rules/consequences/rewards.
- All personnel will align with the same expectations of this policy.
- All paraeducators will report any inappropriate behaviors to the teacher to be followed through by the teacher.
- Each classroom has incentives and rewards for classroom behavior.
- Each teacher will submit Proactive Perks to students who are exemplary and living the eight habits.
- Students are recognized by the office and enter a drawing for fun Friday.
- Leader in Me Habits taught in each classroom 8:10- 8:30 am every Monday school-wide.

School-wide incentives and programs

- Monthly school-wide assembly to introduce each new Leader In Me Habit.
- Proactive Perks: Passed out to students who are demonstrating exemplary conduct in self-management behaviors. Any staff member can mark the card and hand it to students. Students will bring them to the office. Students will be drawn from the box for recognition on Fun Fridays.

Address positive and negative peer pressure through Leader in Me and NOVA.

Mental Health is available and managed through Mr. Ty Beard.

Creating meaningful relationships with students is done through employees completing safeschools modules and students engaging in our Leader in me curriculum.

See below for the bullying policy:

<https://drive.google.com/file/d/0BwYzI8Nag2fEc0VCOU1jTkpxRkFaeHk0bEYwZ3hlZlhKR19N/view?usp=sharing>

Preschool-(If Available)

Milford Elementary School has a preschool funded by Special Education Funds. Our certified early child special education teacher, we will be holding preschool in the afternoons, Monday through Thursday, from 11:30 a.m. - 2:20 p.m. Call the school if you are interested in enrolling your child. Tuition is based according to Free and Reduced Lunch status.

Title I Program

1. Title 1 funds aim to bridge the gap between low-income students and other students. The U.S. Department of Education provides supplemental funding to local school districts to meet the needs of at-risk and low-income students.
2. Most educators, parents and community members have heard the term Title 1 School thrown loosely around, but what is it? Title 1 is the nation's oldest and largest federally funded program, according to the U.S. Department of Education. Annually, it provides over \$14 billion to school systems across the country for students at risk of failure and living at or near poverty. In fact, over the course of the 2022-2023 school year, federal funding through this program was used by over 56,000 public schools nationwide in order for struggling students to meet state standards in a variety of subject areas.

3. Originally, the idea of Title 1 was enacted in 1965 under the Elementary and Secondary Education Act. This policy committed to closing the achievement gap between low-income students and other students. The policy was rewritten in 1994 to improve fundamental goals of helping at-risk students. With the implementation of [No Child Left Behind](#), schools must make adequate yearly progress on state testing and focus on best teaching practices in order to continue receiving funds.

4. According to the U.S. Department of Education, the purpose of Title 1 funding, “is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.”

5. The basic principles of Title 1 state that schools with large concentrations of low-income students will receive supplemental funds to assist in meeting student’s educational goals. Low-income students are determined by the number of students enrolled in the free and reduced lunch program. For an entire school to qualify for Title 1 funds, at least 40% of students must enroll in the free and reduced lunch program.

6. How to use Title 1 funds rests with each school. Title 1 funds can be used to improve curriculum, instructional activities, counseling, parental involvement, increase staff and program improvement. The funding should assist schools in meeting the educational goals of low-income students. According to the U.S. Department of Education, Title 1 funds typically support supplemental instruction in reading and math. Annually, this program reaches over six million students, primarily in the elementary grades.

7. Types of students that might be served by Title 1 funds include migrant students, students with limited English proficiency, homeless students, students with disabilities, neglected students, delinquent students, at-risk students or any student in need. Students can be classified as at-risk for numerous reasons. A few reasons they might be classified as at-risk students include: high number of absences, single-parent home, low academic performance or low-income family.

Click below for more information regarding Title 1 Beaver County funds, parent involvement, and the Parent-Teacher Compact.

https://docs.google.com/document/d/1vZVS_WobXH8TzrGd0TMqqcZwnMi_TGPOlcXY1HIEX-k/edit?usp=sharing

https://docs.google.com/document/d/1Q4z7dhuxPaEBLCAUKCaU9c8C3_W5R6y5Elj6c9sCgVI/edit?usp=sharing

Spanish links:

<https://docs.google.com/document/d/1PhdyRDJ1KJUTSrb0txqHrjJC0j18aJTzaZo07AtaaVY/edit?usp=sharing>

https://docs.google.com/document/d/1Q4z7dhuxPaEBLCAUKCaU9c8C3_W5R6y5Elj6c9sCgVI/edit?usp=sharin

School Trustlands

The School LAND Trust Program, established by the legislature in 1999, distributes the “annual dividend” from the permanent State School Fund through school districts and charter schools for all public schools in the state. Elected parents, elected teachers, and the school’s principal serve on School Community Councils.

School Community Councils in each school prepare a plan to address the school’s greatest academic need. Local School Boards approve the plans, and funding is sent to each school with an approved plan before the school year begins. The program is paperless and visible on the web at www.schoollandtrust.org. You can view more information regarding our school funding and school improvement plan on our school website. You can also access dates and times of our upcoming Community Council Meetings. See Link: mes.beaver.k12.ut.us

POLICIES/PROCEDURES

After and During School

End of Day Dismissal

Children are expected to go directly home from school at the end of the school day. If your child is to go home with a friend or by some means other than the usual way, **WE MUST HAVE A NOTE FROM YOU GIVING YOUR PERMISSION.** Otherwise, we will send him/her home by the usual way.

Early Dismissal

If your child needs to leave early during the school day, please notify his/her teacher and the office. Children must check out/in when leaving school or returning during the day. Teachers will not release a student during the school day unless this procedure is followed. This is a vital safety precaution. If someone other than you or your emergency contact is picking up your child please let the school office know with a written note or by phone.

Pick Up and Drop Off



For those students who are on a regular bus route and need to be dropped off at a different bus stop than their regular stop, the parent must notify the school first. If a parent wishes to provide parental permission for their student to be dropped off or picked up at a bus stop (but they don't normally ride the bus), the parents must also notify the school first. The parent can no longer just hand their student a note to be given to the bus driver. Please inform the school as early in the day as possible to ensure we are able to provide the information to the bus driver.

The following are the guidelines that we have set in place for our parking, drop-off/pick-up areas, and bus zone.

- Northeast parking lot: This area is the main parking area for parents. The loading zone also serves as a student pick-up/drop-off area before and after school.
- Pick-up/drop-off area: This area is used solely for the purpose of picking-up and dropping-off students before and after school.
- South parking lot: This area is used for faculty parking and is also the designated bus zone. This area should never be used for pick-up/drop-off.

Each of these areas should be used only as outlined above. Anyone who is exiting their vehicle for any amount of time – before, during, or after school – is required to park their vehicle in a designated parking space or on the street. DO NOT leave your vehicle unattended in the drop-off/pickup areas. Unattended vehicles cause confusion with other vehicles who are trying to get in and out of the area. This becomes a student safety issue when drivers are distracted by other vehicles, and not able to pay close attention to the students. Also, we have been notified by local law enforcement that vehicles are being left unattended in the fire zone (north lot). These vehicles are subject to citations, as they limit the accessibility that emergency responders have to our facility.

Bicycles

Bike racks are located at the front of the school. Bicycles and scooters are to be parked in the racks and are not to be ridden on the school grounds. While on the school grounds, we expect all students to walk their bicycles to and from the racks.

Bus Students

A safe bus environment is important to a successful school experience. *The safety of your children is of highest priority. All children and their parents are asked to sign this disclosure and contribute to the safe and orderly climate on our school buses. This is a requirement for each student to obtain transportation privileges for transportation to and from school, field trips, activities, and all other bus transportation services.*

RULES FOR STUDENTS – SAFETY FIRST!

1. **Safety & Orderly Conduct - Follow Instructions.** The bus driver is responsible for student safety. This means the bus driver is in charge.
2. **Safety - Bus Stop, Boarding, & Exiting.** Students must not stand or play in the roadway while waiting for the bus. Students should leave home early enough to arrive at the bus stop before the bus is due. Students should observe social distancing protocols while waiting for the bus to arrive. Students must cross the street at least 12 feet in front of the school bus and never behind the school bus.
3. **Safety - Remain Seated.** Students must remain seated while the bus is in motion. Bus drivers have latitude to assign seats if needed.
4. **Safety - Be Respectful.** Students are required to be respectful of the bus driver and others. This means students should use appropriate language, respect the authority of the bus driver, respect the bus and equipment, and respect other students. Bullying, inappropriate touching of others, littering and other disrespectful behaviors will not be tolerated. By riding the bus, students have a responsibility to contribute to a safe and orderly climate on the bus. Being respectful promotes safety on school buses.
5. **Safety - School Rules & Laws Apply.** Any school rules and laws which students are subject to are also applicable to bus transportation privileges. This includes disciplinary rules, regulations, laws, safe schools policies and laws, cell phone and electronic device school rules, etc. Obeying rules and laws promotes safety on school buses.
6. **Safety - Seating Charts.** Students being transported to and from school each day will be assigned a seat. Seating assignments will be adjusted to assign family members to be seated next to each other, as well as, provide for as much physical distancing as possible. All route bus drivers will be making sure a seating chart is completed and being used daily.
7. **Safety - Air Ventilation.** Weather permitting, the two roof hatches and the windows of the bus will be open to allow for cross ventilation of the school bus while students are onboard.

DISCIPLINARY ACTION PROCEDURES

1. When bus & safety rules have been violated, bus drivers are to assess the situation and report immediately the name(s) of students, details of the incident, and factors that may have contributed to the situation directly to the district office.
2. The district office will then review the report and refer the incident to the appropriate school principal for possible disciplinary action.
3. The school principal is the primary person who has authority to determine whether or not disciplinary action is needed and/or whether or not bus privileges should be revoked. The school principal will consider *all* known past disciplinary problems and other known factors related to the student in conjunction with the school's disciplinary action plan when making this determination.

Bus Transportation is a Privilege. Students who violate the rules for student and bus safety, or violate school rules or laws while on the bus can/will have their bus transportation privileges revoked.

DISCLOSURE TO PARENTS – BUS CAMERAS

Video and/or audio recording devices may be used to monitor the health, safety, and welfare of all students, staff, and visitors to district property and to safeguard district facilities.

UTAH & SCHOOL DISTRICT RULES - STUDENT TRANSPORTATION TO AND FROM SCHOOL

Who is eligible for school transportation to and from school?

State transportation funds shall be used only for transporting eligible students. A student eligible for state- supported transportation means: 1) a student enrolled in kindergarten through grade six who lives at least 1 - 1/2 miles from school; or 2) a student enrolled in grades seven through 12 who lives at least two miles from school.

Why can't the bus go down my street?

Transportation is over routes proposed by local boards and approved by the USOE. Information requested by the USOE shall be provided prior to approval of a route. A route shall: 1) traverse the most direct public route; 2) be reasonably cost effective related to other feasible alternatives; 3) provide adequate safety; 4) traverse roads that are constructed and maintained in a manner that does not cause property damage; and 5) include an economically adequate number of students.

Can my student ride the bus if they are not eligible but there is room on the bus?

If space is available, students who do not qualify for state supported bus service may be allowed to ride from the nearest existing approved bus stop. (This privilege will not be granted when there are overriding safety issues or other considerations.) This hardship request will be submitted to the BCSD and reviewed by the Transportation Advisory Committee. A recommendation will then be given to the school board for approval. Parents are responsible for the safety of their student(s) traveling to and from the bus stop.

Can my student get off the bus at another designated stop that is not their regular stop by their home?

Yes, but again the safety of the student comes first. School officials are concerned first with the safety of students. If a parent or guardian of a child is physically present at another BCSD designated bus stop other than their own, they can verbally request the release of their child from the driver and sign them off the bus (as per BCSD policy of activities requiring transportation of students by bus). It is encouraged to relay this request by written notification in advance to the school administration and to the bus driver. All other requests involving non-designated drop-offs must be approved through a hardship request. This hardship request will be submitted to the BCSD and reviewed by the Transportation Advisory Committee. A recommendation will then be given to the school board for approval.

Cell Phones/Electronics

Cell phones are not allowed for use at school. This can be a distraction for students and the learning process. However, teachers may allow students to bring electronic devices for educational purposes. Students are also allowed to bring a Cell Phone if they turn it into the office before school starts and pick it up after school is over. Cell Phones are NOT to be used by students during school hours.

Any misuse of electronic devices will include the following:

- First Offense: The teacher may hold on to the device until the end of the day.
- Second Offense: The device will be sent to the office to be retrieved by the parent.

Change of Status

If you change your address, telephone number, emergency number, or work number, be sure that the office has been notified. If you have an unlisted number, we will keep it confidential, but we need to know it in the event an emergency arises. If there are any changes in the home that might affect your child's performance at school, please advise the teacher or the office.

A legal document is required to support any question of custody between divorced or separated parents. Unless the principal is informed otherwise, both natural parents are considered to have equal rights in regard to their school age children.

Chromebooks

Chromebooks are used as a tool to support students in the learning process. They in no way replace the teacher. Nor is it used as a device for games and entertainment. Chromebooks will be checked out just like a library book and be utilized for the school year in classrooms.

Chromebooks may be taken home to do homework and any other related school assignments as prescribed by the teacher. Chromebooks, like a library book, are the responsibility of the student at home and at school. Should damages occur, the device be stolen, or lost, the device will need to be replaced at the parents' expense. An insurance policy may be purchased at a nominal fee to cover expenses should misfortune occur. See more information on our website at:

<https://docs.google.com/document/d/1aOPyfEDjsP-TCI5fcGfGpclFhaV47LDUbhmmc0Fk2W4/edit?usp=sharing>

<https://docs.google.com/a/beaver.k12.ut.us/document/d/1pgDkeS7GQg-KST50SJpx4B365zTIO3ZSOPHl-zBOUaQ/edit?usp=sharing>

<https://sites.google.com/a/beaver.k12.ut.us/support-services---policies-procedures/home/section-3-revenues--cash-receipts-deposits/1-1-student-technology-initiative---student-parent-responsibility-for-device>

Crossing Guards

All sixth grade students can participate in our crossing guard program each school year. To ensure safety, crossing guards will assist students crossing the crosswalk that now exists in the front driveway after school and with the setting up of our caution cones just prior to dismissal. Students will be assigned specific weeks of the school year to support a more safe environment after school. It is required that students must participate in a special training and return a parental permission slip before participating.

For your information, all guards will be equipped with a neon yellow penny and a caution flag for safety. Students are subject to participation based on exemplary behavior and fulfillment of academic responsibility.

https://docs.google.com/document/d/12k5zsYFOgWg5SldIkjx5fURTqFNNonpTWgAoQsRI_9E/edit?usp=sharing

Dress Code

The appearance of students should reflect good taste and personal pride. Student dress should also show respect for the educational environment and be conducive to the day's activities. Clothing, jewelry, and footwear must not present a health hazard, safety hazard, or distraction, which would disrupt the educational mission. Disruption is defined as reactions by other individuals to the clothing or adornment, which causes the teacher/administrator to lose the attention of the student, to modify or cease instructional activities or to deal with student confrontations or complaints.

1. All students shall maintain their hair in a clean, well-groomed manner. Hair, which is so conspicuous, extreme, or odd in color or style that draws undue attention, disrupts, or interferes with the learning atmosphere at the school, shall not be allowed e.g., mohawks.
2. All students shall wear clean clothing. Students shall not wear clothes that are mutilated, cut off, or immodest, e.g., short shorts, mini-skirts, bare midriffs, halter-tops, spaghetti straps, tank tops, or similar items. Clothing shall cover the midriff, underwear, back, and chest area at all times. Shoulder straps should be a minimum of three inches wide. Skirts and dresses should be long enough to reach the top of the kneecap. Shorts must be fingertip length.
3. Gang related clothing, colors, and paraphernalia shall not be allowed in schools or activities. School officials will determine what constitutes "gang" clothing, colors, and paraphernalia after consultation with law enforcement agencies as needed.
4. Clothing, jewelry, accessories, and piercings, which are so conspicuous, extreme, or draw undue attention, disrupt, or interfere with or pose health or safety issues to the learning atmosphere at the school, shall not be allowed.
5. Hats or head coverings (including hoods) of any kind are not allowed within the building, except as part of an approved activity, or for religious or medical purposes. **Hair/head bands shall be no wider than three inches.** No hair/head bands shall be worn around the forehead.
6. Safe and appropriate footwear shall be worn at all times. **Students may not wear flip-flops, open-toed sandals, shoes with wheels, or cleats.** Sandals and shoes or boots with

excessively high heels present a safety hazard on the playground and should not be worn to school.

7. Items that disrupt the educational mission shall not be allowed. Clothing and personal items such as jewelry, backpacks, fanny packs, gym bags, water bottles, etc. shall be free of writing, pictures, or any other insignias, which are crude, vulgar, profane, violent, or sexually suggestive. Items which contain unacceptable advertising or promotions, likeness of tobacco, likeness of alcohol, likeness of drugs, or which are contrary to the educational mission, shall not be allowed.
8. If it is determined that the dress or grooming of a student is inappropriate, the student may be sent home. The decision to dismiss students based on dress or grooming is left to the discretion of the school administration.
9. Excessive non-compliance may result in disciplinary action.

Emergency Drills & Plan

Fire drills are scheduled monthly for the exception of two of those months where we substitute a Lock Down and Earthquake drill.

Our Emergency Drill Plans for Milford Elementary School are the i love u guys protocol.

Gum, Candy and Treats

It is a school-policy that gum and candy is not generally allowed on campus. Gum creates a health as well as a custodial problem. There will be certain days, however, when they will be allowed while under the supervision of a teacher, such as party days, field trips, etc. We would appreciate your cooperation in this matter.

Only prepackaged treats or those prepared by one with a food handlers license are permitted at school. Arrangements must be made with the classroom teacher in advance and will be allowed at the end of the school day.

Field Trips

Field trips are intended to enrich the school learning experience and are correlated with subjects being taught from the State Core Curriculum. Permission slips, signed by the parent, are necessary before a student may participate in these activities. Parents are welcome to attend field trip activities, space permitting, and to help teachers with supervision of students. Please contact your child's teacher should you be interested.

Health

The school health program assists in the promotion of maximum health in the school and in the community. Activities are provided in the school which foster physical, mental, and emotional fitness among the students. Even though children are expected to attend school each day, there may be days when they are not feeling well and should stay home. **If your child is ill in the morning, please do not send him/her to school.** Parents who may be away from home during the school day, should make arrangements for their children if they become ill at school. Please instruct the school and your child where to call if the need arises. **Children are expected to participate in all class activities unless excused in writing by the parents, guardian, or family physician.** In case of accident or sudden illness the school is responsible for giving immediate and necessary first aid or emergency care, and will notify parents or guardians. Please note that school personnel cannot sign in the place of a parent for a child's admittance to a medical facility.

Immunization

Utah law requires that parents or guardians submit evidence that the student's immunization record is complete and up to date. **Children will not be allowed to attend without providing such evidence.**

Insurance

Application forms for student insurance are available at the school office. Students are not automatically covered by insurance.

Library Books

Access to library books is a valuable asset to a child's learning opportunities. The library will be open daily to assist students in their selection of books. Encyclopedias and other reference books are not to be checked out by students and taken home, but may be used in the school. Students will be charged for any lost or damaged books. The cost will be the purchase price of a new book. We encourage students to respect all library rules and the proper handling of library books. We, also, encourage parents to reinforce this at home so the replacement of new books, because of neglect, will not be necessary.

Lost, Damaged, or Stolen Property

A student shall not intentionally or through gross carelessness, damage school or private property. Where school/personal property is damaged, lost, or stolen, the student will be required to pay replacement cost.

Lunch

Closed Campus

We maintain a closed campus during our lunch periods. Only those children who go home for lunch and/or have written permission to eat elsewhere will be permitted to leave the campus by filling out our Lunch Release Form provided by your student's teacher or the school office.

Lunchroom Expectations

Students should observe good manners in the lunchroom, i.e., do not throw food, take food from another tray, remove food from the dining area, or talk loudly. Students should remain seated until they leave the lunchroom having completed their meal. All 6th grade students are asked to take a turn working in the lunchroom. We feel this is a valuable learning experience and helps to keep the meal costs lower for everyone. Students will be spaced on lunch tables so every other seat is unavailable.

Breakfast and Lunch Sales

Breakfast and lunches may be purchased in any number, paid for online, by cash, or check. Checks must be made payable to Milford Elementary School. We encourage the purchase of bulk meals. State guidelines do not allow charging of meals. All meals must be paid for before being eaten.

Free Lunch

Even if your child was on the free or reduced lunch program the previous year, or you feel that you qualify for the program, federal regulations require that A NEW FORM MUST BE FILLED OUT ON-LINE EACH YEAR.

BREAKFAST SCHEDULE

7:35 a.m. – 7:55 a.m.

LUNCH SCHEDULE

Kindergarten - Third Grades.....11:20 a.m.

Fourth - Sixth Grades.....11:50 a.m

Medication at School

School personnel may not administer any form of medication to students without express written permission from the student's parent or guardian and the family doctor. Medication should be sent to the school office in containers (weekly pill minder for long term medication) clearly marked with the student's name and dosage on the outside. Any necessary directions from the student's physician should be included. School personnel may not diagnose or prescribe medical treatment to a parent.

Money

Due to problems that arise, money not needed at school should remain at home. Extra money brought to school is a temptation for students and tends to cause additional problems in the classroom. The school will not be responsible for money or other items lost at school. Parents are requested to help minimize this situation.

Pets

Generally, pets are not allowed to accompany students to school. Exceptions will be made for educational purposes, with the understanding that parents will pick up the pet after that purpose has been served. Arrangements should be made with the teacher prior to bringing a pet to school.

Search & Seizure

The Utah State Legislature and the Utah Board of Education have charged school authorities with the responsibility of safeguarding the safety and well being of the students in their care. Utah law (Section 53A-11-1305) directs the Utah State Board of Education and local boards of education to have rules in place to protect individual student rights and guard against excessive intrusion. In the discharge of that responsibility, school authorities of Milford Elementary School in the Beaver County School District may search school property such as lockers used by students, or the person or property, including backpacks, purses and belongings, electronic devices, and vehicles of students, in accordance with district and school policy.

<https://drive.google.com/file/d/0B9CeB5MKKhmzcHF2MjlqWG9jLXlzN1d4cXd0NWxNOVVRMndj/edit?usp=sharing>

Student Led Conferences (SLC's)

Student Led Conferences will be held for the purpose of providing information on student progress. This will be done twice per year. However, conferences with your child's teacher should not be limited to these two meetings. You should expect telephone calls, texts, or notes from your child's teacher indicating progress and needs. If you have questions or comments, please feel free to call the teacher or come in and visit when class is not in session. Citizenship will be discussed as part of the SLC process.

The best way to avoid misunderstandings or to problem-solve between school and home is to engage in two-way communication

Snowballs/Rocks

Throwing snowballs or rocks on campus is not allowed at any time.

Student Fees

State law prohibits the charging of fees in the elementary school.

Student Retention

Students are retained only upon the recommendation of the teacher with the approval of the parent and principal. However, each individual case will be evaluated after a conference of parents, teacher, and principal following a thorough review of that case.

Telephone Use

Children may use the telephone ONLY in the case of an emergency. Spending the night with a friend, after school visits, or rainy day plans are not considered emergencies. Since rainy days are not an emergency, please discuss with your child the alternatives he/she should follow on these days. **Parents should not call to have messages delivered to children or have them come to the phone unless it is an emergency.**

Toys

Toys used for the purpose of sharing educational knowledge may be brought to school if permitted by the teacher. Otherwise they are not allowed. The school cannot assume responsibility for personal items lost or broken.

Volunteers and Visitors

We encourage volunteers to come into our school and help us with individual children in reading, math, and other areas of the curriculum. Interested persons can contact the school for further information. All visitors and volunteers must check in at the office and sign in and out. This will ensure an accurate accountability of those in our building should an emergency occur.

For the safety of our students, ALL volunteers must go to the District Office for fingerprinting before they can volunteer.

SCHOOL WELLNESS PLAN

Nutrition Education

In accordance with the Utah State core health curriculum, students in third through twelfth grades shall be taught:

1. Nutrient grounds, functions of the various nutrients, foods rich in these nutrients, and deficiency symptoms.
2. The dangers of dysfunctional eating and fad diets.
3. The influence of the media on food choices.
4. The relationship between food intake and activity (caloric intake and expenditure).
5. Comparison of personal eating habits with a balanced diet.
6. Impact of food preparation on nutritional content of food.
7. Nutritional labeling.
8. Students shall be taught the health risks associated with carbonated beverages—specifically, the detrimental effects of high dissolved sugar content, carbonation, artificial sweeteners, and caffeine.

Physical Activity

Physical activity directly impacts the level of fitness for students, as well as adults. The school wellness plan should work towards increasing students' and teachers' awareness of the need to be physically active and to encourage a healthy lifestyle that includes productive movement. The lack of such an understanding fosters a sedentary lifestyle that contributes to obesity and the lack of cardiovascular fitness that influence overall wellness.

Milford Elementary shall:

- Implement the Physical Education Core Curriculum in each grade level.
- Provide a minimum of 45 minutes per week of structured physical education classes for all full-day students throughout the school year.
- Encourage teachers, para-professionals and supervisors to provide physical activity options during recess. The teaching of safety, rules and sportsmanship is important.
- Include one fifteen-minute recess in addition to lunch recess each day.
- Establish recess as an important time of day for children and teachers and not as a time for remediation.
- Assure that loss of recess will not be used as a punishment. However, principals and teachers are expected to restrict an individual student's recess time when necessary as an intervention to ensure student safety.
- Establish safe routes for students to walk to and from school.

Food Services Program Compliance & Promotion of Healthy Foods & Nutrition

All school meals shall meet all federal laws and regulations in accordance with the Healthy Hunger Free Kids Act of 2010. Elementary schools may not sell a la carte items except milk. The district Food Service Program shall develop a plan to promote healthy foods & Nutrition

Parent Education

MES shall use incentive monies to provide a free lunch to help promote nutrition awareness and knowledge throughout the community. Handouts will be sent home explaining our School Food Service Program.

Healthy Student Incentives

Healthy choices or non-food items (book, pencil, stickers, trinkets, etc.) are supported as reward options. Any additional incentive monies will be used to purchase Healthy snacks to be used during assessments.