

We are Bonny Eagle

MSAD 6 / RSU 6



SUBSTITUTE HANDBOOK

Meet the Superintendent



Welcome to the Bonny Eagle Community! MSAD#6 is located in Southern Maine and crosses over two counties - Cumberland and York. Our school district is composed of the towns of Buxton, Frye Island, Hollis, Limington and Standish. Bonny Eagle is one of the largest SAD's in our state.

The Bonny Eagle School District is made up of eight schools and over 700 employees who are dedicated to creating and supporting a safe, caring, respectful climate for our nearly 3,400 students.

Education is not only what happens in the classroom, but what happens for students throughout their day from beginning to end. All of our employees have the opportunity to impact and influence the positive development of our students.

As part of Bonny Eagle, you will find yourself in a challenging and rewarding environment. Our Bonny Eagle School District Core Beliefs are:

- Accepting Responsibility
- Communicating Positively and Constructively
- Fostering a Safe
- Caring, and Respectful Climate
- Promoting Lifelong Learning
- Providing for Diverse Needs
- Collaborating for Continuous Improvement.

We are excited that you have decided to join our community of caring, collaborative staff. In a time when you could choose to work anywhere, thank you for choosing Bonny Eagle!

Clay Gleason, M. Ed
Superintendent of Schools

Our Schools

MSAD 6 Central Office

Superintendent's Office / Business Office / Curriculum / School Nutrition / Special Services

Superintendent: Clay Gleason

Assistant Superintendent: Lori Napolitano

HR Manager: Jennifer Barschdorf

94 Main Street, Buxton, ME 04093

Phone: 207-929-3831

Fax: 866-646-9748

Website: <https://www.bonnyeagle.org/>

Bonny Eagle High School

1,150 Students in Grades 9-12

Report To: Tracy Goodale / Diane York

700 Saco Road, Standish, ME 04084

Phone: 207-929-3840 / 207-642-9080

Fax: 866-588-7567

Website: <https://behs.bonnyeagle.org/>

Bonny Eagle Middle School

800 Students in Grades 6-8

Report To: Dawn Coolbroth / Jim Hand

92 Sokokis Trail, Buxton, ME 04093

Phone: 207-929-3833 / 207-642-9071

Fax: 866-804-2202

Website: <https://bems.bonnyeagle.org/>

Buxton Center Elementary School

575 Students in Grades PK-5

District Center for Intensive Needs Classrooms K-5

Report To: Susan LaBreck

912 Long Plains Road, Buxton, ME 04093

Phone: 207-929-3836

Fax: 866-575-2524

Website: <https://bces.bonnyeagle.org/>

Edna Libby Elementary School

250 Students in Grades PK-3

Report To: Ginger Anderson / Sherri Parkin

45 Fort Hill Road, Route 114, Standish, ME 04084

Phone: 207-727-3015 / 207-642-2500

Fax: 866-624-6256

Website: <https://ednalibby.bonnyeagle.org/>

George E. Jack School

180 Students in Grades 4-5

Report To: Christine Zidle

15 Northeast Road, Standish, ME 04084

Phone: 207-642-4885

Fax: 866-797-7708

Website: <https://gej.bonnyeagle.org/>

H. B. Emery Jr. Memorial School

200 Students in Grades PK-5

Report To: Tiffany Stanley

908 Cape Road, Limington, ME 04049

Phone: 207-637-2056

Fax: 866-611-9861

Website: <https://hbe.bonnyeagle.org/>

Hollis Elementary School

300 Students in Grades PK-5

Report To: Kristen Smith

554 River Road, Hollis Center, ME 04042

Phone: 207-929-3838

Fax: 866-644-1916

Website: <https://hollis.bonnyeagle.org/>

Steep Falls Elementary School

100 Students in Grades K-3

Report To: Lindsay Pendleton

781 Boundary Road, Steep Falls, ME 04085

Phone: 207-675-3321 / 207-675-3553

Fax: 866-607-8885

Website: <https://steepfalls.bonnyeagle.org/>

The Learning Center at Frank Jewett Building**Alternative Education Program**

Students in Grades 9-12

Report To: Lenny Holmes

24 Groveville Road, Buxton, ME 04093

Phone: 207-929-9171 / 207-929-2499

Website: <https://behsllearningcenter.weebly.com/>

Jack Memorial Building**Adult Education Program**

290 Parker Farm Road, Buxton, ME 04093

Phone: 207-929-9185

Fax: 207-929-9195

Website: <http://sad6.maineadulted.org/>



Our Vision

The Bonny Eagle School District, in partnership with the community, embraces a system of continuous improvement in a safe and supportive learning environment.

Introduction

MSAD 6 utilizes an automated system called Absence Management, which is responsible for assigning substitutes. Substitute Teachers must “voice in” with Absence Management before they can register to work. Substitutes must sign up for open shifts online through Absence Management or they will be called the night before or the morning of any open shifts. In the event that a teacher would have a last minute absence, the school secretary will make phone calls, starting as early as 6:30 a.m. When using Absence Management, a substitute may sign up months in advance, avoid early morning phone calls for last minute positions, and choose which jobs they would like to take. Waiting until the last minute does not guarantee work, nor does it guarantee a certain position.

When a teacher knows in advance that they will be out of school, they may request a substitute through Absence Management. Absence Management is updated immediately. Teachers may not request a specific substitute. If the position is not confirmed within 24 hours, Absence Management will make automated phone calls seeking substitutes.

If you have been scheduled to substitute in advance and are unable to keep this commitment, please cancel the job in Absence Management 48 hours prior to the job. If it is after 48 hours, please contact tmuchemore@bonnyeagle.org as well as the school secretary to be removed from the job. You should do this as soon as you can to ensure that other substitutes have an opportunity to take the job, and the classroom teacher can plan accordingly.

Only in extreme emergencies will the office staff at a school contact substitutes to fill a position.

Long-Term and Short-Term Substitute

A short-term substitute fills in on a day-to-day basis when staff members are absent due to illness, professional leave, or personal emergency.

A long-term substitute fills in for a single position for a minimum of 10 consecutive school days. Only fully certified teachers shall be assigned to classes whose regular teacher is on long-term leave for 25 or more consecutive school days. Long-term substitutes are compensated at a higher rate of pay, after working 20 consecutive days in the same position.

Rate of Pay

The school board determines the rate of pay for substitutes. Substitutes will be paid at the following rates based on years of education:

Substitute Teacher & Nurse Daily Pay Rates

High School Diploma*	Associate's Degree/ 2 Years College or Equivalent Experience	Bachelor's Degree/ 4 Years College or Equivalent Experience	Certified Teacher	Retired Teacher	School Nurse/ Licensed LPN	School Nurse/ Licensed RN	School Nurse/ Licensed RN with Dept of Ed 524 Endorsement	Adult Ed Trained Substitute
\$110/Day	\$125/Day	\$130/Day	\$140/Day	\$145/Day	\$130/Day	\$140/Day	\$145/Day	\$5/Day Additional Stipend

*Per state regulation, substitute standards for less than six (6) weeks are determined by MSAD 6 and require that the substitute have minimally a high school diploma (Chapter 115).

Our Guiding Beliefs

- *We believe education and learning are our primary objectives*
- *We believe in the development of the whole child/learner and the emotional safety of our students*
- *We believe our educational resources need to meet the changing needs of learners*
- *We believe our District facilities should be safe and secure for students and staff*
- *We believe in a progressive system of employment and retention.*
- *We believe in providing multiple pathways for academic achievement in a culture of collaboration*

MSAD 6 Absence Management Teacher Websites:

Substitute Learning Center:

<https://absence-help.frontlineeducation.com/hc/en-us/articles/115003265327-Training-Employees-and-Substitute>

Substitute Training Video:

<https://absence-help.frontlineeducation.com/hc/en-us/articles/115003385048-Substitute-Basic-Training-Video>

Here is a link to the Learning Center for a PDF called the Substitute Quick Start Guide. You may print this and use it as a cheat sheet as you get familiar with the new system!

<https://absence-help.frontlineeducation.com/hc/en-us/articles/115003266087-Substitute-QuickStart-Guide>

Substitute Teacher Administrators:

Clay Gleason, Superintendent of Schools
Phone: 207-929-3831, extension 331

Lori A. Napolitano, Assistant Superintendent
Phone: 207-929-3831, extension 312

Role and Expectations

The substitute teacher is regarded as the regular teacher for the day(s) they are in a school. The substitute teacher must continue to support the learning for each and every student as effectively as possible in the absence of the regular teacher.

The substitute teacher must carry out the plans of the teacher they are replacing and supervise the students in their care at all times. It is the expectation of MSAD 6 that the substitute teacher will maintain discipline, assume responsibility for the correcting of papers as directed, perform the necessary routines and duties, and leave an orderly classroom.

The substitute teacher should converse with a faculty member and/or building administrator regarding professional matters, courses of study, daily plans, extra duties, or other considerations that affect the period of service.

Substitutes must be actively engaged with students. Substitutes should model positive behaviors and a strong work ethic. It is expected of substitutes to work with students who need help, answer questions about related materials, and interact with students appropriately. Substitute teachers should refrain from using personal computers, cell phones, reading the newspaper, or tasks that do not demonstrate a good work ethic.

The substitute teacher is expected to leave a brief report of the work accomplished with the regular teacher and also an account of any incidents with students or faculty that might require further attention.



Ethics

A substitute teacher is in a unique position to interpret the educational program of MSAD 6 to the communities either favorably or unfavorably. There may not be complete agreement on the value of various techniques and procedures. The substitute teacher should be discreet in talking about teachers and schools. Discretion should also be used in expressing personal reaction and opinions. Strict confidentiality must be maintained regarding students in the class, events of the day, or any school related matters that arise during the period of service. Any issues or concerns should be reported to the classroom teacher or a building

administrator for follow-up attention. The divulging of such information to unauthorized persons is highly unethical and illegal.

A substitute, in the performance of substitute duties, will:

- Recognize basic dignities of all individuals with whom they interact with in the performance of professional duties.
- Exercise due care to protect the mental and physical safety of students, colleagues, and subordinates.
- Be accountable for maintaining their integrity and avoid accepting anything of value offered by another for the purpose of influencing his/her professional judgment.
- Be responsible to carry out the plans as left by the teacher in a comprehensive, accurate, and objective manner.
- Ensure that the students will have access to various points of view, unless there is just cause to act otherwise.
- Take steps to ensure that their actions or that of another on their behalf is not made with specific intent of advancing private economic interests.
- Keep in confidence such information as they may learn about a student, unless disclosure serves professional purposes or is required by law.

Dress Code

Professional attire is expected. Substitute teachers should dress in a way that shall not detract from the educational process. Appearance will reflect personal cleanliness, neatness, and hygiene consistent with the expectations of parents and school administration. Any inscription, symbols, or design promoting or supporting illegal substances or activities, alcohol, tobacco, profanity or other inappropriate references are not acceptable. Outfits should be tailored in a way that keeps private body parts covered during routine classroom activities, such as sitting on the floor, bending over, squatting, and kneeling.

Responsibilities

The substitute teacher is depended upon to enable each student to pursue their education smoothly and without interruption during the absence of the regular teacher.

1. The substitute teacher will be expected to perform the duties required of a regular classroom teacher such as:
 - a. **Check in** at the school office upon arrival **at least 20 minutes before** the official start of school opening.
 - i. Sign in;
 - ii. A time sheet is no longer required, you must log on to Frontline to keep track of your time;
 - iii. Find your classroom and room keys, if applicable.
 - b. **Review the seating** chart, plans, and schedule left by the classroom teacher.
 - c. **Familiarize** yourself with the emergency procedures, i.e. evacuations and lockdown.
 - d. **Assume daily responsibilities and duties** assumed by regular classroom teachers for the day.
 - i. Establish an effective rapport with students and be attentive to the individual student needs.
 - ii. Supervise pupils at assigned duties.
 - What are the responsibilities of the duty?
 - Where and when is the duty?
 - e. **Follow the attendance procedures** for students based on the instructions left by the regular classroom teacher.
 - f. **Remain** in the classroom **15 minutes after dismissal**.
 - g. At the end of the day, **write a note** about the work completed for the regular classroom teacher. This note should include what parts of the plans were completed, and not completed, students who excelled, and students who struggled.
 - h. **Dismissal time** in schools can be hectic.
 - i. Become familiar with which students ride the bus, which students walk, and which students are picked up.
 - ii. Dismiss students promptly; buses do not wait.
 - iii. Bus changes are not permitted without permission from the Transportation Department.

- iv. If a student is picked up during the school day, the responsible adult must sign them out from the office, and the office will call the student down. Students are only allowed to leave after checking with the office.
- 2. The substitute teacher should **follow the plans** of the classroom teacher:
 - a. When instructed by the regular classroom teacher, written assignments should be collected.
 - b. Objectives of each lesson should be checked.
 - c. The instruction should be adapted to meet group needs.
 - d. A record of completed and incomplete work shall be left for the regular classroom teacher.
- 3. The substitute teacher should **have firm, but friendly control** of the class that establishes and maintains a good learning environment.
- 4. **Students are not allowed to have their cell phones out during instruction.** Please refer to the student handbook about how to deal with this situation.
- 5. **Computers and iPads in the classroom are assigned to be used for education;** only allow students to use applications on the computer that the teacher has explicitly allowed in the plans.
- 6. **Communications to/from parents must be approved by the building administrator,** this includes parent/teacher conferences, letters home, and information about grades.
- 7. **In cases of any emergency** within the school or on the school grounds, the office should be called immediately, using the room phones.
- 8. **All accidents that occur must be reported to the office.**
- 9. **All information learned about a student is confidential.** The sharing of such information with unauthorized persons is highly unethical and may be a violation of the student's civil rights.
- 10. Substitute teachers should **refer all inquiries by the press to the administrator.**
- 11. Substitute teachers should plan on being in the assigned building for the entire day. **In the event that you need to leave the building, please check with the office.**
- 12. **Schools are very safe places;** seldom will there be an opportunity to keep personal belongings locked up.
- 13. **Lunch is only 20 to 30 minutes,** please plan accordingly.
 - a. Microwaves and refrigerators are available in the teachers' room at every school.

- a. You may purchase a school lunch for \$5.50. You can check the school lunch menu on the District website, if you wish to plan ahead.
<https://sites.google.com/bonnyeagle.org/school-nutrition/school-menus>
14. Every school has a slightly different policy on phone use. **It is good practice for substitutes to refrain from using phones during school hours;** this includes cell phones.
15. **Students requiring medical attention or medicine:**
 - a. It is the responsibility of the regular classroom teacher to leave a list of students who require medical care, i.e. medical conditions and medications.
 - b. All medications are dispensed through the school nurse.
 - c. If a student becomes ill, they should be sent to the school nurse.
 - d. Only the school nurse or the office staff may allow a student to call home to be dismissed.

Tips for Successful Substituting

1. **Arrive early**, locate resources, and familiarize yourself with the building.
 - Remember to report to the school office to let them know you are there.
 - Look for emergency procedures.
 - Check to see if any students have medical conditions.
 - Ask about lunch procedures. You may purchase lunch if need be. At the elementary level, place your order when you do the daily lunch count. A La Carte is available at Middle and High schools.
 - Ask about special duties. Always be prepared to go outside. Ask what is expected of you during duties.
 - Explore the school; learn who the neighboring teachers are and how they can help you. Find the restrooms, water fountains, and teachers' rooms.
 - Learn who the "go-to" people are.
 - Become familiar with the location of the pencil sharpener, paper, pens, and other supplies.
 - Find the proper materials for writing on the board, and make sure they work.
 - Familiarize yourself with how to use any technology that is in your plans, i.e. TV, Projection, DVD, LCD
 - Familiarize yourself with the seating charts.
 - Ask about procedures for leaving the classroom (passes).
 - Learn study hall expectations, if applicable.

- Find out how to refer a student to the office.
 - Be enthusiastic and serious about your role.
 - Go over lesson plans and gauge your time.
 - Connect daily lessons to current events or students' past experiences.
 - Never collect any money from students.
2. **In the absence of lesson plans, check with the office,** team of teachers, or neighbors. Do not allow students to play games on the computers.
 3. **Introduce yourself** by writing your name on the board. Establish individual eye contact with each student at the room entrance. This helps to enhance a sense of individual worth with your students.
 4. **Establish firm, non-threatening control.**
 - Let your students know what you expect of them and their work.
 - Write instructions for the day on the board or give as a handout.
 - Learn the teacher's discipline plan.
 - Stand in the hallway or door to the classroom during passing time.
 5. **With younger students, discuss the regular teacher's absence** and introduce yourself. Be firm, but not threatening.
 6. **Explain to students that you will communicate with the teacher** about serious infractions and also about those students who are dependable and helpful.
 7. **Keep students occupied.** Contact other teachers and support personnel to establish a "Bag of Tricks" or "Sponge Activities". These strategies will be helpful if you have extra time to fill in.





As a substitute teacher, it is important to recognize that students will be affected in some way, (disappointed, anxious, etc.), when their regular teacher is absent. The following “do’s” and “don’ts” are suggestions that will assist you in working with students:

DO	DO NOT
<ul style="list-style-type: none"> • Arrive on time and begin class promptly. Students need to see that you are competent and in control. • Make yourself familiar with behavioral expectations; give the students clear expectations for behavior up front and be consistent. • Present the lessons and assignments clearly so that students understand what they are able to do and what to do when they finish. Be as brief as possible in explanations. • Have a few “tricks up your sleeve” to use as fillers in the event you are left with time at the end of an activity. Impromptu games that challenge students, or strategies that extend lessons are extremely valuable. • Remain positive and flexible. A stubborn student may only need a bit of individual attention in understanding an assignment. • Show students that you care about them. Praise good behaviors and effort. • Check rooms for fire exits in the event of an emergency. Be sure to have a class list readily available. • Leave the room the way that you found it. 	<ul style="list-style-type: none"> X Touch a student. X Lose your temper. Yelling at students, slamming the desk, name-calling will only diminish your control of the classroom. Never engage in banter with a student. X Overreact to situations. Handing out detentions for minor incidents may create larger problems. X Punish the entire class for the actions of a few. X Threaten students. Using statements such as, “If it doesn’t quiet down, I’m going to...” will undermine your authority. If you clearly state the rules you should be fine. X Be sarcastic or rude. Instead, model behavior for students. Your attitude will reflect your expectations from students. X Embarrass students. A look or individual comment may be all you need to correct a situation. Give students the opportunity to self-correct and make positive choices. X Let problems escalate. Ask for assistance. X Allow students to play games on computers. X Join a social networking group with students such as Facebook, Twitter, etc. X Talk about students outside of school. X Sit passively and read, knit, etc.

Classroom Management and Discipline

All students have the right to learn.

Classroom management and basic discipline are the substitute teacher's responsibility. Therefore, the substitute teacher is expected to deal with minor disruptions in the classroom. However, if a student behaves in such a manner as to severely disrupt the substitute's ability to teach or affects the learning of others, ask a neighboring teacher for help or call the main office for assistance.

A proactive approach to classroom management works best to establish a sound, learning environment. Refer to the Student Handbook of individual schools as a reference of expected student behavior. The following are effective general guidelines to consider:

- Provide clear, consistent expectations for students. Keep it simple. Long lists of rules are confusing for students. Example: For a read-aloud you might say, "Sit quietly, respect each others' space, and listen to others without interrupting."
- Indicate when a task is to be completed and maintain timelines. It is also helpful to give the students a heads up a few minutes before it's time to switch tasks. This will make transitions easier.
- Apply specific and reasonable consequences for inappropriate behavior in a consistent manner. Some examples:
 - If a young student is not using art materials in a safe manner, take the materials away for a few minutes and then discuss safe behavior before returning them to the student.
 - A middle school student is not using their iPad for the intended assignment and is instead, surfing the internet. After a couple of warnings and redirection, you ask them to put the iPad away and read a book or do some other work for the rest of the period.
- Use verbal and non-verbal management techniques; proximity is a great way to settle students. Getting up and standing beside off-task students is a great strategy.
- Demonstrate positive verbal and non-verbal behavior to students.
- Build upon student successes. Make sure you give praise to individuals and the class when they are on-task and behaving appropriately.

Having students stand in a corner or sit in the hall is not appropriate. On occasion, a student(s) may need a "time out" period, (refer to school office staff). **Do not hesitate to contact the school office for administrative support if an unusually difficult situation arises. Please note that Corporal punishment is not permitted.**

FERPA

Family Educational Rights and Privacy Act

There are laws that demand that educators and others maintain the confidentiality of specific student information.

FERPA is the acronym for the Family Educational Rights and Privacy Act of 1974. It is a federal law granting parents and students access to, and some control over, student educational records. All schools that receive funding from the U. S. Department of Education are required to follow FERPA guidelines. Since this is the governing law concerning the privacy of student information, **it is important for all MSAD 6 substitutes to understand and follow the law.**

FERPA gives parents certain rights with respect to their children's education records. Compliance with FERPA means that it is **ILLEGAL** for employees / substitutes to share certain information about a student without the written permission of the student or student's parents.

Without written permission from a parent or a student 18 years old or older, you **CANNOT** share:

- Student grades;
- Student medical information; or
- Any personally identifiable information that is not considered "directory" information. In the digital era, this can include photographs of students; for example, photos taken on a field trip.

What can you share without written permission?

Student directory information which typically includes: a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, even **THIS** must be shared with parents and students so they know this information may be disclosed.

The best rule of thumb is always to **ASK** if you aren't sure. For example, email and other digital communications can be covered by FERPA, and yet, we use email all the time and it is often very informal or "conversational." If you have to disclose student information, please ask the building administrator for guidance.

In addition to guaranteeing parents and eligible students specific rights to privacy with regards to students' educational records, under FERPA law, parents and eligible students also have certain rights of control over and correction of educational information including:

- The right to inspect and review students' education records maintained by the school
- The right to request that a school correct records which they believe to be inaccurate or misleading.

As a MSAD 6 substitute, you may be made aware of student medical information such as their diagnosis (Autism, ADHD, Diabetes) and their treatment (prescription medications). What you must understand is that it is **ILLEGAL** for you to share a student's medical information without the express permission of parents or the eligible student. You **CANNOT** share this information with other students, people outside the school, or some other coworkers.

There will be times when you must legitimately discuss the students with others; however, when you discuss the students you don't necessarily have to give **ALL** information to **ALL** persons. To maintain confidentiality, it is best to give only the information **needed** by the person with whom you are speaking.

NOTE: The above information has been taken from the Frontline Education FERPA and HIPPA Training Session (2019-2020) which is a training requirement for all MSAD 6 employees.

Chapter 33

Restraint and Seclusion

Special Note!

MSAD 6 has trained multiple staff members in all of our buildings in physical restraint and seclusion. **We do not expect** a substitute teacher to have to implement these procedures unless, due to the rare nature of an emergency, the substitute teacher can assist until trained personnel arrive to take over. We are providing this information for awareness purposes only.

Restraint and seclusion should be avoided.

This law "establishes standards for the use of physical restraint and seclusion to provide for the safety of all individuals. Physical restraint and seclusion may only be used as an emergency intervention when the behavior of a student presents an imminent risk of injury or harm to the student or others." Chapter 33 applies to ALL students, not just special education students.

Physical Restraint

- Physical restraint is an intervention that restricts a student's freedom of movement or normal access to his/her body, and includes physically moving a student who has not moved voluntarily.
- Physical restraint may be used only as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others, and only after less intrusive interventions have failed or been deemed inappropriate.
- Risk of injury or harm describes a situation in which a student has the means to cause physical harm or injury to self or others and such injury or harm is likely to occur, such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.

It should be noted that staff must use the least amount of physical restraint necessary. If the behavior can be stopped without physical intervention, then physical restraint should be avoided.

Exceptions to Physical Restraint:

- Physical prompts;
- Physical escorts;
 - The temporary touching or holding for the purpose of inducing a student to walk to another location. This includes assisting the child to his/her feet in order to be escorted.
- Fights: A brief period of physical contact necessary to break up a fight;
- Seat belts and harnesses (using as intended); and
- Deflecting bodily movement.

Physical prompts are not a restraint. Physical prompts are a teaching technique that involves physical contact with a student and enables the student to learn or model the physical movement necessary for the development of the desired skill. The prompt might move part of a student's body in a manner the student does not desire; the prompt is used as a teaching tool. A prompt could evolve into a physical restraint.

When Physical Restraints Cannot be Used:

- To punish a student;
- For staff convenience;
- To control behaviors that are simply challenging;
- To prevent property damage;
- To prevent classroom disruption;
- As a therapeutic or educational intervention; and/or
- As a method that relies on pain for control.

A physical prompt could be used to escort a student out of a situation where their behavior is disrupting others. The physical prompt includes assisting a student to their feet in order to be escorted.

A physical restraint cannot be used that restricts the free movement of the diaphragm or chest or that restricts the airway so as to interrupt normal breathing or speech (restraint related to positional asphyxia) of a student. Physical restraint requires that at least two adults are present at all times during the restraint.

The rules also bar the use of aversive procedures and mechanical and chemical restraints, including costumes, signs, and medications.

Seclusion:

Seclusion is the involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving. **Seclusion is not a time out.** Seclusion can only be used if there is a risk of injury or harm to the student or others and only when less intrusive interventions have failed or been

deemed appropriate. In seclusion, the student is alone in involuntary confinement. The student is physically prevented from leaving an area. In seclusion, the student must be continuously monitored. Doors cannot be locked, but the child may be physically prevented from leaving.

Seclusion requires that one adult remain physically present for the entire time and that clearly outlined criteria for the location of seclusion is followed (size of room, ventilation, window, etc.).

Remember!

- **May only be used** as an emergency intervention if the child presents with an imminent risk of injury or harm to the student or others.
- **Must be implemented by certified staff** in a state approved training program (such as Safety Care). If, due to the nature of the emergency, untrained staff have intervened and initiated a seclusion/physical restraint, trained personnel must be summoned to the scene and assume control of the situation as rapidly as possible.
- **May not be used** for punitive purposes, staff convenience, or to control challenging behavior.
- **May not be used** to prevent property destruction or disruption of the environment in the absence of imminent risk of injury or harm.
- **May not be used** as a therapeutic or educational intervention.
- **Require that, if intervention continues for more than 10 minutes**, an administrator or designee must determine if it can continue and monitor the status of seclusion every 10 minutes.

To view Chapter 33 in its entirety, please visit <https://www.maine.gov/sos/cec/rules/05/chaps05.htm>.

The District's Pandemic Plan in a Nutshell



Pandemic Plan Levels

- Level 1 (**Red**): All instruction is remote (distance learning).
- Level 2 (**Yellow**): A hybrid schedule of both remote and in-person instruction.
- Level 3 (**Green**): All students attend school.

In Level 1 (Red), students will be taught via remote instruction. There will be a common platform like Seesaw (K-5) and Google Classroom (6-12). There will be increased synchronous instruction and a set schedule provided by each school. Pre-COVID grading will remain in place.

In Level 2 (Yellow), students will be divided into two groups—Bonny Eagle Group and Scots Group. Students will attend school two days, receive two days of independent learning, and on Fridays, instruction will be remote for all students. Independent learning days will not include synchronous instruction from the classroom teacher. Instead, the days will include reinforcement, formative activities, and content that does not fit into the two days of in-person instruction. Some students with intensive special needs may attend more than two days per week or have a different plan.

In Level 3 (Green), all students will attend school in-person. Everyone will still need to wear face coverings. Health and safety practices will remain in effect.

Face Covering Requirements

At this time, the Maine Department of Education highly recommends that unvaccinated individuals wear face coverings indoors. Parents will be allowed to decide whether or not their student will wear a face covering and the district will support that decision.

Enhanced Health and Cleaning Routines

The custodial staff will be performing enhanced cleaning procedures in all areas each night. Bathrooms, surfaces, and high-contact areas will be cleaned more frequently throughout the day. Desks and tables in the classrooms will be cleaned between classes and whenever groups of students change. This will be supervised by the teacher and performed by students, when appropriate.

The cleaning products used will primarily be soap and water and mild detergent. MSDS sheets for all chemicals used in the buildings will be available for viewing on the District website. There will be an increased emphasis on handwashing, and hand sanitizer will be available in every classroom.

What if Someone at School Tests Positive for COVID-19?

MSAD 6 will follow the guidelines provided by the Maine Center for Disease Control (CDC). Some students or staff may be required to isolate or quarantine based on the CDC's recommendations.

What about Out-of-State Travel?

Currently there are no interstate travel restrictions.

To view the most current version of the District's 2023-2024 Pandemic Plan, please visit our website at <https://www.bonnyeagle.org> and click on the "Bonny Eagle Health Plan" button.

In a system of continuous improvement, MSAD 6 encourages substitute teachers to provide feedback on their assignments by leaving a report for the classroom teacher or visiting the school office and speaking with the building administrator.

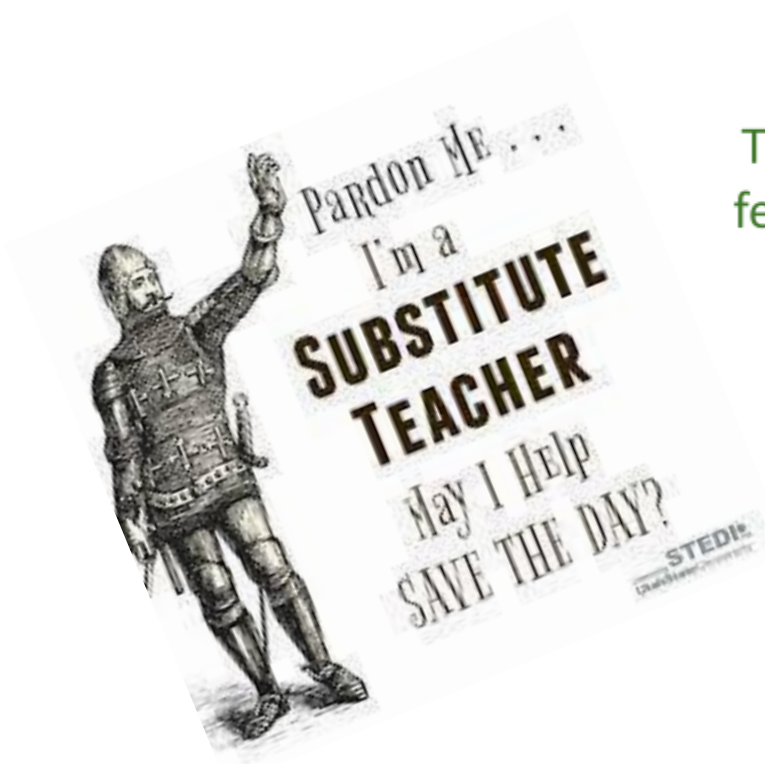


The Superintendent welcomes feedback from all stakeholders.
Contact him at:

94 Main Street
Buxton, ME 04093

cgleason@bonnyeagle.org

(207) 929-3831, ext. 331



MSAD 6 is an Equal Opportunity Employer