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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Regular School Board Meeting
Zoom
Wednesday, December 16, 2020
7:00 P.M.

Meeting URL: <https://networkmaine.zoom.us/j/81511235869>

Note well:

- The meeting will be livestreamed on YouTube: <https://youtube.com/c/SchoolsCamden>
- The public can participate via Zoom. Questions can be asked via the Zoom chatbox.

AGENDA

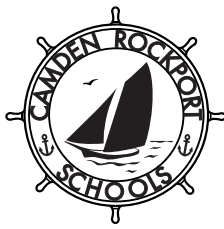
1. Call to Order
2. Adjustments to the Agenda
3. Public Comment on Items not on the Agenda
4. Recognition
 - a. Graham Stoughton, Knox County Representative, Board of Education Student Cabinet
5. Minutes
 - a. Approval of the November 18, 2020 Regular Board Meeting Minutes
6. School Board Chair's Report – Patrick McCafferty
7. Superintendent's Report – Maria Libby
8. Administrative Reports
 - a. Deb McIntyre, Assistant Superintendent
 - b. Jaime Stone, CRMS Principal
 - c. Chris Walker-Spencer, CRES Principal
 - d. Valerie Mattes, Director of Student Special Services
9. Standing Committee Reports
 - a. Joint Negotiations – Next meeting December 22, 4:30 p.m.
 - b. Joint Personnel – Next meeting January 14, 4:30 p.m.
 - c. Joint Curriculum – Next meeting November 23, 3:00 p.m.

Curriculum Approvals:

- K-8 Health and Guidance Curriculum
 - K-8 Physical Education Curriculum
- d. Finance – Met November 18, minutes attached. Meets prior to the Board Meeting December 16.
 - Finance Update – Finance Committee Chair
 - e. Joint Policy – Met December 14. Next meeting February 8, 3:30 p.m.

Second Reads

- DID – Inventories (new)
 - DIE – Audits and Financial Monitoring
 - GCB – Salary Determination of Professional Staff (new)
 - IHBAC – Child Find
 - IKAB – Report Cards
 - JFCK – Student Use of Cellular Telephones and Other Electronic Devices
 - JIC – Student Code of Conduct
 - JLF-Reporting Child Abuse Neglect
 - JLF-R – Reporting Child Abuse Neglect Administrative Procedure
10. School Advisory Committee Reports
 - a. DEI Task Force – Met December 9, minutes attached. Next meeting January 13, 7:00 p.m.
 11. Future Agenda Items
 12. Adjourn



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Camden Rockport Schools
Virtual School Board Meeting
Zoom
Wednesday, November 18, 2020
7:00 P.M.

Meeting Recording: <https://www.youtube.com/watch?v=Urb8bfVEXEw>

MINUTES

Board Present

Patrick McCafferty, Chair
Brianna Gutierrez, Vice Chair
Becky Flanagan
Marcia Dietrich
Sarah Bradley Prindiville
Peter Orne
Marcus Mrowka
Elizabeth Noble

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Chris Walker-Spencer, CRES Principal
Jaime Stone, CRMS Principal
Valerie Mattes, Director of Student Special Services
Peter Nielsen, Business Manager

1. Call to Order
Board Chair Patrick McCafferty called the meeting to order at 7:05 p.m. Roll call voting will be in effect for this meeting since members are participating virtually.
2. Adjustments to the Agenda
 - a. Points adjustment for Stipend Nomination (as written in minutes)
3. Public Comment on Items not on the Agenda
None.
4. Notification of Resignation
 - a. Jody Lary, Grade 5, Effective November 27, 2020

5. Minutes

- a. Approval of the October 21, 2020 Regular Board Meeting Minutes

Upon Motion by Marcia Dietrich and second by Becky Flanagan, the Board voted to approve the minutes of the October 21 meeting as written.

Vote: 8-0 Passed

Patrick McCafferty, aye

Brianna Gutierrez, aye

Becky Flanagan, aye

Marcia Dietrich, aye

Sarah Bradley Prindiville, aye

Peter Orne, aye

Marcus Mrowka, aye

Elizabeth Noble, aye

6. Nominations (Note: Executive Sessions Possible for Nominations - 1 MRSA § 405(6)A)

- a. Stipend Nominations (conditional)

The board noted that stipend approval is conditional. The winter sports stipends will not be paid if the sports do not take place.

Position	Nominee	Points	Bonus	Amount
CRMS Math Team	Mary Smyth	17	0%	\$1,323.96
CRMS Basketball Coach	Kristin Cronkite	24	0%	\$1,869.12
CRMS Basketball Coach	Ian McKenzie	24	15%	\$2,149.49

Upon motion by Marcia Dietrich and second by Peter Orne, the Board voted to approve the above stipend nominations as corrected.

Vote: 8-0 Passed

Patrick McCafferty, aye

Brianna Gutierrez, aye

Becky Flanagan, aye

Marcia Dietrich, aye

Sarah Bradley Prindiville, aye

Peter Orne, aye

Marcus Mrowka, aye

Elizabeth Noble, aye

7. MET Renaming Discussion continued

As agreed upon at the October 21 meeting, the Board informed the public about the name change under consideration through an article in the PenBay Pilot and individual conversations with community members. They received a lot of positive feedback from the community about renaming the building after Keith Rose.

A member of the public, a relative of Mary E. Taylor, asked what might be done to commemorate Mary E. Taylor. Superintendent Libby shared that there will be a location inside the building dedicated to its history. The metal sign, Mary E Taylor Middle School will hang in this location, as well as a plaque naming each of the principals who served while the building was a school.

The Board discussed whether or not they needed an exception to policy KCD which states that “Facilities will not be named for persons who are currently employed by the District or active in its operations”. Keith Rose retires December 2, 2020, so the Board agreed that the new name should take effect at the commissioning of the building next year rather than making an exception to the policy.

Board members each weighed in and all members agreed that with a change of use and a new life, the building should have a new name.

Upon motion by Marcia Dietrich and second by Peter Orne, the Board voted to approve renaming the Mary E. Taylor building to Rose Hall to take effect on the date of commissioning.

Vote: 8-0 Passed

Patrick McCafferty, aye

Brieanna Gutierrez, aye

Becky Flanagan, aye

Marcia Dietrich, aye

Sarah Bradley Prindiville, aye

Peter Orne, aye

Marcus Mrowka, aye

Elizabeth Noble, aye

8. School Board Chair’s Report – Patrick McCafferty

a. Winter Workshop Update

The Winter Workshop is canceled for this year.

9. Superintendent’s Report – Maria Libby – as written

a. MET Update

Work on the MET building has begun and will take a year to complete. There has been public interest in salvaging materials (windows, radiators, chalk boards, etc.) from the building. The district cannot afford the extra cost to salvage windows, or potentially other items. Furniture and other materials were removed over the summer and either given away, sold, or discarded, so there is not much left in the building. At this point, the building has been handed over to the contractor. Superintendent Libby will investigate options for salvaging items.

b. Tax Issue Update

Maria has consulted with an attorney who feels the district has a decent argument that Liberty Mutual should provide defense coverage regarding the tax assessment miscalculation. She will keep the board updated as things progress.

10. Administrative Reports

a. Deb McIntyre, Assistant Superintendent – as written

- Truancy Data

Deb summarized the truancy data provided in her written report and highlighted that the Principals and Counselors do a great job reaching out to families to resolve attendance issues.

There were questions on substitutes and NWEA testing. Deb shared that finding substitutes continues to be a challenge, but there have been four new applicants recently. Having long-term substitutes in place has been very helpful. The State Department is collaborating with Eastern Maine College to offer a Learning Facilitator program where people can go for free week-long training to expedite the process to be a substitute and when they finish, they will have their Ed Tech III certification.

NWEA testing took place and remote students were able to participate during parent-teacher conference days at CRES when very few people were in the building. CRMS also offered in-person testing. NWEA testing will provide helpful instructional information for teachers on students' strengths and areas for improvement.

b. Jaime Stone, CRMS Principal – as written

- Winter Sports Update

If we remain in yellow status, no sports will take place. If we go back to green status, 7th and 8th grade basketball will hold skills and drills practices and wear masks. Students are comfortable in masks now, so that is not problematic. They will have intramurals and there is potential to have some local games starting January 11 pending State guidance. Wrestling will not take place as it was identified as a high-risk sport. If students participate in travel teams, they cannot participate in school sports.

Jaime noted that approximately 30% of remote students came in for NWEA testing. She is not concerned and shared that they are focusing on student growth and safety first. She highlighted that the shift to the Hybrid model was a steep learning curve and staff was able to work on some remote/in-person teaching tools during professional development time. They are also working to improve remote student attendance. There was a question about who sets the class size numbers while in the yellow status. Maria shared that the state only offers broad safety guidance (e.g.

- “spread out more when yellow”), from the color designation to spacing recommendations, but the decisions are left up to schools. Our district intends to follow the State’s county color designation; if Knox County goes green, we will go to our green model.
- c. Chris Walker-Spencer, CRES Principal – as written
Chris agreed that students are comfortable with mask-wearing and it is social distancing with this age group that is the challenge at CRES. They have had fantastic partnerships in the community to create outdoor learning spaces. Coastal Mountain Land Trust has helped clear areas near the stream and Tree Works volunteered to remove some trees.
 - d. Valerie Mattes, Director of Student Special Services – as written
Valerie noted a correction in her written report. The traumatic brain injury number should be 0 instead of 9. She highlighted that SPED has had 21 new enrollments which is a large number for the program.

11. Standing Committee Reports

- a. Joint Negotiations – Met November 2. Next meeting November 17, 4:30 p.m.
The November 17 meeting was postponed until November 23, 4:30 p.m.
- b. Joint Personnel – Met November 12, minutes attached. Next meeting January 14, 4:30 p.m.

Revised Job Descriptions for Approval

Assistant Superintendent

Business Manager

Administrative Assistant to the Director of Student Special Services

Elementary School Assistant Principal

Elementary School Principal

Upon Motion by Becky Flanagan and second by Elizabeth Noble, the Board voted to approve the above Job Descriptions.

Vote: 8-0 Passed

Patrick McCafferty, aye

Brianna Gutierrez, aye

Becky Flanagan, aye

Marcia Dietrich, aye

Sarah Bradley Prindiville, aye

Peter Orne, aye

Marcus Mrowka, aye

Elizabeth Noble, aye

- c. Joint Curriculum – Next meeting November 23, 3:00 p.m.
- d. Finance – Met October 21, minutes attached. Meets prior to the Board Meeting November 18.
 - Finance Update – Finance Committee Chair

The October budget summary had 67.42% remaining with a target of 66.67%. Last year, there was 65.37% remaining at this time. We are on track with no major concerns.

- **2021-22 Status Quo Budget**

The Finance Committee reviewed the Status Quo budget as presented with a 1.61% increase. This represents current staffing, projected payroll increases, an 8% increase in health insurance costs, and debt service expense decreases. The Committee recommended to the Board a 2.5% expense budget target for the administration. After a brief discussion about the variables that go into budget calculations and the acknowledgment of the unknowns, the Board agreed that a 2.5% expense budget was an appropriate target and it would provide a lean 2021-22 budget.

- e. Joint Policy – Met October 19, minutes attached. Next meeting December 14, 3:30 p.m.

First Reads

DID – Inventories (new)

DIE – Audits and Financial Monitoring

GCB – Salary Determination of Professional Staff (new)

IHBAC – Child Find

IKAB – Report Cards

JFCK – Student Use of Cellular Telephones and Other Electronic Devices

JIC – Student Code of Conduct

JLF-Reporting Child Abuse Neglect

JLF-R – Reporting Child Abuse Neglect Administrative Procedure

Upon Motion by Marcia Dietrich and second by Marcus Mrowka, the Board voted to approve the above First Reads.

Vote: 8-0 Passed

Patrick McCafferty, aye

Brianna Gutierrez, aye

Becky Flanagan, aye

Marcia Dietrich, aye

Sarah Bradley Prindiville, aye

Peter Orne, aye

Marcus Mrowka, aye

Elizabeth Noble, aye

Reviewed with minor revisions

EGAD-R Copyright Compliance Administrative Procedure

GAB – Job Descriptions

GBB – Staff Involvement in Decision Making

GBEC – Drug-Free Workplace

12. School Advisory Committee Reports

- a. DEI Task Force – Met October 28, minutes attached. Next meeting December 9, 7:00 p.m.

The group agreed on two areas of focus and has split into two groups to address each area. Maria will take on a third area, Workforce Diversity.

13. Executive Session to Discuss Personnel Issue - 1 MRSA § 405(6)A)

Upon Motion by Marcia Dietrich and second by Peter Orne, the Board voted to enter Executive Session to discuss a Personnel Matter.

Vote: 8-0 Passed

Patrick McCafferty, aye

Brianna Gutierrez, aye

Becky Flanagan, aye

Marcia Dietrich, aye

Sarah Bradley Prindiville, aye

Peter Orne, aye

Marcus Mrowka, aye

Elizabeth Noble, aye

In: 8:21 p.m.

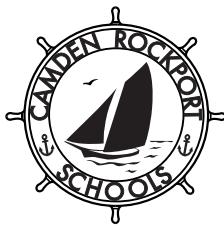
Out: 8:57 p.m.

14. Future Agenda Items

None.

15. Adjourn

The meeting adjourned at 8:58 p.m.



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Assistant Superintendent Board Report
December 16, 2020

Goal #1: Healthy Learning Environment

- Title IV Funds are allocated this year to support Social and Emotional Learning in our schools. Currently we are purchasing additional classroom books that focus on the core values (Kindness, Grit, Responsibility and Self-Control) for the elementary school.
- Participated in “Emergency Operations Planning 101 K-12 Train the Educator”

Goal #2: Teaching and Learning

- Researching the possibility of implementing a Nature-Based Pre-Kindergarten program. Outreach to existing pre-K programs around the state as well as the MDOE Early Learning Team. Consultation with professor at UMF and Anne Stires (Juniper Hill) to collaborate with design, best practices and current models within the state.
- Working with Carla Fancy, Asst. Special Services Director, to develop and design professional development opportunities for educational technicians.
- Meeting with CRES administrators and elementary remote teachers to problem-solve issues and identify next steps.
- Continue working on curriculum overviews for K-8 – Health and Physical Education are moving forward for approval.
- Collaborating with Ian McKenzie (SAD) and Iris Eichenlaub (CSD) in discussing next steps for professional support and learning in technology.

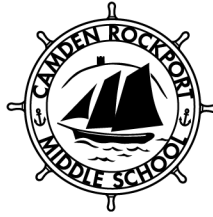
Other

- Personnel – substitutes – I have trained an additional seven substitutes that will hopefully be available to fill in as needed. I have updated the substitute handbook to include our safety protocols as well as provided training to all new subs for onboarding. In addition, Nurse Gretchen and I interviewed two new nurse substitutes and we are working diligently to onboard these individuals as soon as possible.
- Recertification Committee (MidCoast Administration Committee and MSAD teacher recertification)
- Maine Curriculum Leaders Association – MMSA will be doing some case studies of successful models. Met with Commissioner Makin to discuss the proposed changes to the assessment system for Maine – very exciting changes in the works!

Respectfully Submitted,
Debra McIntyre

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Jaime Stone

Principal

Matt Smith

Assistant Principal

Camden Rockport Schools
CRMS Principal Board Report
December 16, 2020

Goal #1: We will meet the social, emotional, and cognitive needs of students and support staff wellness to improve student achievement and build strong character.

We resumed Second Step curriculum with grades 5-8 this week, after returning to Green Status. We are delayed in our implementation of this pilot and unsure we'll be able to successfully meet the scope of the grant given the challenges of the year.

Goal #2: Curriculum, instruction, and assessment will provide a continuum of learning opportunities that are engaging and meaningful to students and allow them to thrive.

5th Grade took a walking field trip related to a service project organized through their homeroom teachers and technology teacher. Students have been learning photography skills in technology class and traveled in small groups around town and captured images to put on holiday cards they will be making to share with Meal on Wheels recipients. Each year grade 5 does a service project with Meals on Wheels and wanted to stay connected this year even with the COVID constraints on their project. We appreciate the 15 parent volunteers who joined us to help keep students safe and organized. This was a wonderful way to engage the students in some work in the community and felt like "old times" at CRMS.

Staff continue to utilize google sites and slides as a primary way to manage, store and convey lesson agendas for each class period. We house links to these sites for easy access for each student and parent. Creating slides and moving items to the electronic platform for each lesson take a considerable amount of time for each new lesson redesign. Our remote numbers have steadily increased over the course of the year and we frequently have students remoting into class who do not feel well or are fulfilling a quarantine period.

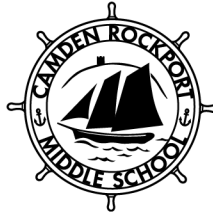
We modified our grading and reporting this trimester to provide one summary narrative for each student that will be recorded in the homeroom overview of our JumpRope report card. Writing comments for each of 80-110 students takes upwards of 10-15 hours of additional staff work time. The revised strategy we're using this trimester reduces the required work time and allows all members of the team to review comments, add feedback as needed (or desired) but doesn't require comment writing for each student for each individual content area. Some general comments are applicable across specific courses for students. This approach will make our work more efficient, allow us to focus on curriculum work related to hybrid teaching and still provides meaningful feedback to parents and students.

Goal #4 (New Goal): Effectively implement the district reopening plan.

An Update from the Medical/Nursing Side of Things: We strive to effectively communicate with families around a myriad of needs. Parent and student travel, health concerns and

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Jaime Stone

Principal

Matt Smith

Assistant Principal

updated COVID testing needs and more. The increase in medical consultation and communication between families and our nurse, Gretchen Kuhn, is abundant and she is doing an absolutely amazing job! There are never enough hours in the day for her to complete all the work, but she returns to a full pate each day with a positive attitude. We are so grateful to have someone as capable and clear as Gretchen in this position this year.

In addition to her already expanded role in the front office due to increased COVID record keeping responsibilities, our front office secretary, Andrea Pierce, works tirelessly to support Gretchen’s efforts to help ensure we monitor student attendance closely, document student and family health updates and communicate with families about completing (or not) daily MedBot forms for students.

The need for additional record keeping and overall communication from the office this year connected to COVID is immense, and our staff are handling this work in an effective and kind way every day. We’re so grateful to have good people on staff.

Parents and Medical Screenings

As the year progresses, we do have more students without completed MedBot forms arriving at school each day. We hope to convey the importance of this routine to families in our daily email update to those who forget. The screening is an essential element to ensure our safety that deserves ongoing and consistent attention from our parent community.

When students do not have a completed form, we call students to the café at 8:40 am to complete the screening with our nurse. It is an ongoing challenge that represents just one of many details the office staff and nurse manage each day.

Jaime continues to conduct frequent safety checks and feedback for staff and students.

General Updates

We had our first film viewing in Bisbee Theater. The film 42 was viewed by grade 7 connected to their Civil Rights unit. The sound and projection were amazing, and it was a temporary set up by our tech department for this special feature.

Student Enrollment Table:

	October	November
Grade 5	101	100
Grade 6	74	75
Grade 7	108	107
Grade 8	103	105
Total	386	387

Respectfully Submitted,
Jaime Stone

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Chris Walker-Spencer

Principal

Katie Bauer

Assistant Principal

Camden Rockport Schools
CRES Principal Board Report
December 16, 2020

Goal #1: Healthy Learning Environment / Positive School Climate

Our Pause Place recently reached 1,100 visits by students this year. Tuesdays and Thursdays are our busiest days of the week, each accounting for nearly 25% of all visits. 2nd Grade students make up the largest percentage of visits with just over 42% of the total number of visits schoolwide. 3rd Grade makes up 35% of the overall visits. The vast majority of our visits are by boys.

Our BRTI team recently reviewed the universal screening data from November. Overall, our number of at-risk students decreased this year. However, the male/female split shifted significantly. Our at-risk population is 80% male this year while a typical year would have 55% male representation. The distancing measures, and to some degree the relative lack of movement in classrooms, are likely contributors to these shifts. We continue to analyze the data and look at individuals to ensure our students are getting the supports they need.

Goal #2: Curriculum, instruction and assessment

The Diversity, Equity and Inclusion Task Force is exploring ways in which we encourage social justice in our school. Examples include crayons in Art class that include a variety of skin tones, a large purchase of inclusive library books and our Second Step SEL program that teaches acceptance and inclusion while providing visuals with a diverse representation of people.

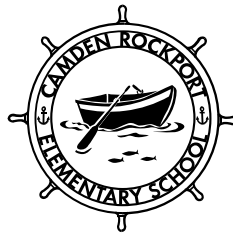
CRES teachers spent time during a December early release practicing a variety of Zoom features with each other as we practiced and prepared for the possibility of remote schooling this year. On a separate day, teachers also conducted brief practice sessions with students as they leveraged school-wide technology devices and applications. Technology Integrator Ian McKenzie supported both of these sessions.

Goal #4: Effectively Implement District Reopening Plan

We continue to reinforce safety expectations with families and the CRES staff. As guidance shifts at the state level or through our reopening plan, we communicate changes to our stakeholders. Overall, we have extremely high levels of compliance with our safety protocols. The staff has done a remarkable job adapting their routines and instructional practices to meet these shifts. Students and families have also routinely fulfilled their responsibilities to help keep us all healthy and safe.

Principal

Katie Bauer
Assistant Principal



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Enrollment Overview:

10/1/20 Total: 334

12/10/20 Total: 336

Respectfully Submitted,
Chris Walker-Spencer

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Valerie Mattes
Director of Special Services
Carla Fancy
Assistant Director of Special Services

Camden Rockport Schools
Special Services Board Report
December 16, 2020

Goal: Teaching and Learning

• Red Plan – Special Education Students

There is a plan to offer in-person instruction for our more fragile and/or at-risk students from our Life Skills and Day Treatment programs if the County goes to Red and our schools move to remote instruction. This is not to be confused if the school goes fully remote based on active COVID-19 cases within the building. In that case, these programs will follow the building protocols with regard to district quarantine and remote learning.

- Life Skills Programs – CRES Explorers / CRMS Discovers
9:00-2:00 – Monday, Tuesday, Thursday, Friday
- Day Treatment Programs – CRES Travelers / CRMS Voyagers
9:00-2:00 – Monday-Friday
- Number of students per school: 7-8 / Total: 15

Other

• Placement Data:

We currently have one out-of-district placement at Atlantic Academy, considered a special purpose private school. Consequently, our total percentage of students in-district moves from 100% to 99%. Our ability to service as many of our students in district as we do is reflective of board support for development of specialized programming within our schools and recruitment of specialized support personnel.

- There continues to be a need for a full-time School Psychologist and Behavior Specialist or BCBA (Board Certified Behavior Analyst) at CRES to support our continuum of behavioral and mental health services. We currently have an unfilled school psychologist position in which we are utilizing contract service providers with a part-time BCBA and a retired school psychologist to cover the role and responsibilities of the full-time school psychologist as best we can at this time. There continues to be a void in services, however, that impacts administrators and other program providers, who are pulled during times of student crisis or dysregulation; clinical oversight of our Day Treatment program; counseling services; and direct academic/behavioral RTI support with classroom teachers. We will be seeking a full-time BCBA in next year's budget and continuing our search to fill the school psychologist position that has been unfilled for the past two years.

Student Counts:

Special Education: 127; PERCENTAGE – 18%

Respectfully submitted,
Valerie Mattes

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Content: Guidance	Grade or Course: Kindergarten	Date Developed: 11/26/19
<p>Overview: The guidance curriculum promotes the development of knowledge, attitude and skills in the content areas of:</p> <ul style="list-style-type: none"> Personal / Social development Personal Safety and coping strategies Learning to potential <p>Activities to meet these content areas include individual, small and large group work, review and practice of 5 consistent themes (personal space, kindness, one voice, square chair, breathing). In Kindergarten, students work on the following:</p> <ul style="list-style-type: none"> ● Identifying and expressing feelings. ● Distinguish between appropriate and inappropriate behavior (ex. Listening skills). ● Learn how to make and keep friends. ● Develop positive attitudes toward self as a worthy and unique person. ● Recognize personal boundaries. ● Learn about the differences between appropriate and inappropriate physical contact. ● Learn and practice the Zones of Regulation colors and strategies 		
<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How do I feel? How do I look at the faces and bodies of my peers to determine how they may be feeling? ● What makes a kind friend? ● What is whole body listening? (or Stop and Think) ● How are we the same and different from each other? ● Why is personal space important and how do I ask it? ● What makes CRES a safe school? What can I do to stay safe? ● What can I do if I get distracted from my work at school? 		
<p><u>K-5 Essential Outcomes (Health)</u></p> <p>Health Promotion and Risk Reduction</p> <ul style="list-style-type: none"> A. Identify age appropriate healthy practices/behaviors to maintain or improve personal health. (MLR.C.1) B. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations and safety strategies for personal health. (MLR.C.2) C. Demonstrate strategies that can be used to manage stress, anger, or grief. (MLR.C.3) <p>Advocacy, Decision-Making and Goal-Setting Skills</p> <ul style="list-style-type: none"> A. Demonstrate the following effective verbal and nonverbal communication skills to enhance health: listening skills; assertiveness skills; asking for assistance; refusal skills to avoid or reduce health risks; and non-violent strategies to manage or resolve conflict. (MLR.E.1) 		

Standards:

American School Counselor Association National Standards:

Standard A - Personal/Social Development: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self Knowledge

- Develop positive attitudes toward self as a unique and worthy person
- Identify and express feelings
- Recognize personal boundaries and privacy needs

PS:A2 Acquire Interpersonal Skills

- Recognize and respect personal differences
- Learn how to make and keep friends

Standard C - Personal / Social Development: Students will understand safety skills.

PS:C1 Acquire Personal Safety Skills

- Learn about the differences between appropriate and inappropriate physical contact

Standard A - Academic Development: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school.

A:A1 Improve Academic Self-concept

- Display a positive interest in learning
- Identify attitudes and behaviors that lead to successful learning

Units:

Second Step

Feelings, Self Regulation

Zones of Regulation

Feelings and Zones, Expected and Unexpected Behaviors

Mindset, Otis Stretching

Howard B Wigglebottom

Learning Targets Addressed

I can identify at least 6 feelings.

I can “read” body language - the faces and bodies of people around me.

I can demonstrate whole body listening or Stop and Think.

I can explain what a racing body feels like.

I can demonstrate how to slow a racing body down.

I can accept how I differ from and how I am similar to others.

I can demonstrate checking for personal space.

I can identify strategies to use to move out of the yellow, blue and red zones and into the green zone while at school.

Assessments:

Guidance classes are not graded.

Pre and post oral surveys

Comprehension from extensive review

Activity completion

<p>Content: Guidance</p>	<p>Grade or Course: 1st Grade</p>	<p>Date Developed: 11/26/19</p>
<p>Overview: The guidance curriculum promotes the development of knowledge, attitude and skills in the content areas of:</p> <ol style="list-style-type: none"> 1.) Personal / Social development 2.) Personal Safety and coping strategies 3.) Learning to potential 4.) Decision making and problem solving <p>Activities to meet these content areas include individual, small and large group work, review and practice of 5 consistent themes (personal space, kindness, one voice, square chair, breathing). In first grade students build on the skills started in Kindergarten by working on the following:</p> <ul style="list-style-type: none"> ● Identifying personal strengths ● Identifying and expressing feelings ● How feelings and personal strengths connect with a decision. ● Focus through distractions. ● Recognizing and respecting cultural differences. ● Communicating including speaking, listening and nonverbal behavior ● Learning how to set boundaries. ● Understanding the need for private, personal space 		
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are my values, attitudes and beliefs? ● What is a decision? ● Why do I need to use self-control? ● What does it take to be a kind friend? ● What do we share that is the same and different? ● How to recognize cultural differences? ● How do I communicate nonverbally? ● How do I set boundaries and when do I need to use personal privacy? 		
<p><u>K-5 Essential Outcomes (Health)</u></p> <p>Health Promotion and Risk Reduction</p> <ol style="list-style-type: none"> A. Identify age appropriate healthy practices/behaviors to maintain or improve personal health. (MLR.C.1) B. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations and safety strategies for personal health. (MLR.C.2) C. Demonstrate strategies that can be used to manage stress, anger, or grief. (MLR.C.3) <p>Advocacy, Decision-Making and Goal-Setting Skills</p> <ol style="list-style-type: none"> A. Demonstrate the following effective verbal and nonverbal communication skills to enhance health: listening skills; assertiveness skills; asking for assistance; refusal 		

skills to avoid or reduce health risks; and non-violent strategies to manage or resolve conflict. (MLR.E.1)

Standards:

American School Counselor Association National Standards:

Standard A - Personal/Social Development: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self Knowledge

- Develop positive attitudes toward self as a unique and worthy person
- Identify and express feelings
- Recognize personal boundaries and privacy needs

PS:A2 Acquire Interpersonal Skills

- Recognize and respect personal differences
- Learn how to make and keep friends

Standard C - Personal / Social Development: Students will understand safety skills.

PS:C1 Acquire Personal Safety Skills

- Learn about the differences between appropriate and inappropriate physical contact

Standard A - Academic Development: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school.

A:A1 Improve Academic Self-concept

- Display a positive interest in learning
- Identify attitudes and behaviors that lead to successful learning

Units:

Second Step

Stop & Think Power, Focus through Distractions, Stop and Name the Feeling

Zones of Regulation

Feelings and Zones, Expected and Unexpected Behaviors, Flexible vs. Rigid Thinking

Mindset - Breathing

Learning Targets Addressed

I can identify how I feel about school.

I can explain what is very important to me.

I can name the steps to consider in making a decision.

I can demonstrate using self-control.

I can name four ways/draw four ways to show how to be a kind friend.

I can recognize the differences in other cultures as compared to my own.

I can demonstrate strong body language without words.

I can identify my private body parts and explain to who, when and where it is OK to show these.

I can ask for personal space.

If I need help with personal space I can use strategies to get help from an adult.

I can explain what is a “yes”, a “no” and a “confusing” touch.

I can identify at least three things I am very good at.

I can identify at least 10 feelings.

I can identify what my body does/how it feels inside with at least 5 different feelings.
I can demonstrate three strategies to use to help me focus.

Assessments:

Guidance classes are not graded.
Pre and post oral surveys
Comprehension from extensive review
Activity completion
Exit Tap

Content: Guidance	Grade or Course: 2nd Grade	Date Developed: 11/26/19
Overview: The guidance curriculum promotes the development of knowledge, attitude and skills in the content areas of: <ol style="list-style-type: none">1.) Personal / Social development2.) Personal Safety and coping strategies3.) Learning to potential4.) Decision making and problem solving5.) Using cooperative behavior in groups Activities to meet these content areas include individual, small and large group work, review and practice of 5 consistent themes (personal space, kindness, one voice, square chair, breathing). Second graders continue on their journey to develop strategies and skills in the following areas: <ul style="list-style-type: none">● Identifying personal strengths● Understanding change is a part of growth.● Applying knowledge and learning styles to positively influence school performance.● Demonstrating cooperative behavior in groups.● Demonstrating the ability to work independently.● Sharing knowledge.● Accepting mistakes as part of learning.● Developing effective coping skills for dealing with problems.● Learning techniques for managing conflict.		
<u>Essential Questions:</u> <ul style="list-style-type: none">● How do changes impact me as a learner?● What are my responsibilities at school? At home?● What strategies can I use to cope with my problem?● Do I know when and how to ask for help from a teacher/grown-up?● How do I apply strategies in order to make safe and healthy choices?● How do I accept my mistakes as an essential learning process?● How do I persist / use grit when the work is hard?● How do I contribute my strengths as an individual learner as well as to a group?		
<u>K-5 Essential Outcomes (Health)</u> Health Promotion and Risk Reduction <ol style="list-style-type: none">A. Identify age appropriate healthy practices/behaviors to maintain or improve personal health. (MLR.C.1)B. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations and safety strategies for personal health. (MLR.C.2)		

C. Demonstrate strategies that can be used to manage stress, anger, or grief. (MLR.C.3)

Advocacy, Decision-Making and Goal-Setting Skills

A. Demonstrate the following effective verbal and nonverbal communication skills to enhance health: listening skills; assertiveness skills; asking for assistance; refusal skills to avoid or reduce health risks; and non-violent strategies to manage or resolve conflict. (MLR.E.1)

Standards:

American School Counselor Association National Standards:

Standard A - Personal/Social Development: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self Knowledge

- Develop positive attitudes toward self as a unique and worthy person
- Identify and express feelings
- Recognize personal boundaries and privacy needs

PS:A2 Acquire Interpersonal Skills

- Recognize and respect personal differences
- Learn how to make and keep friends

Standard B - Personal / Social Development: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

- Develop effective coping skills for dealing with problems
- Demonstrate when, where and how to seek help for solving problems from a teacher or an adult.

Standard C - Personal / Social Development: Students will understand safety skills.

PS:C1 Acquire Personal Safety Skills

- Demonstrate the ability to set boundaries, rights and personal privacy.

Standard A - Academic Development: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school.

A:A1 Improve Academic Learning

- Identify behaviors that lead to successful learning
- Accept mistakes as part of the learning process.

A:A3 Achieve School Success

- Take responsibility for actions
- Ability to work independently
- Share knowledge

Units:

Second Step

Stop & Think Power, Focus through Distractions, Stop and Name the Feeling, Choices

Zones of Regulation

Feelings and Zones, Expected and Unexpected Behaviors, Flexible vs. Rigid Thinking,

Size of Problem

Mindset - Breathing

Anxiety - Lynn Lyons

Learning Targets Addressed:

I can recognize when something is difficult for me and how this affects my learning at school.

I can define responsibility.

I can show responsibility at school.

I can identify two ways I show responsibility at home.

I can explain the difference between a small problem and a big problem.

I know how and when to ask for help from an adult if my problem grows bigger.

I can recognize the difference between safe/healthy choices and unsafe/harmful choices.

I can identify, with the help of an adult, when I have made a poor choice.

I can name at least one strategy to use when my school work gets very hard.

I can contribute at least one of my strengths to help my group.

I can identify when I have made a mistake.

I can explain what the word compromise means.

Assessments:

Guidance classes are not graded.

Pre and post oral surveys

Comprehension from extensive review

Activity completion

Exit Tap

Content: Health	Grade: Grade 3	Date Developed: March 2020
Overview: Third grade health includes units that dig into the 5210 program, handwashing, and heart health as it relates to Jump Rope for Heart. If time permits, students review tick awareness. Students create an authentic 5210 poster to help them complete the exit slip. Students compare and contrast a resting heart rate versus an active heart rate through the safe use of stethoscopes. Health is conducted for approximately half of the school year. Each week we substitute one physical education class for a health class. For many students, this is their first exposure to health class.		
Essential Questions: <ul style="list-style-type: none">● What is a guideline?● What do I need to know to make good decisions and stay healthy?● Can I identify age appropriate healthy practices to improve my health?● What are age appropriate facts about the heart?● What is the purpose of exercising the heart?		
K-5 Essential Outcomes Health Concepts <ul style="list-style-type: none">A. Explain the relationship between healthy behaviors and personal health. (MLR.A.1) Health Information, Products, and Services <ul style="list-style-type: none">A. Identify characteristics of valid health information, products, and services. (MLR.B.1) Health Promotion and Risk Reduction <ul style="list-style-type: none">A. Identify age appropriate healthy practices/behaviors to maintain or improve personal health (MLR.C.1)		

Standards:

SHAPE America National Health Education Standards

Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3. Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

Units:

- 5210: Objective is to reduce childhood obesity.
 - [Grade 3 Health-5210 Unit](#)
- Handwashing: Hands on hand-washing experiment with the use of a black light.
 - [Hand Wash Unit 3rd](#)
- Heart Health: Size, location, and purpose of the heart.
 - [CRES Grade 3 Heart Health Unit Plan](#)

Assessments:

- 5210 Poster (Goals, Question, Rubric) [5210 Poster Rubric](#)
- 5210 Exit Slip: [Name: 5210 Exit Slip](#)
- Heart Health: [Heart Health Assessment](#)

Content: Guidance	Grade or Course: 3rd and 4th Grade	Date Developed: 11/26/19
Overview: The guidance curriculum promotes the development of knowledge, attitude and skills in the content areas of: <ol style="list-style-type: none">1.) Personal / Social development2.) Personal Safety and coping strategies3.) Learning to potential4.) Decision making and problem solving5.) Using cooperative behavior in groups Activities to meet these content areas include individual, small and large group work, review and practice of 5 consistent themes (personal space, kindness, one voice, square chair, breathing). The third and fourth grade continue to develop their skills in the following areas: <ul style="list-style-type: none">● Identifying their learning strengths● Developing and applying task completion and time management strategies.● Developing a broad range of interests and abilities● Showing motivation to achieve individual potential● Identifying and discussing changing personal and social roles● Understanding empathy and practicing compassion● Using effective communication skills● Identifying alternative solutions to a problem● Knowing how to apply conflict resolution skills● Demonstrating knowledge of personal information● Identifying resource people in school and community and knowing how to seek help from them		
Essential Questions: <ul style="list-style-type: none">● How do I express feelings of competence and confidence as a learner?● How do I manage my time and tasks?● What am I interested in learning more about?● What steps do I need to take to reach my goal / work completion?● What are some changes with my friendships?● What are effective communication strategies to use at school?● What are potential consequences of decisions? What are alternative solutions for dealing with problems?● How do I develop an action plan to meet a goal?● Do I know my personal information (home address, mom/dad cell number, emergency contact)?● Who are resource people at school and in the community and how do I seek their help?● Do I know when I need help from a peer vs. help from an adult?		

K-5 Essential Outcomes (Health)

Health Promotion and Risk Reduction

- A. Identify age appropriate healthy practices/behaviors to maintain or improve personal health. (MLR.C.1)
- B. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations and safety strategies for personal health. (MLR.C.2)
- C. Demonstrate strategies that can be used to manage stress, anger, or grief. (MLR.C.3)

Advocacy, Decision-Making and Goal-Setting Skills

- A. Demonstrate the following effective verbal and nonverbal communication skills to enhance health: listening skills; assertiveness skills; asking for assistance; refusal skills to avoid or reduce health risks; and non-violent strategies to manage or resolve conflict. (MLR.E.1)

Standards:

American School Counselor Association National Standards:

Standard A - Personal/Social Development: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

PS:A2 Acquire Interpersonal Skills

- Respect alternative points of view
- Use effective communication skills

Standard B - Personal / Social Development: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

- Understand consequences of decisions
- Identify alternative solutions to a problem
- Know how to apply conflict resolution skills
- Develop an action plan to set and achieve realistic goals

Standard C - Personal / Social Development: Students will understand safety skills.

PS:C1 Acquire Personal Safety Skills

- Demonstrate knowledge of personal information.
- Learn about coping with peer pressure

Standard A - Academic Development: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school.

A:A1 Improve Academic Learning

- Articulate feelings of competence and confidence as learners

A:A2 Acquire Skills for Improving Learning

- Apply time-management and task-management skills

A:A3 Achieve School Success

- Develop a broad range of interests and abilities
- Develop dependability, productivity and initiative

A:B1 Improve Learning

- Demonstrate the motivation to achieve individual potential

Units:

Second Step

Stop & Think Power, Focus through Distractions, Stop and Name the Feeling, Choices

Zones of Regulation

Feelings and Zones, Expected and Unexpected Behaviors, Flexible vs. Rigid Thinking, Am I making the problem smaller or bigger?, Size of Problem = Size of the Reaction

Mindset - Breathing

Anxiety - Lynn Lyons

Teamwork - small group, whole group, what makes a strong team.

Rumors, Gossip

Gratitude

Learning Targets Addressed:

I can notice when I understand my school work and can do it independently.

I can identify how I feel when I work on my favorite academic subject at school.

I can consistently keep my locker and desk space organized without help from an adult.

I can read a clock and understand the length of time.

I can start and stop work at school at appropriate times.

I can identify four steps to use to reach my goal.

I can compromise if I disagree with a friend at school.

I can identify three ways to show that I am listening.

I can demonstrate three ways to talk with body language.

I can explain three ways to make problems bigger.

I can explain three ways to make problems smaller.

I can draw a map from my house to my school, including at least three familiar landmarks.

I know my parents' cell phone number.

I know the street and town address of my home(s).

I can share the names of at least three adults at school or in my neighborhood who I can ask for help.

I can identify the situations at school when I need to ask adults for help.

Assessments:

Guidance classes are not graded.

Pre and post oral surveys

Comprehension from extensive review

Activity completion

Exit Tap

Content: Health	Grade: 4	Date Developed: March 2020
Overview: Fourth grade health includes the following units: heart health, types of health, hygiene, and lower back pain. Heart health picks up from third grade health and focuses on goal setting using pedometers. Social, emotional, mental and physical health is another unit. The hygiene unit focuses on the need for regular personal care, and lower back pain is used as a filler in which students attempt to lift boxes with proper form. The goal each year is to get students in the gym during health class. This is accomplished through using pedometers and lifting with proper form. Health is conducted for approximately half of the school year. Each week we substitute one physical education class for a health class. One exception is during standardized testing in the spring when we meet in the gym and students are charged with being physically active in the gym with a variety of choices.		
<u>Essential Questions:</u> <ul style="list-style-type: none">● Can I identify age-appropriate healthy practices to improve my health?● How do I set a movement goal?● What are the benefits of exercising the heart?● Can you name an activity that includes characteristics of each of the following: social health, emotional health, mental health, and physical health?● What do I need to know to make good decisions and stay healthy?		
K-5 Essential Outcomes Health Concepts <ul style="list-style-type: none">A. Explain the relationship between healthy behaviors and personal health. (MLR.A.1)B. Identify examples of physical, mental, emotional, and social health during childhood. (MLR.A.2)E. Identify the general characteristics of human growth and development. (MLR.A.5) Health Promotion and Risk Reduction <ul style="list-style-type: none">A. Identify age appropriate healthy practices/behaviors to maintain or improve personal health (MLR.C.1)		

Standards:

SHAPE America National Health Education Standards

Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3. Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6. Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

Units:

- Heart Health: goal setting while using a pedometer.
 - [Heart Health Unit 4th](#)
- Four Types of Health: social, emotional, mental, and physical.
 - [SEMP Unit 4th](#)
- Personal Hygiene: the importance of self care.
 - [Personal Hygiene Unit 4th](#)
- Lower Back Pain
 - [Lower Back Pain Unit](#)

Assessments:

- Types of Health: use pictures to identify types of health.
 - [SEMP Assessment 2020](#)
- Personal Hygiene: What is good hygiene?
 - See Personal Hygiene Unit

Content: Guidance (Health Standards)	Grade or Course: 5	Date Developed: 4-3-2019
Overview: The guidance curriculum promotes the development of knowledge, attitudes, and skills in the content area of personal/social growth. The learning standards that support the curriculum fall within the health standards. In 5 th Grade students will receive instruction and participate in activities that support knowledge and skill development in the areas of self regulation, kindness and puberty.		
Essential Questions: <ul style="list-style-type: none"> ● What are some physical, mental, social and emotional changes that I can expect during adolescence? ● What do I need to know about consent to stay healthy and safe? ● Why is awareness and management of my emotions and behaviors important? ● Why is it important to understand and appreciate the similarities and differences between ourselves and others? 		
Essential Outcomes: Health Concepts E. Identify the general characteristics of human growth and development. (MLR.A.5) F. Define basic health concepts related to family life, nutrition, personal health, safety, and injury prevention; and tobacco, alcohol and other drug use prevention (MLR.A.6) Health Promotion and Risk Reduction A. Identify age-appropriate healthy practices/behaviors to maintain or improve personal health. (MLR.C.1) C. Demonstrate strategies that can be used to manage stress, anger, or grief. (MLR.C.3)		
Standards: Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health. Health Promotion and Risk Reduction: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		

Units:

Mindfulness & Zones of Regulation
[Puberty & Consent](#)
Kindness, Diversity, & Acceptance

Assessments:

Although this course is not graded, student learning and mastery will be assessed using pre-post surveys, product creation, and/ or activity completion.

Content: Guidance (Health Standards)	Grade or Course: 6	Date Developed: 4-3-2019
Overview: The guidance curriculum promotes the development of knowledge, attitudes, and skills in the content area of personal/social growth. The learning standards that support the curriculum fall within the health standards. In 6 th Grade students will receive instruction and participate in activities that support knowledge and skill development in the areas of drugs and alcohol, peer pressure, coping strategies, and bullying prevention.		
Essential Questions: <ul style="list-style-type: none"> ● What do I need to know to make good decisions and stay healthy? ● What knowledge and skills do I need to address and prevent bullying? 		
Essential Outcomes: Health Concepts <ul style="list-style-type: none"> A. Examine the relationship between behaviors and personal health including personal responsibility for healthy and unhealthy behaviors and the barriers to practicing personal health. (MLR.A.1) F. Explain essential health concepts related to family life, nutrition, personal health, safety, and injury prevention; and tobacco, alcohol and other drug use prevention use (MLR.A.6) Health Promotion and Risk Reduction <ul style="list-style-type: none"> B. Identify ways to recognize, avoid or change situations that threaten the safety of self and others and develop injury prevention and safety strategies including first aid for family and personal health. (MLR.C.2) C. Distinguish between healthy and unhealthy strategies for stress, anger, and grief management. (MLR.C.3) Influences on Health <ul style="list-style-type: none"> A. Explain how multiple factors influence adolescent health behaviors emphasizing how the perceptions of norms, culture, personal values and beliefs influence healthy and unhealthy behaviors. (MLR.D.1) C. Describe how some health-risk behaviors, such as the use of gateway drugs, can influence the likelihood of engaging in unhealthy behaviors and how the 		

use of drugs and alcohol can adversely influence judgment and self-control.
(MLR.D.3)

Advocacy, Decision-Making and Goal-Setting Skills

C. Apply the following decision-making skills to enhance health: determine when a health-related situation requires a thoughtful decision-making process; determine when individual or collaborative decision-making is appropriate; distinguish between healthy or unhealthy alternatives and predict the potential short-term impact on themselves or others; choose healthy alternatives; and analyze the outcome of their health-related decision. (MLR.F.1)

Standards:

Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.

Health Promotion and Risk Reduction: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Influences on Health: Analyze the ability of family, peers, culture, media, technology and other factors to enhance health.

Advocacy, Decision-Making and Goal-Setting Skills: Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family, and community health

Units:

[Substance Use and Abuse Prevention](#)

Coping Skills

[Bullying Prevention](#)

Assessments:

Although this course is not graded, student learning and mastery will be assessed using pre-post surveys, product creation, and/ or activity completion.

Content: Guidance (Health Standards)	Grade or Course: 7	Date Developed: 4-3-2019
Overview: The guidance curriculum promotes the development of knowledge, attitudes, and skills in the content area of personal/social growth. The learning standards that support the curriculum fall within the health standards. In 7 th Grade students will receive instruction and participate in activities that support knowledge and skill development in the areas of sexuality education, healthy relationships, and sexual harassment.		
Essential Questions: <ul style="list-style-type: none"> ● How can I take responsibility for my physical and emotional health? ● How can I help eliminate the social stigma associated with mental illness? 		
EO's addressed to proficiency level: Health Concepts <ul style="list-style-type: none"> A. Examine the relationship between behaviors and personal health including personal responsibility for healthy and unhealthy behaviors and the barriers to practicing personal health. (MLR.A.1) B. Explain the interrelationships of physical, mental/intellectual, emotional, and social health. (MLR.A.2) C. Describe the specific characteristics of adolescent growth and development. (MLR.A.5) F. Explain essential health concepts related to family life, nutrition, personal health, safety, and injury prevention; and tobacco, alcohol and other drug use prevention. (MLR.A.6) Health Promotion and Risk Reduction <ul style="list-style-type: none"> D. Identify ways to recognize, avoid or change situations that threaten the safety of self and others and develop injury prevention and safety strategies including first aid for family and personal health. (MLR.C.2) Influences on Health <ul style="list-style-type: none"> A. Explain how multiple factors influence adolescent health behaviors emphasizing how the perceptions of norms, culture, personal values and beliefs influence healthy and unhealthy behaviors. (MLR.D.1) C. Describe how some health-risk behaviors, such as the use of gateway drugs, can influence the likelihood of engaging in unhealthy behaviors and how the 		

use of drugs and alcohol can adversely influence judgment and self-control.
(MLR.D.3)

Advocacy, Decision-Making and Goal-Setting Skills

C. Apply the following effective verbal and nonverbal communication skills to enhance health: communication skills to build and maintain healthy relationships; asking for assistance to enhance the health of self and others; refusal and negotiation skills to avoid or reduce health risks; conflict management or conflict resolution strategies. (MLR.E.1)

Standards:

Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.

Health Promotion and Risk Reduction: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Advocacy, Decision-Making and Goal-Setting Skills: Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family, and community health

Units:

[Sexuality Education](#)

[Healthy Relationship](#)

[Understanding Mental Health and Mental Illness](#)

Assessments:

Although this course is not graded, student learning and mastery will be assessed using pre-post surveys, product creation, and/ or activity completion.

Content: Guidance (Health Standards)	Grade or Course: 8	Date Developed: 4-3-2019
Overview: The guidance curriculum promotes the development of knowledge, attitudes, and skills in the content area of personal/social growth. The learning standards that support the curriculum fall within the health standards. In 8 th Grade students will receive instruction and participate in activities that support knowledge and skill development in the areas of sexuality education, suicide prevention, and substance abuse prevention		
Essential Questions: <ul style="list-style-type: none"> ● How can I take responsibility for my physical and emotional health and wellbeing? ● What do I need to know to support the physical and emotional wellbeing of others? 		
Essential Outcomes: Health Concepts <ul style="list-style-type: none"> A. Examine the relationship between behaviors and personal health including personal responsibility for healthy and unhealthy behaviors and the barriers to practicing personal health. (MLR.A.1) F. Explain essential health concepts related to family life, nutrition, personal health, safety, and injury prevention; and tobacco, alcohol and other drug use prevention. (MLR.A.6) Health Promotion and Risk Reduction <ul style="list-style-type: none"> B. Identify ways to recognize, avoid or change situations that threaten the safety of self and others and develop injury prevention and safety strategies including first aid for family and personal health. (MLR.C.2) Influences on Health <ul style="list-style-type: none"> A. Explain how multiple factors influence adolescent health behaviors emphasizing how the perceptions of norms, culture, personal values and beliefs influence healthy and unhealthy behaviors. (MLR.D.1) 		

Advocacy, Decision-Making and Goal-Setting Skills

C. Apply the following effective verbal and nonverbal communication skills to enhance health: communication skills to build and maintain healthy relationships; asking for assistance to enhance the health of self and others; refusal and negotiation skills to avoid or reduce health risks; conflict management or conflict resolution strategies. (MLR.E.1)

Standards:

Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.

Health Promotion and Risk Reduction: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Advocacy, Decision-Making and Goal-Setting Skills: Demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family, and community health

Influences on Health: Analyze the ability of family, peers, culture, media, technology and other factors to enhance health.

Units:

[Sexuality Education](#)

[Sexual Harassment](#)

[Suicide Prevention](#)

Assessments:

Although this course is not graded, student learning and mastery will be assessed using pre-post surveys, product creation, and/ or activity completion.

Content: Physical Education	Grade or Course: Kindergarten	Date Developed: July 30, 2019
Overview: An overview of elementary physical education includes opportunities to practice a variety of motor skills and movement patterns that challenge the body and the mind. Students learn a variety of games that include lead up games for which they will progress to in later grades. We work on hand-eye coordination, foot skills, tumbling skills, dance, crossing the midline, balance, and coordination. Students begin to understand the benefits of participating in various types of physical activities. Through practice students begin to develop knowledge, skills, and confidence to value physical health and its contributions to a healthy lifestyle.		
Essential Questions: <ul style="list-style-type: none">● What are the benefits of active participation?● What does it look like to be responsible with equipment?● How do I create personal space?● How do students demonstrate competency in movement and motor skills?● How do students demonstrate responsible personal behavior and responsible social behavior in physical activity settings?● How will physical activity help me now and in the future?		
K-5 Essential Outcomes		
Movement/Motor Skills and Knowledge <ul style="list-style-type: none">A. Demonstrate a variety of movements that apply stability and force. (MRL.G.1)B. Demonstrate the correct technique for manipulative skills as well as the combination of manipulative and locomotor skills to change direction, level, or pathway. (MLR.G.2)		
Physical Fitness Activities and Knowledge <ul style="list-style-type: none">A. Participate in multiple health-related fitness assessments, including cardiovascular fitness, and reassess to observe changes over time. (MLR.H.1)B. Participate in and give examples of physical activities that address each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition. (MLR.H.3)		

Personal and Social Skills and Knowledge

- A. Demonstrate the following cooperative skills while participating in physical activities: active listening, getting along with others, accepting responsibility for personal behavior, taking turns, and sharing. (MLR.I.1)
- B. Demonstrate safe behaviors and appropriate equipment use while participating in physical activities. (MLR.I.2)
- C. Demonstrate and describe safety rules and rules of play for games/physical activities. (MLR.I.3)

Standards:

SHAPE America National Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Units:

- Locomotor movements: walk, gallop, skip, slide, run, hop
- Students participate in the following activities during physical education:
 - Hula Hoops
 - Obstacle Course
 - Parachute Games
 - Treasure Hunt
 - Make a Game
 - Sharks and Minnows
 - Jump Rope
 - Racquet Skills
 - Scooter Boards
 - Overhand Throw
 - Ball Skills (with feet or hands)
 - Six Station Circuits
 - Climbing (Wall or Ropes)
 - Choice time

Assessments:

- Locomotor pre-test (each fall), Locomotor post-test (each spring).
- Work Habits (ongoing).
 - Participates actively and uses class time wisely.
 - Respectful personal behavior to self and to others.
 - Responsibility with tools, materials, and equipment.

Content: Physical Education	Grade or Course: Grade 1	Date Developed: July 30, 2019
Overview: An overview of elementary physical education includes opportunities to practice a variety of motor skills and movement patterns that challenge the body and the mind. Students learn a variety of games that include lead up games for which they will progress to in later grades. We work on hand-eye coordination, foot skills, tumbling skills, dance, crossing the midline, balance, and coordination. Students begin to understand the benefits of participating in various types of physical activities. Through practice students begin to develop knowledge, skills, and confidence to value physical health and its contributions to a healthy lifestyle.		
Essential Questions: <ul style="list-style-type: none"> ● What are the benefits of active participation? ● What does it look like to be responsible with equipment? ● How do I create personal space? ● How do students demonstrate competency in movement and motor skills? ● How do students demonstrate responsible personal behavior and responsible social behavior in physical activity settings? ● How will physical activity help me now and in the future? 		
K-5 Essential Outcomes Movement/Motor Skills and Knowledge A. Demonstrate a variety of movements that apply stability and force. (MLR.G.1) B. Demonstrate the correct technique for manipulative skills as well as the combination of manipulative and locomotor skills to change direction, level, or pathway. (MLR.G.2) Physical Fitness Activities and Knowledge A. Participate in multiple health-related fitness assessments, including cardiovascular fitness, and reassess to observe changes over time. (MLR.H.1) B. Participate in and give examples of physical activities that address each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition. (MLR.H.3)		

Personal and Social Skills and Knowledge

- A. Demonstrate the following cooperative skills while participating in physical activities: active listening, getting along with others, accepting responsibility for personal behavior, taking turns, and sharing. (MLR.I.1)
- B. Demonstrate safe behaviors and appropriate equipment use while participating in physical activities. (MLR.I.2)
- C. Demonstrate and describe safety rules and rules of play for games/physical activities. (MLR.I.3)

Standards:

SHAPE America National Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Units:

- Locomotor movements: walk, gallop, skip, slide, run, hop
- Preparation for Physical Fitness Performance Assessment: overhand throw, sit ups, standing long jump, jogging for distance
- Students participate in the following activities during physical education:
 - Hula Hoops
 - Obstacle Course
 - Parachute Games
 - Treasure Hunt
 - Make a Game
 - Sharks and Minnows
 - Jump Rope
 - Racquet Skills
 - Scooter Boards
 - Overhand Throw
 - Ball Skills (with feet or hands)
 - Six Station Circuits
 - Climbing (Wall or Ropes)
 - Choice time

Assessments:

- Locomotor pre-test (each fall), Locomotor post-test (each spring).
- Physical Fitness Performance Assessment:
 - The PFPA is a four-part assessment that includes an overhand throw (to the nearest foot), standing long jump (to the nearest inch), sit ups (total), and a timed quarter mile run.
 - Students participate in December and May with an emphasis on improving their personal best.
 - [PFPA Unit](#)
- Work Habits (ongoing).
 - Participates actively and uses class time wisely.
 - Respectful personal behavior to self and to others.
 - Responsibility with tools, materials, and equipment.

Content: Physical Education	Grade or Course: Grade 2	Date Developed: July 30, 2019
Overview: An overview of elementary physical education includes opportunities to practice a variety of motor skills and movement patterns that challenge the body and the mind. Students learn a variety of games that include lead up games for which they will progress to in later grades. We work on hand-eye coordination, foot skills, tumbling skills, dance, crossing the midline, balance, and coordination. Students begin to understand the benefits of participating in various types of physical activities. Through practice students begin to develop knowledge, skills, and confidence to value physical health and its contributions to a healthy lifestyle.		
Essential Questions: What are the benefits of active participation? <ul style="list-style-type: none"> ● What does it look like to be responsible with equipment? ● How do I create personal space? ● How do students demonstrate competency in movement and motor skills? ● How do students demonstrate responsible personal behavior and responsible social behavior in physical activity settings? ● How will physical activity help me now and in the future? 		
K-5 Essential Outcomes Movement/Motor Skills and Knowledge A. Demonstrate a variety of movements that apply stability and force. (MLR.G.1) B. Demonstrate the correct technique for manipulative skills as well as the combination of manipulative and locomotor skills to change direction, level, or pathway. (MLR.G.2) Physical Fitness Activities and Knowledge A. Participate in multiple health-related fitness assessments, including cardiovascular fitness, and reassess to observe changes over time. (MLR.H.1) B. Participate in and give examples of physical activities that address each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition. (MLR.H.3)		

Personal and Social Skills and Knowledge

- A. Demonstrate the following cooperative skills while participating in physical activities: active listening, getting along with others, accepting responsibility for personal behavior, taking turns, and sharing. (MLR.I.1)
- B. Demonstrate safe behaviors and appropriate equipment use while participating in physical activities. (MLR.I.2)
- C. Demonstrate and describe safety rules and rules of play for games/physical activities. (MLR.I.3)

Standards:

SHAPE America National Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Units:

- Locomotor movements: walk, gallop, skip, slide, run, hop
- Preparation for Physical Fitness Performance Assessment: overhand throw, sit ups, standing long jump, jogging for distance
- Students participate in the following activities during physical education:
 - Hula Hoops
 - Obstacle Course
 - Parachute Games
 - Kick the Can
 - Make a Game
 - Sharks and Minnows
 - Jump Rope
 - Racquet Skills
 - Scooter Boards
 - Overhand Throw
 - Ball Skills (with feet or hands)
 - Six Station Circuits
 - Climbing (Wall or Ropes)
 - Choice time

Assessments:

- Locomotor pre-test (each fall), Locomotor post-test (each spring).
- Physical Fitness Performance Assessment:
 - The PFPA is a four-part assessment that includes an overhand throw (to the nearest foot), standing long jump (to the nearest inch), sit ups (total), and a timed quarter mile run.
 - Students participate in December and May with an emphasis on improving their personal best.
 - [PFPA Unit](#)
- Work Habits (ongoing).
 - Participates actively and uses class time wisely.
 - Respectful personal behavior to self and to others.
 - Responsibility with tools, materials, and equipment.

Content: Physical Education	Grade or Course: Grade 3	Date Developed: January 16, 2020
Overview: An overview of elementary physical education includes opportunities to practice a variety of motor skills and movement patterns that challenge the body and the mind. Students learn a variety of games that include lead up games for which they will progress to in later grades. We work on hand-eye coordination, foot skills, tumbling skills, dance, crossing the midline, balance, and coordination. Students begin to understand the benefits of participating in various types of physical activities. Through practice students begin to develop knowledge, skills, and confidence to value physical health and its contributions to a healthy lifestyle.		
Essential Questions: What are the benefits of active participation? <ul style="list-style-type: none">● What does it look like to be responsible with equipment?● How do I create personal space?● How do students demonstrate competency in movement and motor skills?● How do students demonstrate responsible personal behavior and responsible social behavior in physical activity settings?● How will physical activity help me now and in the future?		
K-5 Essential Outcomes Movement/Motor Skills and Knowledge A. Demonstrate a variety of movements that apply stability and force. (MLR.G.1) B. Demonstrate the correct technique for manipulative skills as well as the combination of manipulative and locomotor skills to change direction, level, or pathway. (MLR.G.2) Physical Fitness Activities and Knowledge A. Participate in multiple health-related fitness assessments, including cardiovascular fitness, and reassess to observe changes over time. (MLR.H.1) B. Participate in and give examples of physical activities that address each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition. (MLR.H.3)		

Personal and Social Skills and Knowledge

- A. Demonstrate the following cooperative skills while participating in physical activities: active listening, getting along with others, accepting responsibility for personal behavior, taking turns, and sharing. (MLR.I.1)
- B. Demonstrate safe behaviors and appropriate equipment use while participating in physical activities. (MLR.I.2)
- C. Demonstrate and describe safety rules and rules of play for games/physical activities. (MLR.I.3)

Standards:

SHAPE America National Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Units:

- Locomotor movements: walk, gallop, skip, slide, run, hop
- Preparation for Physical Fitness Performance Assessment: overhand throw, sit ups, standing long jump, jogging for distance
- Students participate in the following activities during physical education:
 - Hula Hoops
 - Obstacle Course
 - Parachute Games
 - Kick the Can
 - Make a Game
 - Sharks and Minnows
 - Jump Rope
 - Racquet Skills
 - Scooter Boards
 - Overhand Throw
 - Ball Skills (with feet or hands)
 - Six Station Circuits
 - Climbing (Wall or Ropes)
 - Choice time

Assessments:

- Locomotor pre-test (each fall), Locomotor post-test (each spring).
- Physical Fitness Performance Assessment:
 - The PFPA is a four-part assessment that includes an overhand throw (to the nearest foot), standing long jump (to the nearest inch), sit ups (total), and a timed quarter mile run.
 - Students participate in December and May with an emphasis on improving their personal best.
 - [PFPA Unit](#)
- Work Habits (ongoing).
 - Participates actively and uses class time wisely.
 - Respectful personal behavior to self and to others.
 - Responsibility with tools, materials, and equipment.

Content: Physical Education	Grade or Course: Grade 4	Date Developed: January 16, 2020
Overview: An overview of elementary physical education includes opportunities to practice a variety of motor skills and movement patterns that challenge the body and the mind. Students learn a variety of games that include lead up games for which they will progress to in later grades. We work on hand-eye coordination, foot skills, tumbling skills, dance, crossing the midline, balance, and coordination. Students begin to understand the benefits of participating in various types of physical activities. Through practice students begin to develop knowledge, skills, and confidence to value physical health and its contributions to a healthy lifestyle.		
Essential Questions: What are the benefits of active participation? <ul style="list-style-type: none"> ● What does it look like to be responsible with equipment? ● How do I create personal space? ● How do students demonstrate competency in movement and motor skills? ● How do students demonstrate responsible personal behavior and responsible social behavior in physical activity settings? ● How will physical activity help me now and in the future? 		
K-5 Essential Outcomes Movement/Motor Skills and Knowledge A. Demonstrate a variety of movements that apply stability and force. (MLR.G.1) B. Demonstrate the correct technique for manipulative skills as well as the combination of manipulative and locomotor skills to change direction, level, or pathway. (MLR.G.2) Physical Fitness Activities and Knowledge A. Participate in multiple health-related fitness assessments, including cardiovascular fitness, and reassess to observe changes over time. (MLR.H.1) B. Participate in and give examples of physical activities that address each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition. (MLR.H.3)		

Personal and Social Skills and Knowledge

- A. Demonstrate the following cooperative skills while participating in physical activities: active listening, getting along with others, accepting responsibility for personal behavior, taking turns, and sharing. (MLR.I.1)
- B. Demonstrate safe behaviors and appropriate equipment use while participating in physical activities. (MLR.I.2)
- C. Demonstrate and describe safety rules and rules of play for games/physical activities. (MLR.I.3)

Standards:

SHAPE America National Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Units:

- Locomotor movements: walk, gallop, skip, slide, run, hop
- Preparation for Physical Fitness Performance Assessment: overhand throw, sit ups, standing long jump, jogging for distance
- Students participate in the following activities during physical education:
 - Hula Hoops
 - Obstacle Course
 - Parachute Games
 - Kick the Can
 - Make a Game
 - Sharks and Minnows
 - Jump Rope
 - Racquet Skills
 - Scooter Boards
 - Overhand Throw
 - Ball Skills (with feet or hands)
 - Six Station Circuits
 - Climbing (Wall or Ropes)
 - Choice time

Assessments:

- Locomotor pre-test (each fall), Locomotor post-test (each spring).
- Physical Fitness Performance Assessment:
 - The PFPA is a four-part assessment that includes an overhand throw (to the nearest foot), standing long jump (to the nearest inch), sit ups (total), and a timed quarter mile run.
 - Students participate in December and May with an emphasis on improving their personal best.
 - [PFPA Unit](#)
- Work Habits (ongoing).
 - Participates actively and uses class time wisely.
 - Respectful personal behavior to self and to others.
 - Responsibility with tools, materials, and equipment.

Content: Physical Education	Grade or Course: 5	Date Developed: 2-14-20
Overview: The Fifth grade will focus on a cooperative, respectful and safe learning environment. Students will be given an opportunity to evaluate their five health-related components of fitness. Students learn and practice locomotor and manipulative skills while interacting with peers. Classes will teach the positive benefits of fitness and physical activity.		
Essential Questions: <ul style="list-style-type: none">● Why is attitude important in team sports?● Why is it important to practice fundamental skills?● Why is it necessary to have knowledge of the game?● What is a physically active lifestyle?● How can you improve your level of physical fitness?● Why is it important to be physically active?● Why is it important to understand good sportsmanship and cooperation?● Why are the basic game and movement skills important?● Why is it important to listen and follow rules?		
Essential Outcomes Movement/Motor Skills and Knowledge <ul style="list-style-type: none">A. Demonstrate a variety of movements that apply stability and force (MLR.G.1)B. Demonstrate the correct technique for manipulative skills as well as the combination of manipulative and locomotor skills to change direction, level, or pathway. (MLR.G.2) Physical Fitness Activities and Knowledge <ul style="list-style-type: none">A. Participate in multiple health-related fitness assessments, including cardiovascular fitness, and reassess to observe changes over time. (MLR.H.1)B. Participate in, and give examples of, physical activities that address each of the five health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength and body composition. (MLR.H.3)C. Identify physical and mental benefits and bodily responses related to regular participation in physical activity. (MLR.H.4)		

<p>Personal and Social Skills and Knowledge</p> <ul style="list-style-type: none">A. Demonstrate the following cooperative skills while participating in physical activities: active listening, getting along with others, accepting responsibility for personal behavior, taking turns and sharing. (MLR.I.1)B. Demonstrate safe behaviors and appropriate equipment use while participating in physical activities. (MLR.I.2)
<p>Standards:</p> <p style="text-align: center;">SHAPE America National Standards (see grade level outcomes for grade 5)</p> <p>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement. Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p>Units:</p> <p>Unit #1: Cooperative Skills Unit #2: Movement Skills Unit #3: Physical Fitness Activities and Knowledge</p>
<p>Assessments:</p> <p>Physical Education Grading Rubric 3 Physical Education Grading Rubric 2 Physical Education Grading Rubric 1</p>

Content:	Grade or Course:	Date Developed:
Physical Education	Grade 6	2-14-20
<p>Overview:</p> <p>The sixth grade focuses on the students' awareness to move safely in a physically active environment. Valuing one's individual differences and showing respectful behavior towards peers while learning basic motor skills are stressed. Students will learn the positive health benefits of an active lifestyle.</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is it necessary to develop specific sports skills to be successful in a game? ● What basic strategies do I need to use to be successful in a game? ● Why is it important to stretch my muscles? ● What does my personal fitness program need to look like to keep myself healthy and physically fit for a lifetime? ● How can individual differences enhance and contribute to group productivity? 		
<p>Essential Outcomes</p> <p>Movement/Motor Skills and Knowledge</p> <ul style="list-style-type: none"> A. Apply the principles of stability and force to change one's motion and the motion of objects during skill practice and modified games. (MLR.G.1) B. Demonstrate correct technique for motor and manipulative skills and combine both skills during drills or modified games/physical activities. (MLR.G.2) <p>Physical Fitness Activities and Knowledge</p> <ul style="list-style-type: none"> A. Participate in a health-related fitness assessment that addresses a variety of health-related fitness components to establish personal fitness goals. (MLR.H.1) C. Participate in physical activities that address the five health-related fitness components. (MLR.H.3) D. Describe physical, mental/intellectual, emotional and social benefits related to regular participation in physical activity. (MLR.H.4) <p>Personal and Social Skills and Knowledge</p>		

- A. Demonstrate the following cooperative and inclusive skills while participating in physical activities: sportsmanship; teamwork; managing conflict; and respectful engagement of peers in activities. (MLR.I.1)
- B. Demonstrate responsible personal behaviors while participating in physical activities. (MLR.I.2)

Standards

SHAPE America National Standards
([see grade level outcomes for grade 6](#))

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Units:

Unit #1: Individual sport lead up games

Unit #2: Team sport lead up games

Unit #3: Physical fitness activities and knowledge

Unit #4: Circus Arts

Assessments:

[Physical Education Grading Rubric 3](#)

[Physical Education Grading Rubric 2](#)

[Physical Education Grading Rubric 1](#)

Content:	Grade or Course:	Date Developed:
Physical Education	Grade 7	2-14-20
Overview: This class focuses on the students' awareness to move safely in a physically active environment. Students will design and create goals for an individualized physical fitness program. During the second term, students will be introduced to the sport of archery. Students will also be introduced to the Sport Education concept. Sport Education is a curriculum and instruction model that provides authentic sports experiences for physical education students. Its key features derive from how the sport is conducted in communities and contexts. Ideally, it combines direct instruction, cooperative small group work, and peer teaching. Its goals are to help students become competent, literate, and enthusiastic sportspersons.		
Essential Questions: <ul style="list-style-type: none">● What different ways can the body move, when given a specific purpose?● How can we move effectively and efficiently?● What can we do to be physically active and why is this important?● Why is it important to be physically fit and how can we stay fit?● How do we interact with others during physical activity?● How will physical activity help us now and in the future?		
Essential Outcomes: Movement/Motor Skills and Knowledge <ul style="list-style-type: none">A. Apply the principles of stability and force to change one's motion and the motion of objects during skill practice and modified games. (MLR.G.1)B. Demonstrate correct technique for motor and manipulative skills and combine both skills during drills or modified games/physical activities. (MLR.G.2) Physical Fitness Activities and Knowledge <ul style="list-style-type: none">A. Participate in a health-related fitness assessment that addresses a variety of health-related fitness components to establish personal fitness goals. (MLR.H.1)B. Design a fitness program from established goals that address the five health-related fitness components and apply the frequency, intensity, time and type guidelines. (MLR.H.2)		

<p>Personal and Social Skills and Knowledge</p> <ul style="list-style-type: none">A. Demonstrate the following cooperative and inclusive skills while participating in physical activities: sportsmanship; teamwork; managing conflict; and respectful engagement of peers in activities. (MLR.I.1)B. Demonstrate responsible personal behaviors while participating in physical activities. (MLR.I.2)C. Demonstrate game/physical activity rules and safety rules, describe reasons for modifying those rules, and possible risks associated with specific games/physical activities. (MLR.I.3)
<p>Standards</p> <p style="text-align: center;">SHAPE America National Standards (see grade level outcomes for grade 7)</p> <p>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement. Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>
<p>Units:</p> <ul style="list-style-type: none">Unit#1: Physical fitness activities and knowledgeUnit#2: Cooperative learning/team problem solvingUnit#3: ArcheryUnit#4: PickleballUnit#5: SoccerUnit#6: LacrosseUnit#7: BowlingUnit#8: Floor Hockey
<p>Assessments:</p> <ul style="list-style-type: none">Physical Education Grading Rubric 3Physical Education Grading Rubric 2Physical Education Grading Rubric 1

Content:	Grade or Course:	Date Developed:
Physical Education	Grade 8	4-10-2019
Overview: This class focuses on each student's individual fitness level. Students are introduced to various individual and group activities that will allow choices participation in a positive and active lifestyle. Students will participate in health-related physical fitness assessments and design individual fitness programs from established goals. Students will also continue the Sport Education curriculum model introduced in the seventh grade.		
Essential Questions: <ul style="list-style-type: none">● What are some ways you could avoid injuries while participating in physical activities?● How can I include physical fitness in my life?● How does sportsmanship carry over into everyday life?● What is the relationship between sportsmanship and character?● How does physical activity affect your ability to concentrate on academics?● How do rules and strategies for each specific activity increase student success and appreciation for the game/activity?● What do you think of your personal fitness assessment results, and what changes should you make in your exercise routine to improve those results?		
Essential Outcomes: Movement/Motor Skills and Knowledge <ul style="list-style-type: none">A. Apply the principles of stability and force to change one's motion and the motion of objects during skill practice and modified games. (MLR.G.1)B. Demonstrate correct technique for motor and manipulative skills and combine both skills during drills or modified games/physical activities. (MLR .G.2) Physical Fitness Activities and Knowledge <ul style="list-style-type: none">A. Participate in a health-related fitness assessment that addresses a variety of health-related fitness components to establish personal fitness goals. (MLR.H.1)B. Design a fitness program from established goals that address the five health-related fitness components and apply the frequency, intensity, time and type guidelines. (MLR.H.2)C. Participate in physical activities that address the five health-related fitness components. (MLR.H.3)		

- D. Describe physical, mental/intellectual, emotional and social benefits related to regular participation in physical activity. (MLR.H.4)

Personal and Social Skills and Knowledge

- A. Demonstrate the following cooperative and inclusive skills while participating in physical activities: sportsmanship; teamwork; managing conflict; and respectful engagement of peers in activities. (MLR.I.1)
- B. Demonstrate responsible personal behaviors while participating in physical activities. (MLR.I.2)
- C. Demonstrate game/physical activity rules and safety rules, describe reasons for modifying those rules, and possible risks associated with specific games/physical activities. (MLR.I.3)

Standards

SHAPE America National Standards
([see grade level outcomes for grade 8](#))

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Units:

Unit#1: Physical fitness

Unit#2: Cooperative learning/team problem solving

Unit#3: Archery

Unit#4: Badminton

Unit#5: Volleyball

Unit#6: Basketball

Unit#7: Ultimate Frisbee

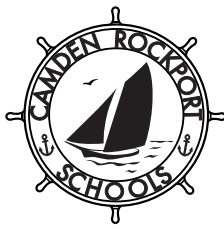
Unit#8: Flag Football

Assessments:

[Physical Education Grading Rubric 3](#)

[Physical Education Grading Rubric 2](#)

[Physical Education Grading Rubric 1](#)



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Finance Committee Meeting
Zoom
Wednesday, November 18, 2020
6:15 P.M.

MINUTES

Board Present

Patrick McCafferty, Chair
Peter Orne
Rebecca Flanagan
Brianna Gutierrez

Also Present

Maria Libby, Superintendent (left meeting at 6:57 p.m.)
Deb McIntyre, Assistant Superintendent
Jaime Stone, CRMS Principal
Chris Walker-Spencer, CRES Principal
Peter Nielsen, Business Manager
Colin Sutch, Technology Director

1. Call to Order

The meeting was called to order at 6:16 p.m.

2. October Budget to Actuals

The Business Manager presented the October end-of-month financials and offered that all cost centers are on target without problem. He further offered that due diligence had been applied to reviewing specific lines that were running strong in certain areas, and that plans were made to offset account lines accordingly to meet operational needs. The calendarized target of EOM October is 66.7% of funds remaining, the FY19 remaining balance at the same point had 60.94% remaining.

3. 2021-22 Status Quo Budget

The Business Manager presented a Status Quo Budget for FY22 budget development purposes. The Status Quo Budget indicated that with all operations and programs remaining as in FY21, employee step increases, contractual obligations, and rising health insurance costs indicate a 2.93% rise in committed expenses. Debt services payments, however, are scheduled to go down 2.86%. The result indicates an overall status quo budget increase of 1.61%.

4. Determining Budget Target
 - a. Context (economic forecast, pandemic, etc)
 - b. Philosophical (programming, salaries, etc)
 - c. Capital Renewal/Repairs/Reserve
 - d. Expense Budget Target or Tax Impact Target

The Committee discussed the results of the Status Quo Budget forecasts and anticipated increases in other expense areas. They also discussed the current economic uncertainty and the political climate in Camden and Rockport regarding budget increases. Brianna Gutierrez said that she would be comfortable with a 2-2.5% increase in the budget and expressed that this would be specifically to satisfy status quo increases only, not new programming. Peter Orne offered that a 2.5% increase—given software support increases, rising insurance costs, and other unavoidable increases—would be a difficult target to meet, but that the District could do so if it used the sharpest possible pencil. Rebecca Flanagan and Patrick McCafferty concurred that a 2.5% increase would be a reasonable target and all agreed to present this to the full Board as a recommended target.

5. Other
6. Adjourn

The meeting adjourned at 7:02 p.m.

MSAD #28 POLICY

INVENTORIES

Inventory of property and equipment shall be taken on an annual basis. The inventory system shall serve the functions of control and conservation.

Responsibility for this shall be with the Superintendent/ designee, to whom the Principals and supervisors shall be accountable for the maintenance of proper inventories in their schools.

History: Adopted: 10/28/98 Reviewed: 02/06/13

First Reading: November 18, 2020

Second Reading: December 16, 2020

Adopted:

MSAD 28 POLICY

AUDITS/FINANCIAL MONITORING

The school district's books shall be audited annually by the Maine Department of Auditors or by an outside auditor approved by the Board, based on the July 1st to June 30th fiscal year. The Superintendent/Designee shall be responsible for working with the auditors as they conduct the annual and or other audits as required. **The completed Audit report will be presented to the Finance Committee by the Auditor.**

Legal Reference:

- 20-A MRSA 5-56051

History: Adopted: 11/15/17

First Reading: November 18, 2020

Second Reading: December 16, 2020

Adopted:

MSAD #28 POLICY

~~SALARY DETERMINATION~~ INITIAL PAYSACLE PLACEMENT OF PROFESSIONAL STAFF

Candidates who are being considered for employment and have partial years of experience under contract in a previous position(s) shall be employed for salary purposes under provisions that will not be subsequently changed or that would abrogate the terms of the negotiated contract with the M.T.A.

Salary

For salary purposes the District recognizes at the time of employment a semester (90 school days) or more of approved educational relevant experience in one continuous professional educational position as a year's experience on the salary scale. The Superintendent will determine the relevance of teaching experience in the a public and/or private accredited school to the decision made position being hired for regarding placement on the salary scale.

For experience that is related, but not the same position (e.g. a person hired for a science teaching position who has worked as a scientist), we will assign 1 step for every 2 years of professional work that is directly related to the subject they will teach, up to a maximum of 7 steps.

The Superintendent's decision will be made on a case-by-case basis and is not precedent-setting.

For movement, up the salary scale once employed the District recognizes 90 days or more of active employment in one continuous professional educational employment in one school year as a year's experience on the salary scale.

History: Adopted: 08/05/75, Revised: 02/1994, Adopted: 01/05/05, 05/01/13

First Reading: November 18, 2020

Second Reading: December 16, 2020

Adopted:

MSAD 28 POLICY

CHILD FIND

MSAD #28 seeks to ensure that all children within its jurisdiction **who are in need of special education or supportive assistance** are identified, located and evaluated who are school-age 5 through the school year in which they turn 20 ~~and who are in need of special education and supportive assistance~~ — **This includes** homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools, receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

The District's child find responsibility shall be accomplished through a district-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This child find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. The District may schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related services at the start of the school year. If screening occurs in the spring prior to school entry, the District will refer the child to the regional CDS site within 10 school days.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the District's pre-referral and referral ~~policy~~ **procedures**.

Legal References:

- 34 C.F.R. § 300.111 (2006)
- Me. Dep't of Educ. Reg. ch. 101, IV(2) (~~July 2011~~ **2017**).

Cross References:

- IHBBA – Referral/Prereferral of Students with Disabilities

NEPN/NSBA Code: IHBAC

- IHBA-R – Referral/Prereferral of Students with Disabilities Administrative Procedures

History: Adopted: 01/21/04, 03/19/08 Reviewed: 05/0/13

First Reading: November 18, 2020

Second Reading: December 16, 2020

Adopted:

MSAD #28 POLICY

REPORT CARDS/PROGRESS REPORTS

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board. Within this system, grades, proficiency levels, performance notations, narratives, and other forms of reporting should be understandable to parents and should indicate how the student is progressing relative to achievement of the content standards of the Common Core and Learning Results as well as performance in specific courses or content areas.

Elementary School

Student progress is formally reported using a standards-based report card ~~three times a year~~ **at the end of the first and third trimesters. Student progress is verbally reported during the conference that falls at the end of the second trimester** in grades K-4. The report card includes standards for academic performance and work habits. Formal parent/legal guardian conferences are offered two times a year. Parent/legal guardian may schedule a conference at any time.

Middle School

Student progress is formally reported three times a year in grades 5-8. Students and parents have on-line access to student performance through ~~the school's information~~ **a system provided by the school**. Grade 5-8 uses a standards-based report card. The report card provides information about both academic performance and work habits. Formal parent/student-led conferences will be offered each fall and spring. Parent/legal guardian may schedule a conference at any time.

The Board of Directors encourages written comments on report cards. Interim progress reports indicating need for remedial intervention, or improvement in performance may be issued at any time.

The principal will provide written notification to students and parents by March 15 if the student may not advance to the next grade.

Cross Reference:

- IKE - Promotion, Retention and Acceleration
- ILA - Student Assessment/Local Assessment System

History: Adopted: 06/20/12, 01/20/16

First Reading: November 18, 2020

Second Reading: December 16, 2020

Adopted:

MSAD #28 POLICY

STUDENT USE OF CELLULAR TELEPHONES AND OTHER ELECTRONIC DEVICES

The Board recognizes that many students own cellular telephones and other electronic devices. **In general,** the use of personal electronic devices is prohibited during the school day at CRMS **and CRES.**

~~During the permitted time of usage,~~ **When an exception to this policy is made,** the devices may not be used in any manner that disrupts the educational process, is illegal, or violates Board policies and/or school rules.

MSAD #28 is not responsible for damage, loss or theft of such devices. The Principal is authorized to develop any school rules necessary to implement this policy.

~~Cell phone possession at the elementary school is not allowed.~~

Cross Reference:

- JIH - Questioning and Searches of Students
- JICA - Weapons, Violence and School Safety
- JICK - Bullying
- JFCK-R - Rules for Student Use of Cellular Telephones and Other Electronic Devices

History: Adopted: 01/20/10, 03/16/11, 12/09/15

First Reading: November 18, 2020

Second Reading: December 16, 2020

Adopted:

MSAD #28 POLICY

STUDENT CODE OF CONDUCT

The School Board of the MSAD #28 is committed to maintaining a supportive and orderly school environment in which students may receive and staff may deliver a quality education without disruption or interference and in which students may develop as ethical, responsible, and involved citizens.

To achieve this goal, MSAD #28 has established a set of expectations for student conduct. These expectations are based on the values identified by the community, staff, and students as essential to ethical and responsible behavior. These expectations apply to all members of the MSAD #28 community and extend to all school activities.

The MSAD #28 Core Values provide the framework of values for each of the two schools. The Core Values for each school are further defined and explained in the student handbooks.

MSAD #28 Core Values

- ~~Integrity~~
- ~~Respect~~
- Kindness
- Grit
- Responsibility
- ~~Compassion~~
- ~~Honesty~~
- Self-Control

The Board believes that each member of the school community should take responsibility for his/her own behavior. To that end, the Board recognizes the need to define unacceptable student conduct, identify the possible consequences for such conduct, and ensure that discipline is administered fairly, promptly, consistently, and confidentially. The Board also recognizes the need to develop disciplinary procedures in the context of our broad goal of creating a positive learning environment. Therefore, to the extent possible, student discipline should afford maximum opportunities for students to learn from their inappropriate behaviors. Having considered the input of administrators, parents, students, and the community, the Board adopts this Student Code of Conduct consistent with the requirements of 20-A MRSA Section 1001 (15) (adoption of Student Code of Conduct).

The Code applies to students who are on school property, who are in attendance at any school-sponsored activity, or representing the school in any capacity, whose conduct at any time or place directly interferes with the operations, discipline, or general welfare of the school.

History: Adopted: 07/02/03, 01/20/16

NEPN/NSBA Code: JIC

First Reading: November 18, 2020
Second Reading: December 16, 2020
Adopted:

MSAD #28 POLICY

REPORTING CHILD ABUSE AND NEGLECT

I. DEFINITIONS

- A. **Child abuse or neglect.** Child abuse or neglect is defined by Maine law as a threat to a child's health or welfare by physical, mental or emotional injury or impairment, sexual abuse or exploitation, deprivation of essential needs or lack of protection from these, or failure to ensure compliance with school attendance requirements, if the child is at least ~~seven~~ **six** years of age and has not completed grade six and has the equivalent of seven full days of unexcused absences or five consecutive school days of unexcused absences during a school year, by a person responsible for the child.
- B. **Person responsible for the child.** A person responsible for the child means a person with responsibility for a child's health or welfare, whether in the child's home or another home or a facility, which, as part of its function, provides for the care of the child. It includes the child's parent, guardian or other custodian.

II. EMPLOYEES' DUTY TO REPORT

- A. Any employee of the school unit who has reason to suspect that a child has been or is likely to be abused or neglected must immediately notify the building principal who shall process the report as provided in Section III of this policy.
 - a. In addition to notifying the building principal, the employee may also make a report directly to the Department of Human Services (DHHS) or the District Attorney when the employee believes a direct report will better protect the child in question.
- B. **If the reporting employee did not make the report directly and does not receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of his/her report (i.e. a copy of the Suspected Child Abuse and Neglect Form (JLF-E)), he/she shall sign the form as acknowledgement that the report was made and return it to the building principal or Superintendent.**
- C. **If the reporting employee did not make the report directly and does not receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of his/her report that a report has been made to DHHS and/or District Attorney, the employee shall make an immediate report directly to DHHS and, if the person suspected is not a person responsible for the child, to the District Attorney. In such cases, the employee shall then complete a copy of the Suspected Child Abuse and Neglect Form (JLF-E).**

III. ADMINISTRATORS' **REPORTING AND CONFIRMATION** DUTIES

NEPN/NSBA Code: JLF

All building principals and the Superintendent are designated agents to make child abuse and neglect reports. A building principal may also designate a specific agent to receive reports.

- A. If a building principals/designated agent receives the report, he/she shall notify the Superintendent immediately.
~~The principal shall make an immediate verbal report to the Superintendent/designee. If it is determined that there is a duty to make a report to DHHS or the District Attorney, the Superintendent/designee shall make the appropriate report(s), as provided in section B.~~
- B. The Superintendent or building principal shall immediately make a report by telephone to DHHS, and if requested by DHHS, provide a written report of the suspected abuse or neglect to DHHS within 48 hours. In addition, if the person suspected of abuse or neglect is not the parent, guardian or other custodian of the child, the Superintendent/building principal shall also make a report to the District Attorney.
 - a. The law requires the reporting employee to make his/her own report to DHHS and/or the District Attorney if he/she has not received confirmation within 24 hours that such a report has been made by the Superintendent or building principal.
~~The law provides that a report must be made to DHHS when the person suspected is a "person responsible for the child," or to the District Attorney when the person suspected is not a person responsible for the child. However, because the legal definition of "person responsible for the child" is vague, the Superintendent/designee shall report all cases of suspected abuse or neglect to DHHS. In addition, if the person suspected is not the parent, guardian or other custodian of the child, the Superintendent/designee shall also make a report to the District Attorney.~~
- C. The person making the report to DHHS and/or the District Attorney shall complete the Suspected Child Abuse and Neglect Form (JLF-E).
- D. If the Superintendent/building principal made the report, they shall provide a copy of the Suspected Child Abuse and Neglect Form to the reporting employee within 24 hours of the employee's initial report. The reporting employee shall sign the report and return it to the Superintendent/building principal.
- E. If requested by the relevant agency, the form will be forwarded to DHHS and/or the District Attorney, and shall be retained by the school district for ten years, as specified in the Maine Archive Rules, along with any other information relevant to the case.
- F. ~~The Superintendent/designee shall retain a record of all verbal and written reports made to DHHS, the District Attorney, or other outside agencies as well as all actions taken by the school unit.~~

IV. REPORTING PROCEDURES

The verbal report to DHHS shall include the following information, if known:

NEPN/NSBA Code: JLF

- A. The name and address of the child and the persons responsible for his/her care or custody;
- B. The child's age and sex;
- C. The nature and extent of the alleged abuse or neglect, including description of injuries and any explanation given for them;
- D. A description of alleged sexual abuse or exploitation, if any;
- E. Family composition and evidence of prior abuse or neglect of the child or his/her siblings;
- F. The source of the report, the person making the report, his/her occupation and where he/she can be contacted;
- G. Any actions taken by school staff, including any photographs taken or other materials collected; and
- H. Any other information the person making the report believes may be helpful.

Upon DHHS' request for a written report, the Superintendent/designee shall complete the Suspected Child Abuse/Neglect Report and mail a copy to DHHS **within 48 hours**. Proper documentation shall be maintained in accordance with Section III. **€E**.

V. INTERNAL INVESTIGATIONS AND DISCIPLINE

- A. **Employees.** If the person suspected of abuse or neglect is an employee, the Superintendent/designee shall investigate and take appropriate action, in accordance with applicable Board policies, collective bargaining contracts, and federal and state laws.
- B. **Students.** If the person suspected of abuse or neglect is a student, and the abuse or neglect occurred on school premises, during a school activity, or is otherwise related to the school, the Superintendent/designee shall investigate and take appropriate action, in accordance with applicable Board policies and federal and state laws.

VI. INTERVIEWS OF CHILD AND SCHOOL PERSONNEL

- A. Upon Department of Human Services (DHHS) request, DHHS personnel shall be permitted to meet with and interview a child who is named in a report of suspected child abuse and neglect when the child is present at the school **without prior notification to the parent or custodian when DHHS has reasonable grounds to believe that prior notice would increase threat of serious harm to the child or other person.**
- B. **Upon request of a DHHS employee to meet with and interview the child named in the report when the child is present at school, the building principal or designee shall:**
 - a. **Require the DHHS employee requesting to interview the child to** ~~The interviewer shall~~ provide written certification that he/she is an authorized representative of the DHHS and that, in DHHS judgment, the interview is necessary to carry out that Department's duties under Maine law.

- b. The DHHS caseworker shall discuss the circumstances of the interview and any relevant information regarding the alleged abuse or neglect with the child's teacher or guidance counselor or the school's nurse, social worker or principal, as the caseworker determines is necessary for the provision of any needed emotional support to the child prior to and following the interview.
- c. ~~School officials may~~ **Not** place ~~any other~~ conditions on **how the interview is conducted** ~~the DHHS's ability to conduct the interview,~~ including but not **necessarily** limited to requiring that certain persons be present during the interview; prohibiting certain persons from being present during the interview; or requiring notice to or consent from a parent or guardian.
- d. ~~School officials shall~~ **Provide** an appropriate, quiet and private place for the interview to occur.
- e. **Not disclose any information about DHHS's intention to interview the child except to school officials or the school's attorney.** ~~That DHHS intends to interview the child is confidential information and may not be disclosed to any person except those school officials, including an attorney for the school, who need the information to comply with Maine law pertaining to child abuse and neglect investigations.~~

School personnel who assist DHHS in making a child available for an interview are regarded as participating in a child protection investigation or proceeding for the purpose of immunity from liability.

VII. CONFIDENTIALITY OF INFORMATION AND RECORDS

All records, reports and information concerning alleged cases of child abuse and neglect shall be kept confidential to the extent required by Board policies and applicable law.

The building principal/designee is permitted to release a child's school records without prior consent of the parent/guardian to DHHS or law enforcement officials as necessary to protect the health or safety of the child or other individuals under federal law.

VIII. GOOD FAITH IMMUNITY FROM LIABILITY

Any person who in good faith reports or participates in the investigation or proceedings of a child protection investigation is immune from any criminal or civil liability for the act of reporting or participating in the investigation or proceeding. Good faith does not include instances when a false report is made and the person knows the report is false.

IX. TRAINING

Any MSAD #28 employee who is required to make a report shall, at least once every four years, complete mandated training approved by the Department of Health and

NEPN/NSBA Code: JLF

Human Services (DHHS). The Superintendent/designee will be responsible for documenting employee training.

Legal Reference:

- 22 MRSA § 4011-A, 4021
- 20 USC § 1232g, Family Educational Rights and Privacy Act

Cross Reference:

- ACAA – Harassment and Sexual Harassment of Students
- JLF-E – Suspected Child Abuse/Neglect Report Form
- **JLF** - Reporting Child Abuse and Neglect-Administrative Procedure
- JLFA – **Child Sexual Abuse Prevention**
- JRA – Student **Education** Records **and Information**

History: Adopted: 04/06/05, 04/02/08, 10/16/16, 11/14/18

First Reading: November 18, 2020

Second Reading: December 16, 2020

Adopted:

MSAD #28 POLICY

REPORTING CHILD ABUSE AND NEGLECT- ADMINISTRATIVE PROCEDURE

This procedure implements the Board’s policy JLF – Reporting Suspected Child Abuse and Neglect. It summarizes the steps to be taken when a school employee suspects that a child has been or is likely to be abused or neglected.

The “notifying person” refers to the person who has the information that gives rise to the suspicion that a child has been or is likely to be abused or neglected and is required by law **or board policy** to report it, such as a teacher, principal, guidance counselor or bus driver.

- A. The notifying person should immediately notify the principal or other designated agent of the suspected abuse or neglect using the form in policy JLF-E. The person may notify the Department of Health and Human Services (DHHS) directly at 1-800-452-1999, or if appropriate, the District Attorney (DA) at 207-594-0424.
- B. **The building principal or designated agent should immediately notify the Superintendent. If the notifying person, building principal, or designated agent did not contact DHHS and/or the DA, Superintendent should immediately make a report by telephone** ~~The principal or designated agent should immediately directly report it to DHHS and, if appropriate, to the DA.~~ **If requested by DHHS, the person notifying them should also provide a written report of the suspected abuse or neglect to DHHS within 48 hours.**
- C. If the suspected abuse is perpetrated by an adult other than a member of the child’s immediate family, the DA should **also** be notified ~~instead of DHHS.~~
- D. The principal or designated agent should send a written confirmation containing the name of the person reporting, the date and time of the report and a summary of the information to the notifying person using form JLF-E.
- E. The notifying person should acknowledge in writing that he/she has received the confirmation that the report has been made by the principal or designated agent.
- F. The confirmation and acknowledgement should be retained in the school’s records.
- G. If the notifying person has not received written confirmation within 24 hours of making his/her report to the principal or designated agent has caused a report to be made to DHHS and, if appropriate, the DA, the notifying person shall immediately make a report to DHHS and, if appropriate, the DA.

Cross Reference:

- JLF – Reporting Suspected Child Abuse and Neglect
- JLF-E – Suspected Child Abuse Neglect Report Form

History: Adopted: 11/14/18

NEPN/NSBA Code: JLF-R

First Reading: November 18, 2020
Second Reading: December 16, 2020
Adopted:



7 Lions Lane
Camden, Maine 04843
(207) 236-3358
FAX (207) 236-7810

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Diversity/Equity/Inclusion (DEI) Task Force Meeting
Zoom
Wednesday, December 9, 2020
7 – 8:30 pm

MINUTES

Members present:

Tom Gray
Ava Baeza
Dana Johnson
Jen Curtis
Nikole Seeger
Sarah Prindiville
Maria Libby
Sally Smith
Leanna Cotton
Isaiah Doble
Sal Taylor Kidd
Jaime Stone
Kisha Marsh

Members absent:

Isaac Young
Sara Cole-Pardun
Chris Walker-Spencer
Shaamya Dishner
Jared Lindsey

1. Welcome
 - a. Ava was added to the Student Experience Group
 - b. Deb McIntyre joined the meeting to act as a consultant to the Curriculum group
2. Sub-committee goals
 - a. The committee reviewed the goals as presented and after brief discussion, agreed with them. They are included below again for further reference.
 - Further define and refine scope of group's work
 - Determine how best to accomplish the work within the group
 - Complete the work to accomplish goals
 - Make recommendations to administration about steps to move toward greater equity for BIPOC students.
3. Subcommittee Work Time

Both subcommittees worked in Zoom breakout rooms for 1 hour.

4. Subcommittee Quick Share

Each committee reported out the the whole group. Summarized below.

a. Curriculum

The curriculum group would like to audit where diverse perspectives are already taught in our schools, they feel we should focus some effort on teacher training, and felt that libraries play a critical role in equity. They also mentioned using a Teaching Tolerance tool to analyze diversity in our curriculum. Their time was mostly discussion and action items will come later.

b. Student Experience

This group met for an hour and decided to collect data to understand how underrepresented groups are doing in our schools, to audit current structures that support BIPOC students, and they brainstormed ways to improve the BIPOC experience. This group finished the meeting with the following action steps.

What	Who
Come to next meeting with idea for guest speaker around race issues for students – any of the schools	Each member
Research strategies other schools use to support BIPOC students	Ava (Portland) Sally (Lewiston)
Identify what structures already exist in our schools to support BIPOC students	Jen will contact the three district principals to gather this information
Gather data to evaluate	Maria

5. Next meeting – January 13, 2020, 7pm via Zoom

DEI Task Force Subcommittees

Curriculum

Sara Cole-Pardun
 Sal Taylor Kydd
 Leanna Cotton
 Jaime Stone
 Sarah Bradley Prindiville
 Chris Walker-Spencer
 Shaamya Dishnder
 Tom Gray

Student Experience

Jen Curtis
 Dana Jackson
 Sally Smith
 Isaiah Doble
 Kisha Marsh
 Nikole Seeger
 Jared Lindsey
 Maria Libby