



22 Knowlton Street
Camden, Maine 04843
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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Regular School Board Meeting
Bisbee Theater, CRMS
June 8, 2022
7:00 P.M.

Meeting URL: <https://www.fivetowns.net/live>

AGENDA

1. Call to Order
2. Adjustments to the Agenda
3. Public Comment on Items not on the Agenda
4. Recognition
 - a. Student Recognition
 - i. CRMS
 - ii. CRES
 - b. Departing Staff Recognition (>10 years in District)
 - i. Susan Davis, CRES 3rd Grade (34 years)
 - ii. Tom Williams, Maintenance (14 years)
 - iii. Andrea Pierce, CRMS Registrar (12 years)
5. Ten Minute Recess for Celebration Refreshments
6. Minutes
 - a. Approval of the May 17, 2022 Budget Meeting Minutes
 - b. Approval of the May 18, 2022 Regular Board Meeting Minutes
 - c. Approval of the May 25, 2022 Joint Special Board Meeting Minutes
7. Notification of Resignations
 - a. Tabitha Varney, CRES Speech and Language, June 30, 2022
8. Lead Testing Results – Chris Fanelli, Director of Facilities and Transportation
9. ESSA Federal Funds and Application for 2022— Deb McIntyre

Camden Rockport Schools accepts funding through the Elementary and Secondary Act of 1965. As part of ESSA, Camden Rockport Schools is required to provide reasonable opportunity for public comment on the consolidated application and consider such comment prior to the submission of the application. Camden Rockport Schools is accepting public comment on the ESSA application through June 30, 2022. Please email any comments to debra.mcintyre@fivetowns.net or call (207)236-3358 x 4216.
10. Approvals, if Necessary, of up to 5% of the Total Appropriation for any Cost Center to Another Cost Center to Cover any Budget Deficits which may be Anticipated at Year End — Title 20 (A) Subsection 1701

11. Board Chair's Report
 - a. August 25, 2022 Summer Board Retreat
 - b. June 22, 2022 6:30 pm Board Meeting to Approve Votes and Elect Leadership
12. Superintendent's Report
13. Administrative Reports
 - a. Deb McIntyre, Assistant Superintendent
 - b. Jaime Stone, CRMS Principal
 - c. Chris Walker-Spencer, CRES Principal
14. Standing Committee Reports
 - a. Curriculum – Met June 1, 2022, minutes attached.
Curriculum Approval
Changes to the Grade K-8 Social Studies Essential Outcomes
 - a. Finance – Met May 18, 2022, minutes attached. Meets prior to Board Meeting on June 8, 2022
 - i. FY22 Financial Update
 - b. Joint Personnel – Met May 26, 2022, minutes attached.
Revised Job Description
Behavior Specialist
Human Resources Assistant
 - c. Joint Policy – Met May 24, 2022, minutes attached.
Approval
2022-23 CRMS Student Handbook
2022-23 CRES Student Handbook
First Reading (Possible Waiver of Second Reading)
JICA – CRMS Dress Code
Review
BEDG – Minutes
JLCCA – Attendance for Students with Human Immunodeficiency Virus
15. Ad Hoc Committee Reports
 - a. Joint Communications – Met May 17, minutes attached
16. Executive Session to Discuss a Personnel Matter 1 M.R.S. § 405 (6)(A)
 - a. Administrative Salary and Contract Recommendations
17. Adjourn



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Camden Rockport Schools
Budget Meeting
(20-A M.R.S §1485)
CHRHS Gymnasium
May 17, 2022
6:00 p.m.

MINUTES

School Board Finance Committee Members Present

Peter Orne, Chair
Marcus Mrowka
Rebecca Flanagan

School Board Finance Committee Members Absent

Patrick McCafferty

Also Present

Marcia Dietrich, CRS Board
Maria Libby, Superintendent
Debra McIntyre, Assistant Superintendent
Chris Walker-Spencer, CRES Principal
Jaime Stone, CRMS Principal
Ryan Watts, CRMS Assistant Principal
Katie Bauer, CRES Assistant Principal
Mikael Andersson, Director of Food Services
Chris Fanelli, Director of Facilities & Transportation
Peter Nielsen, Business Manager
Valerie Mattes, Director of Student Special Services
Various staff and members of the public

ARTICLE 1A: To elect a moderator to preside at the meeting.

Rockport Town Clerk Linda Greenlaw called the meeting to order at 6:00 p.m. Ms. Greenlaw then asked for nominations for a Moderator. A motion was made and seconded to nominate Robert Duke. There were no other nominations. All votes were for Mr. Duke. Ms. Greenlaw swore in Mr. Duke who presided at the meeting. 4 votes were cast for Mr. Duke.

Mr. Duke asked for a motion that the Finance Director be allowed to speak during the meeting. A motion was made and seconded to allow the Finance Director to speak, and all votes were to make this allowance.

Mr. Duke introduced Superintendent Maria Libby who provided a brief presentation on the 2022-23 MSAD #28 Budget.

ARTICLES 1 THROUGH 11
AUTHORIZE EXPENDITURES IN COST CENTER CATEGORIES

ARTICLE 1: Regular Instruction. To see what sum the District will be authorized to expend for Regular Instruction.
School Board Recommends \$6,061,710.80

*A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.*

ARTICLE 2: Special Education. To see what sum the District will be authorized to expend for Special Education.
School Board Recommends \$2,698,775.95

*A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.*

ARTICLE 3: Other Instruction. To see what sum the District will be authorized to expend for Other Instruction.
School Board Recommends \$166,569.81

*A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.*

ARTICLE 4: Student and Staff Support. To see what sum the District will be authorized to expend for Student and Staff Support.
School Board Recommends \$1,207,221.01

*A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.*

ARTICLE 5: System Administration. To see what sum the District will be authorized to expend for System Administration.

School Board Recommends \$597,806.94

***A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.***

ARTICLE 6: School Administration. To see what sum the District will be authorized to expend for School Administration.
School Board Recommends \$793,810.92

***A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.***

ARTICLE 7: Transportation. To see what sum the District will be authorized to expend for Transportation.
School Board Recommends \$718,993.57

***A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.***

ARTICLE 8: Operations and Maintenance. To see what sum the District will be authorized to expend for Operations and Maintenance.
School Board Recommends \$2,016,631.39

***A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.***

ARTICLE 9: Debt Service. To see what sum the District will be authorized to expend for Debt Service.
School Board Recommends \$3,611,338.79

***A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.***

ARTICLE 10: Other Expenditures. To see what sum the District will be authorized to expend for Other Expenditures.
School Board Recommends \$120,400.00

***A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.***

ARTICLES 11 THROUGH 13
RAISE FUNDS FOR THE PROPOSED SCHOOL BUDGET

ARTICLE 11: State/Local EPS Funding Allocation. To see what sum the District will be authorized to expend for total cost of funding public education from Pre-Kindergarten to Grade 8 as described in the Essential Programs and Services Funding Act and to see what sum the District will raise and assess as each municipality's contribution to the total cost of funding public education from Pre-Kindergarten to Grade 8 as described in the Essential Programs and Services Funding Act in accordance with the Maine Revised Statutes, Title 20A, section 15688.

Recommended amounts set forth below:

Total Appropriated (by municipality):		Total Raised (and District assessments by municipality):	
Town of Camden	\$ 4,802,967.40	Town of Camden	\$ 4,239,675.35
Town of Rockport	\$ 4,086,478.10	Town of Rockport	\$ 3,607,215.93
Total Appropriated (sum of above)	\$ 8,889,445.50	Total Raised (sum of above)	\$ 7,846,891.28

Explanation: The District's contribution to the total cost of funding public education from Pre-Kindergarten to Grade 8 as described in the Essential Programs and Services Funding Act is the amount of money determined by state law to be the minimum amount that the District must raise and assess in order to receive the full amount of state dollars.

***A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.***

ARTICLE 12: Non-State Funded School Construction Debt Service. To see what sum the District will be authorized to expend for the annual payments on debt service previously approved by the District voters for non-state-funded school construction projects, non-state-funded portions of school construction projects and minor capital projects in addition to the funds appropriated as the local share of the District's contribution to the total cost of funding public education from Pre-Kindergarten to Grade 8.

School Board Recommends \$3,611,338.79

Explanation: Non-state-funded debt service is the amount of money needed for the annual payments on the District's long-term debt for major capital school

construction projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the District voters.

***A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.***

ARTICLE 13: Additional Local Funds (Written Ballot required). To see what sum the District will District will raise and appropriate in additional local funds (**Recommend \$4,638,932.73**), which exceeds the State's Essential Programs and Services allocation model by (**Recommend \$4,639,932.73**) as required to fund the budget recommended by the School Board.

The School Board recommends **\$4,638,932.73**, which exceeds the State's Essential Programs and Services allocation model by **\$4,638,932.73**. The School Board gives the following reasons for exceeding the State's Essential Programs and Services funding model: The District requires additional local funds to be raised to cover those program costs not included or only partially included under the Essential Programs and Services Funding Act.

Explanation: The additional local funds are those locally raised funds over and above the District's local contribution to the total cost of funding public education from Pre-Kindergarten to Grade 8 as described in the Essential Programs and Services Funding Act and local amounts raised for the annual payment on non-state funded debt service that will help achieve the District budget for educational programs.

Town Clerks passed out the written ballots required for the article approval. The Town Clerks counted the votes.

The motion was approved by written ballot – Vote: 17 (y) – 0 (n)

ARTICLE 14

SUMMARIZES THE PROPOSED SCHOOL BUDGET

ARTICLE 14: Total School Budget Summary. To see what sum the District will authorize the School Board to expend for the fiscal year beginning July 1, 2022 and ending June 30, 2023 from the District's contribution to the total cost of funding public education from Pre-Kindergarten to Grade 8 as described in the Essential Programs and Services Funding Act, non-state-funded school construction projects, additional local funds for school purposes under the Maine Revised Statutes, Title 20-A, section 15690, unexpended balances, tuition receipts, state subsidy and other receipts for the support of schools.

School Board Recommends \$13,993,259.18

***A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.***

ARTICLE 15

AUTHORIZES A TRANSFER TO AND EXPENDITURE FROM THE CAPITAL RESERVE FUND

ARTICLE 15: Capital Reserve Fund. In addition to amounts in Articles 1 through 18, shall the School Board be authorized to transfer up to **\$575,000** from unexpended balances to the Capital Reserve Fund and to expend up to **\$250,000** from that reserve fund for the capital items set forth below and for other unexpected or emergency school facility capital needs?
School Board Recommends a “Yes” Vote.

<u>School</u>	<u>Capital Improvement or Equipment</u>	<u>Estimated Cost</u>
CRES	Misc. Projects	\$40,000
CRES	Farm Dump Removal	\$30,000
CRES	Insulate Duct Work	\$32,000

***A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.***

ARTICLE 16

AUTHORIZES A SPECIAL EDUCATION RESERVE FUND

ARTICLE 16: Special Education Reserve. Shall the School Board be authorized to transfer up to \$50,000 from unexpended 2021-22 balances to create a Special Reserve Fund and expend up to \$50,000 from said reserve fund for unexpected private school placements for special education students.
School Board Recommends a “Yes” Vote.

***A motion was made and seconded to approve the article as recommended.
The motion was approved by a show of hands.***

ARTICLE 17

AUTHORIZES EXPENDITURE OF GRANTS AND OTHER RECEIPTS

ARTICLE 17: Grants and Other Receipts. In addition to amounts approved in the preceding questions, shall the School Board be authorized to expend such other sums as may

be received from federal or state grants or programs or other sources during the fiscal year for school purposes, provided that such grants, programs or other sources do not require the expenditure of other funds not previously appropriated?

School Board Recommends a "Yes" Vote.

A motion was made and seconded to approve the article as recommended.

The motion was approved by a show of hands.

ARTICLE 18

AUTHORIZES A CONTINGENCY FUND

ARTICLE 18: Contingency Fund. Shall the School Board be authorized to establish and to transfer \$50,000 from unallocated balances to a non-lapsing contingency fund for emergency expenditures pursuant to section 1482-B(3) of Title 20-A; and shall the District delegate authority to the School Board to expend sums in the contingency fund during periods of financial emergency when the School Board determines by public vote that an emergency need exists and delegate authority to transfer sums in the contingency fund back to the MSAD's general fund for use in school operating budgets approved by MSAD voters?

School Board Recommends a "Yes" Vote.

A motion was made and seconded to approve the article as recommended.

The motion was approved by a show of hands.

The meeting adjourned at 6:52 p.m.



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Maria Libby
Superintendent
Debra McIntyre
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Camden Rockport Schools
Regular School Board Meeting
Rose Hall Board Room
Wednesday, May 18, 2022
7:00 p.m.

MINUTES

Board Present

Patrick McCafferty, Chair
Marcus Mrowka, Vice Chair
Sarah Bradley Prindiville
Marcia Dietrich
Becky Flanagan
Brianna Gutierrez
Pete Orne
Rick Thackeray

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Jaime Stone, CRMS Principal
Chris Walker-Spencer, CRES Principal
Chris Fanelli, Director of Facilities and Transportation
Students, Staff, Parents

1. Call to Order
Chair McCafferty called the meeting to order at 7:02 p.m.
2. Adjustments to the Agenda
There were no adjustments to the Agenda.
3. Public Comment on Items not on the Agenda
Julie Speno, MTA President and CRMS staff member spoke to thank CRS Administration and Board for recognizing teachers during Teacher Appreciation Week. She stated that the teachers really liked the maple syrup given by the Board and were grateful for the Snack Shack and other forms of staff appreciation shown this spring.

Marina Schauffler, a CHRHS parent from Camden, asked the Board to consider a new method of Brown Tail Moth management that utilizes drones to destroy winter nests

without insecticide. A Board Member questioned if there was data on the effectiveness. After discussion, the Board decided that the District will not spray to manage moths this spring. Instead, they will form a new Ad Hoc Committee next year to research various methods of Brown Tail Moth management and make a recommendation at that time.

4. Recognition

- a. CRMS – 2022 American Institute of Architects Maine Design Award – Citation for Excellence in Architecture

Maria Libby shared that she attended the AIA awards ceremony on May 11 where Oak Point Associates was awarded a Citation for Excellence in Architecture for their design of CRMS. The school and firm will be featured in July's *Maine Home + Design Magazine*. Responding to the request of a Board member, the Superintendent's Office will prepare a press release.

5. Minutes

- a. Approval of the April 13, 2022 Regular Board Meeting Minutes

Upon motion by Marcia Dietrich and second by Marcus Mrowka, the Board voted to approve the April 13, 2022 Regular School Board Meeting Minutes.

Vote: 8-0 Passed

6. Nominations (Note: Executive Session Possible for Nominations - 1 M.R.S. § 405(6)(A))

- a. Teacher Nominations for 2022-23

- i. Danica Carpenter, Kindergarten, B7, \$55,014
- ii. Alison Babb-Brott, 1st Grade, M6, \$57,378
- iii. Sophia Payson-Rand, Special Education Social Worker, M20, \$82,114.
- iv. Hannah Luken, CRES School Psychologist, \$76,000

Upon motion by Marcia Dietrich and second by Marcus Mrowka, the Board voted to approve the above Nominations.

Vote: 8-0 Passed

In response to a Board member's question, Superintendent Libby confirmed that Ms. Luken is currently the School Psychologist Intern at CRES.

7. Notification of Resignations

- a. Anne Brady, CRES, Music

The Board thanked Ms. Brady for her service.

8. Approval to Grant Superintendent the Authority to Issue Contracts to New Hires over the Summer, Effective Immediately.

Upon motion by Becky Flanagan and second by Marcus Mrowka, the Board voted to Grant Superintendent the Authority to Issue Contracts to New Hires over the Summer, Effective Immediately.

Vote: 8-0 Passed

9. Brown Tail Moth Management – Shane Hendrick, TreeWorks
Mr. Hendrick had a scheduling conflict and was unable to attend. This agenda item was tabled.

10. Board Chair's Report

- a. Superintendent Evaluation –Joint Special Board Meeting May 25, 2022
Board Chair McCafferty requested that Board members complete their individual evaluations of Superintendent Libby by Monday, May 23. These individual evaluations will inform Ms. Libby's Superintendent Evaluation, which will be discussed at a Joint Special Board Meeting on May 25, 2022.
- b. Summer Board Retreat
Mr. McCafferty proposed a tentative date of Thursday, August 25, 2022.

11. Superintendent's Report – As written.

A Board member congratulated Superintendent Libby and Business Manager Peter Nielsen on the success of the May 17, 2022 Budget Meetings.

12. Administrative Reports

- a. Deb McIntyre, Assistant Superintendent – As written.
Ms. McIntyre added that the RREV (Rethinking Responsive Education Ventures) Grant evaluators were on site Tuesday and Wednesday to evaluate CRS' Outdoor Learning programs. The RREV report will be shared with the Board upon completion.

In response to a Board question, Ms. Libby and Board Member Dietrich confirmed that the Board no longer participates in the teacher hiring process due to advice from counsel. Ms. Libby conducts all final interviews for teachers, and Ms. McIntyre conducts all final interviews for support personnel.

- b. Jaime Stone, CRMS Principal
Ms. Stone gave the Board physical copies of her report. In response to a Board member's question, she shared that a group of students nicknamed "the Bike Gang" has biked to school every day this year.

- c. Chris Walker-Spencer, CRES Principal – As written.
A Board member asked Principal Walker-Spencer to elaborate on the CRES enrollment overview. CRES expects a typical year in Kindergarten enrollment, and if there is an influx, the school has excess space at every grade level. Principal Walker-Spencer also shared that the Coastal Mountain Land Trust has provided outdoor instruction coaching for all CRES teams. The District's long-term vision is to provide more outdoor learning opportunities for all classes and grades.
- d. Valerie Mattes, Director of Student Special Services – As written.

13. Standing Committee Reports

- a. Finance – Met April 13, 2022, minutes attached. Meets prior to Board Meeting on May 18, 2022.
 - i. FY21 Audit
Finance Committee Chair Orne shared that the audit opinion was unmodified and that no material weaknesses were found. The one minor deficiency exposed by the audit was that year-end adjustments were necessary to bring some accounts into balance.
 - ii. FY22 Financial Update
Chair Orne projected that CRS may underspend the 2021-22 budget by \$500-600K. He shared that the Finance Committee is researching what areas were underspent in order to better understand each cost center and adjust future budgets as needed.
 - iii. Purchase of Electric Bus
Chair Orne shared that the committee analyzed the purchase of an electric bus. Analysis shows that over the 200,000-mile lifetime of a bus, the overall purchase, energy, and maintenance cost of a diesel-powered bus is \$359,664. The lifetime cost for an electric bus, comparatively, is \$359,214. However, the upfront cost of an electric bus is greater than a diesel bus. Fortunately, the district has received two grants for a combined \$115,000 to put toward the purchase of an electric bus. Orne also shared that the lifetime carbon offset of the electric bus is 1,000 pounds.

Upon motion by Peter Orne and second by Rick Thackeray, the Board voted to approve the purchase of an electric bus, subject to receipt of \$115,000 in grant funding.

Vote: 8-0 Passed

- b. Joint Personnel – Next Meeting May 26, 2022
- c. Joint Policy – Next Meeting May 24, 2022

Second Reading

DF – Special Funds Investment and Spending
GDB – Benefits for Non-Association Staff
IIB – Class Size

IJOC – School Volunteers
IKB – Independent Work outside of Class (Assignments)
JFA – Student’s Eligibility to Attend Camden Rockport Schools
JKB – Detaining Students
JKE – Expulsion of Students
JKE-R – Expulsion of Students Guidelines
KBF – Title I – Parent Involvement
KBF-E2 – Title I Parent Involvement Policy

Upon motion by Marcia Dietrich and second by Rick Thackeray, the Board voted to approve the above second readings.

Vote: 8-0 Passed

d. Joint Curriculum – Has not met.

14. Ad Hoc Committee Reports

a. Joint Communications – Met May 17, 2022.

Board Member Marcus Mrowka shared that the committee discussed the Annual Report, future communication pieces, and how Communication Committee meetings will run next year.

15. School Advisory Committee Reports

a. DEI Task Force – Met May 9, 2022 minutes attached.

Board Member Sarah Bradley Prindiville shared that the DEI Task Force analyzed the Equity Audit and recommendations will be forwarded to the soon to be formed Strategic Planning Committee. Membership of this committee will be determined in June. Ms. Bradley Prindiville also offered gratitude to DEI Co-Chair Sally Smith, who provided excellent leadership on the committee this year.

16. Future Agenda Items

Superintendent Libby shared that the June Board meeting would be in the Bisbee Theater to accommodate student awards and staff recognition. She also confirmed that Lead Testing Results would be on the June Board Agenda.

17. Adjourn

Chair McCafferty adjourned the meeting at 7:57 pm.



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Five Town CSD and Camden Rockport Schools
Joint Special Board Meeting
May 25, 2022
Rose Hall Board Room
6:00 P.M.

MINUTES

Board Present

Becky Flanagan, Five Town CSD Board Chair, CRS Board Member
Marcia Dietrich, Five Town CSD Board Vice Chair, CRS Board Member
Patrick McCafferty, Five Town CSD Board Member, CRS Board Chair
Marcus Mrowka, Five Town CSD Board Member, CRS Board Vice Chair
Rick Thackery, Five Town CSD Board Member, CRS Board Member
Mike Pierce, Five Town CSD Board Member

Board Absent

Sarah Bradley Prindiville, Five Town CSD Board Member, CRS Board Member
Brianna Gutierrez, Five Town CSD Board Member, CRS Board Member
Deb Harbaugh, Five Town CSD Board Member
Rachele Hartley, Five Town CSD Board Member

Also Present

Maria Libby, Superintendent

1. Call to Order
The meeting was called to order at 6:04 p.m.
2. Adjustments to the Agenda
There was one adjustment to the agenda to add a moment of silence to honor and grieve with those in Texas who lost family members in yesterday's school shooting.
3. Moment of Silence
After a few words from Marcus Mrowka, the board observed a moment of silence.
4. Executive Session to Discuss a Personnel Matter - 1 M.R.S. §405 (6)A
 - a. Superintendent's Evaluation

Upon motion by Becky Flanagan and second by Marcia Dietrich, the Boards voted to enter Executive Session.

Vote 6 – 0 Passed

In: 6:06 pm

Out: 7:30 pm

Upon motion by Rick Thackery and second by Marcus Mrowka, the Board approved a 5% salary increase based on exemplary performance and a \$3,000 market adjustment for Superintendent Maria Libby for 2022-23.

Vote 6 – 0 Passed

5. Adjourn

Chair Flanagan adjourned the meeting at 7:41 p.m.

June 2022

Every Student Succeeds Act (ESSA)

The Five Town CSD and MSAD 28 have previously agreed to participate in a cooperative project for the ESSA federal funds. As a cooperative project, the MSAD 28 takes on the role of fiscal agent and we only are required to complete one application.

The ESSA requires us to complete an annual application with detailed information explaining how we plan on using the federal funds that are allocated to the districts. There are many different titles that fall under the ESSA umbrella. The allocations noted below are the total funds (CSD and SAD) available. The title funds that we qualify for are as follows:

- Title I: Improving the Academic Achievement of the Disadvantaged. These funds are based on the number of low-socioeconomic students. Our districts have determined that the Title I funds (and all of the associated record-keeping and data collection responsibilities) are designated to serving students in kindergarten through fourth grade. The Title I funds are used to pay some of the salary and benefits for title one literacy and mathematics teachers and educational technicians. In addition, some of these funds are allocated to supplies and required set-aside projects.
 2017-18 Allocation: \$152, 760
 2018-19 Allocation: \$150, 500
 2019-20 Allocation: \$145, 477
 2020-21 Allocation: \$130, 747
 2021-22 Allocation: \$118, 439
 2022-23 Allocation: \$119,752 (preliminary)
- Title II: Preparing, Training and Recruiting High Quality Teacher and Principals
 Title II funds are designated for providing PreK-12 staff with professional development. These opportunities include conferences, in-district workshops, graduate level coursework as well as supporting book studies and school-based learning opportunities.
 2017-18 Allocation: \$74,607
 2018-19 Allocation: \$70,021
 2019-20 Allocation: \$74,182
 2020-21 Allocation: \$69,137
 2021-22 Allocation: \$71,500
 2022-23 Allocation: \$63,510
- Title IV: 21st Century Schools
 Title IV funds have to be used in one or more of the following categories: well-rounded education, safety and health and/or use of technology. We utilize this funding stream to supplement our districts' need to support professional development and roll these funds into our Title II funds.
 2017-18 Allocation: \$19,711
 2018-19 Allocation: \$20,000
 2019-20 Allocation: \$20,000

June 2022

2020-21 Allocation: \$20,000

2021-22 Allocation: \$20,000

2022-23 Allocation: \$20,000

As part of the federal requirements, we must consult annually with private schools within our catchment area. Each private school that has qualified students residing in our catchment area receives a certain percentage of our total allocation for Title I and Title II. Wayfinder School (Title II), Riley School (Title II), Ashwood School (Title I and II), Watershed School (Title II) and Atlantic Academy (Title II) typically receive funding.

Title I:

This project is designated funds for supporting intervening services for identified students in grades K-4. Intervening services are provided in literacy and mathematics. Ongoing data collection and direct instruction to support identified needs is the cornerstone of the project. The funds partially cover staffing salary and benefits with the remainder coming from local funds.

Title II:

The Project is to continue focusing support for staff on the following:

- a. Improving instructional strategies including student-centered learning, learning in the outdoors, and project-based learning;
- b. Gaining a deeper understanding of diversity, equity, and inclusion;
- c. Supporting teachers with individually identified needs (approved level coursework) and
- d. Increasing school-based leadership to create a culture supporting teaching and learning.

Staff indicate a need to participate in self-selected professional development based on individual needs to continue our goal of developing a student-centered teaching/learning environment to support students in meeting academic standards.

In addition, staff need multiple opportunities to work together to learn about and strategize about continual school improvement, including student-centered strategies, diversity, equity, and inclusion as well as project-based and outdoor learning. School-based teams of teachers and administrators will collaborate and problem solve in order to improve their schools through leadership and developing a safe and positive culture for learning and leading.



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Camden Rockport Schools
Superintendent Board Report
June 8, 2022

1. Strategic Plan Implementation

As the end of the year draws near, so too does the work on our 4-year Strategic Plan. Despite the challenges of the pandemic, we continued pursuing the goals outlined in our plan and successfully accomplished nearly every action step that had been outlined when the plan was developed during the 2017-18 school year. This final year's implementation will be reviewed as part of the board's August retreat, at which time the board will also provide initial input into the goals for the next strategic plan.

2. Facilities Updates

- a. **Rose Hall.** We are thrilled to be in Rose Hall. We are settled into our new offices and the space is beautiful. We feel very grateful that we are the ones who benefited from this renovation project. The layout of our offices allows for frequent collaboration and team building and everyone in the building has adequate space to work. The Bus Barn space had many challenges, from design to aesthetics, and I am confident the new building will allow us to grow into a tighter and more productive team.

The move has also afforded us a unique opportunity to get thoroughly organized. Our district storage space in the basement is right-sized, we have the proper shelving and filing cabinets, and we have made sure to transfer everything into an organized and neat fashion. Robin Fagan, the Central Office receptionist, worked throughout the year to organize files and documents and boxes in the cramped former records room in preparation for the move. She weeded out what was no longer needed, categorized relevant records, and labeled everything for the move. It was a monumental effort but will pay dividends as we will more readily find the records we need in the future. A huge shout out to her for that effort!

- b. **CRMS Softball/Field Hockey Field**

We are met with a field engineering company on Friday, June 3 to review plans and goals for a reconstructed field. This was part of the original CRMS Project but was value engineered out when we needed to trim costs. Fortunately, we have enough leftover project money to complete this component of the project. We intend to reorient the field and incorporate proper drainage. We hope to do the reconstruction in the summer of 2023.

3. FY23 Budget

The Camden Rockport Schools Public Budget Meeting attracted a few community members and minimal questions, and all the articles were passed. The final step toward passing next year's budget will be the Budget Referendum Vote on June 14.

4. Sabbatical Thoughts

This is my final Superintendent Report before I leave for my 6-month Sabbatical beginning July 1. I have been actively engaged in transition planning with Shawn for the past several months to help set him up for as successful an interim tenure as possible. I am confident that the team, headed by Shawn, will ably manage the work of the District in my absence. I am grateful for this opportunity.

Respectfully Submitted,
Maria Libby



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Assistant Superintendent Board Report
June 8, 2022

Goals Update:

GOAL #2: Teaching and Learning

Summer Programming Update

Camden Rockport Middle School:

Once again we will be partnering with SunDog Outdoor Expeditions. Our plan is to run a 4-week program that will focus on team building, collaborating, and developing self-confidence. The program will run from July 5th – July 28th typically Monday – Thursday mornings. Students are identified by staff and invited to attend. Students will participate for two weeks, with one week rock-climbing and the other week hiking and canoeing. The district is providing 4 staff members and SunDog provides the guides. We are also offering transportation to students who need it and a lunch! This was a highly successful learning opportunity last year and we are looking forward to providing another great summer experience this year.

Camden Rockport Elementary School:

CRES Summer Learning Camp: We will also repeat this offering this summer. We have two staff members, Sue Conover and Eric Martin, who will offer an experiential learning opportunity for identified students. This program will run from July 18 – Aug. 4, Monday - Thursday mornings. Sue and Eric develop hands-on learning activities that continue to support and develop students social and emotional skills while exploring our community. Again, we will offer transportation and a bag lunch!

CRES Title I Summer School: Sometimes students need just a little bit more to help them on their way to securing a solid foundation in literacy and/or numeracy. We received a Title I grant to provide instruction to students who are identified for needing some additional support in either reading and/or math. Two staff members will work with small groups of students each morning from July 18 – Aug. 4th (Monday - Thursday). Transportation and lunch provided!

CRES Dory Program: This is a unique program that serves some of our incoming kindergarten students. Students who might need some additional support before the beginning of school have the opportunity get to know the school environment while fewer students are present. The students learn where their classroom is, how to ride the bus, and where and how to get their lunch along with a variety of procedures and routines. This helps some of our youngest learners feel confident as they begin their journey at CRES.

Respectfully submitted,

Debra McIntyre



Camden Rockport Schools
CRES Principal Board Report
June 8, 2022

Goal #1: Healthy Learning Environment / Positive School Climate

Staff Wellness

We continue to provide staff with collaborative team planning time during our weekly faculty meetings. I have limited our faculty meeting topics to the essentials this spring to provide this time. Teams have then been able to use their professional judgment and set priorities as they take on the myriad end of year tasks.

Positive School Climate

We provided professional development to staff in early June to help ensure an inclusive school environment where all are welcome. We focused on direct and succinct responses to gender-based put downs that we hear from students directed at other students.

Goal #2: Curriculum, Instruction and Assessment

Social Studies Curriculum

Our Second-Grade team met with Deb McIntyre this month, wrapping up our team-based Social Studies curriculum revision meetings.

Phonics Instruction

Our K-2 students have access to Lexia, a tablet-based program that provides engaging, systematic, and individualized phonics instruction. The program is most effective when students use it 15 minutes per day AND are focused while doing so. I met with each of those grade level teams to develop plans for this year and into the future to ensure all students are getting the support and structure they need to maximize the benefit of the program. Our usage rate had slipped so that about 50% of students were getting their targeted time. Since we met and made action plans, usage has increased by 20 points to 70%.

Student Centered Instruction

We will continue our focus on student-centered instruction next year. Our Leadership Team began the process of identifying areas of strength in this area. We will continue the work during our summer retreat and establish goals as we enter the 2022-23 school year. One of the challenges we face is the need for homeroom teachers to provide instruction in multiple subject areas with limited instructional time each day. Simultaneously, one of the benefits of teaching multiple subjects is the ability of one teacher to integrate subjects based on overarching themes. I see this as the key to implementing

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Chris Walker-Spencer Page 23 of 199

Principal

Katie Bauer

Assistant Principal

proficiency-based education in a powerful and equitable way – providing outdoor learning opportunities, academic engagement and challenge, and meaningful relationships for all students.

Enrollment Overview:

	10/1/21	6/2/22
Pre-K	14	13
Kindergarten	60	65
Grade 1	61	64
Grade 2	70	71
Grade 3	81	85
Grade 4	71	74
Total	357	372

Respectfully Submitted,
Chris Walker-Spencer



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD and Camden Rockport Schools
Joint Curriculum Committee Meeting
June 1, 2022
5:30 -6:30 p.m.

MINUTES

Board Present

Sarah Bradley Prindiville, CSD and CRS Chair
Marcia Dietrich, CRS Board (via zoom)
Mike Pierce, CSD Board (via zoom)
Deb Harbaugh, CSD Board

Board Absent

Marcus Mrowka, CRS Board

Also Present:

Deb McIntyre
Tom Gray

1. Call to order
Sarah Bradley Prindiville called the meeting to order at 5:41.
2. Adjustments to the Agenda
There were no adjustments to the agenda.

CSD

3. Textbook Approvals:

Textbook for AP Research: Colman, Ronald. What Really Counts: The Case for a Sustainable and Equitable Economy

Synopsis: Ronald Colman is a leading economist and founder of GPI Atlantic, a nonprofit research group that built an index of sustainable development in Nova Scotia. The book explains how prevailing economic statistics are ill-conceived, hiding externalized costs of economic activity, and how better research is needed. AP Research is a course about how to conduct research, and this book provides a timely (2021) and well-explained rationale for how research techniques and the slanting of data can fundamentally alter what we think we have learned from research.

Red Flags: No red flags, but the book will invite questions about Colson's arguments about prevailing economic indicators (especially the meaning of GDP). These questions are healthy and should lead to opportunities to weigh perspectives.

Costs: \$24 – 15 needed.

Upon motion of Sarah Bradley Prindiville and second by Deb Harbaugh, the committee approved the book *What Really Counts: The Case for a Sustainable and Equitable Economy*.

Vote: 3-0 Passed

Textbook for AP Research: Jahren, Hope. *Lab Girl*

Synopsis: From GoodReads: “Lab Girl is a book about work, love, and the mountains that can be moved when those two things come together. It is told through Jahren’s stories about her childhood in rural Minnesota with an uncompromising mother and a father who encouraged hours of play in his classroom’s labs; about how she found a sanctuary in science and learned to perform lab work done “with both the heart and the hands”; and about the inevitable disappointments, but also the triumphs and exhilarating discoveries, of scientific work.” AP Research is a course about how to conduct research, and this book provides a timely (2016) accessible account of how a scientist BECAME a scientist and a researcher. It focuses on the personal side of what it means to be a professional researcher, particularly a woman researcher, in America today. It is poignant, funny, easy to read and thought provoking. The goal here is to give students a glimpse into the human aspects of a career as a scientist – to make it relatable, and to demonstrate that how scientific progress occurs is not linear.

Red Flags: There are a few instances of profanity in the book – the “f” word in particular. The author discusses, in general, her personal relationships, some of which are romantic – but not in gritty detail. Also, the author does describe her battles with mental illness.

Costs: \$15 – 15 needed.

Upon motion of Sarah Bradley Prindiville and second by Mike Pierce, the committee approved the book *Lab Girl*.

Vote: 3-0 Passed

4. Update on Science offerings – Honors Chemistry and Honors Physics – moving to a 1 credit offering which will allow students greater flexibility to schedule additional courses.

SAD and CSD

5. Revised Social Studies Standards

The Maine Learning Results for Social Studies have been revised. Teams of teachers reviewed the new standards and have suggested recommended changes to the K-12 Essential Outcomes.

Upon motion of Sarah Bradley Prindiville and second by Deb Harbaugh, the committee approved the revised Social Studies Expected Outcomes K – 12.

Vote: 3-0 CSD and 1-0 CRS Passed

6. Adjourn

Social Studies (K-8)

Five Town Graduation Standards and Expected Outcomes

Social Studies Graduation Standard 1

RESEARCH AND PRESENTATION SKILLS: Collaboratively and independently research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts. (RH/WH)

Common Core State Standards – Key

RI – Reading Informational Text

W – Writing

RH – Reading in Literacy for History/Social Studies

WH – Writing in Literacy for History/Social Studies

SL – Speaking and Listening

MLR – Maine Learning Results – Social Studies

K-2 Expected Outcomes

- A. Develop and answer questions related to social studies, by locating and selecting information, and presenting findings at grade level. (RI 5.9 + W.5.7-9)
- B. Identify two or more main ideas of a social studies topic; explain and summarize key details. (RI.5.2,4,5,10)
- C. Organize findings and share information gathered using oral and visual examples. (MLR. Guiding Principles A.)

3-5 Expected Outcomes

- A. Develop and answer questions related to social studies, by locating and selecting information, and presenting findings at grade level. (RI.5.9 + W.5.7-9)
- B. Generalize two or more main ideas of a social studies text and explain how they are supported by key details; summarize the text. (RI.5.2, 4, 5, 10)
- C. Develop and present informative/explanatory and opinion pieces on social studies topics both orally and in written form. (W.5. 1-2 + 5.4-6 +5.10 + SL 5.4-6)

6-8 Expected Outcomes

- A. Research, select, and present a position on a social studies issue by proposing and revising research questions. Locate and select information from multiple and varied sources, using appropriate social studies tools and methods. (WH.8.7-9)
- B. Determine the central ideas and distinguish among fact, opinion and reasoned judgment in a text and cite specific textual evidence to support analysis. (RH.8.1, 8)
- C. Write arguments consisting of claims supported by evidence and explained by reasoning. (WH.8.1-2, 4-6, 10 + SL 8.4-6)

Standard 1: RESEARCH AND PRESENTATION SKILLS cont.

K-2 Expected Outcomes	3-5 Expected Outcomes	6-8 Expected Outcomes
		<p>D. Produce clear and coherent writing, in which the development, organization and style are appropriate to task, purpose and audience. (W.8.4)</p> <p>E. Analyze multiple accounts of the same event or topic in social studies, drawing on information from multiple print, non-print, and digital sources, comparing and contrasting the point of view they represent. (RI.5.5-7)</p>

Social Studies Graduation Standard 2

CIVICS AND GOVERNMENT: Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government, and politics in the past and the present, in Maine, the United States, and the world. (Strand: Civics and Government)

K-2 Expected Outcomes

- A. Describe and provide examples of democratic ideals as they apply to oneself, the school, and the local community. (MLR K-CG.1,2 2-CG.1)
- B. Describe national symbols, and celebrations. (MLR K-CG.2 1-CG.1)
- C. Identify types of community workers and volunteers and the roles they play in promoting the common good. (MLR K-CG.1)
- D. Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans. (MLR. Guiding Principles A.)

3-5 Expected Outcomes

- A. Explain and compare how groups of people make rules to define responsibilities that protect the freedoms of individuals and groups and support the common good. (MLR.4-CG.1)

6-8 Expected Outcomes

- A. Apply understanding of the ideals and purposes of founding documents. (MLR CG.1 F2, F3, D3)
- B. Analyze the principles, processes, and structures of governments. (MLR CG.1 F1, D1, F2, F3)
- C. Analyze interrelationships among citizens, civics, government, and politics in the past and the present, in Maine, the United States, and the world. (MLR CG.3 F2, D2)
- D. Understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a diverse constitutional democracy. (MLR CG.3 F2, D2)

Standard 2: CIVICS AND GOVERNMENT: cont.

K-2 Expected Outcomes	3-5 Expected Outcomes	6-8 Expected Outcomes
Civics and Government A. Explain how groups of people make rules to support the common good. (MLR K-CG 3,4 1-CG, 2 2-CG,3) B. Identify the rights, duties, and responsibilities of citizens within the class, school, or community. (MLR K-CG 3,4 1-CG, 2 2-CG,3) C. Describe civic beliefs and activities in the daily life of diverse cultures. (MLR K-CG, 5)	Civics and Government A. Provide examples of how people influence government and work for the common good. (MLR CG5) B. Explain and compare how groups of people make rules to define responsibilities that protect the freedoms of individuals and groups and support the common good. (MLR CG5) C. Explain the structures and processes of democratic government in Maine and the United States, electing leaders, and making laws as described in documents including the United States Constitution. (MLR.CG 1,2,3) D. Identify the rights, duties, and responsibilities of citizens within the class, school, and community. (MLR.CG 1) E. Describe civic beliefs and activities in the daily life of diverse cultures, in Maine, the United States, and the world. (MLR.CG 5) F. Describe civic beliefs and activities in the daily life of various cultures in the United States and the World including the Maine Native Americans. (MLR.CG 6)	

Social Studies Graduation Standard 3

ECONOMICS: Apply understanding of the concepts and processes from economics to address and analyze issues of personal finance, production, and distribution and consumption in the community, Maine, the United States, and the world. (Strand: Personal Finance and Economics)

K-2 Expected Outcomes

Economic Decision Making

- A. Describe economics as how people make choices about how to use scarce resources to meet their wants and needs. (MLR K-E, 1-E 2-E).
- B. Describe how money is earned and managed in order to buy goods and services and save for the future. (MLR K-PF, 1-PF, 2-PF)
- C. Explain how various groups work and contribute to the economics of the local community in the past and present. (MLR K-GC, 1-GC, 2-GC)

3-5 Expected Outcomes

Economic Decision Making

- A. Explain that economics includes the study of scarcity, which leads to economic choices about what goods and services will be produced, how they will be distributed and for whom they will be produced. (MLR.E1)
- B. Describe situations in which personal choices are related to the use of financial resources (e.g. needs vs. wants, spending, savings and investment) and financial institutions (e.g. banks, interest rates). (MLR.E1)
- C. Explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources. (MLR.E1)
- D. Describe economic similarities and differences within the community, Maine, the United States, and various cultures in the world. (MLR.E1)
- E. Identify and explain economic processes, economic institutions and economic influences related to Maine Native Americans and various cultures in the United States and the world. (MLR.E1)

6-8 Expected Outcomes

- A. Apply understanding of the concepts and processes from economics to address and analyze issues of the past and the present. (MLR E F1, E1)
- B. Analyze the factors that contribute to production, distribution, and consumption in the community, Maine, United States and the world. (MLR E F1, F2, D1)
- C. Identify factors that contribute to personal spending and savings decisions, including work, wages, income, expenses, and budgets as they relate to the study of personal financial choices. (MLR PF F1, F2, D1)

Social Studies Graduation Standard 4

GEOGRAPHY: Analyze the physical, human, and environmental geography of Maine, the United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future. (Strand: **Geography**)

K-2 Expected Outcomes

- A. Explain that geography is the study of the Earth's surface and peoples. (MLR K-G1)
- B. Create visual representations of the school and community. (MLR 1-G1)
- C. Use basic maps and globes to identify local and distant places, locations, and directions (including N, S, E, and W). (MLR 2-G2)
- D. Identify the impacts of geographic features on individuals, families, and communities. (MLR K-G2, 1-G2, 2-G2)

3-5 Expected Outcomes

- A. Identify and create visual representations of geographic features such as continents, oceans, mountains, and rivers using a variety of geographic tools and representations. (MLR.G1)
- B. Understand how geography impacts diversity in civilization including Native Americans (MLR. G2)

6-8 Expected Outcomes

- A. Using a variety of geographic tools, identify the major regions of the Earth and their major physical features and political boundaries. (MLR G1: F1, F2)
- B. Using geographical concepts, skills, and tools, analyze and demonstrate the ways physical and human processes influence people's interactions with places and regions. (MLR G1: F3, F1, D1, D2 G2: F1, D1)
- C. Identify and describe the positive and negative ways humans modify the physical environment. (MLR.D.2.a)
- D. Describe the impacts of geographic features on the daily life of various cultures, including Maine, the United States and the world (MLR.D.2.b)

Social Studies Graduation Standard 5

HISTORY: Apply and demonstrate knowledge of major eras, enduring themes, turning points, and historic influences to analyze the forces of continuity and change in the community, the state, the United States, and the world. (Strand: History)

K-2 Expected Outcomes

- A. Describe history as “stories” of the past. (MLR K-H1)
- B. Identify a few key figures and events from the past. (MLR 2-H1)
- C. Identify past, present, and future in stories, pictures, poems, songs, or videos. (MLR 1-H1)
- D. Apply terms such as “before” and “after” in sequencing events. (MLR K-H1)
- E. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. (MLR K-H3, 1-H2, 1-H3, 2-H3)
- F. Understand the nature of history as well as the key foundation of ideas by creating a brief historical account about family, the local community, or the nation by locating/collecting information from sources (maps, charts, graphs, artifacts, photographs or stories from the past). (MLR 2-H2)

3-5 Expected Outcomes

- A. Identify various historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the community, Maine, and the United States. (MLR.H1)
- B. Explain that history includes the study of past human experience based on available evidence from a variety of sources. (MLR.H1)
- C. Trace and explain how the history of democratic principles is preserved in historic symbols, monuments and traditions important in the community, Maine, and the United States. (MLR. H1)
- D. Make real or simulated decisions related to community, civic organizations, Maine, United States or the World using research skills and other relevant information. (MLR. H1)
- E. Describe various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States including historical and recent immigrant groups. (MLR. H2)

6-8 Expected Outcomes

- A. Demonstrate knowledge of major eras. (MLR H1: F2, D2 H2: F1, D2)
- B. Analyze enduring themes, turning points, and historic influences. (MLR H1: F3, D3 H2: F2, D2, F3, D3)



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Camden Rockport Schools
Finance Committee Meeting
Rose Hall
May 18, 2022
6:00 P.M.

MINUTES

Board Present

Pete Orne
Becky Flanagan
Marcus Mrowka
Patrick McCafferty

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent
Peter Nielsen, Business Manager

1. Call to Order

Peter Orne called the meeting to order at 6:00 p.m.

2. FY21 Audit Presentation

Timothy Gill of RKO presented a summary of the FY21 audit to the Committee. The audit found no material weakness. A larger-than-normal number of adjusting entries were identified as a significant deficiency. Committee members asked a few clarifying questions. The Committee accepted the audit report.

3. FY22 Budget to Actual Summary

The Business Manager presented the April end-of-month financials which are moving along as expected. The payroll target for EOM March was 15.38% of funds remaining; the FY21 remaining balance at the same point had 15.58% remaining, and the SAD budget had 16.67% funds remaining at FY22 April's close.

4. Electric Bus Purchase Request for Approval

The Business Manager presented a financial analysis explaining how the cost of an electric school bus would be offset by federal and state grants. Savings from fuel and maintenance over the life of the bus were also presented. The analysis showed that the electric bus would cost—over its life—about the same as a diesel bus but would also offset 1000 pounds of carbon and move the district into alignment with federal and state school bus electrification strategies. The Committee thoroughly considered the analysis and current opportunity and agreed that with the grants being available, it made sense to pursue this purchase. They voted unanimously to bring the request to the full board.

5. Adjournment

The meeting adjourned at 6:53 pm.



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Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Joint Personnel Committee Meeting

May 26, 2022

<https://fivetowns-net.zoom.us/j/87627522795?pwd=cUozVFdXQUxHdXpjb0p3Z1UzUnJmQT09>

MINUTES

Board Present

Becky Flanagan
Patrick McCafferty

Also Present

Maria Libby, Superintendent
Deb McIntyre, Assistant Superintendent

1. Call to Order
Chair Becky Flanagan called the meeting to order at 4:00 pm.
2. SAD Only Job Descriptions
 - a. Behavioral Specialist
Terms of Employment was changed to "As specified by contract".
3. SAD/CSD Joint Job Descriptions
 - a. Human Resources Assistant
Outdated job duties were removed from this job description, and Stipend Coordination was added. Additional detail was added to how the position supports the hiring process.
4. Adjourn
The meeting adjourned at 4:11 pm.

**CAMDEN ROCKPORT SCHOOLS
JOB DESCRIPTION**

BEHAVIOR SPECIALIST

QUALIFICATIONS:

1. Bachelor's Degree (Master's Degree preferred)
2. Experience working with elementary children, in which working with "at risk" and/or "behaviorally challenged" students was a key responsibility.
3. The knowledge and skills necessary to assist individuals, groups, and systems through the application of positive behavior supports, including knowledge of Restorative Practices/Responsive Classroom.
4. Demonstrated understanding of behavior management techniques and methods.
5. Expert knowledge of function-based intervention planning for developing behavior change strategies that focus on reducing problem behavior and increasing more appropriate behavior.
6. Expert knowledge of techniques needed to successfully complete effective Functional Behavior Assessments (FBA), function – based interventions, and Positive Behavior Intervention Plans (PBIP).
7. Exceptional knowledge in the use of assessment and assessment data to inform instruction and prescribe work plans for individual students.
8. Ability to effectively communicate and collaborate with others.
9. Valid Maine teaching certificate is desired.

REPORTS TO: Building Principal or Designee

JOB GOAL: To work as an integral part of a school-based team as the primary support person in addressing challenging student behaviors.

PERFORMANCE RESPONSIBILITIES:

1. Lead and support staff in:
 - a. defining and measuring behavior;
 - b. understanding positive behavioral supports;
 - c. identifying antecedents and implementing strategies for teaching new behaviors.
2. Complete classroom observations, collect data and make recommendations to individual teachers and team members.
3. Design, coordinate, and support the implementation of and evaluate behavioral support plans, as needed.
4. Evaluate behavioral interventions and plans using a data collection system to assess and monitor their effectiveness. Identify trends in behavioral referrals and behavioral data reports and make recommendations based on those trends.
5. Establish and run social thinking groups.
6. Be a leading member of the MTSS committee developing and coordinating multi-tiered levels of behavioral interventions.

7. Employ a variety of behavior intervention strategies to facilitate positive behavior change in identified students.
8. Provide professional development to staff on effective classroom management and implementing positive behavioral supports.
9. Coach and/or support staff (e.g., teachers, administrators, others) with the development and implementation of behavioral interventions.
10. Consult and collaborate with the school social worker, school counselor, school psychologist and interventionists, as needed.
11. Stay updated on certification for district behavioral safety training program, i.e., Safety Care
12. Perform other duties as assigned by the principal.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates respect for the legal and human rights of all students.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates dependability, integrity, and other ethical standards.

To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The responsibilities are representative of the knowledge, skill, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, and understand policies and procedures and related information and to follow verbal or demonstrated instructions.
2. Physical ability to perform all necessary upper and lower body movements.
3. Ability to hear, see, and speak.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Demonstrate the ability to communicate effectively.

TERMS OF EMPLOYMENT: ~~210-day contract including 15 PTO days, which means 195 work days.~~ As specified by contract.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel.

History:

Approved 4/14/21, 4/13/22

Reviewed: June 8, 2022

CAMDEN ROCKPORT SCHOOLS JOB DESCRIPTION

HUMAN RESOURCES ASSISTANT ~~(Part-time)~~

QUALIFICATIONS:

1. High School Diploma or equivalent
2. Excellent communication and writing skills
3. Strong computer and organizational skills
4. Ability to multitask

REPORTS TO: Human Resources/Benefits/Payroll Coordinator

JOB GOAL: To support the work of the Human Resources department.

PERFORMANCE RESPONSIBILITIES MAY INCLUDE:

1. ~~Handles mortgage verifications & miscellaneous questions.~~
2. Supports the Hiring Process with advertisement, scheduling interviews, and onboarding new staff.
3. Keeps confidentiality of all employees and students.
4. ~~Creates and balances Sick Bank Accounts for all employee groups annually and as needed.~~
5. Maintains current knowledge of employee benefits including health insurance changes. She does keep up with this so she can accurately discuss with new hires.
6. ~~Troubleshoots employees' problems with benefits~~
7. ~~Prepares and submits MainePERS enrollment forms and status changes for eligible employees for Retirement and Life Insurance~~
8. Assures Form I-9 Employment Eligibility Verification compliance for all new hires and rehires.
9. Updates personnel files as needed.
10. Assures all employees have current CHRC documentation (fingerprinting).
11. Assures all teachers and ed techs certifications and authorizations are current.
12. ~~Creates Department of Education affidavits and appropriate forms as requested.~~
13. Enters employee information in NEO for Central Office Staff, new hires, Teachers, Ed Techs, Coaches, Bus Drivers, Custodians and Food Services Staff. She will help Review and enter in NEO.
14. ~~Creates and files numerous Department of Education forms and surveys as required by law.~~
15. Assists the Assistant Superintendent with Substitute Teacher hiring.
16. ~~Maintains spreadsheets with data of performance evaluation results for teachers and ed techs.~~
17. Maintains Department of Labor Poster sites for all schools and Central Office.
18. Coordinates Stipend process. Communicates with Principals to fill all stipend positions, creates and sends stipend contracts, meets with stipend new hires.

19. Performs other duties and responsibilities as may be assigned by the Human Resources Coordinator and/or Designee.

LEGAL AND ETHICAL DUTIES:

1. Maintains confidentiality about all aspects of student performance and written and oral records.
2. Demonstrates a respect for the legal and human rights of students, instructors, and other staff.
3. Follows health and safety procedures established by the District.
4. Arrives and departs punctually, notifying appropriate personnel about absences and coverage.
5. Demonstrates loyalty, dependability, integrity, and other ethical standards.

To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The responsibilities are representative of the knowledge, skill, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

1. Ability to read, reason, and understand policies and procedures and related information and to follow verbal or demonstrated instructions.
2. Physical ability to perform all necessary upper and lower body movements.
3. Ability to hear, see, and speak.
4. Ability to do reaching, lifting, eye-hand coordination, sitting, and stooping.
5. Ability to communicate effectively.

TERMS OF EMPLOYMENT: As specified by contract

EVALUATION: Performance of this job will be evaluated in accordance with this document.

Approved: ~~November 17, 2021~~ 11/17/21

Approved: June 8, 2022



22 Knowlton Street
Camden, Maine 04843
(207) 236-3358
FAX (207) 236-7810

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Joint Policy Committee Meeting
Central Office Conference Room
May 24, 2022
4:30 - 5:30 p.m.

MINUTES

Members Present:

Marcia Dietrich, Chair
Brie Gutierrez
Marcus Mrowka

Also Present:

Maria Libby
Debra McIntyre
Ryan Watts
Chris Walker-Spencer

1. Call to Order
2. Five Town CSD Only
 - a. CHRHS Student Handbook
The committee made the following changes:
 - i. Pg 1. Change Jen Curtis to Interim Principal July 1 – December 31, add Shawn Carlson, Principal.
 - ii. Pg 1. Add: "COVID SAFETY PROTOCOLS FOR THE YEAR CAN BE FOUND IN THE DISTRICT'S REOPENING PLAN 2022-23 ON THE CHRHS WEBSITE".
 - iii. Pg. 8. Move "Students who need financial assistance with exam fees should contact their counselor" to the top of the page after STANDARDIZED TESTING DATES.
 - iv. Pg. 9, 10. Make sure to update lists on pages 9 and 10 and under Administrative Office include language from 2.a.i. above.
 - v. Pg. 11. Make the same changes as 2.a.i. above.
 - vi. Pg. 11. Add School Board to the list with email CSD.board@fivetowns.net.
 - vii. Pg. 26. Strike "our" before Hope, Appleton.
3. Five Town CSD/Camden Rockport Schools Joint
Review
 - a. BEDG – Minutes
There was a technical change to the legal reference from 408 to 408-A.

- b. JLCCA – Attendance for Students with Human Immunodeficiency Virus
For purposes of clarity, “Maine” was added before every reference to CDC.

4. Camden Rockport Schools Only

a. CRES Student Handbook

The committee made the following changes:

- i. Pg. 5. Add hyperlink to “School Board Policies”.
- ii. Pg. 9. Change drop off time from 7:55 to 7:45.
- iii. Pg. 25. Change tardy bell time to from 8:00 to 7:50.

b. CRMS Student Handbook

The committee made the following changes:

- i. Pg 1. Add: ““COVID SAFETY PROTOCOLS FOR THE YEAR CAN BE FOUND IN THE DISTRICT'S REOPENING PLAN 2022-23 ON THE CRMS WEBSITE”
- ii. Pg. 6. Change Shawn Carlson to Interim Superintendent July 1 – December 31, add Maria Libby, Superintendent.
- iii. Pg. 12. Strike the Food Services Section and replace with wording from the CHRHS Handbook.
- iv. Pg. 13. Strike “(Arrival 2:45 pm. **announcements/end of day**” and replace with “from arrival to the end of the day.”
- v. Pg 35. Replace Student Dress Section with revised Policy JICA

Revision

a. JICA – CRMS Dress Code

The CRMS administration presented a revised dress code with updated language about hats and removal of language about inseam length, as well as a few other minor changes. The committee reworked the formatting and made additional changes to wording.

5. Adjourn

The meeting was adjourned at 5:46 pm.



STUDENT / PARENT HANDBOOK

2022-2023

Camden-Rockport Middle School
Grades 5-8

Jaime Stone, Principal
Ryan Watts, Assistant Principal

Camden Rockport Schools
Camden - Rockport, Maine
207-236-7805

<http://crms.fivetowns.net>

[**Find us on Facebook www.facebook.com/CRMSschooners**](https://www.facebook.com/CRMSschooners)

**COVID SAFETY PROTOCOLS FOR THIS YEAR CAN
BE FOUND IN THE DISTRICT'S REOPENING PLAN
2022-2023 ON THE CRMS WEBSITE.**

Dear Schooner Families,

August 2022

holding for Principal letter

Onward to an amazing year ahead!
Jaime Stone
Maine State Principal of the Year 2021-2022

TABLE OF CONTENTS

1. Introductory	5-9
School Personnel Listing Student Habits of Work and Learning Mission and Vision Statements Extra-Curricular Opportunities Middle School Philosophy	
2. Important Procedures and Items of Interest	10-12
Arrival and Dismissal School Cancellations Early Dismissal School Offices Evening Events Student Visitors Food Services Prospective Students Illness at School Telephone Use and Messages Lost and Found School Safety Parent Visitors	
3. Parent Communications	13
Camden Rockport School Alliance Academic Progress / Jumprope Email Contact Student-Led Conferences CRMS Meetings With Teachers / Grade Level Team The CRMS Monthly Newsletter The Week in Preview (WIP) The CRMS Facebook Page Protocol for School Incidents	
4. Student Services	14-15
School Counseling and Social Work Gifted and Talented Services Library Services Nursing / Health Services Special Education Youth Arts	
5. Character Development	16-17
Teaching Clear Expectations Building a Positive Connection to School Addressing Misbehavior with Kindness and Clarity Prevention of Bullying and Harassment	
6. Academics	18-21
Academic Excellence Class Schedules & Curriculum Sample Daily Schedule CRMS Grading System	
7. Attendance, Truancy and Tardy Policies	22-23
8. Athletics at CRMS: Philosophy, Responsibility and Rules of Participation	24-26
Athletic Philosophy Responsibilities of Athletes and their Parents Participation in Athletics Rules CRMS Sports Teams	

9. CRMS Behavior Rules And Policies	27-29
Philosophy	
Consequences	
Consequence Definitions	
10. Academic and Work Habits Expectations	30
Missing Work or Missed Deadlines	
Extracurricular Restrictions and Work Habits	
11. CRMS Rules Focused on Core Values	31-34
Responsibility	
Self Control	
Kindness	
Release of Student Names to State Department of Education	
12. Computers	35-37
General Guidelines	
Device Damage / Theft Plan	
Consequences for School Computer Violations	
13. Camden Rockport Schools Board Policies	
Policies Under Code A: “Foundations and Basic Commitments”	
Nondiscrimination/Equal Opportunity and Affirmative Action	38
Harassment and Sexual Harassment of Students	39
Student Discrimination and Harassment Complaint Procedure	40
Hazing	50
Tobacco Use and Possession	51
Tobacco Use and Possession Administrative Procedure	51
Policies Under Code E: “Support Services	
Bomb Threat	53
Security Cameras	55
Security Camera Notice	57
Pest Management in School Facilities and on School Grounds	57
Policies Under Code I: “Instruction”	
Independent Educational Evaluations (IEPs)	60
Student Computer and Internet Use	60
School Volunteers	61
Report Cards/Progress Reports	63
Independent Work Outside of Classroom (Assignments)	64
Comprehensive Assessment System	64
Educational Research: Student Submission to Surveys	65
Policies Under Code J: “Students”	
Compulsory Attendance	67
Student Attendance/Student Absences and Tardiness	69
Rules for Student Use of Cell Phones and Other Electronic Devices	69
Truancy	70
Student Code of Conduct	72
Camden Rockport Middle School Student Dress Code	73
Care of School Property by Students	73
Misuse of Chemical Substances by MSAD#28 Students	74
Weapons, Violence, and School Safety	80
Bullying and Harassment	83
Questioning and Searches of Students	87
Management of Concussion and Other Head Injuries	88
Student Discipline	91
Use of Physical Restraint and Seclusion	92
Immunizations of Students	94
Administering Medications to Students	95
Student Intervention Team Policy	99
Student Education Records and Information	100
Annual Notice of Student Ed. Records and Information Rights	101
Policies Under Code K: “School, Community, Home Relations”	
Visitors to the School	102

SCHOOL PERSONNEL LISTING

All staff members are accessible by email using: firstname.lastname@fivetowns.net - text is not case sensitive and there are no spaces ("dot" between first and last names).

ADMINISTRATION

Principal: Jaime Stone
Assistant Principal: Ryan Watts

OFFICE STAFF

Administrative Asst. Secretary: Jonne O'Farrell
Administrative Asst. Secretary: ~~Andrea Pierce~~

STUDENT SUPPORT STAFF

Psychological Services: Alex Amoroso
School Counselor: Tanya Young
Social Worker: Amy Libby
Librarian: Christina Young
Nurse: Gretchen Kuhn

5TH GRADE TEAM

LA, SS Heather Butler
Math, Sci Kerry Keefe
LA, SS Brianna Alley
Math, Sci Kisha Marsh
Special Education Krystle Catell
Ed. Tech. Rita Ackley

6TH GRADE TEAM

LA: Jessie Odgren
Math: Lacy Oakes
Social Studies: Jim Morse
Science: Deb McSweyn
Special Education Becki Gabriele
Ed. Tech. Ellen Curtis

7TH GRADE TEAM

LA Hilary Flagg
Math Sam Zwecker
Social Studies. Sarah Whitt-Carlson
Science John Dietter
Special Education Ashley Kangas
Ed. Tech. LaTanya Beck

8th GRADE TEAM

LA Vicki Hamlin
Math Jacob Eichenlaub
Social Studies ~~Marsha Norwood~~
Science Leah Percy
Special Education Molly Macintosh
Ed. Tech. Fern Campagnoli

CULTURAL ARTS TEACHERS

Music/Performing Arts Allysa Anderson
Chorus Jeffrey Maynard
Art Kristen Andersen
FCS Susan Burwell
Technology ~~Marsha Norwood~~ ~~ten~~
~~McKenzie~~

INTERVENTION & SPECIALIZED EDUCATION

Intervention Coordinator: Michelle Gabrielsen
Math Interventionist: Elphie Owen
RTI Ed. Tech Chris McBride
Speech & Language: Patricia Magri
Occupational Therapist: Allison Jencks
Discovery Program: Jeni Mason
Voyagers Program: ~~Susanne Isteeero~~
Advanced Math: Tammy Hilchey
Advanced LA: Trish Friesland

EXPLORATORY TEACHERS

Band Matthew Gordon
Phys. Ed. Dana Southworth
Spanish Aaron Henderson
Spanish Cara Winckhofer

EDUCATIONAL TECHNICIANS

Discovery Program Allyson Gabriele
Heidi Parsloe
Voyagers Program Lorraine Hall
Ben Pierce
Lisa Scofield
Adam Harter-Ives

SUPPORT STAFF

Custodians: Maggie Massengale
Jose Rodriguez
Fitzhugh Palmer
Maria Nickles
~~Daniel Dearborn~~ ~~Sonita Bicaaj~~
Howard LaFlamme
~~David Stearns (sub)~~

Grounds: Shawn Weaver
Maintenance: Frank Sparhawk
Kitchen Staff: Laurie Bryant, Dolores French,
Gretchen Ferreira

SUPERINTENDENT'S OFFICE

Superintendent: Maria Libby
Interim Superintendent: **Shawn Carlson (July 1. - Dec 31)**
Assistant Superintendent: Deb McIntyre

Special Education Director: Valerie Mattes
Asst. Special Ed. Director: Nikole Seegar
Business Manager: ~~Peter Nielson~~
Director of Information
Technology: Colin Sutch
Facilities Director: **Chris Fanelli**
Food Service Director: Mikael Andersson
Transportation Director: **Chris Fanelli**

CAMDEN ROCKPORT SCHOOLS BOARD OF DIRECTORS

Patrick McCafferty (chair) Rick Thackeray
Brieanna Gutierrez (vice chair) Marcia Dietrich
Rebecca Flanagan Marcus Mrowka
Peter Orne Sarah Bradley Prindiville

Student Habits of Work and Learning (HOWLS)

Grit: I work hard and show grit and use a growth mindset.

I can use a growth mindset to learn from feedback and revise my work.

I can use a growth mindset to work through challenges and persevere.

Responsibility: I take responsibility for my learning.

I can actively participate in class.

I can advocate for my learning by seeking help and using resources.

I can arrive to class on time.

I can arrive to class prepared and organized.

I can collaborate with others during group work.

I can complete quality work to the best of my ability.

I can meet deadlines and complete assignments on time.

Self-Control: I demonstrate self-control.

I can interact safely, within my school community (physical safety).

I can participate in a way that supports learning and growth for all students.

Kindness: I show kindness and respect towards my community.

I can demonstrate inclusion towards others.

I can demonstrate kind communication when working with adults.

I can demonstrate kind communication when working with peers.

I can demonstrate the ability to listen to and consider other people's perspectives.

Mission Statement

BE KIND. WORK HARD. KEEP LEARNING.

Vision Statement for CRMS

The goal of a Camden-Rockport Middle School education is to inspire students' curiosity in the world around us and to develop young people who are actively engaged in learning. Our students learn best when they are in a safe and positive environment where:

Curriculum is...

This looks like...

Challenging

Differentiated instruction throughout the school to meeting students at varying levels of complexity, interventions to extensions.

Exploratory

Open-ended tasks, experimentation, testing theories, creation, etc.

Integrative

Interdisciplinary work in content areas (science and math, LA and SS) and the integration of content in and through the arts.

Relevant

Clear connections to the lives of our pre-teens and teens and a focus on our local community, state, and country.

Purposeful

Doing work that is bigger than the classroom, it is public, shared, and at times makes an impact inside or outside of the school.

- Educators use multiple learning and teaching approaches
- Instruction ensures learners have opportunities to work independently, cooperatively, and collaboratively
- Assessments are varied and enable students to become reflective learners who recognize that errors are inherent in the learning process feedback is ongoing, timely, and advances learning

Our students can be confident that their attempt to explore and engage successfully with the content and develop their skills will be met with support and encouragement.

EXTRACURRICULAR OPPORTUNITIES

GET INVOLVED!

Camden-Rockport Middle School offers many opportunities for students to be involved after and before school.

By participating in extracurricular activities, students can:

- Meet students in other grades
- Explore their areas of interest
- Get to know teachers outside of class
- Develop a greater sense of belonging at CRMS

Our sports, clubs, and other activities:

Student Council
After School Art
Yearbook
Robotics Club
Math Club
Band/Jazz band/Rock band
Chorus
Theatrical Production
Intramurals
Cross Country
Field Hockey
Golf
Soccer
Basketball
Wrestling
Baseball
Softball
Track

"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover."

- Mark Twain 1835-1910

MIDDLE SCHOOL PHILOSOPHY

This We Believe... is a list of characteristics put out by the National Middle School Association that defines what good middle schools do. CRMS follows this philosophy.

The National Middle School Association believes...

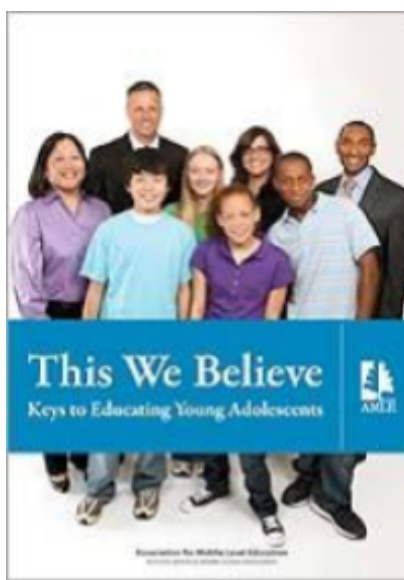
- Successful Schools for young adolescents are characterized by a culture that includes...
- Educators who value working with this age group and are prepared to do so
- Courageous, collaborative leadership
- A shared vision that guides decisions
- An inviting, supportive, and safe environment
- High expectations for every member of the learning community
- Students and teachers engaged in active learning
- An adult advocate for every student
- School-initiated family and community partnerships

Therefore, successful schools for young adolescents provide...

- Curriculum that is relevant, challenging, integrative, and exploratory
- Multiple learning and teaching approaches that respond to their diversity
- Assessment and evaluation programs that promote quality learning
- Organizational structures that support meaningful relationships and learning
- School-wide efforts and policies that foster health, wellness, and safety
- Multi-faceted guidance and support services

At CRMS we strive to create a positive middle school experience so that students leave us confident in who they are and where they are going! We strive to be a model middle school and incorporate the qualities above.

*Source: This We Believe... Successful Schools for Young Adolescents”
National Middle School Association, 1995*



IMPORTANT PROCEDURES AND ITEMS OF INTEREST

ARRIVAL AND DISMISSAL: All students who walk or who are transported to school by parents should plan to arrive no earlier than 8:25am and no later than 8:45am, unless special arrangements have been made with CRMS staff.

BUSES: Students who ride a bus are always at school on time. If there is inclement weather and buses are slowed down, those students are not considered tardy. Buses depart and arrive in front of the main entrance to the school. Upon arrival, students enter the main doors and proceed to the cafeteria. At the end of the day, the first five buses are waiting so students report directly to them. Students on the other buses wait in the cafeteria until the appropriate bus is called. If students intend to ride a bus different than their own they must have a signed note from a parent. Students bring those notes to the office in the morning and receive a bus pass to give to the driver when they depart.

PEDESTRIANS: We are fortunate that many students can walk or ride bikes to school. We strongly encourage any student within a half mile of school to walk on a regular basis. Walkers should stay on the Knowlton Street sidewalk until they approach the main entrance to CRMS where there is a crosswalk and crossing guard. Students are allowed to walk home or to other places without notes from home. We expect students to make these arrangements with parents directly and we do not monitor this as a school.

PASSENGER VEHICLES: Parents or siblings who give a CRMS student a ride to or from school will use the drop-off/pick-up loop outside the main entrance for morning and afternoon arrival and dismissal. The loop is designed for parents to pull in, pull over, drop off/pick up on the passenger side, and then depart. Please pull forward so that other cars can get in behind. It is very dangerous for students to be dropped off on Knowlton Street, and it sets a very poor example for parents to disregard our traffic safety standards and procedures. Let's all send the same message: **Use the loop!**

EARLY DISMISSAL: When a student is being dismissed early, parents must either provide a note that is given to the main office, or contact the school by phone to speak to an administrative assistant. Students are given dismissal slips and monitor their dismissal time with the teacher in the class period they are leaving from. If a student is walking to an appointment or home during the school day the dismissal slip should state this permission. Parents make the determination if their child is responsible enough to have permission to do this and parents take responsibility for overseeing students' safe arrival at their destination.

EVENING EVENTS:

ACTIVITY NIGHTS: Activity nights are for 5th and 6th grade CRMS students ONLY.

DANCES: Dances run from 7pm-9pm.

- **Regular School Dances:** Dances at CRMS are open to 7th and 8th either CRMS students only or grade students who live in the towns of Camden, Rockport, Hope, Appleton, and Lincolnville.
- ~~**Last School Dance:** We traditionally invite the 6th grade to the last regular school dance of the year in May or June. This dance is open to CRMS students only in grades 6, 7, and 8.~~
- **End of year 8th Grade Dance at Yacht Club:** Is only for CRMS students currently in Grade 8.

Dance Guidelines: Students must arrive at school by 7:30pm within 30 minutes of the start and can't leave before and cannot leave until 9:00pm unless a parent picks them up. If a student leaves the school building during the dance, parents will be contacted to pick up the student immediately. The student will not be allowed to participate in the rest of the dance that night or the following dance. Any student who has received an in- or out-of school suspension after the last dance and prior to the current dance will not be allowed to attend the dance. Dress code for dances must meet the school dress code. If students are absent, or leave school sick, they are not permitted to attend that evening's dance.

FOOD SERVICES: School meals are a great value and a huge convenience for busy families. School cafeterias are meeting new federal nutrition standards for breakfast and lunch, ensuring that meals are healthy and well balanced. We are always working to offer students healthier and tastier choices. This includes supporting local farms, chef-to-school programs and providing students and staff with "home-cooked" meals.

Camden-Rockport Middle School participates in the National School Lunch Program. **Currently we offer free meals to all students. Even though we are able to offer free meals to all students, please fill out the Free and Reduced Meals Application; completing the form makes the school eligible for various grants and awards. The Free and Reduced Meals Application is available in our online forms packet, via paper copy by request, and directly online by visiting our website and clicking on Food Service under Student Services.**

Forms for free and reduced lunch benefits are sent home on the first day of school. ~~Any student who qualified for these benefits during the previous school year will continue to receive benefits on a temporary basis, and will need to reapply for the new school year within 30 days. We encourage any family to apply that needs to, and applications may be submitted at any time during the school year. Applications can be completed online at lunchapplication.com~~

~~Students may purchase items separately, which is typically more expensive, or choose a "Meal Deal". A breakfast meal deal — 3 items — is \$1.50 (no charge for free or reduced). A lunch meal deal is \$3.00 (no charge for free or reduced), which includes an entrée and three sides (one of which can be milk/juice). We offer an online service to pay for school lunch. You are able to see purchase/payment history and get balance information. There is a fee to make a payment online. Prepayments may be made in the café at no charge. Monthly menus are available on our website. We look forward to welcoming your children this fall! (During the pandemic lunches may continue to be free for all students.)~~

For questions, please contact Laurie Bryant, CRMS Kitchen Manager @ 236-7805 ext. 2122

ILLNESS AT SCHOOL: The nurse will evaluate a student who becomes ill while at school. If the student is unable to remain in class, the parent or emergency contact will be notified so that they may come to school to pick up that student. The school nurse must evaluate students before calling home or being dismissed.

LOST AND FOUND: Any item found on school property (bus, playground, locker room, etc.) should be given to a teacher or other staff member. If a student loses an item, they should check the Lost and Found. Students should not leave money or other valuables in unsecured areas. Please mark all clothing, instruments and other personal items so that they may be readily identified. The school cannot take the responsibility for lost or stolen articles. During December vacation and April vacation and at the end of the school year we will

donate any items remaining in Lost and Found to Goodwill or Cash for Clothes.

PARENT VISITORS: Parents who come to CRMS to pick up a child or see a child must report to the main office first. We will call students to the office for minimal disruption to the class environment.

SCHOOL CANCELLATIONS: In the event that weather, power failure, or threats to the building should cause the cancellation or early closing of school, the superintendent will utilize an automated calling service that will make a phone call to parents. Local media will also be notified. It is critical that all parents make a plan with their children at the beginning of the school year so that they will know what to do and where to go should school be dismissed early.

SCHOOL OFFICES: Unrestricted travel to the main office and guidance offices is not permitted, except for emergency situations or for safety. No student should be in the office without a pass from the teacher to whom he/she is assigned. A teacher may issue passes to the office, but only if the student has definite business to accomplish.

STUDENT VISITORS: In general, we do not allow out of town friends to accompany our students to school. The focus of school is not social, and a visitor usually distracts the host and the other students in a class. Parents and students should plan activities outside of school hours when out of town friends are visiting.

PROSPECTIVE STUDENTS: Students who are considering transferring to CRMS are always welcome to visit the school. The office will be happy to arrange a tour and visitation for a prospective student.

TELEPHONE USE AND MESSAGES: Students will be allowed access to school phones for emergencies and for school related needs. Student owned cell phones must be turned off and stored in lockers during school hours (Arrival-2:45pm. ~~announcements/end of day.~~ from arrival to the end of the day. Messages for students may be left with office staff, and we will make every effort to deliver them at a time that is not disruptive to classes – usually at break, lunch, or at the end of the day.

SCHOOL SAFETY: At CRMS we take the safety of our community very seriously. We have emergency plans for fires, lockdowns, bomb threats, natural disasters, chemical spills, deaths, assaults and hostage situations. We work closely with the Camden Police Department and Camden Fire Department to practice drills for emergency procedures during the school year. We have locks on all classroom doors, we have an efficient one-call system to disseminate information, and we have clear check-in procedures in our office and good visibility to the front door. The front door at CRMS is locked during school hours. During those hours, please push the buzzer and speak with our office staff to gain entry. We are always seeking to improve our policies, procedures and implementation with help from local emergency services. Please see our board policies for more specifics.

PARENT COMMUNICATIONS

At CRMS we encourage effective communication between school and home. If at any time you have a question about your child or school related issues, please don't hesitate to contact us. We welcome and encourage you to become involved in our school through evening talks, student-led conferences, classroom volunteering, individual meetings with teachers, the Camden Rockport School Alliance. The following formal communication venues support our communication goals:

CAMDEN ROCKPORT SCHOOL ALLIANCE:

Parent and community involvement are very important to the success of the students in our schools. The Camden Rockport School Alliance connects parents, students, teachers, and staff to create a community with the shared goal of helping students succeed. Please follow the communications (email, Facebook) established by the Grade Leaders of your child's grade. This is the best way to connect with your child's grade and classroom to learn where help is needed! The Grade Leaders will send regular updates throughout the year. The Camden Rockport School Alliance is currently managed by Heidi Baker, Nicole Blake, Erin Donovan, and Liz Senders. Contact: CamdenRockportSchoolAlliance@gmail.com

ACADEMIC PROGRESS / JUMPROPE: CRMS uses an online grading program called JumpRope. All parents are able to keep up to date with their child's academic progress using JumpRope. At the beginning of each year, parents (and students) are issued a username and password to access their child's academic progress on JumpRope. Teachers will update records regularly. If you have a question about a score on an assessment, please contact your child's teacher.

EMAIL CONTACT: All staff at CRMS may be contacted by email using the same standardized address system. To contact a staff person via email, first check for the correct spelling in the list of staff in this Handbook. Then, type in the address as follows: (First name).(last name)@fivetowns.net
For example: jaime.stone@fivetowns.net

STUDENT-LED CONFERENCES: In October and May of every year CRMS hosts student-led conferences. During this time parents will have the opportunity to formally meet with a teacher and hear from their son/daughter about their progress in schoolwork.

MEETINGS WITH TEACHERS / GRADE LEVEL TEAM: At any time during the year when parents have questions or concerns about their child they may arrange a meeting with the child's grade level team or individual teachers. This can be done via telephone or e-mail.

THE CRMS MONTHLY NEWSLETTER: The Newsletter communicates important dates and information about the school, upcoming events, useful articles and information. We hope all parents review the newsletter with their children.

THE WEEK IN PREVIEW (WIP): This email is sent home weekly to all families. It provides an update on the expected academic learning for the coming week. It may also contain important information about field trips, testing, changes in schedule or other important information. We hope all parents review this email weekly with their children.

THE CRMS FACEBOOK PAGE: Our Facebook page is updated daily with our "Daily Announcements" and any information that cannot wait for our next newsletter. Like us at [Camden-Rockport Middle School](#).

PROTOCOL FOR SCHOOL INCIDENTS: If your child shares a problem s/he has had at school with another student or a staff member, we want to be aware of issues so that we can address concerns and work to improve our climate. We ask that parents contact an adult at school before coming to any conclusions about the incident. It is best to contact the adult who is directly involved. Middle schoolers are at a developmental stage where they do not always share the full details of an incident and often deflect their own responsibility. It is important to have an adult perspective to help evaluate what actually happened.

Nurse Guidance Gifted And Talented Special Education Library

STUDENT SERVICES

SCHOOL COUNSELING and SOCIAL WORK: School Counseling and Social Work services are available for all CRMS students and their parents. Students are encouraged to meet with school counselor, Tanya Young, or ~~our~~ social worker, Amy Libby, any time they have questions regarding issues they feel are important, and which may be affecting their education. School Counseling services are provided through classroom guidance instruction (half a quarter per year), individual and small group sessions, and grade level activities/events. Social work services are provided in individual and small group sessions. Parents are encouraged to contact the school counselor or social worker at any time.

GIFTED AND TALENTED SERVICES: Gifted and talented (G/T) students are served within the Horizon's Program. The Horizons program aims to serve two distinct middle school populations, those specifically identified as gifted and talented and those who are well-above grade level. There are screening and identification processes for both populations that are described in a separate document. The majority of CRMS Horizons programs and course offerings address the needs of both groups simultaneously, although there are further opportunities available to identified G/T students. The goal is to help students access a variety of appropriate learning opportunities available to them throughout their school day. Program options may include pullout groups; grade-based acceleration; subject acceleration; advanced or honors classes, independent study; differentiation and instructional grouping within the regular classroom. Please see the school website for more information.

LIBRARY SERVICES: In order to meet the informational and recreational reading needs of our students, the CRMS Library offers a collection of over 16,000 items of fiction and nonfiction in a large, cheery, and vibrant (but not always quiet!) room. Library hours are 7:40 AM – 3:20 PM school days. In addition to before and after school, students have access to the library during Schooner Time and when their teachers have scheduled library units. Students attend library courses in grade 5 and 6 and have integrated access and skills development through collaborative units in most grade levels.

Everything at the CRMS Library circulates, including reference books, eBooks, audiobooks, and keyboards. Books may be checked out for three weeks, and students are encouraged to check out as many titles as they need. In order to renew materials, students must present them to the librarian to be rescanned. The CRMS Library does not charge fines, but it does restrict students with overdue materials from checking out any other items until the overdue books are returned. The cost of library materials that have been lost or damaged is the responsibility of the student who checked them out.

All library materials are checked out electronically, and the library catalog is fully searchable on the Internet. In addition, the library web page offers reading suggestions, reference links, links to Sora, our ebook and audiobook platform and many links to useful web pages in the subject areas taught at CRMS. Check out the link to the library's web pages on the CRMS homepage.

NURSING / HEALTH SERVICES: The health office is open daily from 7:45am – 3:15pm and is staffed by our school nurse, Gretchen Kuhn. Parents/guardians are strongly encouraged to maintain contact with the school nurse regarding their child's health or medical issues.

MEDICATIONS: Prescription or over the counter medications will not be administered to students unless ordered by a physician and accompanied by written parental permission. It is important for the school nurse to have information on all medications given on a daily or routine basis.

HEALTH FORMS: All students in grades 5-8 are required to have a yearly updated "Annual Health History/Health Consent" form on file with the health office by the start of school. This form is included in the return to school paperwork and is also available on the school website

https://crms.fivetowns.net/student_services/nurses_office All students who wish to participate in athletic activities must have a record of a recent physical examination on file with the health office. A "recent" examination is defined as one completed within one calendar year of entering 5th grade or later. Students who do not have a physical examination record on file will be required to get such an examination BEFORE participating in any athletic activity or obtain written permission from a licensed healthcare provider for that school year only, after which a complete physical examination is required. If a student does not have a physical examination due to religious beliefs, a parent must submit a statement assuming full responsibility for the child's physical health in order to participate in sports. No student will be allowed to participate in the middle school sports program without a current physical examination and Annual Health History/Health Consent form on file.

IMMUNIZATIONS: All students are required to present proof of immunization for the following:

- DTaP: 5 doses unless the 4th dose was given on or after the fourth birthday, then only 4 doses are required.
- Polio: 4 doses unless as above at which 3 doses are required.
- MMR (Measles, Mumps, Rubella): 2 doses on or after the first birthday and separated by at least a month.
- Varicella: Students are required to have the varicella vaccine or have a physician documented case of varicella (chickenpox) disease.
- Tdap: 1 dose for students entering 7th grade.
- Meningococcal: 1 dose for students entering 7th grade.

The reference for school immunization requirements may be found at:

<https://www.maine.gov/dhhs/mecdc/infectious-disease/immunization/family/kindergarten-guidelines.html>

Beginning September 1st, 2021 **ONLY Medical Exemptions will be accepted** per the amended Maine Vaccine Exemption Law LD 798. Documentation is required *annually* from a licensed healthcare provider (doctor, nurse practitioner or physician's assistant).

This rule applies to all students enrolled in school, whether we are remote or in person.

We recommend contacting your child's healthcare provider to review your child's immunization record and to schedule any required vaccines.

Please contact the school nurse with any questions or concerns regarding your child's health.

gretchen.kuhn@fivetowns.net, 236-7805 x 2108

SPECIAL EDUCATION: Special education services are available for all qualifying students who need supportive or adaptive programs to best meet their educational needs. Parents or students having questions about these services should contact the Special Education Director, (236-7812). MSAD Policy Codes: JRA, JRA-E, JRA-R

YOUTH ARTS: Youth Arts is an all-volunteer, nonprofit, privately funded organization that provides arts enrichment through classroom residencies and school performances. Performances are presented one to two times a year in an outside venue or in the school gym.

CHARACTER DEVELOPMENT

An incredibly important part of our mission at CRMS is to nurture a strong character within our students. In our district, we aspire to have students Be Kind, Work Hard and Keep Learning. The information below outlines the ways in which we teach clear expectations, build a positive connection to school, and address misbehavior with kindness and clarity.

TEACHING CLEAR EXPECTATIONS: The development of character is supported by clear, well-taught expectations of behavior and habits of work and learning.

CORE VALUES: To help provide a vision and guide for the character we seek from students at CRMS, we have an established set of core values:

Kindness :: Grit :: Self Control :: Responsibility

We use class and homeroom and grade level meetings to discuss and support these core values and build a stronger sense of community. Homeroom and grade level meetings provide an opportunity to recognize excellent character, and deepen our students' sense of community across the entire school. Also, the core values underlie our explicit behavior expectations. When students do not abide by these core values, we work hard to bring conversations back to these expectations.

HABITS OF WORK AND LEARNING (HOWLS): Our "HOWLS" rubric helps students understand what positive character looks like for each core value. Teachers use the HOWLS rubric in classes to make direct connections between character and academic learning. See page 6 for a list of learning targets for each core value.

SECOND STEP CURRICULUM: Second Step is a Social and Emotional Learning Curriculum taught to all students one day per week during homeroom. The curriculum helps students understand how to set academic goals, prevent bullying and harassment, identify and control emotions and make healthy relationships.

GUIDANCE CURRICULUM: A structured, comprehensive, developmental guidance curriculum is taught in grades five through eight at CRMS. Our curriculum is aligned with the Maine Learning Results and standards outlined by the American School Counselor Association. Currently, the Guidance curriculum includes educational topics and skills training such as bullying prevention, sexual harassment, drug and alcohol use prevention, sexuality education, mental health awareness, suicide prevention, and character development. In addition, events such as Kindness Month, Pink Shirt Day, Gender Workshops, and various parent workshops are implemented to support the Guidance curriculum and other school initiatives. The guidance department utilizes data sources such as the Maine Integrated Youth Health Survey and conducts a student needs assessment every three years to evaluate the program and identify any gaps that may exist. The collected data is used to make adjustments to the program to address the needs that our CRMS community deems most important. Please visit our website for more information about the guidance curriculum.

INTERNET SAFETY: Internet safety is clearly an important topic in the lives of middle schoolers in the 21st Century. In grade 5 students learn about internet safety using parts of the Common Sense Education Curriculum. In grade 6 and 8 students learn appropriate online communication and comments. Also, each grade level participates in a session about digital safety at the start of the school year. Topics covered include cyberbullying (gr. 6 and 7), and "sexting" (gr. 7 and 8).

BUILDING A POSITIVE CONNECTION TO SCHOOL: One way to build strong character is through developing a strong sense of community. At CRMS we want every student and adult who walks through our doors each day to feel welcome and to feel a deep sense of connection to the school. We work very hard to make CRMS a place where students look forward to coming each day.

MORNING GAMES: We have infused the rhythm of school with a number of important and fun traditions.

Most mornings our students start their day with a bit of excitement via Monday Walking, Tuesday Tunes, Wednesday Word and Thursday Theatrics. On Friday we pause for a quiet, Mindful Moment.

WHOLE SCHOOL ASSEMBLIES: We also have whole school Red and White Day assemblies, which take place regularly throughout the year. The Red and White Day assemblies provide an opportunity for students to show camaraderie by wearing red and white, to participate in fun activities, and to be recognized for their accomplishments.

SPIRIT WEEK: Every February CRMS hosts its annual Spirit Week. This fun event brings the school together in friendly competition between the grades. Various competitions are run through the week. Competitions range from recycled art, photo competitions, a penny war, healthy food drive and physical challenges at a culminating assembly.

CHARACTER COUNTS BOARD: The Character Counts board is where four sailcloth banners hang to be filled with student acts of exceptional character. We have one banner for each core value. When a student is seen demonstrating good character in the realm of a core value, s/he comes to the office to sign the banner and record the deed. A postcard is also sent home to make a note of the good deed.

ADDRESSING MISBEHAVIOR WITH KINDNESS AND CLARITY: When misbehavior occurs, we aim to address those behaviors with high levels of accountability and empathy.

RESTORATIVE PRACTICES: CRMS has used restorative practices to address the majority of discipline issues since 2009. This set of practices adds an educational piece to standard disciplinary procedures. During a restorative circle, students discuss what they did, who was impacted, and how those impacted were affected. The focus of the circle is for students to take responsibility for and understand the impact of their actions with the final goal being restoration of the relationship that was harmed. Our goal is to maintain high levels of authority alongside high levels of nurturing.

PREVENTION OF BULLYING AND HARASSMENT: The structures outlined in this section are all important elements of any anti-bullying program. Guided by our core values, CRMS has established a positive and welcoming school community. This creates a culture of kindness and respect that reduces incidents of bullying, teasing, and harassment.

Also, CRMS provides the following educational experiences to prevent instances of bullying and harassment:

- guidance curriculum
- Second Step curriculum
- pink shirt day
- gender workshops
- grade 8 experience at Camp Kieve
- annual grade level trainings in bullying prevention

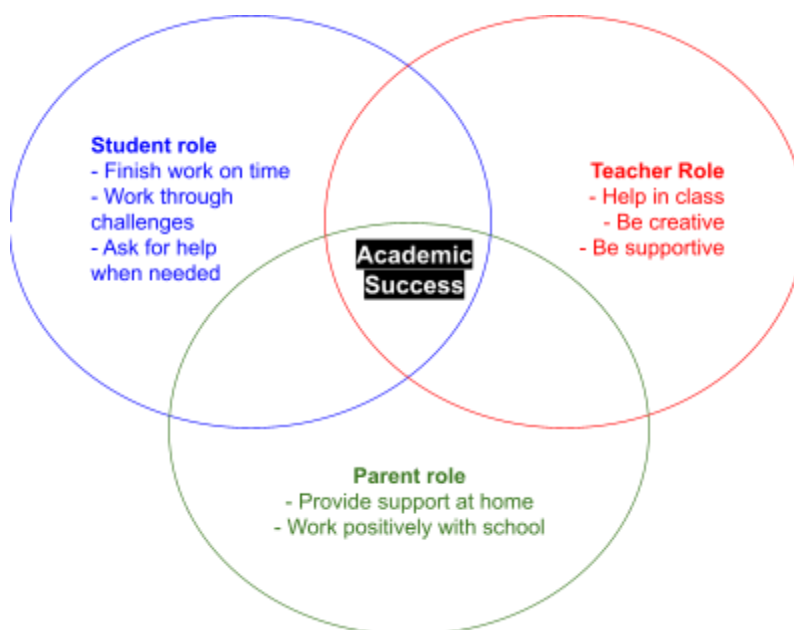
These experiences help students identify the difference between teasing and bullying and between flirting and sexual harassment, how to be an upstander when bullying or harassment occurs, and how to seek help when they are on the receiving end of bullying or harassment.

When such behaviors are reported, we use school policies that are clearly delineated in our handbook. We investigate, document, and assign appropriate consequences for every report of bullying and harassment at CRMS. See Camden Rockport Schools District Policy (NEPN/NSBA Code: JICK) for more information.

ACADEMICS

ACADEMIC EXCELLENCE: CRMS is a school that places a high value on character, academic excellence, and enriching extracurricular opportunities. We believe (and research shows) that developing disciplined academic habits and striving to do one's best will lead to a higher chance of success in high school and beyond. To that end, we provide many supports to help students succeed in all areas of school, most of which you will read about in this handbook. We expect students to come to CRMS with a willingness to learn, and we are confident we can provide the support they need to succeed. Failing to be present and participate in the learning process in middle school is not an option.

We believe that CRMS provides enough structure and support for all students to find academic success in their classes. We expect all students to learn how to take responsibility for their learning at CRMS. This means putting forth effort, working hard to be prepared and organized, and seeking assistance when needed. If a student is not doing the expected work (e.g. does not do homework), that student can expect to stay after school that day or the next to get the work done, even if it means missing a sports practice. Meeting basic academic expectations is the priority.



CLASS SCHEDULES AND CURRICULUM:

~~CRMS has a 6-day schedule.~~ Classes are ~~75~~ **70** minutes in length for Language Arts, Math, Science, Social Studies and Cultural Arts (FCS, Art, Music, Tech, ~~Guidance~~) and ~~are taught and meet 3 times a week, four days every rotation.~~ Exploratory classes (Spanish, PE, Library Skills (G5-6), Writing (G7-8) **ALEKS Math** and Interventions) are 35 minutes in length. Curriculum is shaped around the implementation of our FiveTowns Standards adopted in 2015. At CRMS we structure project based learning experiences for all students each year in our core content areas. (will be updated when schedule is set)

LANGUAGE ARTS: We use trade books, authentic literature and some elements of the Glencoe curriculum to engage students in our FiveTowns Standards. Grade 5 uses the Guided Reading program for reading instruction. Our school uses the Units of Study by Lucy Calkins to support and guide writing instruction.

For students who require additional instruction in reading (e.g. comprehension, fluency), we offer interventions throughout the school day taught in small lab groupings. Our RTI Coordinator supports literacy growth in students by directly supporting teachers in the areas of curriculum, instruction, and assessment and by directly servicing students who need intervention (remedial and at times enrichment).

Our Horizons Language Arts Teacher supports extensions for students identified by directly supporting teachers in the areas of curriculum, instruction, and assessment. We offer a separate class for grade 8 students in advanced language arts. In grades 5, 6 and 7 we use a clustering model to ensure students have academic peers in their classes. Our Horizons teacher works with clustered classes to ensure extension opportunities are made available to identified students. In grade 8 we offer an advanced language arts class for eligible students.

MATH: Like Language Arts, we use a core math program in each grade. Grade 5 uses the ~~EveryDay Math~~ **BRIDGES** program. In grades 6, 7, 8 we are implementing the *Open Up* math curriculum. Both programs are aligned to the Common Core State Standards, which Maine adopted and were fully implemented in the 2012-2013 school year. In grade 8, we also offer a traditional Honors Algebra I class for students who demonstrate readiness. In addition, we offer accelerated math classes in grades 6 – 8 for eligible students.

SCIENCE: In grades 5-8, the curriculum is based in NextGen Science Standards, which were formally adopted in 2019. The grade 6 curriculum emphasizes earth science, grade 7 focuses on life science, and grade 8 focuses on physical and chemical sciences.

SOCIAL STUDIES: In grade 5, a focal area is the discovery of America and the Revolutionary War. Grade 6 tackles the Civil War and both World Wars. Grade 7 emphasizes Maine, Government Studies, and Civil Rights. The grade 8 curriculum covers ancient civilizations and citizenship.

CULTURAL ARTS CLASSES: Arts, family consumer science, and technology are taught one quarter of the year in grades 5-8. Music and guidance share a quarter of teaching each year. These classes are often taught with interdisciplinary connections to core content.

EXPLORATORY CLASSES: Spanish, Physical Education, Library Skills and Writing are taught in this block.

SCHOONER TIME: Schooner time takes place at the end of every day. The goal of Schooner Time is to meet the needs of individual students. This means many different things for our students. This is the time block when band and chorus rehearsals are offered. It is also the time for intervention and/or enrichment opportunities, and study hall, depending on student need. All core academic area teachers are available during this time to offer extra help, give a make up test, or reteach a lesson.

Teacher responsibilities during Schooner Time:

1. Make sure students are productively working.
2. Assist students who need help with any content area.
3. Assist students who need organizational help.

Student responsibilities during Schooner Time:

1. Schooner Time is for homework, make-up work, and extra help.
2. If a student has none of these things, s/he can either quietly read a book or do an enrichment activity.
3. Students who participate in the band or chorus programs **MUST** attend regular band and chorus rehearsal during this time. It is not an option to skip band or chorus to do other academic work during Schooner Time.

Protocol For Schooner Time:

Students are expected to work in homerooms or learning centers, unless another teacher has specifically requested a student. If the homeroom teacher or case manager cannot help, a teacher can give students a pass to another content area teacher's room. When finished with the content area teacher, a student should return to his/her regular location.

Daily Schedule: Exploratories daily, 5-day rotation, 3 classes every 5 days, 75 minute classes. Can work with 4 or 5 sections.							
Grade 5		Grade 6		Grade 7		Grade 8	
8:15-8:40	Arrival	8:15-8:40	Arrival	8:15-8:40	Arrival	8:15-8:40	Arrival
8:40-8:45	Transition to HR	8:40-8:45	Transition to HR	8:40-8:45	Transition to HR	8:40-8:45	Transition to HR
8:45-8:50	Homeroom (HR)	8:45-8:50	Homeroom (HR)	8:45-8:50	Homeroom (HR)	8:45-8:50	Homeroom (HR)
8:50-9:25	P1 XL A	8:50-10:05	P1	8:50-10:05	P1	8:50-10:05	P1
9:30-10:05	P1 XL B						
10:05-10:45	P2A	10:05-10:40	P2 XL A	10:05-10:20	Break	10:05-10:20	Break
10:45-11:20	Lunch	10:45-11:20	P2 XL B	10:20-11:35	P2	10:20-11:35	P2
11:20-11:55	P2B	11:20-11:55	Lunch				
11:55-1:10	P3	11:55-1:10	P3	11:35-12:10	P3 XL A	11:35-12:50	P3
				12:10-12:45	Lunch		
1:10-1:25	Break	1:10-1:25	Break	12:50-1:25	P3 XL B	12:50-1:25	Lunch
1:25-2:40	P4	1:25-2:40	P4	1:25-2:40	P4	1:25-2:00	P4 XL A
						2:05-2:40	P4 XL B
2:40-3:15	Schooner	2:40-3:15	Schooner	2:40-3:15	Schooner	2:40-3:15	Schooner

CRMS GRADING SYSTEM:

CRMS has transitioned to a standards-based report card that is different from traditional grading practices in a variety of ways. The purpose of the standards-based report card is to provide more detailed and accurate feedback about students' learning. Students are assessed according to Graduation Standards, which are aligned with state and national standards for each grade level and represent categories of the expected outcomes we have developed. The expected outcomes represent skills and competencies that each child should be able to do as a result of learning in a particular course. Our website has a curriculum link where you can find the expected outcomes for any course.

Each standard will be rated on a scale of 1 to 4, measuring various levels of mastery of that content standard. The performance scores do not incorporate any behaviors (tardiness, disruption, work ethic, effort). Habits of Work and Learning (HOWLS) are also reported, as these qualities can be just as important to a student's future success as academic performance. Separating academics from work habits shows parents an accurate picture of their child's skills and competencies.

On the report card, you will see the reporting standards listed below each subject area. For each of the standards covered during a quarter, your child will have multiple assessments that measure his/her proficiency based on course-level work, typically scored with a rubric. In most cases, course level work is equivalent to grade level work. In some special education settings, the course may be below grade level. If there is no score beside a standard, it is because it was not taught during that quarter.

The report card uses a 4-point scale to provide information. The target is to earn a "3", which means that the student is proficient and has met the learning goals. A "4" means that they were able to go beyond what was taught and make more sophisticated connections, and a "2" means they were not able to show mastery of the content without some help. A "1" means that performance for that standard was well below what is expected. For students earning a score of 1 or 2, we will continue to work on those skills in the hopes that they are mastered before year's end.

EXPLANATION OF REPORTING SYMBOLS: ACADEMIC STANDARDS

4	Exceeds course standards (more complex content)
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Proficient, meets course standards (target learning goal)
2.5	In addition to score 2.0 content, partial success at score 3.0 content
2	Partially meets course standards (simpler content)
1.5	Partial success at score 2.0 content, major errors with score 3.0 content
1	Does not meet course standards
M	Indicates program modification
NA	Not Assessed

HOWL scores appear to the right of each subject area. Those standards reflect behavior expectations –

the qualities that support learning and citizenship at CRMS.

EXPLANATION OF REPORTING SYMBOLS: HABITS OF WORK AND LEARNING STANDARDS

- 4 Exceeding
- 3 Meeting
- 2 Approaching
- 1 Beginning

JUMPROPE: CRMS uses a web-based grading program that students and parents can access any time they want. Teachers include performance on assignments, tests, projects, etc. on this system and update it regularly. Usernames and passwords are sent out at the beginning of the year.

We will expect students to:

- 1. Complete work for assigned dates
- 2. Make up missed work and 2nd try assessments within a one week period for grades 7-8 and a two week period for grades 5-6
- 3. Stay for mandatory homework club if their work is not completed on time, to complete their work or redo an assessment
- 4. Miss social/extracurricular events if they are not upholding their academic obligations.

Students will not be assigned any schoolwork (i.e. homework) over Thanksgiving, Christmas, February, or April vacations.

ATTENDANCE, TRUANCY AND TARDY POLICIES

SCHOOL ATTENDANCE: (Also refer to MSAD Policy Code: JEA)

Regular school attendance is a vital part of every student's education. The Camden-Rockport Middle School staff views student attendance as the primary responsibility of each student and his/her parents. Students who are excessively absent from school cannot be expected to achieve at a rate consistent with grade level peers. When students are allowed to miss school for other than the most important of reasons, it not only deprives them educationally, but it also can impact directly upon their own developing senses of responsibility and self-discipline. Parents are urged to strongly support regular daily attendance for all students. Failure to do so sends students the message that their education may not be all that important.

ABSENCES: If a student is unable to attend school, a parent or guardian must call (236-7805) or email the CRMS office (crms.attendance@fivetowns.net) by 8:25am to let the school know that the student will be absent and the reason why. If the office does not receive a call when a student is absent, we will notify parents of their child's absence by email.

IMPACT OF ABSENCES ON EXTRACURRICULARS: Any student who is absent cannot participate in any after school extracurricular activities. This includes students who are suspended out of school or in school. Generally, the only exception to this is music concerts. Additionally, any student who arrives at school after the end of first period (other than for a scheduled medical appointment or religious observance) cannot participate in any after school extracurricular activities.

EXCUSED ABSENCES: By Maine State Law, all students are required to be in school every day unless one of the following excusable absences applies. All other absences are unexcused by law.

- a. Personal illness, including the person's physical, mental and behavioral health.
- b. Appointments with health professionals that cannot be made outside of the regular school day.
- c. Observance of recognized religious holidays when the observance is required during a regular school day.
- d. Emergency family situation.
- e. Planned absences for personal or educational purposes, which have been approved by the administration after discussion with parents.

PROCEDURES FOR STUDENTS WITH EXCESSIVE ABSENCES:

1. When a student has accumulated 3 unexcused absences, an email will be sent to parents notifying them of their attendance status.
2. When a student is absent for more than 10 days, whether excused or unexcused, the school will send a letter home offering support to improve attendance. The school may require medical documentation and/or a parent/guardian meeting with school personnel.
3. When a student is absent for more than 18 days they meet criteria for "chronic absenteeism" as defined by the State of Maine. This means they have missed 10% of school days. School administration will send a letter home after 18 days absent and request a meeting with the family to improve attendance.
4. When a student is absent for over 30 school days, they will be considered for retention and may be required to participate in summer programming. In addition, these cases may be referred to the district office for support.

TRUANCY: Also refer to MSAD Policy Code: JHB

A student is considered habitually truant if the following occurs:

- A student in grade 5 or 6 misses seven total (or five consecutive) days of school due to unexcused absences.
- A student in grade 7 or 8 misses ten total (or seven consecutive) days of school due to unexcused absences.

His/her parents will be asked to come to school to meet with administration to discuss ways to improve that student's attendance.

MAKE-UP WORK DUE TO HEALTH ABSENCE:

1. Students who are absent from school for one day are to check in with teachers and are encouraged

to stay after school the day of their return to make up the missed work. The work should be completed within two days of the absence.

2. In the case of longer medical absences, parents should contact the school and arrange to pick up homework assignments for the student to complete at home. This make-up work must be completed within one week of the student's return to school unless other arrangements are made with the teacher(s).
3. Parents are also encouraged to check JumpRope for assignments.
4. Students in grades 7 and 8 can also do an electronic check for homework on Google classroom, Google docs or another online format, if used.

PLANNED FAMILY ABSENCE: When a family plans an absence from CRMS for a vacation while school is in session, the family must request, in writing, advance approval of the Principal.

Procedures, depending on the length of the vacation:

1. Three to twenty days:
 - a. After approval from administration, the parent notifies teachers.
 - b. Teachers have the following options for missed work:
 - Provide assignments before departure.
 - Assign an alternative assignment.
 - Require the student(s) to make up work upon his/her return.
 - c. This make-up work must be completed within one week of the student's return to school unless arrangements are made with the teacher(s). Teachers will not be able to re-teach missed work.
2. Over twenty days:
 - a. For a planned absence of more than 20 consecutive school days, parents will need to be responsible for their child's education for the duration of the trip and will need to fill out paperwork with the state to homeschool their child. The student will be unenrolled from CRMS for the duration of the time they are home-schooled and re-enrolled upon their return.

TARDY PROCEDURES: When students arrive at school late, they miss the start of the day, an important organizational time for many students. Students who are late also interrupt the flow of the class for other students and teachers, requiring school staff to spend valuable time getting that student caught up.

1. All students are expected to arrive at school no later than **8:40 AM** ~~8 a.m.~~ and to be seated in homerooms by **8:45 AM** ~~8:05 a.m.~~ for morning announcements.
2. Any student arriving at school after 8:45 AM must report to the main office upon arrival.

Excused tardies include: (1) a doctor's appointment that couldn't be scheduled outside the school day, (2) a family emergency, (3) religious holidays, or (4) illness. Other tardies are unexcused.

Students who arrive after the end of first period (this excludes medical appointments) are considered absent for part of the day and may not participate in that day's sports or after school activities unless prior arrangements were made with the administration.

PROCEDURES FOR STUDENTS WITH EXCESSIVE TARDIES: Consistent offenses will require a conference between the student, parent and administration.

ATHLETICS AT CRMS

ATHLETIC PHILOSOPHY: All of our sports teams except wrestling participate in the Busline League, which includes schools along the coast of Maine from Searsport to Boothbay. The Busline League uses the following philosophy to guide its work.

The Busline League recognizes the value of athletics as an integral part of the educational program. They also recognize that research has established that participation in athletic activities at the middle school level has broad and lasting benefits for students. These benefits include: an increase in academic achievement, an increased commitment to school and school values, more consistent attendance, and heightened aspirations for continuing education. It is the mission of the Busline League to provide support to schools for a broad variety of athletic activities to encourage widespread participation among students.

In competition and practice, student athletes learn skills, strategies, team play, leadership, self-discipline and responsibility. They also learn the importance of setting goals for themselves and the team and planning how to achieve those goals. Sports provide the incentive for developing and maintaining healthy bodies and active minds. Participation in sports builds self-confidence, sportsmanship and a sense of personal responsibility for making healthy lifestyle choices. Being part of a team can also create a feeling of belonging and offers a supportive network that contributes to emotional well-being.

At the middle school level, the athletic programs should be designed to meet the developmental needs of students. We recognize that the differences between sixth and eighth graders in skill level, physical development, and rule knowledge can be tremendous. Attempts should be made to narrow these differences and foster growth in all athletes through practice, good coaching, clear safety guidelines, and game experience. As a result, in many respects, coaching at this level can be more challenging than at any other level.

The BLL is structured in a manner that encourages instruction and participation over competition. Separate divisions, practice schedules, playoff schedules, and day-to-day interactions with athletes should stress player and team development over wins and losses. Placing too much emphasis on winning at this level is neither meaningful nor instructionally sound.

Additionally, because all teams qualify for a playoff spot, the pressure to win **each game/match** has been completely removed during the regular season. Coaches, parents, athletic directors, and players need to understand that playing time is important to both individual growth and team chemistry.

Although the BLL is not going to mandate or regulate equal playing time for all participants, we encourage athletic directors to discuss this topic with their coaches. It is the BLL's philosophy to pair equally skilled athletes against each other where possible and offer meaningful playing time to each athlete.

The BLL encourages school administration, school board members, parents, as well as the athletes themselves, to be aware of this philosophy on a regular basis.

RESPONSIBILITY OF ATHLETES AND THEIR PARENTS:

STUDENT ATHLETES: Participating on a school athletic team is a privilege, not a right. Students have responsibilities to their team and the school to be able to continue playing on a sports team.

Responsibilities to the team:

- Regularly attend practices and games
- Demonstrate a positive attitude
- Be a model citizen of the school when representing CRMS in games against other schools

Responsibilities to CRMS and their Learning

- Demonstrate safe behavior at all times
- Demonstrate core values during the school day
- Complete classwork and homework on time
- Maintain consistent level of academic performance

Students are responsible for returning school uniforms at the end of the season. If a uniform is not returned within two weeks of the end of the season, parents will be charged for the uniform.

PARENTS: We ask parents to help reinforce the excellent sportsmanship of our athletes by:

- Letting the players play
- Letting the coaches coach
- Letting the umpires officiate the game

We ask parents to support us in this way regardless of the score or game situation.

PARTICIPATION IN ATHLETICS: We believe that all eligible CRMS students should have the opportunity to participate in an athletic program. We try hard to provide enough teams at different skill and age levels to accommodate our students. On occasion, we may need to limit team rosters because of safety issues, a coach's ability to supervise, or the ability to provide playing time for athletes. For the most part, however, we try not to "cut" any students who wish to participate, although they may not always be selected for the team of their choice.

PLAYING TIME: The issue of playing time is ~~also~~ a sensitive one. As the Busline League philosophy states, our expectation is that each player will receive "meaningful playing time" during every game of the regular season. What is meaningful can vary between sports, but it generally means that students will get some playing time in each game. During playoffs, playing time is not guaranteed but coaches will do their best to create meaningful playing time. Playing time will be reduced for students who do not demonstrate their Responsibilities to the Team or School (see above).

PARTICIPATION IN CRMS ATHLETICS FOR FIVE-TOWN STUDENTS: Students are eligible to participate in co-curricular and extracurricular programs sponsored, or co-sponsored by the school they attend. For Five-Town students, access to CRMS Athletic is only available to programs not offered at their school of residency. No student may participate in programs at another school without an agreement from both schools involved.

Participation will be limited based on spaces available after enrollment of CRMS students is complete. Where available spaces are limited (for example in a sport with limited playing time), the sending school may be asked to recommend players to the host school. The host school's decisions about the number of spaces available to non-resident students are final. Once an agreement is made between the schools, the hosting school will complete enrollment each season.

Resident private school and homeschool students should see policy JFABE, Use of Public School Services and Facilities by Resident Private School Students, for more information.

RULES: It is essential that athletics be connected to CRMS Core Values. The coach of each sport generally develops rules governing the conduct of their players. The following school rules apply to all student's participation in games and practices:

1. A student must be in school by the end of period 1 in order to participate in any sport or activity that afternoon or evening. This includes practices, games, or extracurricular activities. Exceptions may be made by the Administration.
2. A consequence takes precedence over practice or a game, whether home or away. In the case of an away game, a parent will need to transport the student to the game if the bus departs CRMS before ~~dismissal to an event.~~ ~~3:15pm.~~
3. If a student skips a consequence hoping to play in a sports game, he/she will miss the first sports game following the consequence and as well as other standard repercussions for skipping. If we are

aware of the situation, we will contact the coach prior to the game and make sure the student does not participate in the game. Responsibility for appropriate behavior in schools comes before sports.

4. Students with **serious** academic or behavioral difficulties in school may be suspended from playing sports at the discretion of the principal.
5. Any student who receives an out-of-school or in-school suspension shall be ineligible to play in a game or practice on the day of suspension. Upon returning to school following the suspension, a student may return to practice with the team if the coach agrees, but s/he may also be ineligible to participate in the first game following the suspension.
6. If a student is physically aggressive towards a fellow team member (e.g. punching, kicking, fighting, intimidating) they will receive a minimum consequence of a one-game ban.
7. If a student is disrespectful towards his/her coach, the opposition, or officials, they will receive consequences that could include a meeting with the coach and athletic director, and removal from the team for a period of time. Consequences will depend on the seriousness of the offense.

CRMS SPORTS TEAMS - Teams are subject to change for participating grade levels based on enrollment, coaching and other unforeseen circumstances.



CRMS FALL TEAMS

Boys and Girls Soccer: We have one boys team and one girls team. Grade 8 students are given priority to be on these teams. Remaining places (if available) are given to students in grade 7.

Multigrade Co-Ed Soccer: This soccer team is typically composed of students in grade 7 who are not on the Boys' or Girls' Soccer Team. Though this is always a coed team, the numbers in our entire soccer program dictates grade level and gender balance in any given year.

6th grade Co-Ed Soccer: This team provides an opportunity for boys and girls in grade 6 to play organized soccer at school.

Girls Field Hockey: Available to girls in grades 6 through 8.

Cross Country: Available to both boys and girls in grades 6 through 8. Boys and girls practice together.

Golf: Available to boys and girls in grades 6 through 8, and students in grade 5 when space allows. Matches and practices occur at local golf courses.



CRMS WINTER TEAMS

Girls' and Boys' Basketball: CRMS has a grade 7 and grade 8 team for both boys and girls.

Wrestling: Available to girls and boys in grades 5 through 8. This team competes in the Pine Tree Wrestling League.



CRMS SPRING TEAMS

Baseball and Softball: These teams are open to grade 7 and grade 8 boys and girls respectively. Sometimes we field an individual grade 7 and grade 8 team, and sometimes it is a combined grade 7 and grade 8 team. The number of teams for each sport depends on enrollment numbers

Track and Field: Track and Field is open to boys and girls in grades 6 through 8 and includes students from Hope, Appleton and Lincolnville where space allows.

CRMS BEHAVIOR RULES AND POLICIES

PHILOSOPHY: At CRMS we seek to make school as engaging as possible for students. We work hard to create a positive school climate where students, teachers, and staff feel welcome, are supported, and have a sense of belonging. The message we reinforce with every CRMS student is a reflection of the Core Values: Grit, Kindness, Self-Control and Responsibility. We reinforce expected behavior and positive choices that support our positive school climate.

While we work to minimize instances of misbehavior, we know that misbehavior is inevitable as students navigate early adolescence. Middle school students can be impulsive and act before thinking. Experimenting with rules and testing limits is a healthy part of childhood.

Our behavioral rules are empathetic but maintain individual accountability. Students who behave in a way that does not support a positive school climate will receive an appropriate consequence and an opportunity to restore relationships. This ensures that our school stays safe and orderly, by stopping negative behavior and re-establishing positive behavior as quickly as possible.

We seek to use logical consequences to stop misbehavior, give students a chance to learn from their mistakes, repair harm that was caused and learn to internally control their behavior. To this end, we seek to make consequences:

- Relevant: directly related to the action
- Realistic: for the student and the teacher to follow through
- Respectful: the consequence is communicated in a respectful way

Source: "Rules in School: Teaching Discipline in the Responsive Classroom"

CRMS rules and policies are outlined in the following pages. In addition to these rules, individual teachers may have other individual classroom rules posted. All school rules apply to off-campus school sponsored events. In addition, CRMS students attending other schools' events are subject to CRMS policies, as well as the host school's policies. All of the relevant policies for FiveTowns are available online via the FiveTowns website (<http://www.fivetowns.net/sad/policy.cfm>).

The administration reserves the discretion to impose alternative consequences based on the facts, circumstances, student grade level, and prior disciplinary record.

MSAD Policy Code – JKA

REMINDER - PROTOCOL FOR SCHOOL INCIDENTS:

If your child shares a problem s/he has had at school with another student or a staff member, we ask that parents contact an adult at school (typically the adult who is directly involved) before coming to any conclusions about the incident.

Pre-adolescent and adolescent children are in a developmental stage where they do not always share the full details of an incident and often deflect their own responsibility.

It is important to have an adult perspective to help evaluate what actually happened. Likewise, it is important for the school to be aware of issues so that we can address concerns and work to improve our climate.

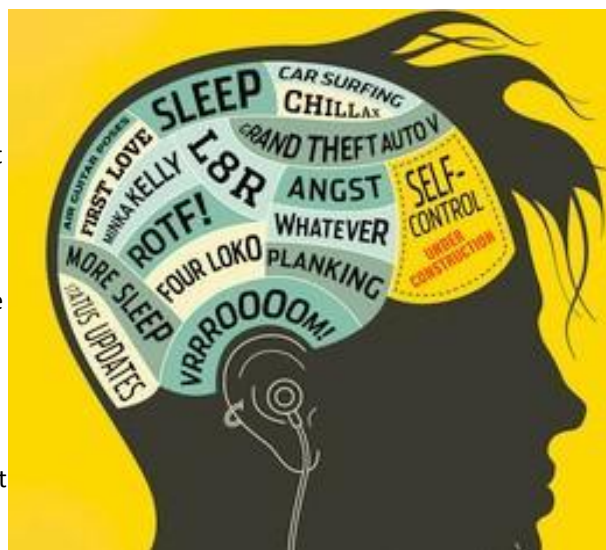


Image of the "Teenage Mind" from the Wall Street Journal, 1/28/2012

CONSEQUENCES (Reference Camden Rockport Schools Policy Code – JKB):

1. Consequences for most offenses will be served after school with the teacher who assigned the consequence. There may be occasions when consequences will be served during lunchtime.
2. Students will be given the option of a 24-hour notice before being required to serve an after-school/before school consequence. Consequences are typically served the day after the offense. Exceptions: Students will be allowed to postpone an after-school consequence for medical or verified family commitments. If a student knows that they have a conflict with a consequence for any reason, they are allowed to serve that consequence early.
3. Parents bear the responsibility for arranging transportation home after any after-school consequence.
4. Students who are late, without a pass, for consequences may face additional time after school.
5. Students who are removed from any consequence for poor behavior will be referred to administration for further consequences.
6. If a student skips an after-school consequence, parents will be contacted to arrange a meeting to plan next steps.
7. It is the responsibility of each student to notify his/her parents when s/he is serving a consequence. Students are expected to take home the white slip that indicates the nature of the consequence the day s/he receives it. Students are expected to return the slip to the office the next morning with a parent signature, verifying that parents have been notified.

CONSEQUENCE DEFINITIONS:

BEHAVIOR SLIP: Behavior slips are used to meet three goals:

- Help students succeed by developing social and emotional skills
- Provide clear and consistent communication with parents about misbehavior at school. This connection between school and home is crucial for student success and we hope these slips give parents important information about their child's behavior.
- Track misbehavior to help understand when behavioral interventions are needed to support students

Behavior slips are given to students when repeated redirections were given for misbehavior **and/or** because the misbehavior was disruptive to their class, interfered with the ability to teach, or maintain a safe environment. When a behavior slip is given, a more formal consequence (e.g. an after-school restorative circle) may also be applied, if needed. Signed behavior slips must be returned to the main office the following day. Failure to return the slip or complete the reflection on the back of the form may lead to an additional consequence.

QUICK VALUE CHECK: A “quick value check” is a discussion to help a student understand the impact of their actions on those around them, and reiterate our expectations of behavior in school based on our core values. QVCs take place after class, during a break or lunch, or after school. The QVC will last as long as the conversation needs but will not last longer than 30 minutes. If a student is taking a bus home after school, or has a scheduled appointment, the staff member will give 24 hours’ notice to the student before keeping them after school if that is the only time available. A behavior slip will be sent home for parent signature when a QVC occurs with a student after school.

RESTORATIVE CIRCLE: Restorative practices seek to turn negative behaviors into learning experiences and provide an opportunity for the student to repair the damage s/he caused. A restorative circle is a discussion circle facilitated by an experienced staff member (usually a teacher) and includes the offending student or students, the facilitator, a victim advocate, the victim (when appropriate), and peer supporters or parents (when appropriate).

The circle focuses on four key questions: What happened? Who was affected? How were they affected? What can be done to make it right? The outcome is typically an action plan aimed at restoring relationships. The facilitator follows up with the student to make sure the action plan was implemented.

FORMAL GUIDANCE CLASS: For more serious or repeated offenses, students may be required to attend a formal guidance program after school. The program will consist of one or more instructional classes with our school counselor. This will be a structured lesson that will provide more education for the student to understand the impact of their behavior and consider ways of avoiding repeat incidents.

COLLABORATIVE PROBLEM SOLVING: In situations where a student shows a consistent and ongoing difficulty with one type of behavior, we often sit down for a “Plan B” conversation that uses the Collaborative Problem-Solving approach. This conversation typically involves a classroom teacher, the student and a member of administration or guidance staff. We try to work out why that behavior is happening and develop a plan to remedy the problem.

STUDENT SERVICE: Many types of poor behavior take something away from the positive culture and respectful community we are trying to build at CRMS. This is an opportunity to “give back” and hopefully develop a greater appreciation for our school community. Student service will typically be served with the staff member who has been affected or with a school custodian. Service tasks including basic cleaning such as cleaning desks, sweeping the stairs or tidying a classroom.

BEHAVIOR CONTRACT: Behavior contracts are most often used when unkind or unwanted behaviors are repeated and reciprocal. In these cases, students may need more support than the typical consequences provide in order to stop the behavior. When this is the case, we draft behavior contracts that both parties agree to and sign. The contracts generally state that the students agree to leave one another alone and may include specific behaviors. We have found this to be an effective deterrent when other measures have not been successful.

LOSS OF PRIVILEGES: This may include loss of recess privilege, loss of eligibility for extra-curricular activities such as sports, clubs, dances, attendance at assemblies and field trips.

OUT-OF-SCHOOL SUSPENSION: Students can be suspended from school for more serious offenses, particularly those that may negatively affect another person’s physical, mental or psychological well being. Any student who is suspended out-of-school (OSS) is not allowed on school property for the entire duration of the suspension. Students serving out-of-school suspension are permitted and expected to make up any work or tests missed.

Students serving out-of-school suspension are not allowed to participate in any extracurricular activities (e.g. sports, dances) on the days during the suspension, including the weekend if the suspension extends from a Friday to Monday.

Students who are suspended out of school for violent conduct will be referred to our Behavior RTI team and assigned to a minimum of five sessions with our school counselor or social worker. The Behavior RTI team will determine the most appropriate next steps. See the section below for more information about the work of our BRTI team.

IN-SCHOOL SUSPENSION: Students serving an ISS will spend the day in a designated area away from peers and classes. The student will do school work in the designated ISS area. A student on an in-school suspension cannot attend afternoon or evening activities on the day of the ISS, as outlined in the OSS section above.

SOCIAL RESTRICTION: Students can be restricted from participation in extracurricular activities (e.g. field trips, dances, sports teams, clubs) for a period of time deemed appropriate by administration based on the connected behaviors.

BEHAVIOR RTI TEAM: In addition to the formal consequences outlined above, a student who demonstrates repeated behavior issues might be referred to our Behavior Response to Intervention (BRTI) team. This team is composed of the social worker, school counselor and assistant principal. Once referred to the Behavior RTI team, a student’s case will be examined for the most suitable interventions to support their behavioral needs. Interventions include: assigning a behavior plan, implementing a check-in/check-out system, completing a 6-week behavior intervention program.

ACADEMIC AND WORK HABITS EXPECTATIONS

MISSING WORK OR MISSED DEADLINES: Students can be asked to come to school early to make up work or learning time. A teacher can have students call home to arrange to stay after school that day or come early the next morning.

EXTRACURRICULAR RESTRICTION AND WORK HABITS: If students do not hand in assignments on time or have missing work, they may not be allowed to participate in social or extra-curricular events at school. If students complete work with good effort in the after/before school time the teacher can release them to participate in that day's activities. Missing work can be viewed online at any time on our JumpRope reporting portal.

CRMS EXPECTATIONS RULES FOCUSED ON CORE VALUES

CRMS rules focused on RESPONSIBILITY:

1. **Classroom Disruption:** It is the responsibility of students to behave in a way that allows teachers to teach and students to learn. Classroom teachers will manage their classes as they best see fit, but the following protocol is a suggested progression of consequences:
 - **First Offense:** If a student disrupts class, s/he will receive a verbal warning and may have their name written on the board.
 - **Second Offense on the Same Day:** If a student disrupts the same class the same day, they will receive a "Quick Value Check".
 - **Third Offense on the Same Day:** If a student disrupts after the QVC is assigned, s/he may be removed from class and receive a behavior slip.
 - **Subsequent Offenses:** Consequences include restorative circle, referral to Behavior RTI team, behavior plans, and ~~removal suspension~~ from class and/or alternative placement as necessary.
2. **Stealing or Destruction of Property:** Also refer to policy JICB, Care of School Property by Students. Students are expected to treat both school property and the property of others with great care. Students who abuse, damage, destroy or steal property (including books, computers, lockers, etc.) will be subject to the following consequences:
 - **Each Offense:** Property that is lost or damaged through negligence must be paid for at replacement value. Restorative circle or student service or suspension will be assigned as appropriate. A police report may be made.
3. **Student Dress:** *Also refer to policy JICA, Camden Rockport Middle School Dress Code.* The Board of Directors believes that well-reasoned guidelines on student dress are essential for the good order and decorum of any safe and successful school dedicated to high student achievement. The primary responsibility for a student's attire rests with the student and their family. ~~At CRMS, the dress code is in place to provide guidance that allows students to participate effectively in ALL activities and experiences we provide within our active learning environment. Students must meet dress code during the school day and at school sponsored events. Students must meet dress code while standing, seated, and participating in all activities within any classroom, in the gym, the hallways, at recess, and all school activities. The administration reserves the right to deem other clothing inappropriate for the school environment if it is not consistent with the spirit of this dress code. The school will implement a clear system for addressing dress code violations that considers student's privacy and is as consistent as possible.~~

Applied to All Students: The primary responsibility for a student's attire rests with the student and their family. ~~At CRMS, the dress code is in place to maintain student dignity and provide guidance that allows students to participate fully in ALL activities and experiences provided within our active learning environment. Students must meet dress code during the school day and at school sponsored events, while standing, seated, and participating in all activities within the classrooms, during PE classes, in the hallways, at recess, etc. The administration reserves the right to deem clothing inappropriate for the school environment if it is not consistent with the spirit of this dress code. The school will implement a clear system for addressing dress code violations that considers students' privacy and is as consistent as possible.~~

1. Undergarments may not be visible on any part of the body or able to be seen through clothing.
2. Breasts, buttocks, and genitals must be covered by opaque clothing and not visible.
3. Clothing that may restrict or hinder movement or participation because of fit may not be worn.
4. All tops and dresses must have sleeves or straps and cover the midriff
5. Messages on clothing or accessories cannot exhibit, promote, or advertise drug, alcohol, or tobacco products/use or contain graphic or profane language or images.
6. Appropriate shoes for athletic participation must be worn during gym and when students are participating in field trips. Cleats, slippers, and wheelies are not allowed.
7. Stocking hats are allowed each year beginning October 15th.
8. Hats with brims are allowed in the spring after we return from April break through the end of the year. Staff may ask students to remove hats during group work or activities that require more eye

contact or a more professional experience in the classroom (such as a presentation).

Students in violation of the dress code will be subject to the following disciplinary action:

- **First incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). Warning.
- **Second incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). In addition, students will attend a restorative circle.
- **Third incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). In addition, students will attend a restorative circle with parents and will lose school privileges.

Fourth and each subsequent incident: Students will be sent to the office for determination of a violation, required to change clothing, and have a required morning check-in at the office for 5 days to ensure clothing meets dress code.

- Undergarments may not be visible on any part of the body able to be seen through clothing.
- Breasts, buttocks, and genitals must be covered by opaque clothing and not visible during typical school activities.
- Clothing that may restrict or hinder movement or participation because of fit may not be worn.
- Shorts must have a minimum of a 3" inseam across the entirety of the hem and may not have rips that expose skin.
- Holes in pants must be at or below the 3" inseam.
- All tops and dresses must have sleeves or straps.
- Tops and dresses must cover the midriff at all times.
- Messages on clothing or accessories cannot exhibit, promote, or advertise drug, alcohol, or tobacco products/use or contain graphic or profane language or images.
- Hats, bandanas, hoods, non religious headscarves, visors, and pajamas are not allowed.
- Appropriate shoes for athletic participation must be worn during gym and when students are participating in field trips. Cleats, slippers, and wheelies are not allowed.

— Students in violation of the dress code will be subject to the following disciplinary action:

- **First incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). Warning.
- **Second incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). In addition, students will attend a restorative circle.
- **Third incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). In addition, students will attend a restorative circle with parents and will lose school privileges.
- **Fourth and each subsequent incident:** Students will be sent to the office for determination of a violation, required to change clothing, and have a required morning check-in at the office for 5 days to ensure clothing meets dress code.

4. **Playground:** All students are expected to behave in a responsible and safe manner on the playground. For specific rules, please see the posters in the cafeteria. Students who are not acting responsibly on the playground will be subject to the following consequences:

- **Each offense:** Quick value check or removal from the playground and lunch in the office as appropriate.
- **Repeated offenses that involve safety concerns:** referral to Behavior RTI team.

5. **Cafeteria:** Students are expected to act in an orderly manner in the cafeteria at all times. Any student who acts disorderly, throws food, cuts in line, shouts, runs or leaves debris will be subject to the following consequences:

- **Each offense:** Quick value check, loss of recess, cafeteria clean up duty, and/or lunch in the office as appropriate.

6. **Food and Nutrition :** CRMS values good nutrition and positive health choices. To that end we do not allow energy drinks like Red Bull, soda, Monster, etc on campus. Those drinks will be confiscated. Additionally, students should not be bringing candy or junk food (added sugar) to school.
7. **Hallways:** Hallways are extensions of the classroom. Students are asked to walk on the right-hand side of the hallway to ensure safe traffic flow and maintain an ordered environment. Students are also expected to move from one place to another quietly and in a controlled manner. Students may not run or “hang out” in the hallways.
 - **Each offense:** Quick value check and/or removal from hallway during regular passing time as appropriate.
 - **Repeat offenses:** Circle or other consequences as deemed appropriate by the administration.
8. **Personal Electronic Devices:** *Also refer to policy JFCK and JFCK-R*
 Students are not permitted to carry, **wear** or use any personal electronic devices during the school day. **This includes but is not limited to mobile phones, smart watches and tablets.** Students must keep electronic devices in lockers. Generally, students are discouraged from bringing electronics to school. Students who choose to violate these rules will be subject to the following consequences:
 - **First offense:** Confiscation of the device until the end of the school day.
 - **Second and subsequent offenses:** Confiscation of the device until parents pick up the device. **Additionally, students are subject to an intervention where the student drops off their device at the main office daily upon arrival.** If an electronic device is causing a disruption in class, students may receive a consequence in accordance with those for classroom disruption.
9. **Bicycles, Skateboards, Heelies, Rollerblades and Scooters:** Students may not ride bicycles, skateboards, or scooters in the parking lots, on the playground, or in the building. Students who do not obey will face the following consequences:
 - **Each offense:** Confiscation of the object until the end of the school day.
 - **Repeat offenses:** Possible student service.
10. **Lying:** Students are expected to be truthful with staff at all times. Students found to have lied will be subject to the following consequences:
 - **First offense:** Restorative circle.
 - **Second and subsequent offenses:** Restorative circle, and may also require a meeting with an administrator and parents.
11. **Cheating:** *Also refer to policy EGAD and EGAD-R.* Students are expected to do their own work. Homework and tests should not be copied from other students. Papers need to be written in the student's own words, and no part can be copied and pasted (in part or whole) from the Internet without proper footnoting. Downloading a paper from the Internet is plagiarism and is a serious offense. Students may not receive or share information about tests with other students.
 - **Each offense where a student has copied or received information from another:** The student will need to complete an alternative, equivalent assignment and attend a restorative circle. A parent will be notified.
 - **Each offense where a student has provided information about the content of an assessment to another student:** The student will be required to take part in a restorative circle.
12. **Possession of Dangerous Objects:** *Also refer to Appendix for Policy on Weapons, Violence, and School Safety, ref JICI.* Students are not to have in their possession at school any article commonly used to inflict harm, harass, threaten, or intimidate others or any other potentially dangerous object. Examples include, but are not limited to knives, chains, sharp objects, laser pointers, lighters, and matches. Students who bring these to school will be subject to the following consequences:
 - **Each offense:** Removal to the office where object(s) will be confiscated. A Quick Value Check, restorative circle, or suspension — depending upon the circumstances and the nature of the device, and notification of parents will follow.
13. **Possession of a Gun:** *Also refer to Appendix for Policy on Weapons, Violence, and School Safety, ref JICI.*
 Possession of a gun at school is a violation of Federal and State Law. Any student who brings a gun to school

will face the following consequences:

- **First offense:** Immediate suspension pending a hearing for expulsion from school.

14. **Possession or Use of Drugs or Alcohol:** *Also refer to Appendix for Policies on Misuse of Chemical Substances by Camden Rockport Schools students, ref JICK.* These substances are prohibited (use and possession of substance and paraphernalia) and are illegal. In addition, aerosol products, including deodorant and antiperspirant, are prohibited from school grounds.

- **Each offense:** Removal to the office. Restorative circle, or suspension, or immediate suspension pending a hearing for expulsion from school, depending upon the circumstances and the nature of the offense, and notification of parents. Appropriate authorities will be called as necessary.

15. **Leaving School Property or Skipping School:** Upon arriving at school, students are not allowed to leave school property without permission from the office. Students are not allowed in any parking lots. Students who leave school property are subject to the following consequences:

- **Each offense - skipping school:** Parent meeting and students make up the time missed after school.
- **Each offense - leaving school property:** Parents and police are called, suspension from school.

CRMS **EXPECTATIONS** ~~RULES~~ FOCUSED ON SELF-CONTROL

1. **Disrespect toward staff/Non-cooperation:** Students who purposefully defy the directions of a staff member, raise their voice or use unkind words towards staff, or interfere with our ability to establish a safe and peaceful learning environment will be subject to the following consequences:
 - **First offense:** Restorative circle after school.
 - **Second offense:** Formal education class after school with guidance, parent notification.
 - **Third and subsequent offenses:** Referral to Behavior RTI team, and consequences that could include: restorative circle with parents, implementing a behavior plan, loss of some school privileges, one hour of student service.
2. **Swearing or use of vulgarities toward a staff member:** Students who swear directly at a staff member will be subject to the following consequences:
 - **Each offense:** Immediate out-of-school suspension pending a parent conference. The student will be expected to attend a restorative circle with the staff member involved.
3. **Swearing or use of vulgar language:** Students are not permitted to swear or use vulgar language in any way at any time and will face the following consequences:
 - **Each offense:** Quick value check with the teacher involved.
 - **Repeated offenses:** Parent conference, possible referral to BRTI team.

CRMS **EXPECTATIONS** ~~RULES~~ FOCUSED ON KINDNESS

1. **Mean-spirited behavior:** All students are expected to treat other students with appropriate kindness, respect, and courtesy. Mean spirited behavior includes teasing, exclusion, spreading rumors about others, name-calling, and rude and disrespectful behavior that does not meet the definition of bullying under policy JICK. Students who are mean spirited toward others will be subject to the following consequences in an effort to prevent bullying and harassment:
 - **First offense:** Restorative circle.
 - **Second offense:** Formal education class.
 - **Third and subsequent offenses:** Restorative circle with parents, loss of school privileges, and referral to Behavior RTI team.
2. **Bullying/harassing other students:** *Also refer to School Board Bullying and Harassment Policies for definitions, ref JICK and ACAA.*
 - **Each offense:** Please refer to policy JICK-R for a list of possible consequences which can include: restorative circle, formal guidance class, behavior contract, student service, suspension, expulsion and possible referral to local authorities.

3. **Non-Aggressive Physical Contact:** Students are expected to adapt their behavior to a school environment that promotes safety for themselves and others. Rough play on the playground or in the school is not appropriate. Students engaged in such behavior are subject to the following consequences:
 - **Each Offense:** Removal from the environment where the behavior occurred.
 - Repeated non-aggressive contact that impacts school safety will lead to referral to our Behavior RTI team.
4. **Aggressive Physical Contact:** Students are expected to treat each other with respect at all times. Using physical means to solve an argument or respond to another student is not acceptable. Aggressive physical contact can be defined as punching/kicking/being physical with another student (that is not being reciprocated) in an aggressive or intimidating way.
 - **First Offense:** Restorative circle.
 - **Second offense:** Formal education class after school with guidance, and possible out-of-school suspension. Consideration of referral to Behavior RTI team.
 - **Third and subsequent offenses:** Restorative circle with parents, possible out-of-school suspension, referral to Behavior RTI team
5. **Fighting:** Students must avoid fighting at all times. Fighting is defined as, "Taking part in a violent struggle involving the exchange of physical blows". Students who are involved in a fight will be subject to the following consequences:
 - **First and subsequent offenses:** Consequences will include a restorative circle and/or out-of-school suspension and/or other appropriate action, which may include referral to Behavior RTI team and/or notifying the appropriate authorities.
6. **Assault:** Any student who seriously threatens or physically assaults another student or a staff member will be immediately suspended from school pending a parent conference and other appropriate action. Examples of an assault include (but are not limited to) striking another individual in the face or genitalia, significant aggressive contact to other parts of the body.

Release of Student Names to State Department of Education

Incidents of violent and harmful behavior by or against students are to be reported to the Maine Department of Education on the Student Discipline in the state reporting system, Synergy (see 20-A MRSA §254, sub-§11). Reportable incidents will be interpreted relative to the SAU's adoption of its Student Code of Conduct and disciplinary policies (see 20-A MRSA §1001, sub-§15, and sub-§15-A). The data will identify student behavior that is disruptive to the peace and usefulness of the school as well as the school practices that are designed to promote a sense of accountability. The Department uses this data in its efforts related to school improvement under the Every Student Succeeds Act.

COMPUTERS

GENERAL GUIDELINES: The guidelines are meant to provide a general overview of the expectations for each group of stakeholders in regard to devices.

STUDENTS:

1. Students will use school issued devices as an educational tool.
2. Students may only download/install software and apps with explicit permission from a teacher or staff member.
3. Students will only use school issued devices under supervision or in supervised spaces at school and at home. Devices are never to be used outside, on the school bus, in automobiles, in the cafeteria, or in the halls unless given specific permission by a staff member. Devices may not be used before 8:45am in the library or cafeteria.
4. Students may not touch or use another student's device unless there is a valid reason and explicit permission has been granted.
5. Students should use, transport, and store devices with care and responsibility. Students must use the cases/covers provided by the school. Devices should be in cases when being transported around the

school.

6. Students will not be allowed to use school issued devices in locker rooms nor have them at sports practices or games. Coaches will provide a location for school issued devices during practices.
7. Students will keep their school issued device free of markings, stickers, or any other defacement. The sticker provided on the device, and tag provided with case, must remain intact and legible. If a new sticker is required, the student must see the IT department.
8. If a student leaves the device or charger behind (at home, in class, outside, etc.), it is the responsibility of the student to locate the item(s) or have a parent bring it to school as soon as possible. A loaner will not be provided.
9. If a student loses the device at school, it is the responsibility of the student to let a teacher know and make a concerted effort to find it.
10. Golden Rule: A student must only use the school issued device to support schoolwork.

PARENTS:

1. Parents are responsible for making sure that students use school issued devices in common family areas that are supervised. It is the school's expectation that school issued devices will not be used in bedrooms or other isolated, unsupervised spaces.
2. Parents are responsible for visually monitoring use of school issued devices while at home to make sure students are using them as an educational tool.

TEACHERS:

1. Teachers are responsible for providing students with meaningful academic work on the computers when they are in use.
2. While computers are in use, teachers are responsible for visually monitoring student screens.

ADMINISTRATION:

1. Administrators are responsible for more closely connecting the consequence for laptop violations to use of the school issued device.
2. Device administrators are responsible for occasionally checking student Internet histories.

DEVICE DAMAGE / THEFT PLAN:

In order to help families absorb the cost of potentially expensive repairs to school-issued devices, Camden Rockport Schools has created a self-funded Damage/Theft Program. The program only covers repairs caused by accidental damage and/or the replacement cost of stolen computers. In order to qualify for theft coverage a police report verifying the theft must be submitted to the school principal.

PLAN COST:

Full price plan: to be updated per new agreement

Students who qualify for the Free or Reduced Lunch Program: to be updated per new agreement

PLAN DETAILS:

- Damage/theft coverage is only good for the current school year and only covers one damage/theft claim.
- The money is non-refundable.
- In the event that the device is damaged three times or more in one school year, the parent/guardian is responsible for all repair or replacement costs.

The plan does not cover lost devices, intentional damage, damage caused by irresponsible care, damage caused when the internal components of computers are accessed, or any other misuse. In addition, the plan does not offer any liability protection if a device is used for any illegal activity. The plan also does not cover lost or damaged power cords or cases. The estimated replacement cost for the device and accessories is approximately \$450.

A family may choose NOT to participate in the Damage/Theft Plan. By not participating, it is understood that the parent or guardian is fully responsible for paying for any and all damages to the device and/or its full replacement cost should the device be lost, stolen or otherwise rendered useless. A student

without a damage theft plan may not be issued a replacement device until the full cost of the repair or replacement is paid in full.

Please see the Permissions Preference Form to indicate your acceptance or denial of these items.

CONSEQUENCES FOR SCHOOL COMPUTER VIOLATIONS:

Discipline Policies: *These discipline policies are meant to complement the Camden Rockport Schools Acceptable Use Policy (reference IJNDB). These policies apply to school provided devices.*

If a student has damaged a computer or violated Camden Rockport Schools computer usage agreements, the teacher will refer the infraction to IT coordinators or school administrators who will examine the device. If such a referral is necessary, the school issued device will be returned after an examination (not more than 24 hours).

1. Misuse of school issued device.

We consider misuse of a school issued device to be when a student is expected to be attending to academic responsibilities (e.g. listening to a lecture, participating in discussion, working on homework or a project), but is using the school issued device for a different purpose (e.g. playing a game or surfing the web). Misuse could also include endangering the device, leaving it unattended, defacing the device or its case, or other actions that could result in damage to the device.

- **Each offense:** The classroom teacher or supervising staff member has discretion when determining consequences, just like any other off-task classroom behavior. If the problem persists, the student's device will be removed for a limited amount of time.

2. Inappropriate use of school issued device.

We consider inappropriate use of a school issued device to be when the student has searched for or viewed inappropriate, vulgar, or sexual material online, or they have used their school issued device in another inappropriate way. For any offense where it is necessary, the appropriate authorities may be called to investigate.

- **First offense:** Removal of device or Internet or take-home privilege for 10 school days.
- **Second offense:** Removal of device or Internet or take-home privilege for 20 school days.
- **Third offense:** Removal of device or Internet or take-home privilege for the remainder of the school year.

3. Downloading/Installing Unauthorized Apps/Software: Students may not download or install any apps or software onto their device without specific teacher permission.

- **Each offense:** In addition to the removal of unauthorized apps/software, consequences can include: warning, quick value check, restorative circle, loss of take-home privilege, and restriction of use.

4. Destruction or loss of property

Refer to Responsibility rule #2: **Stealing or Destruction of Property**

5. Using electronic communications as a means of harassment

Refer to Kindness rule #2: Bullying/harassing other students.

6. Using inappropriate language in electronic communications.

Refer to Self Control rule #3: Swearing or use of vulgar language.

7. Any other inappropriate use of an electronic device will result in disciplinary action at the discretion of the administration; the degree of the consequence will depend on the severity of the incident.

CAMDEN ROCKPORT SCHOOLS BOARD POLICIES

**A complete list of board policies is available at https://sad.fivetowns.net/school_board/district_policies*

POLICIES UNDER CODE A: “FOUNDATIONS AND BASIC COMMITMENTS”

NEPN/NSBA Code: AC

NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

Camden Rockport Schools does not discriminate on the basis of sex or other protected categories in its education programs and activities, as required by federal and state laws/regulations. Discrimination against and harassment of school employees or students because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, age, disability, or genetic information are prohibited.

The Board directs the school administration to implement a continuing program designed to prevent discrimination against all applicants, employees, students and other individuals having access rights to school premises, activities, and programs.

Camden Rockport Schools has designated and authorized an Affirmative Action Officer/Title IX Coordinator who is responsible for ensuring compliance with all federal and state requirements relating to nondiscrimination, including sexual harassment. The Affirmative Action Officer/Title IX Coordinator is a person with direct access to the Superintendent.

Camden Rockport Schools has implemented complaint procedures for resolving complaints of discrimination/harassment and sexual harassment under this policy. Camden Rockport Schools provides required notices of these complaint procedures and how they can be accessed, as well as the school unit's compliance with federal and state civil rights laws and regulations to all applicants for employment, employees, students, parents and other interested parties.

Legal Reference:

- Equal Employment Opportunities Act of 1972 (P.L. 92-261) amending Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000(e) et seq.)
- Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), 34 C.F.R. Part 106 (Title IX regulations)
- Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d)
- Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et seq.)
- Equal Pay Act of 1963 (29 U.S.C. § 206) • Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq.), as amended
- Americans with Disabilities Act (42 U.S.C. § 12101 et seq.), as amended
- Genetic Information Nondiscrimination Act of 2008 (GINA) (42 U.S.C. § 2000ff et seq.)
- Maine Human Rights Act (5 MRSA § 4551 et seq.), as amended

Cross Reference:

- MSAD 28 Affirmative Action Plan NEPN/NSBA Code: AC pg. 2 of 2
- ACAA - Harassment and Sexual Harassment of Students
- ACAA_R Student Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures
- ACAB - Harassment and Sexual Harassment of School Employees
- ACAB-R – Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures

History: Adopted: 11/14/2001, 10/18/2017

First Reading: August 12, 2020

Second Reading: waived

Adopted: August 12, 2020

NEPN/NSBA Code: ACAA

HARASSMENT AND SEXUAL HARASSMENT OF STUDENTS

Harassment of students because of race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability is prohibited. Such conduct is a violation of Board policy and may constitute illegal discrimination under state and federal laws.

School employees, fellow students, volunteers, visitors to the schools, and other persons with whom student may interact in order to pursue or engage in education programs and activities, are required to refrain from such conduct.

Harassment and sexual harassment of students by school employees is considered grounds for disciplinary action, up to and including discharge. Harassment and sexual harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. The Superintendent will determine appropriate sanctions for harassment of students by persons other than school employees and students.

A. Harassment

Harassment includes but is not limited to, verbal abuse and other offensive conduct based on race, color, sex, sexual orientation, gender identity, religion, ancestry or national origin, or disability. Harassment that rises to the level of physical assault, battery and/or abuse, and/or bullying behavior is also addressed in the Board policies JICIA – Weapons, Violence and School Safety. And JICK – Bullying and Cyberbullying Prevention in Schools.

B. Sexual Harassment

Sexual harassment is addressed under federal and state laws/regulations. The scope and definitions of sexual harassment under these laws differ, as described below.

1. Title IX Sexual Harassment

Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school unit's education programs and activities:

- a. "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual's participation in unwelcome sexual conduct;
- b. "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the school unit's education programs and activities; or NEPN/NSBA Code: ACAA pg. 2 of 2
- c. Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.

2. Sexual Harassment Under Maine Law

Under Maine law, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following situations:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
- b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or
- c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.

C. Reports and Complaints of Harassment or Sexual Harassment

All school employees are required to report possible incidents of harassment or sexual harassment involving students to the Affirmative Action Officer/Title IX Coordinator. Failure to report such incidents may result in disciplinary action.

Students, parents/legal guardians and other individuals are strongly encouraged to report possible incidents of harassment or sexual harassment involving students to the Affirmative Action Officer/Title IX Coordinator. The Affirmative Action Officer/Title IX Coordinator is also available to answer questions and provide assistance to any individual who is unsure whether harassment or sexual harassment has occurred.

All reports and complaints of harassment or sexual harassment against students shall be addressed through the Student Discrimination/Harassment and Title IX Sexual Harassment Procedures (ACAA-R).

Legal References:

- Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 C.F.R. § 35.107)
- Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended; 34 C.F.R. § 104.7)
- Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.); 34 C.F.R. Part 106
- Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault) NEPN/NSBA Code: ACAA pg. 3 of 2
- Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
- Title VI of the Civil Rights Act of 1964 (42 USC § 2000(d))
- Maine Human Rights Act, 5 MRSA § 4551 et seq.
- 20 MRSA § 6553
- MHRC/MDOE Joint Rule Chapter 94-348 and 05-071, ch. 4 Cross References:
- ACAA-R – Student Harassment Complaint Procedure
- AC – Non-Discrimination/Equal Opportunity & Affirmative Action
- ACAD – Hazing
- GBEB – Staff Conduct with Students
- JFCK – Student Use of Cellular Telephones and Other Electronic Devices
- JICIA – Weapons, Violence & School Safety
- JICK – Bullying and Cyberbullying Prevention in Schools

History: Adopted: 01/09/02, 01/16/13, 03/21/18

First Reading: August 12, 2020

Second Reading: waived

Adopted: August 12, 2020

NEPN/NSBA Code: ACAA-R

STUDENT DISCRIMINATION/HARASSMENT AND TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

The Camden Rockport Schools Board has adopted these procedures in order to provide prompt and equitable resolution of reports and complaints of unlawful discrimination and harassment of students, including sexual harassment, as described in policies AC – Nondiscrimination/Equal Opportunity and Affirmative Action and ACAA – Harassment and Sexual Harassment of Students.

Complaints alleging unlawful harassment or discrimination against employees based on a protected category should be addressed through the Board's Employee Discrimination/Harassment and Title IX Sexual Harassment Complaint Procedures (ACAB-R).

Any individual who is unsure about whether unlawful discrimination or harassment has occurred and/or or which

complaint procedure applies is encouraged to contact the Affirmative Action Officer/Title IX Coordinator.

AAO/TITLE IX COORDINATOR
 Deb McIntyre, Assistant Superintendent
 7 Lions Lane, Camden, ME
 207-236-3358
 debra.mcintyre@fivetowns.net

I. Definitions

For purposes of these complaint procedures, the following definitions will be used. The Affirmative Action Officer/Title IX Coordinator shall assess all reports and complaints to ensure that they are addressed under the appropriate policy and complaint procedure.

A. Discrimination/Harassment Complaint Procedure Definitions

1. "Discrimination or harassment": Discrimination or harassment on the basis of an individual's membership in a protected category, which, for students, includes race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin, or disability.
2. "Discrimination": Treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected category.
3. "Harassment": Oral, written, graphic, electronic or physical conduct relating to an individual's actual or perceived membership in a protected category that is sufficiently severe, pervasive or persistent so as to interfere with or NEPN/NSBA Code: ACAA-R Page 2 of 15 limit that individual's ability to participate in the school unit's programs or activities by creating a hostile, intimidating or offensive environment.
4. "Sexual harassment": Under Maine law, this means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature in the following situations: a. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits; b. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits; or c. Such conduct has the purpose and effect of substantially interfering with a student's academic performance or creates an intimidating, hostile or offensive environment.
5. "Sexual orientation": Under Maine law, this means a person's "actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression."
6. "Gender identity": Under Maine law, this means "the gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth."
7. "Complaint" is defined as an allegation that a student has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin or disability (and not otherwise addressed in the Title IX regulations and Section 3 of ACAA-R).
8. Complaints of bullying not involving the protected categories or definitions described above may be addressed under Board Policy JICK – Bullying and Cyberbullying of Students.

B. Title IX Sexual Harassment Complaint Procedure Definitions

- 1) "Sexual Harassment": Under the federal Title IX regulations, sexual harassment includes the following conduct on the basis of sex which takes place within the context of the school unit's education programs and activities:
 - a) "Quid pro quo" sexual harassment by a school employee: Conditioning a school aid, benefit or service (such as a better grade or a college recommendation) on an individual's participation in unwelcome sexual conduct; NEPN/NSBA Code: ACAA-R Page 3 of 15
 - b) "Hostile environment" sexual harassment: Unwelcome conduct based on sex that a reasonable person would determine is so severe, pervasive and objectively offensive that it effectively denies an individual's equal access to the school unit's education programs and activities; or

- c) Sexual assault, dating violence, domestic violence and stalking as these terms are defined in federal laws.
- 2) “Report”: Under the Title IX regulations, any individual may make a report of sexual harassment involving a student, whether the individual is the alleged victim or not. School employees are required to report possible incidents of sexual harassment involving a student. A report must be made to the Affirmative Action Officer/Title IX Coordinator. A report triggers certain actions by the AAO/Title IX Coordinator for the alleged victim of sexual harassment, but an investigation is not conducted unless a “Formal Complaint” is filed.
- 3) “Formal Complaint”: Under the Title IX regulations, the alleged victim of sexual harassment can file a written complaint that triggers the complaint procedure in Section 3 of ACAA-R. Only a student and/or their parent/legal guardian (and in certain circumstances, the AAO/Title IX Coordinator) may file a formal complaint.

II. Discrimination/Harassment Complaint Procedure

This procedure should be used for any complaint of unlawful harassment or discrimination complaint based on a protected category which does not involve Title IX sexual harassment (which is addressed in Section 3).

A. How to Make a Complaint

1. School employees are required to promptly make a report to the AAO/Title IX Coordinator if they have reason to believe that a student has been discriminated against or harassed.
2. Students (and others) who believes that they, or another student has been harassed or discriminated against or harassed should report their concern promptly to the AAO/Title IX Coordinator.
3. The individual making the report must provide basic information in writing concerning the allegation of harassment or discrimination (i.e., date, time, location, individual(s) who allegedly engaged in harassment or discrimination, description of allegation) to the AAO/Title IX Coordinator. NEPN/NSBA Code: ACAA-R Page 4 of 15
4. If an individual is unsure as to whether unlawful discrimination or harassment has occurred, or who need assistance in preparing a written complaint, they are encouraged to discuss the matter with the AAO/Title IX Coordinator.
5. Individuals will not be retaliated against for reporting suspected discrimination or harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary action, up to and including discharge for employees, and expulsion for students.
6. Individuals are encouraged to utilize the school unit’s complaint procedure. However, individuals are hereby notified that they also have the right to report incidents of discrimination or harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, ME 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109-3921 (telephone: 617-289-0111).

B. Complaint Handling and Investigation

1. The AAO/Title IX Coordinator will promptly inform the Superintendent and the person who is the subject of the complaint (respondent) that a complaint has been received.
2. The AAO/Title IX Coordinator may pursue an informal resolution of the complaint with the agreement of the parties involved. Any party to the complaint may decide to end the informal resolution process and pursue the formal process at any point. Any informal resolution is subject to the approval of the parties and the Superintendent, who shall consider whether the resolution is in the best interest of the school unit and the parties in light of the particular circumstances and applicable policies and laws.
3. The AAO/Title IX Coordinator may implement supportive measures to a student to reduce the risk of further discrimination or harassment to a student while an investigation is pending. Examples of supportive measures include, but are not limited to, ordering no contact between the individuals involved or changing classes.

4. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and the AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of NEPN/NSBA Code: ACAA-R Page 5 of 15 the School Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
5. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
6. The respondent will be provided with an opportunity to be heard as part of the investigation. The complainant shall not be required to attend meetings with the respondent but may choose to do so as part of an informal resolution process.
7. The complainant and the respondent may suggest witnesses to be interviewed and/or submit materials they believe are relevant to the complaint.
8. If the complaint is against an employee of the school unit, any rights conferred under an applicable collective bargaining agreement shall be applied.
9. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
10. The investigation shall be completed within 40 calendar days of receiving the complaint, if practicable. Reasonable extensions of time for good reason shall be allowed.
11. The investigator shall provide a written report and findings to the AAO/Title IX Coordinator.

C. Findings and Subsequent Actions

1. The AAO/Title IX Coordinator shall consult with the Superintendent concerning the investigation and findings.
2. If there is a finding that discrimination or harassment occurred, the AAO/Title IX Coordinator, in consultation with the Superintendent shall:
 - a. Determine what remedial action, if any, is required to end the discrimination or harassment, remedy its effect and prevent recurrence; and
 - b. Determine what disciplinary action should be taken against the individual(s) who engaged in discrimination or harassment, if any. NEPN/NSBA Code: ACAA-R Page 6 of 15 3. Inform the complainant and the respondent in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

D. Appeals

1. After the conclusion of the investigation, the complainant or respondent may seek an appeal of the findings solely on the basis of either:
 - (a) prejudicial procedural error or
 - (b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome.
2. Appeals must be submitted in writing to the Superintendent within five calendar days after receiving notice of the resolution.
3. Upon receipt of a valid appeal, the Superintendent shall provide notice to the other party, along with an opportunity to provide a written statement within five calendar days.
4. The Superintendent shall review the available documentation and may conduct further investigation if deemed appropriate.
5. The Superintendent's decision on the appeal shall be provided to the parties within 10 calendar days, if practicable. The Superintendent's decision shall be final.

E. Records

The AAO/Title IX Coordinator shall keep a written record of the complaint process.

III. Title IX Sexual Harassment Complaint Procedure

This section should be used only for complaints of Title IX sexual harassment as defined in Section 1.B.1.

A. How to Make a Report

1. School employees who have reason to believe that a student has been subjected to sexual harassment is required to promptly make a report to the AAO/Title IX Coordinator.
2. Students, parents/legal guardians or other individuals who believe a student has been sexually harassed are encouraged to make a report to the AAO/Title IX Coordinator. NEPN/NSBA Code: ACAA-R Page 7 of 15
3. If the individual making the report is the alleged victim, or if the alleged victim is identified by the individual making the report, the AAO/Title IX Coordinator will meet with the alleged victim to discuss supportive measures that may be appropriate in the particular circumstances and explain the process for filing a formal complaint.
 - a. Supportive measures are individualized measures designed to ensure the student can continue to access educational programs and activities (such as requiring no contact between individuals or changing classes).
 - b. Supportive measures may be continued even if the alleged victim chooses not to file a formal complaint, if appropriate under the particular circumstances.
4. The school unit cannot provide an informal resolution process for resolving a report unless a formal complaint is filed.
5. Individuals will not be retaliated against for reporting sexual harassment, or for participating in an investigation. Retaliation is illegal under federal and state nondiscrimination laws, and any retaliation will result in disciplinary actions, up to and including discharge for employees, or expulsion for students.
6. Any student (or their parent/legal guardian) who believes they have been the victim of sexual harassment is encouraged to utilize the school unit's complaint procedure. However, students (and their parents/legal guardians) are hereby notified that they also have the right to report sexual harassment to the Maine Human Rights Commission, 51 State House Station, Augusta, Maine 04333 (telephone: 207-624-6290) and/or to the federal Office for Civil Rights, U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02109- 3921 (telephone: 617-289-0111).
7. The Superintendent shall be informed of all reports and formal complaints of sexual harassment.

B. How to Make A Formal Complaint

1. An alleged student victim and/or their parent/legal guardian may file a formal written complaint requesting investigation of alleged Title IX sexual harassment. The written complaint must include basic information concerning the allegation of sexual harassment (i.e., date, time, location, individual(s) who allegedly engaged in sexual harassment, description of allegation). Students who need assistance in preparing a formal written complaint, are encouraged to consult with the AAO/Title IX Coordinator. NEPN/NSBA Code: ACAA-R Page 8 of 15
2. In certain circumstances, the AAO/Title IX Coordinator may file a formal complaint even when the alleged victim chooses not to. Examples include if the respondent (person alleged to have engaged in sexual harassment) has been found responsible for previous sexual harassment or there is a safety threat within the school unit). In such cases, the alleged victim is not a party to the case but will receive notices as required by the Title IX regulations at specific points in the complaint process.
3. In accordance with the Title IX regulations, the AAO/Title IX Coordinator must dismiss a formal complaint under this Title IX procedure if: a) the conduct alleged in the formal complaint does not constitute sexual harassment under the Title IX regulations and this policy; or b) if the conduct alleged did not occur within the scope of the school unit's education programs and activities, or c) did not occur in the United States.
4. In accordance with the Title IX regulations, the AAO/Title IX Coordinator may dismiss a formal complaint under this Title IX procedure if: a) a complainant withdraws the formal complaint, or withdraws particular allegations within the complaint; b) the respondent is no longer employed by or enrolled in the school unit; or c) there are specific circumstances that prevent the school unit from gathering evidence sufficient to reach a determination regarding the formal complaint. However, if the conduct potentially violates other policies or laws, it may be addressed through the applicable Board policy/procedure.
5. If a formal complaint is dismissed under this Title IX procedure, the AAO/Title IX Coordinator will promptly and simultaneously send written notices to the parties explaining the reasons. Parties have

the opportunity to appeal dismissals in accordance with subsection I below.

6. If the conduct alleged in a formal complaint potentially violates other laws, Board policies and/or professional expectations, the school unit may address the conduct under Section 2 or another applicable Board policy/procedure.

C. Emergency Removal or Administrative Leave

The Superintendent may remove a student from education programs and activities on an emergency basis, or place an employee on administrative leave during the complaint procedure:

1. If there is a determination (following an individualized safety and risk analysis that there is an immediate threat to the physical health or safety of an individual arising from the allegations of sexual harassment. Examples of such circumstances might include, but are not limited to, a continued threat of NEPN/NSBA Code: ACAA-R Page 9 of 15 violence against a complainant by a respondent, or a respondent's threat of selfharm due to the allegations.
2. The respondent (and in the case of a student, their parent/legal guardian will be provided notice of the emergency removal or administrative leave, and will be provided an opportunity to challenge the decision following the removal (this is an opportunity to be heard, not a hearing). The respondent has the burden to demonstrate why the emergency removal or administrative leave was unreasonable.
3. Any such decision shall be made in compliance with any applicable disability laws, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

D. Notice to Parties of Formal Complaint

1. The Title IX Coordinator will provide to the parties written notice of the formal complaint and allegations of sexual harassment potentially constituting prohibited conduct under the Title IX regulations and this procedure. The notice shall include:

- Notice regarding the complaint procedure and the availability of an informal resolution process;
- Sufficient details known at the time (including identities of parties, if known; the conduct alleged; and the date and location of the alleged incident, if known), with sufficient time to prepare before any initial interview (not less than five calendar days);
- As required by the Title IX regulations, a statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will be made at the conclusion of the complaint and that the parties may inspect and review evidence;
- Notice that the parties may each have an advisor of their choice (who may be an attorney), and that the parties may inspect and review evidence;
- Notice that knowingly making false statements or submitting false information during the complaint process is prohibited and may result in disciplinary action;
- Notice of the name of the investigator, with sufficient time (no less than three calendar days) to raise concerns of conflict of interest or bias.

2. If additional allegations become known at a later time, notice of the additional allegations will be provided to the parties.

3. The AAO/Title IX Coordinator will discuss supportive measures with each party and implement such measures as appropriate. NEPN/NSBA Code: ACAA-R Page 10 of 15

E. Informal Resolution Process

After a formal complaint has been filed, and if the AAO/Title IX Coordinator believes the circumstances are appropriate, the AAO/Title IX Coordinator may offer the parties the opportunity to participate in an informal resolution process to resolve the complaint without completing the investigation and determination process. Informal resolutions cannot be used to resolve a formal complaint where a student is the complainant and the

respondent is an employee.

Informal resolutions can take many forms, depending on the particular case. Examples include, but are not limited to, facilitated discussions between the parties; restorative justice; acknowledgment of responsibility by a respondent; apologies; disciplinary actions against a respondent or a requirement to engage in specific services; or supportive measures. Both parties must voluntarily agree in writing to participate in an informal resolution process, and either party can withdraw from the process at any time. The Superintendent must agree to the terms of any informal resolution reached between the parties.

If an informal resolution agreement is reached, it must be signed by both parties and the school unit. Any such signed agreement is final and binding according to its terms. If an informal resolution process does not resolve the formal complaint, nothing from the informal resolution process may be considered as evidence in the subsequent investigation or determination.

F. Investigation

1. The complaint will be investigated by a trained internal or external individual designated by the Superintendent and AAO/Title IX Coordinator. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Board, who should consult with legal counsel concerning the handling and investigation of the complaint.
2. The investigator shall consult with the AAO/Title IX Coordinator as agreed during the investigation process.
3. If the complaint is against an employee of the school unit, rights conferred under an applicable collective bargaining agreement shall be applied, to the extent they do not conflict with the Title IX regulatory requirements.
4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws. NEPN/NSBA Code: ACAA-R Page 11 of 15
5. The investigator will:
 - a. Meet with each party after they have received appropriate notice of any meeting and its purpose, with sufficient time to prepare.
 - b. Allow parties to have their advisor at all meetings related to the complaint, although advisors may not speak on behalf of a party or interfere with the process.
 - c. Allow parties a reasonable opportunity to identify witnesses and submit favorable and unfavorable evidence.
 - d. Interview witnesses and conduct such other activities that will assist in ascertaining facts (site visits, review of documents, etc.).
 - e. Consider evidence that is relevant and directly related to the allegations in the formal complaint.
 - f. During the course of the investigation, provide both parties with an equal opportunity to inspect and review any evidence that is obtained in the investigation that is directly related to the allegations in the formal complaint (including evidence which the school unit does not intend to rely upon in reaching a determination of responsibility), and favorable and unfavorable evidence.
 - g. Prior to completion of the investigation report, provide each party and advisor (if any) the evidence subject to inspection and review, and provide the parties with ten calendar days to submit a written response.
 - h. Consider the parties' written responses to the evidence prior to completing the investigation report.
 - i. Create an investigative report that fairly summarizes relevant evidence and send the report to the parties and advisors (if any), for their review and written responses within ten calendar days of receipt.
 - j. After receipt of the parties' written responses (if any), forward the investigation report and party responses to the assigned decision maker.
6. The investigation shall be concluded within 40 calendar days if practicable. Reasonable extension of time for good reason shall be allowed.

G. Determination of Responsibility NEPN/NSBA Code: ACAA-R Page 12 of 15

1. The decision maker cannot be the investigator or Title IX Coordinator, and must receive specific training. Since appeals are to be heard by the Superintendent, building principals will most likely serve as decision makers.
2. The decision maker shall provide the parties with the opportunity to submit written, relevant questions that the party wants asked of another party or witness within five calendar days of when the decision maker received the investigation report and party responses.
 - a. The decision maker shall explain to a party proposing questions if the decision maker excludes a question as not relevant.
3. Each party shall be provided the opportunity to review the responses of another party and/or witness, and to ask limited written follow-up questions within five calendar days of receiving the answers.
4. Each party will receive a copy of the responses to any follow-up questions.
5. The decision maker shall review the investigation report, the parties' responses and other relevant materials, applying the preponderance of the evidence standard ("more likely than not").
6. The decision maker shall issue a written determination, which shall include the following:
 - a. Identification of all the allegations potentially constituting sexual harassment as defined in the Title IX regulations and this policy;
 - b. A description of the procedural steps taken from receipt of the formal complaint through the determination, including notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and meetings held;
 - c. A determination regarding responsibility as to each allegation and findings of fact supporting the determinations;
 - d. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school unit imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school unit's programs and activities will be provided to the complainant; NEPN/NSBA Code: ACAA-R Page 13 of 15
 - e. The school unit's appeal procedure and permissible bases for the parties to appeal the determination.
7. The written determination shall be provided to the parties simultaneously. The determination concerning responsibility becomes final either on the date that the school unit provides the parties with the written determination of the results of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which the appeal would no longer be considered timely.

H Remedies, Discipline and Other Actions

1. Remedies Remedies are measures used to ensure that the complainant has equal access to the school unit's education programs and activities following the decision maker's determination. Such remedies may include supportive measures, and may include other appropriate measures, depending upon the determination and the needs of the complainant. The Title IX Coordinator is responsible for implementing remedies and providing any needed assistance to the Complainant.
2. Discipline and Other Actions - Students The following are of the types of discipline and other actions that may be imposed on a student when there is a determination that they are responsible for one or more violations involving sexual harassment:
 - In or out of school suspension.
 - Expulsion.
 - Restorative justice.
 - Requirement to engage in education or counseling program.
3. Discipline and Other Actions – Employees The following are examples of the types of disciplinary actions that may be imposed on an employee when there is a determination that they are responsible for one or more violations involving sexual harassment:
 - Written warning.
 - Probation.

- Demotion.
- Suspension without pay.
- Discharge. NEPN/NSBA Code: ACAA-R Page 14 of 15 The following are examples of other types of actions that may be imposed on an employee when there is a determination of responsibility:
 - Performance improvement plan.
 - Counseling.
 - Training.
 - Loss of leadership/stipend position.

G. Appeals

The person hearing an appeal cannot be the decision maker, investigator or AAO/Title IX Coordinator. Generally, the Superintendent will be the one to consider appeals, so principals will most likely serve the role of decision maker.

The parties have the opportunity to appeal a determination regarding responsibility, and from dismissals of formal complaints. Under the Title IX regulations, appeals are allowed on the following grounds:

1. A procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal of the formal complaint was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter.

An appeal must be filed in writing within five calendar days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

1. Appeals must be filed with the Superintendent, who will consider the appeal.
2. The Superintendent shall notify the other party in writing of the appeal and will allow both parties to submit a written statement in support of, or challenging, the determination of the decision maker.
3. The Superintendent shall conduct an impartial review of the appeal, including consideration of the written record of the matter, and may consult with legal counsel or other school unit officials in making their decision. NEPN/NSBA Code: ACAA-R Page 15 of 15
4. The Superintendent shall issue a written decision describing the result of the appeal and rationale for the result and provide the written decision simultaneously to the parties. The decision will either deny the appeal; grant the appeal and remand to the decision maker for further consideration; or grant the appeal by revising the disciplinary or other action(s).

H. Records

Records in connection with sexual harassment reports and the complaint process shall be maintained for a minimum of seven years. Legal Reference:

- Americans with Disabilities Act (42 U.S.C. §12101 et seq., as amended; 28 CFR § 35.107)
- Section 504 of the Rehabilitation Act of 1973 (Section 504) (29 U.S.C. § 794 et seq., as amended; (34 CFR § 104.7)
- Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.) 34 C.F.R. Part 106
- Clery Act (20 U.S.C. §1092(f)(6)(A)(v) - definition of sexual assault)
- Violence Against Women Act (34 U.S.C. § 1092(f)(6)(A)(v) – definition of sexual assault; 34 U.S.C. § 12291(a)(10) – dating violence; 34 U.S.C. §12291(a)(3) – definition of stalking; 34 U.S.C. §12291(a)(8) – definition of domestic violence)
- Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)
- Maine Human Rights Act, 5 MRSA § 4551 et seq.
- 20-A MRSA § 6553

- MHRC/MDOE Joint Rule Chapter 94-348 and 05-071, ch. 4 Cross Reference:
- AC - Nondiscrimination/Equal Opportunity and Affirmative Action
- ACAA - Harassment and Sexual Harassment of Students
- ACAD – Hazing
- GBEB – Staff Conduct with Students
- JFCK – Student Use of Cellular Telephones and Other Electronic Devices
- JICI – Weapons, Violence and School Safety
- JICK – Bullying and Cyberbullying Prevention in Schools

History: Adopted: 12/05/01, 02/01/17, 04/04/18

First Reading: August 12, 2020

Second Reading: waived

Adopted: August 12, 2020

NEPN/NSBA Code: ACAD

HAZING

For the purpose of this policy hazing is "any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any school personnel or a student enrolled in a public school."

Hazing activities of any type, during school activities, either on or off school property, by any student, staff member, group or organization affiliated with MSAD #28 are inconsistent with the educational process and shall be prohibited at all times.

No administrator, faculty member, coach, or other employee of the MSAD #28 shall encourage, permit, condone, nor tolerate hazing activities. No student, including leaders of student organizations, shall plan, encourage, nor engage in hazing activities.

Persons not associated with MSAD #28 who fail to abide by this policy may be subject to ejection from school property and/or other measures as may be available under the law.

Students, administrators, faculty, coaches, and all other employees who fail to abide by this policy may be subject to disciplinary action, which may include suspension, expulsion, dismissal, or other appropriate measures. In the case of an organization affiliated with MSAD #28 which authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with MSAD #28.

These penalties shall be in addition to any civil or criminal penalties to which the violator or organization may be subject.

The Superintendent shall assume responsibility for administering this policy. In the event that an individual or organization disagrees with an action - or lack of action - on the part of the Superintendent as he/she carries out the provisions of this policy, that individual or organization may appeal to the Board. The ruling of the Board, with respect to the provisions of this policy shall be final.

This right to appeal does not apply to student suspensions of 10 days or less or to matters submitted to grievance procedures under applicable collective bargaining agreements.

A copy of this policy shall be included in all school, parent, and employee handbooks or otherwise distributed to all school employees and students.

Legal Reference: 20-A MRSA § 6553

Cross Reference:

- ACAA - Harassment and Sexual Harassment of Students
- ACAB - Harassment and Sexual Harassment of Employees J
- ICI - Weapons, Violence and School Safety

History:

First Reading: 3-14-01

Second Reading: 3-28-01

Adopted: 3-28-01

First Reading: 12-12-12

Second Reading: 01-16-13

Adopted: 01-16-13

NEPN/NSBA Code: ADC

TOBACCO USE AND POSSESSION

In order to promote the health, welfare and safety of students, staff and visitors and to promote the cleanliness of MSAD #28 facilities, the Board prohibits smoking and all other use of tobacco products and tobacco-related devices and products in school buildings and other school unit facilities, on school buses, and on school grounds at all times by all persons.

Tobacco products and tobacco-related products include but not limited to:

- tobacco products and tobacco-related devices
- imitation tobacco products
- electronic cigarettes

In addition, students are further prohibited from possessing, selling, distributing or dispensing tobacco products and tobacco-related products and devices in school buildings, facilities and on school grounds and buses during school-sponsored events and at all other times.

Employees and all other persons are also strictly prohibited, under law and Board policy, from selling, distributing or in any way dispensing tobacco products and tobacco-related devices and products to students.

Legal Reference:

- 22 MRSA §§ 1578(B), 1580(A)(3)
- ME. PL 470 (An Act to Reduce Tobacco Use By Minors)
- 20 USC 6081-6084 (Pro-Children Act of 1994)

History: Adopted: 03/28/01

First Reading: December 12, 2012

Second Reading: January 16, 2013

Approved: January 16, 2013

NEPN/NSBA Code: ADC-R

TOBACCO USE AND POSSESSION ADMINISTRATIVE PROCEDURE

The purpose of the following administrative procedure is to effectuate the mandates imposed by the various federal and state laws in addition to the Board's "Tobacco Use and Possession" policy. It applies equally to electronic cigarettes and other devices designed to deliver nicotine through inhalation or "vaping," or used to simulate smoking.

I. PROHIBITED CONDUCT

- A. Students, employees, and all other persons The use, possession, sale, dispensing or distribution of tobacco products and "vaping" devices is prohibited in all school facilities, at school-sponsored events, on school grounds and buses, and at all other times by any person. Refer to policy ADC.

II. ENFORCEMENT In order to enforce the tobacco use policy, the following guidelines shall be utilized by the Building Administrator of a school in which prohibited conduct occurs. The Building Administrator shall report any violations of this policy/procedure, as promptly as practicable, to the Superintendent.

- A. Student Violations Refer to policy JICH - Misuse of Chemical Substances by High School Students
- B. Other Persons in Violation All other persons violating this policy, e.g. employees, visitors, shall be immediately directed to cease the behavior. If the behavior continues, the person will be asked to leave campus. In addition, all persons suspected of selling, distributing, or in any way dispensing tobacco products or vaping devices/products to students shall be referred to a law enforcement agency. Any employee violating this policy shall be subject to appropriate disciplinary measures.

Legal References:

- 20 USC § 6081 (Pro-children Act of 1994-Goals 2000)
- 22 MRSA § 1578-B
- ME. PL 470 (An Act to Reduce Tobacco Use by Minors)

Cross Reference:

- ADC - Tobacco Use and Possession
- JICH - Misuse of Chemical Substances by High School Students

History:

Adopted: 03/13/02, 04/16/14, 11/14/18

First Reading: November 20, 2019

Second Reading: December 18, 2019

Adopted: December 18, 2018

POLICIES UNDER CODE E: "SUPPORT SERVICES"

NEPN/NSBA Code: EBCC

BOMB THREATS

The Board recognizes that bomb threats are a significant concern to the school. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The Board directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

1. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of Board policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, "toxic or hazardous substance or material" means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

2. Definitions

- a. A "bomb" means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, "Molotov cocktail" or other destructive device.
- b. A "look-alike bomb" means any apparatus or object that conveys the appearance of a bomb or other destructive device.
- c. A "bomb threat" is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.
- d. "School premises" means any school property and any location where any school activities may take place.

3. Development of Bomb Threat Procedures

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the school unit's Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

- a. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
- b. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
- c. Incident "command and control" (who is in charge, and when);
- d. Communications contacts and mandatory bomb threat reporting;
- e. Parent notification process;
- f. Training for staff members; and
- g. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the Board. The Superintendent/designee will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the Board's required annual approval of the school unit's Crisis Response Plan or following implementation of the procedure in response to a specific threat.

4. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer or other employee in a position of authority.

An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the school unit's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Department of Education within two business days of the incident. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

5. Student Disciplinary Consequences

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

The administration may suspend and/or recommend for expulsion any student who makes a bomb threat. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.

In addition, a student who is found after hearing by the Board to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A § 1001 (9-A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

A student who has been identified through the PET IEP process as having a disability and whose conduct in violation of this policy is related to the disability shall be disciplined as provided in Policy JKF.

6. Aiding Other Students in Making Bomb Threats

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

7. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

8. Staff Disciplinary Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining

agreements, other employment agreements and Board policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

9. Civil Liability

The school unit reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

10. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate (or: practicable) opportunity, as determined by the Superintendent within parameters set by the Board.

Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

11. Notification Through Student Handbook

All student handbooks shall address the school unit's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate Board policy and civil and criminal law.

Legal References:

- 18 U.S.C. §§ 921; 8921
- 17-A M.R.S.A. § 210
- 20-A M.R.S.A. §§ 263; 1001(9); 1001(9-A); 1001(17); 1001(18)
- Ch. 125 § 10.06 (Me. Dept. of Ed. Rules)

Cross References:

- EBCA - Crisis Response Plan
- JKD - Suspension of Students
- JKE - Expulsion of Students
- JKF - Suspension/Expulsion of Students with Disabilities
- JICIA - Weapons, Violence and School Safety Student Code of Conduct

History:

First Reading: 10/9/02 Second Reading: 11/13/02 Adopted: 11/13/02

First Reading: 02/13/13 Second Reading: 03/20/13 Adopted: 03/20/13

NEPN/NSBA Code: ECAF

SECURITY CAMERAS

The Use of Security Cameras The Board recognizes the district's responsibility to provide a safe site for learning, to safeguard district facilities and equipment, and to maintain order on school buses. After carefully balancing the need for discipline and safety with students' interests in privacy, the Board supports the use of security cameras at the Physical Plant and in vehicles used to transport students as part of an approach to protecting the safety and security of students, staff, public and their property. The Board retains the ability to authorize active use of the cameras should it be deemed necessary.

Procedures for the Use of Closed Circuit Cameras

1. Student records:

- a. Camden Rockport Schools will comply with provisions of federal and state law regarding student records requirements as applicable in the Camden Rockport Schools' active or passive use of closed circuit or recordings. Recordings considered for retention, as part of a student's behavioral record

will be maintained in accordance with established student record procedures governing access, review and release of student records.

b. Annual notification will be provided to students and parents that closed circuit cameras are operational.

2. Storage/Security:

a. All saved recordings will be stored and secured to insure confidentiality.

b. Recordings held for review of non-criminal incidents will be maintained in their original form pending resolution. The recordings will either be released for erasure or retained as necessary as part of the student's behavioral record in accordance with established, Camden Rockport Schools procedures.

3. Viewing:

a. Cameras located inside the facilities:

i. The digital images captured by the camera can only be viewed by school officials if there has been an incident or threat to student(s), staff or building and only from a camera in the area pertinent to the investigation. Recordings that are not needed for an ongoing investigation will be erased on a regular basis.

ii. Recordings will remain the property of Camden Rockport Schools and may be produced and/or reproduced only in accordance with law and the approval of the Superintendent of Schools.

b. Crisis Response

i. When the crisis response plan is implemented, the Superintendent of Schools (designee) may grant permission to emergency personnel (e.g., NEPN/NSBA Code: ECAF Page 2 of 2 Law Enforcement, Firefighters, Medical Personnel) to actively view any or all closed-circuit cameras, in or outside the school at facilities other than district sites.

4. Viewing requests:

a. Request for viewing recordings will be limited to the appropriate school administrator, parent/guardian or eligible student (18 years or older) or Law Enforcement or others as deemed appropriate by the principal, principal's designee or Superintendent.

b. Request for viewing may be made to the School principal, principal's designee, or Superintendent within five days of the date recorded.

c. Requests for viewing will be limited to those parent/guardians, students, and Camden Rockport Schools officials with a direct interest in the proceedings as deemed appropriate by the Building Administrator or designee, or Superintendent. Parent or student viewing may be done as long as it will not violate any FERPA regulation for any student.

d. Recordings will be made available for viewing within two school days of the request approval.

e. Only the portion of the recording concerning a specific incident will be made available for viewing by an approved reviewee.

f. Footage that no longer exists, because storage is time-limited due to normal system operation, is not available for viewing.

5. Discipline Students in violation of school discipline/conduct codes shall be dealt with in accordance with established Board policy, administrative procedures, and school practices.

● ECAF-E - Notice to Students and Parents Regarding the use of Closed Circuit Cameras History:

History:

Adopted: 04/02/03, 01/05/05, 05/03/06, 04/03/13

First Reading: April 15, 2020 Second Reading: May 13, 2020 Adopted: May 13, 2020

NEPN/NSBA Code: ECAF-E

SECURITY CAMERA NOTICE

The Camden Rockport Schools district has installed digital recording equipment on the interior and exterior of its schools and on buses, and will be recording 24 hours a day, 7 days a week on the campuses and while buses are operating.

Digital recordings will be reviewed when deemed appropriate and may be considered evidence of misconduct. Persons found to be in violation of MSAD #28's conduct rules will be notified and disciplinary action will be initiated in accordance with MSAD #28 policy.

Digital Recordings will be treated as protected student records under the Family Educational Rights and Privacy Act. The following guidelines will apply:

1. Digital recordings will remain the property of MSAD #28 and in the custody of the appropriate school district administrator.
2. Parents or guardians who wish to view a digital log in response to disciplinary action taken against a student may request such access under the procedures outlined in the Security Camera policy.
3. Persons unrelated to a disciplinary incident will not be permitted to view digital Logs.

Cross Reference:

- ECAF - Security Cameras

History:

Adopted: 01/20/10, 04/10/13

First Reading: April 15, 2020 Second Reading: May 13, 2020 Adopted: May 13, 2020

NEPN/NSBA Code: ECB

PEST MANAGEMENT IN SCHOOL FACILITIES AND ON SCHOOL GROUNDS

The MSAD #28 Board recognizes that structural and landscape pests can pose significant problems for people and school unit property, but that use of some pesticides may also pose health and safety risks to people, property and the environment. It is therefore the policy of [school unit] to incorporate Integrated Pest Management (IPM) principles and procedures for the control of structural and landscape pests.

For the purpose of this policy, "pests" are populations of living organisms (animals, plants or microorganisms) that interfere with use of school facilities and grounds. "Pesticide" is defined as any substance or mixture of substances intended for preventing, destroying, repelling or mitigating any pests and any substance or mixture of substances intended for use as a plant regulator, defoliant or desiccant.

The objective of the school unit's IPM program is to provide effective pest control while minimizing pesticide use. The goals of the IPM program include managing pests to reduce any potential hazards to human health; preventing loss or damage to school structures or property; preventing pests from spreading beyond the site of infestation to other school

property; and enhancing the quality of life for students, staff and others. These goals will be addressed by the establishment of a Pest Management Plan.

The Superintendent and/or designee shall develop and implement a Pest Management Plan consistent with the following IPM principles and procedures:

1. Appointment of an IPM Coordinator

The Superintendent/designee will appoint an IPM Coordinator for the school unit. The IPM Coordinator will be the primary contact for pest control matters and will be responsible for overseeing the implementation of the IPM plan, including making pest control decisions. The IPM Coordinator's responsibilities may include:

- a. Recording and monitoring data and pest sightings by school staff and students;
- b. Meeting with pesticide applicators to share information about pest problems in school buildings and on school grounds;
- c. Recording and ensuring that maintenance and sanitation recommendations are carried out where feasible;
- d. Ensuring that any pesticide use is done according to the school unit's Pest Management Plan;
- e. Evaluating the school unit's (or school's) progress in implementing the IPM plan;
- f. Coordinating notification of parents and staff of pesticide applications according to the school unit's notification procedure; and
- g. Recording all pesticides used by either a professional applicator or school staff as a means to track compliance with the school unit's IPM policy.

2. Identification of Specific Pest Thresholds

Routine inspection and accurate identification of pests are needed to recognize potential problems and determine when action should be taken. An "action threshold" should be determined by the IPM Coordinator, reflecting the pest control objective for each site. As pest management objectives will differ from site to site (e.g. maintaining healthy turf and specific playing surfaces on athletic fields, carpenter ant control in buildings, maintenance of ornamental plants), differences should be considered before setting an action threshold.

3. Pesticide Applicators

Any person who applies pesticides in school buildings or on school grounds must possess a Maine pesticide applicators license and should be trained in the principles and practices of IPM. All pesticide use must be approved by the school unit's IPM Coordinator. Applicators must follow state regulations and label precautions and must comply with the IPM policy and pest management plan.

4. Selection, Use and Storage of Pesticides

Pesticides should be used only when needed. Non-chemical pest management methods will be implemented whenever possible to provide the desired control. The choice of using a pesticide will be based on a review of other available options (sanitation, exclusion, mechanical means, trapping, biological control) and a determination that these options have not worked or are not feasible. When it has been determined that a pesticide must be used to achieve pest management goals, the least hazardous effective pesticide should be selected. Decisions concerning the particular pesticide to be used and the timing of pesticide application should take into consideration the use of the buildings or grounds to be treated. Pesticide purchases should be limited to the amount expected to be used for a specific application or during the year. Pesticides will be stored and disposed of in accordance with label directions and state and federal regulations. Pesticides must be stored in an appropriate, secured location not accessible to students or unauthorized personnel.

5. Notification of Students, Staff and Parents of Use of Pesticides

A notice will be provided to staff, students and parents at the beginning of the school year briefly explaining the school unit's pesticide use policy and indicating that pesticides may be used both indoors or outdoors, as needed. The District will maintain a notification registry whereby person wishing notification of each application performed inside a school building or on school grounds may

make a written request to be put on the registry list to receive notice whenever pesticide applications are performed.

6. Recordkeeping

In order to keep track of pesticide use and locate problem areas in buildings and on school grounds, records of pesticide use will be maintained for three years. Records are to be completed on the day the pesticide is applied. Pest surveillance records should be maintained to verify the need for pesticide treatments.

Legal Reference

- 2 MRSA §§ 1471-A-1471-X

Cross Reference:

- EBAA - Chemical Hazards

History:

First Reading: 2/12/03 Second Reading: 3/12/03 Adopted: 3/12/03 Reviewed: 03/20/2013

POLICIES UNDER CODE I: "INSTRUCTION"

NEPN/NSBA Code: IHBAI

INDEPENDENT EDUCATIONAL EVALUATIONS (IEPs)

For students in referral process or students identified as needing special education)

A parent of a student with disabilities has a right to obtain an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the local school unit. An "independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the local school unit.

If a parent requests an independent educational evaluation at public expense to challenge an evaluation obtained by the local school unit, the school must provide a written response to that request within a reasonable period, not to exceed 30 days of the receipt of the request, and shall, without unnecessary delay, either (1) initiate a hearing with the Maine Department of Education to show that its evaluation is appropriate, or (2) ensure that an independent educational evaluation is provided at public expense, unless the local school unit demonstrates in a hearing with the Maine Department of Education that the evaluation obtained by the parent did not meet agency criteria.

If a parent requests an independent educational evaluation at public expense, the public agency may ask for the parent's reason why he/she objects to the local school unit's evaluation. However, the explanation by the parent may not be required, and the local school unit may not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the local school unit's evaluation.

If the independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the local school unit uses when it initiates an evaluation. Upon request for an independent educational evaluation, the local school unit shall provide information to the parent regarding who may complete this evaluation, as well as the school's criteria applicable to independent educational evaluations at public expense.

If an independent evaluation is obtained, the results must be considered by the local school unit, if it meets Maine Department of Education criteria for standardized reports of evaluation for children 3-20, in any decision made with respect to the provision of a free appropriate public education for the child.

If a parent disagrees with an evaluation provided by the local school unit or the school district has not recently provided an evaluation in a requested area, a parent request for an independent evaluation at public expense shall be referred without necessary delay to the IEP Team to determine whether to order an evaluation in the requested area.

Legal Reference:

- 34 CFR § 300.502 (December 2008).
- Me. Dept. of Ed. Reg. ch. 101 §§ 5.6 (May 2008).

History: Adopted: 3/10/03, June 17, 2009

Reviewed: September 20, 2017

NEPN/NSBA Code: IJNDB

STUDENT COMPUTER AND INTERNET USE

The MSAD #28 provides computers, networks and Internet access to support the educational mission of the school and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops issued directly to students whether in use at school or off school premises. The Board believes that the resources available through the

Internet are of significant value in the learning process and preparing students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient and appropriate use of this technology.

Student use of school computers, networks and Internet services is a privilege, not a right. Students are required to comply with this policy and the accompanying rules (IJNDB-R). Students who violate these policies may have their computer privileges limited, suspended or revoked and may also be subject to further discipline, referral to law enforcement and/or legal action.

All MSAD #28 computers remain under the control and supervision of MSAD #28 at all times. MSAD #28 reserves the right to monitor all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers whether they are used on or off school property.

The District utilizes filtering technology designed to block child pornography and other materials that are obscene or harmful. While reasonable precautions will be taken to supervise student use of the Internet, The MSAD #28 cannot reasonably prevent all inappropriate uses in violation of Board policies and school rules. The MSAD #28 is not responsible for the accuracy or quality of information that students obtain through the Internet.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the District website and/or other means selected by the Superintendent.

The Superintendent shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the Board of the need for any future amendments or revisions to the policies rules. The Superintendent may develop additional administrative procedures/rules governing the day-to-day management and operations of MSAD #28's computer system as long as they are consistent with the Board's policies/rules. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

Legal Reference:

- USC § 254 (h) (5) (Children's Internet Protection Action)

Cross Reference:

- GCSA - Employee Computer and Internet Use
- IJNDB-R - Student Computer and Internet Use Rules
- EGAD - Copyright Compliance
- JIC - Student Code of Conduct

History: Adopted: 11-12-00, January 20, 2010, June 19, 2013

NEPN/NSBA Code: IJOC

SCHOOL VOLUNTEERS

The Camden Rockport Schools Board of Directors recognizes the significant enhancements that volunteers contribute to the instructional, co-curricular, and extra-curricular programs offered at Camden Rockport Schools. Simultaneous to acknowledging the tremendous added value that volunteers bring to our school, the Board at once recognizes its responsibility to ensure the safety of students and staff when they are working with non-certified personnel.

The intent of this policy is to define the parameters of volunteering at the schools as well as the expectations of volunteers that will be made in the interest of student and staff safety.

Volunteer Defined

For the purposes of this policy, a volunteer is defined as a person who works on an occasional or regular basis at school sites, at other educational facilities, or on field trips to support the efforts of school staff. Individuals serve as volunteers without compensation or employee benefits of any type.

All volunteers shall be at least 18 years of age unless their volunteer work is part of a class, is done to fulfill a service learning or community service requirement for graduation or is done by a recognized student organization. The building administrator may make exceptions to this age requirement after a personal interview with the volunteer applicant.

Examples of volunteering include but are not limited to:

- Working with students under the direct supervision of a school staff member
- Hosting an intercultural student
- Chaperoning students on a field trip or a trip abroad
- Assisting with extracurricular activities

Parameters of Volunteer Program

1. Each year, persons interested in volunteering time or services must fill out a new volunteer application form and turn it in to your child's school.
2. Staff must have their use of volunteers approved in advance by the building administrator.
3. Approval, assignment, continuation, or termination of volunteers shall be at the discretion of the building administrator.
4. Staff members must confirm that a volunteer under their supervision is on the current list of approved volunteers before the volunteer begins.
5. Volunteers work with students under the supervision or direction of a staff member.
6. Volunteers are supplied with a copy of the Camden Rockport Schools/Five Town CSD Volunteer Handbook.
7. The building administrator or designee shall make volunteers aware—through a volunteer orientation, the volunteer handbook, or other means—of applicable policies, procedures and rules, before they undertake their first assignment.
8. Volunteers are expected to abide by all Board policies, procedures and school rules when performing their assigned responsibilities.
9. Volunteers should perform only those tasks that have been assigned.
10. Volunteers do not provide direct discipline to students and should refer student behavioral infractions to the supervising staff member.
11. Volunteers will not have access to confidential information in student records except as allowed by federal or state law or regulations and will be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer.
12. Volunteers will only be assigned to staff that request them.
13. The school unit will provide liability insurance protection for volunteers while performing assigned services.

Annual Criminal Background Checks

In the interest of protecting the safety of students and staff, the school unit will conduct annual criminal background checks (including sex offender registry checks) on all volunteers. Individuals may not begin their volunteer service until they have cleared the background check. The school unit will bear the responsibility for criminal background checks. Information collected during this screening process will be treated as confidential to the extent allowed by law.

If a volunteer will be alone with students, the volunteer is required to get fingerprinted through the Maine Department of Education. "Alone" means that a volunteer will not, or might not, be under the direct supervision of a district staff member or a staff member from a partnering organization (e.g. Tanglewood) when they are with students. *International host family members over the age of 18 residing in the home during the visit (unless they are currently a District student), also require fingerprinting.* Submission of a copy of the individual's five-year fingerprinting approval card to the school unit is required before an individual whose volunteer role requires fingerprinting can begin to volunteer. The volunteer shall incur the cost of fingerprinting. The fingerprinting process must begin at least 3 months prior to the volunteer need.

“Visitors” vs. “Volunteers” Defined

“Visitors” are people who are in our school buildings for the express purpose of presenting, observing, or professional development OR people invited to a school to make a rare or one--- time appearance, lending expertise or specific talent to the classroom or coaching session. Visitors are never in an unsupervised situation with students. This Volunteer policy does not apply to visitors.

Legal Reference:

- 20-A M.R.S.A. § 1002

Cross Reference:

- IJOC-R – Volunteer Application
- IJOA – Student Field Trips History:

Adopted: 11/07/12, 12/20/17

First Reading: October 17, 2018

Second Reading: November 14, 2018

Adopted: November 14, 2018

NEPN/NSBA Code: IKAB

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 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. Parents/legal guardians 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 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. Parents/legal guardians 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: December 16, 2020

NEPN/NSBA Code: IKB

INDEPENDENT WORK OUTSIDE OF CLASS (ASSIGNMENTS)

Board recognizes that education research has shown a positive correlation between meaningful and purposeful independent work outside of class and student achievement. Independent work offers an opportunity to deepen understanding of material, practice new skills, promote critical thinking and creativity, and develop positive study habits. Independent work outside of class helps inform parents of their child's educational progress and encourages communication between school and home. The Board believes that reasonable, educationally sound, relevant and regular outside-of-class assignments are an important part of the total educational program.

The Board expects that independent work outside of class will be assigned accordance with the following principles:

1. Assignments should be viewed as a means of extending learning opportunities beyond the school day
2. Meaningful, purposeful assignments that are directly related to the curriculum produces the strongest achievement gains.
3. Meaningful assignments help students develop goal setting, self-discipline, time management and organizational skills.
4. Assignments offer an opportunity for parent involvement and monitoring their child's educational progress.
5. Assignments provide teachers with additional opportunities for assessing student progress and determining instructional needs.
6. Immediate, specific feedback must be given to students in order for assignments to be effective in enhancing student learning.
7. Assignments must be realistic in length and difficulty given the students' abilities to work independently.
8. Assignments should emphasize quality rather than quantity.
9. The amount of independent work outside of class assigned should be gradually increased from grade to grade.

The Board expects professional staff at each grade level and/or academic department to work together to achieve coordination of and consistency in assignment and assessment of independent work. The building principal, in consultation with professional staff, will develop independent work guidelines to achieve this goal.

History: Adopted: June 2, 1999, June 19, 2013, January 20, 2016

NEPN/NSBA Code: ILA

COMPREHENSIVE ASSESSMENT SYSTEM

The Board recognizes that Maine law requires each school administrative unit to use multiple assessment methods to measure student achievement of the learning results set forth in 20-A M.R.S.A. § 6209 and Department of Education (DOE) rules implementing that section and other curricular requirements established in § 6209 to inform instruction and to ensure that students are making progress toward achieving the learning results set forth in § 6209 and in DOE rules implementing that section, other curricular requirements and the requirements of a common course

of study.

Through this policy, the Board adopts and directs the Superintendent/designee to implement and oversee an assessment system for District schools that will accomplish these objectives. The Superintendent shall be responsible for reviewing the assessment system for compliance with applicable statutes and rules and for certifying to the Commissioner that it is in compliance with Maine Department of Education standards.

Legal Reference:

- 20-A MRS § 6202-B, 6209

History: Adopted: 3/12/03, 12/17/08, 06/19/13

NEPN/NSBA CODE: ILD

EDUCATIONAL RESEARCH: STUDENT SUBMISSION TO SURVEYS, ANALYSES, OR EVALUATIONS

In this policy, “surveys, analyses, or evaluations” refers to methods of gathering data for research purposes. All surveys will be pre-approved by administration.

No student shall be required as part of any program wholly or partially funded by the U.S. Department of Education to submit to any survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parents; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program) without the prior written consent of the student’s parent/guardian, or of the student, if he/she is 18 years of age or older.

All instructional materials, including teachers’ manuals, films, tapes, or other supplementary material which will be used in connection with any such survey, analysis, or evaluation shall be available upon request for inspection by the student’s parent/guardian before the survey is administered or distributed to a student. For the purpose of this policy, “instructional material” does not include academic tests or assessments.

A parent may inspect, upon request, a survey created by a third party before the survey is administered or distributed to a student.

The Superintendent/designee will be responsible for implementing any procedures necessary to protect the privacy of participating students and to provide parents with access to surveys within a reasonable time before administration or distribution.

The school unit will notify parents of this policy at least annually at the beginning of the school year and within a reasonable time of any substantive change in policy. Insofar as practicable, the school unit will also directly notify parents annually at the beginning of the school year when surveys, analyses, or evaluations are scheduled or anticipated. Parents shall have the opportunity to opt their child out of participation in any survey, analysis, or evaluation. Students who are 18 years of age or older may opt out of such surveys, analyses, or evaluations.

Legal Reference:

- 10 U.S.C. § 1232(h)

Cross Reference:

- [JRA - Student Educational Records](#)

History: Adopted: 1-21-04, 06/19/2013

POLICIES UNDER CODE J: “STUDENTS”

NEPN/NSBA CODE: JEA

COMPULSORY ATTENDANCE

Under state law, full-time school attendance is required of all children from their 6th to their 17th birthday; except:

1. A person who graduates from high school before their 17th birthday;
2. A person who has met all of the following conditions:
 - a. Reached the age of 15 years or completed the 9th grade;
 - b. Permission to leave school from that person’s parent;
 - c. Been approved by the principal for a suitable program of work and study or training;
 - d. Permission to leave school from the Board or its designee; and
 - e. Agreed in writing with that person’s parent and the Board or its designee to meet annually until that person’s 17th birthday to review that person’s educational needs. When the request to be excused from school has been denied pursuant to this paragraph, the student’s parent may appeal to the Commissioner; or
3. A person who has matriculated and is attending an accredited, post--secondary, degree--granting institution as a full--time student. An exception to the attendance in public school under this paragraph must be approved by the Commissioner.
4. A person enrolled in an online learning program or course, unless the person is enrolled in a virtual public charter school as defined in 20--A MRSA §2401(11).

Alternatives to Attendance at Public Day School

1. Equivalent instruction alternatives are as follows:
 - a. A person shall be excused from attending a public day school if the person obtains equivalent instruction in:
 - i. A private school approved for attendance purposes pursuant to 20--A MRSA § 2901;
 - ii. A private school recognized by the department as providing equivalent instruction;
 - iii. A home instruction program that complies with the requirements of 20--A MRSA § 5001--A(3)(A)(4); or
 - iv. Any other manner arranged for by the Board and approved by the Commissioner.
 - b. A person 5 years of age or older and under 7 years of age is not required to meet the requirements of this subsection.
2. A person may be excused from attendance at a public day school pursuant to 20-- A MRSA § 5104--A (other public or private alternative programs) or § 8605 (student attendance in adult education courses).

Credit for Attendance at a Private School

A student shall be credited with attendance at a private school only if a certificate showing the name, residence and attendance of the person at the school, signed by the person or persons in charge of the school, has been filed with the school officials of the administrative unit in which the student resides.

Discontinuation of Home Instruction

If the home instruction program is discontinued, students of compulsory school age must be enrolled in a public school or an equivalent instruction alternative as provided for by law. The receiving school shall determine the placement of the student. At the secondary level, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards of Maine's system of Learning Results.

Excusable Absence

A person's absence is excused when the absence is for the following reasons:

1. Personal illness;
2. An appointment with a health professional that must be made during the regular school day;
3. Observance of a recognized religious holiday when the observance is required during the regular school day;
4. A family emergency;
5. A planned absence for a personal or educational purpose that has been approved;
6. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development placement or some other out-of-district placement that is not otherwise authorized by either any individual education plan or a superintendents' student transfer agreement. "Education disruption" does not apply to a student who is out of school for 10 or more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery.

Parents are responsible for the school attendance of students who are under 17 years of age. The Board shall work with families in an effort to ensure compliance.

Secondary school students 20 years of age or more will only be admitted to the school unit with prior Board approval.

Legal Reference:

- 20--A MRSA §2401(11).
- 20--A MRSA § 5001--A; 5003; 5201
- Ch. 125 § 8.06 (Maine Dept. of Ed. Rules)

Cross Reference:

- IHBG – Home Schooling
- JFC – Dropout Prevention/Student Withdrawal from School
- JOHB – Truancy

History: Adopted 07/11/2007, 03/19/2008, 10/16/2013, 05/18/17

First Reading: November 20, 2019

Second Reading: December 18, 2019

Adopted: December 18, 2019

JEAA

STUDENT ATTENDANCE/STUDENT ABSENCES AND TARDINESS

Regular school attendance is essential to academic success. Because the process of education depends upon exposure to subject matter, continuity of instruction and class participation, absence from class is detrimental to student learning. The interaction of students with the teacher and with other students contributes to mastery of content, critical thinking, and development of effective communication and social skills.

Responsibility for maintaining student attendance is a shared responsibility.

- A. Except for excused absences, students are expected to attend school every day, arrive at school and to each class on time, and remain in school for the full day.
- B. Parents are expected to ensure that their children arrive at school each day on time, remain in school for the full day, and attend school consistently throughout the year.
- C. Schools will maintain a comprehensive attendance record for each student. School staff are expected to monitor attendance and communicate with parents and students regarding attendance and tardiness.
- D. Identify students who are chronically absent (absent for any reason on 10 percent or more of the days enrolled). When a student is identified as a chronic absentee, the principal or designee shall communicate with the students and his/her parent/guardian to determine the reason(s) for the excessive absences, ensure the student and parent/guardian are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

The Superintendent, in consultation with school administrators and, as appropriate, other school unit staff, shall be responsible for developing rules and procedures related to student attendance. Such rules and procedures will include provisions for:

- A. Disciplinary consequences for unexcused absences, tardiness, early departures and absences from classes;
- B. The potential academic consequences of excessive absenteeism; and
- C. The making up of tests, quizzes and other work missed during excused and unexcused absences.

The Board's policy and the schools' attendance rules and procedures will be communicated to students, parents, administrators and staff by means of student and staff handbooks, student and parent orientations and/or other means as deemed effective and appropriate. The potential disciplinary consequences for unexcused absences from school or class and for unexcused tardiness and early departures will be included in the student code of conduct.

Cross Reference:

JEAA – Compulsory Attendance JFC – Dropout Prevention/Student Withdrawal from School

JHB - Truancy

History:

First Reading: June 11, 2018

Second Reading: Waived

Adopted: June 11, 2018

NEPN/NSBA Code: JFCK

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.

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.

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: December 16, 2020

NEPN/NSBA Code: JHB

TRUANCY

DEFINITION:

A student is truant if he/she is required to attend school or alternative instruction under Maine compulsory attendance law (20-A M.R.S.A. § 5001-A) and he/she:

1. Has completed grade 6 and has the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year; or
2. Is at least 7 years of age and has not completed grade 6 and has the equivalent of 7 full days of unexcused absences or 5 consecutive school days of unexcused absences during a school year.

ATTENDANCE COORDINATOR:

In accordance with Maine law, the Superintendent shall appoint one or more Attendance Coordinators in each district school in accordance with state law. The duties of the attendance coordinator include, but are not limited to:

1. When notified by a principal that a student's attendance is irregular, interviewing the student and the parent(s) to determine the cause of the irregular attendance and file a written report with the principal; **NOTE: For the purpose of this policy, "parent(s)" means the student's parent(s) or legal guardian(s).**
2. Filing an annual report with the Superintendent summarizing school year activities, findings and recommendations regarding truants;
3. Serving as a member of the dropout prevention committee; and
4. Serving as the liaison between the school and the local law enforcement agency in matters pertaining to student absenteeism under Maine's compulsory attendance and truancy laws (20-A M.R.S.A. § 5001-A, 5051-A).

TRUANCY PROCEDURES:

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

1. The Attendance Coordinator upon determining that a student is shall notify the Assistant Superintendent within five school days of the last unexcused absence. The Attendance Coordinator shall first try to correct the problem informally. Informal attempts to correct the problem must include
 - a. written notification of the truancy;
 - b. meeting with the student and the student's parent(s) to identify possible causes of the truancy and
 - c. developing a plan to implement solutions to the problem.

The plan may include but is not limited to:

1. Frequent communication between the teacher and the family;
2. Changes in the learning environment;
3. Mentoring;

4. Student counseling;
5. Tutoring;
6. Placement into different classes;
7. Evaluation for alternative education programs;
8. Attendance contracts;
9. Referral to other agencies for family services; and
10. Other interventions including but not limited to referral to the school attendance coordinator, student assistance team, or dropout prevention committee.

Failure of the student or the student's parent(s) to appear at scheduled meetings does not preclude school administrators from implementing a plan to address a student's truancy.

1. If the plan referred to in paragraph A is not successful, then the Attendance Coordinator shall require the student and his/her parent(s) to attend one or more meetings with the student's teacher or other school personnel designated by the Attendance Coordinator. The purpose of the meeting(s) is to reinforce the plan referenced in paragraph A or to develop an alternative plan. Such meetings may involve others including but not limited to case managers, therapeutic treatment providers, and representatives of the Department of Health and Human Services, the Department of Behavioral and Developmental Services, and the Department of Corrections. The Attendance Coordinator shall schedule the meeting(s) at mutually convenient times.
2. If the Attendance Coordinator is unable to correct the student's truancy, the Superintendent/designee is notified and shall serve or cause to be served upon the parent(s) in-hand or by registered mail a written notice that the student's attendance is required by law. The notice shall:
 - a. State that the student is required to attend school pursuant to 20-A M.R.S.A. §5001-A (the compulsory attendance law);
 - b. Explain the parent's right to inspect the student's attendance records, attendance coordinator's reports, and principal's reports;
 - c. Explain that the failure to send the student to school and maintain the student in regular attendance is a civil violation in accordance with 20-A M.R.S.A. § 5053-A and explain the possible penalties;
 - d. State that the Superintendent/designee may notify local law enforcement authorities of a violation of the truancy statute and the Department of Health and Human Services (DHHS) as provided by 20-A M.R.S.A. § 5051-A(C) (the notice provision); and
 - e. Outline the plan developed to address the student's truancy and the steps that have been taken to implement that plan.
3. Prior to notifying local law enforcement authorities, the Superintendent/ designee shall schedule at least one meeting as required by law and may invite a local prosecutor.
4. If after three school days after the service of the notice described in paragraph C of this policy the student remains truant and the parent(s) and student refuse to attend the meeting referred to in paragraph D, the Superintendent/designee shall report the facts of the unlawful absence to local law enforcement authorities.
5. When a student is determined to be truant and in violation of the compulsory attendance law and the Superintendent/designee has made a good faith attempt to meet the requirements of paragraph C of this policy, the Superintendent/designee shall notify the School Board and local law enforcement authorities of the truancy. After this notification, a local law enforcement officer who sees the truant student may transport the student to the appropriate school if the truant student is off school grounds during school hours and not under the supervision of school personnel.

ANNUAL REPORT TO COMMISSIONER

The Superintendent shall submit an annual report regarding habitual truancy to the Commissioner by October

1. The report must identify the number of truants in the school administrative unit in the preceding school year; describe the school unit's efforts to deal with truancy; account for actions brought to enforce the truancy law; and include any other information on truancy requested by the Commissioner.

Legal Reference:

- 20-A M.R.S.A. §§ 5001-A; 5051-A-5054-A

Cross Reference:

- JEA - Compulsory Attendance
- JFC - Dropout Prevention - Student Withdrawal from School
- JLF - Reporting Child Abuse and Neglect

History: Adopted: 03/23/05, 03/19/08, 05/18/18

First Reading: October 17, 2018

Second Reading: November 14, 2018

Adopted: November 14, 2018

NEPN/NSBA Code: JIC

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

- Kindness
- Grit
- Responsibility
- 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 MRS 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

First Reading: November 18, 2020

Second Reading: December 16, 2020

Adopted: December 16, 2020

NEPN/NSBA Code: JICA

CAMDEN ROCKPORT MIDDLE SCHOOL STUDENT DRESS CODE

The Board of Directors believes that well-reasoned guidelines on student dress are essential for the good order and decorum of any safe and successful school dedicated to high student achievement. The primary responsibility for a student's attire rests with the student and their family. At CRMS, the dress code is in place to **maintain student dignity and** provide guidance that allows students to participate **fully effectively** in ALL activities and experiences ~~we provided~~ within our active learning environment. Students must meet dress code during the school day and at school sponsored events, ~~Students must meet dress code~~ while standing, seated, and participating in all activities within any classroom, ~~in the gym,~~ **during PE classes, in** the hallways, at recess, **etc.** ~~and all school activities.~~ The administration reserves the right to deem ~~other~~ clothing inappropriate for the school environment if it is not consistent with the spirit of this dress code. The school will implement a clear system for addressing dress code violations that considers student's privacy and is as consistent as possible.

Applied to All Students

1. Undergarments may not be visible on any part of the body ~~able to be~~ seen through clothing.
2. Breasts, buttocks, and genitals must be covered by opaque clothing and not visible ~~during typical school activities.~~
3. Clothing that may restrict or hinder movement or participation because of fit may not be worn.
4. ~~Shorts must have a minimum of a 3" inseam across the entirety of the hem and may not have rips that expose skin.~~
5. ~~Holes in pants must be at or below the 3" inseam.~~
6. All tops and dresses must have sleeves or straps **and cover the midriff.**
7. ~~Tops and dresses must cover the midriff at all times.~~
8. Messages on clothing or accessories cannot exhibit, promote, or advertise drug, alcohol, or tobacco products/use or contain graphic or profane language or images.
9. Appropriate shoes for athletic participation must be worn during gym and when students are participating in field trips. Cleats, slippers, and wheelies are not allowed. Hats, bandanas, hoods, non-religious headscarves, visors, and pajamas are not allowed **except as provided below.**
10. Hats, bandanas, hoods, non-religious headscarves, visors, and pajamas are not allowed **except as provided below.**
11. **Stocking hats are allowed each year beginning October 15th.**
12. **Hats with brims are allowed in the spring after we return from April break through the end of the year. Staff may ask students to remove hats during group work or activities that require more eye contact or a more professional experience in the classroom (such as a presentation).**

Students in violation of the dress code will be subject to the following disciplinary action:

1. **First incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). Warning.
2. **Second incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). In addition, students will attend a restorative circle.
3. **Third incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). In addition, students will attend a restorative circle with parents and will lose school privileges.
4. **Fourth and each subsequent incident:** Students will be sent to the office for determination of a violation, required to change clothing, and have a required morning check-in at the office for 5 days to ensure clothing meets dress code.

History:

Adopted: 01/20/10, December 2011, 03/21/12, 12/9/15

First Reading: **June 8, 2022** ~~June 11, 2018~~ Second Reading: ~~Waived~~ Adopted: ~~June 11,~~

2018

NEPN/NSBA Code: JICB

CARE OF SCHOOL PROPERTY BY STUDENTS

Textbooks, other school property, and facilities are available to students for their use. Each student is responsible for loss or damage beyond normal wear. Students will be billed for the replacement costs of such materials.

If reimbursement is not forthcoming within a reasonable time:

1. Damage to school property may be recovered in a civil action to obtain the permitted “double the damage;” or
2. Costs of lost, destroyed or damaged school books and instructional appliances may be recovered by requesting the municipal assessor to include the value in the next municipal tax of the delinquent parent.

The Superintendent shall see that students and parents are notified annually of their responsibilities under this policy, such as by publication in pupil/parent handbooks.

Legal Reference:

- 20-A MRS § 6805-6807

History: Adopted: 01/21/04

Reviewed: November 19, 2015

NEPN/NSBA Code: JICH

MISUSE OF CHEMICAL SUBSTANCES BY STUDENT

The use and misuse of chemical substances alcohol, prescription, non-prescription and illegal drugs, inhalants and tobacco are widespread in our society and present emotional, social and physical problems for those who use them, as well as for their families and their community. Chemical dependency can create severe interpersonal problems, cause physical and emotional suffering to the user and his or her family and friends, and greatly interfere with the learning process. While there is ongoing debate concerning the use and implications of these chemical substances by the adult population, federal and state laws clearly prohibit the use of these substances by individuals under the age of either eighteen or twenty-one.

The purpose of this Policy is to clearly state the view of MSAD #28 Board of Directors concerning the use of chemical substances by students and to provide a clear understanding of the sanctions that may be imposed for violation of this Policy.

By adoption of this Policy, MSAD #28 creates a Rule prohibiting its students from using, possessing, being under the influence of, distributing, selling or furnishing any chemical substance declared illegal be it alcohol, drugs, inhalants, tobacco, or look-alikes and establishes penalties for students who violate this Rule.

However, consistent with the MSAD #28 Mission of building character and intellect in every student and our concern for the individual and his or her personal growth, and recognizing that chemical dependency is a treatable disorder, this Policy is focused on educating and informing students, and families, not merely on punishing those who violate the Policy. This Policy is designed to:

- encourage students to refrain from the use of illegal chemical substances
- provide intervention by trained and compassionate professionals
- apply corrective disciplinary measures
- provide support and resources to those subject to this Policy.

IMPLEMENTATION:**1. NOTICE**

Information concerning the existence and implications of this Policy will be distributed to all students upon their arrival at High School as part of their annual orientation/"welcome back to school" informational material. A summary of the Policy will be published in the student handbook given to all students and in the parent handbook that is sent to all families of enrolled students. After adoption and prior to its effective date, special efforts will be taken to provide each student and the family of each student with a copy of this Policy.

Coaches and advisors of all extra/co-curricular activities are required, as part of their contract with the school district, to read this Policy to all participants in their respective activities and to take all reasonable efforts to enforce this Policy including reporting events that come to their attention to the appropriate administrative personnel.

2. PREVENTION

Beginning at grade nine, MSAD #28 will provide all students and families with information and activities intended to prevent the use of illegal substances by minors and the abuse of such substances by all. School-based programs will inform students concerning the harmful effects of tobacco, alcohol and drug use on personal health, family relations and societal problems as well as the legal consequences of such use or abuse. Recognizing that peer pressure is one of the most powerful factors affecting student decision-making, special emphasis will be placed on methods and techniques individual students can use to support their own decisions.

3. APPLICABILITY:

This Policy applies to all Camden Hills Regional High School students.

MSAD #28 recognizes that its authority over its students is generally limited to actions occurring (1) within its school buildings or on its premises, (2) on or within any school- owned vehicle or on or within any school-approved vehicle used to transport students to and/or from school activities, and (3) off school property at any school sponsored or school approved event, activity or function (such as a field trip or an athletic event where students are under the jurisdiction of the school system). Additionally, MSAD #28 may exercise authority over its students off school premises and outside of school vehicles and functions if the students' actions pose a direct threat to the safety, welfare, and discipline of other students or teachers.

Participation in extra/co-curricular activities, whether athletics or non-athletics, is considered a privilege and students who choose to participate in such activities will be held to a higher level of responsibility concerning the use of illegal chemical substances. Students who are active or involved with athletic teams and/or non-athletic activities are considered subject to this Policy at all times and at all locations and will be held responsible under this Policy for confirmed violations of this Policy no matter where or when the violation occurs.

RULE: No student shall use, possess, be under the influence of, sell, furnish or distribute in any manner any substance declared illegal by state or federal law, including alcoholic beverages, drugs, tobacco products, inhalants, controlled substances not prescribed to the individual, or look-alikes.

4. SANCTIONS FOR VIOLATIONS OF RULE

The building administrator shall have the responsibility to investigate each alleged violation of this Policy and the authority to determine whether a violation has occurred. In this regard, the building administrators may rely upon firsthand reports from school employees, parents/guardians, students, community members, and/or law enforcement.

The Board of Directors believes that students who sell, furnish or otherwise distribute, with or without receiving payment, illegal chemical substances create a greater risk to individual students and to the entire student/staff community. As such, this Policy considers such offenses

to be of greater severity and subjects those students found responsible for such offenses to greater and more serious penalties.

Once the building administrator determines that a violation of this Policy has occurred, in addition to the penalties set forth below, the parents of the student and the local police department will be notified. Any contraband confiscated will be turned over to the local police department.

A student who violates the rule of this Policy shall be disciplined by the building administrator as follows.

ALL STUDENTS - POSSESSION and/or USE ON SCHOOL PROPERTY OR AT A SCHOOL- SPONSORED EVENT

FIRST OFFENSE:

Up to three-day suspension and referral to school counselor with consideration for referral to the substance abuse counselor.

SECOND OFFENSE:

Three to five-day suspension, referral to school counselor, and referral to licensed substance abuse counselor.

THIRD OFFENSE:

Ten-day suspension, referral to school counselor, and possible referral for expulsion hearing before the MSAD #28 Board of Directors, with said expulsion hearing to occur within ten days of start of suspension.

THIRD OFFENSE-TOBACCO ONLY:

Three to five-day suspension, referral to school counselor, referral to smoking cessation program.

In addition, students are removed from athletic and co-curricular participation in accordance with the sanctions below.

ALL STUDENTS - SELLING and/or FURNISHING

ANY OFFENSE: 10-day suspension from school and possible referral for expulsion hearing before the MSAD #28 Board of Directors, with said expulsion hearing to occur within ten days of start of suspension.

Substance abuse violations for those students participating in extra / co-curricular activities

From the time the building administrator has determined that a violation has occurred, the following actions will be taken:

FIRST OFFENSE:

Self-Referral for Substance Abuse Assistance

A student who voluntarily seeks assistance for substance use and/or abuse when a violation has not come to the attention of the school administration will not be suspended from co-and/or extracurricular activities as long as the student agrees and complies with the following conditions:

- The student must complete a substance abuse assessment conducted by a school approved, licensed substance abuse counselor (at the parents' expense).
- The student must comply with and complete all recommendations made by the licensed counselor.
- The student and parent/guardian must sign a release form allowing a school administrator and school counselor to communicate with the substance abuse counselor to coordinate adequate and appropriate school-based support.
- Provided that the student complies with terms of the self-referral expectations, full participation in

co- and extra-curricular activities is permitted.

- Should a student fail to complete the assessment and/or subsequent recommendations, she or he will be immediately suspended from participation in co- and extra-curricular activities consistent with terms of self-reporting.
- Should a student violate the misuse of chemical substances policy at any time after the self-referral, the student will be suspended consistent with the Misuse of Chemical Substance Policy.

Self-Reporting/Admission of an Off Campus/Non-school sponsored Event

A student who voluntarily reports or admits to violating the misuse of chemical substances policy will be subject to restricted co and extra-curricular participation for 15 days (as long as the violation did not occur on school property or at a school sponsored event/activity). The restriction will begin on the day of the reporting or admission. If a student elects to continue with participation of co and extra-curricular activities, the following applies:

- During the first 7 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.
- During the second 8 days of the restriction, the student must participate in all practices or rehearsals, but cannot play or perform.
- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the season.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for 30 days.
- The student will be referred to her/his school counselor.

Violations that an Administrator has determined to have occurred off school property and/or non-school sponsored events/activities.

When the building administrator determines that a violation occurred off school property and at a non-school sponsored school event/activity during the defined eligibility periods (see below) and there was no self-reporting or admission, the student will be subject to restricted co and extra-curricular participation for 30 days.

- The restriction will begin the day the administrator determines that the violation occurred.
- During the first 15 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.
- During the second 15 days of the restriction, the student must participate in practices or rehearsals, but cannot play or perform.
- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the season.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for 30 days.
- The student will be referred to her/his school counselor.

Violations that occur on school property and/or at school sponsored events/activities.

When a building administrator determines that a student has violated the misuse of chemical substances policy while on school property and/or at a school sponsored event, regardless of self-reporting or admission, the student will be suspended from school. In addition, the student will be suspended from participation in all sports, clubs, organizations, and or plays for 45 days.

- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the season.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization) s/he will be removed from the leadership position for 30 days.
- The student will be referred to her/his school counselor.

SECOND OFFENSE:

Self-Reporting/Admission of an Off Campus/Non-school sponsored Event

A student who voluntarily reports or admits to violating the misuse of chemical substances policy will be subject to restricted co and extra-curricular participation for 15 days (as long as the violation did not occur on school property or at a school sponsored event/activity). The restriction will begin on

the day of the reporting or admission. If a student elects to continue with participation of co and extra-curricular activities, the following applies:

- During the first 7 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.
- During the second 8 days of the restriction, the student must participate in all practices or rehearsals, but cannot play or perform.
- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the school year.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for the remainder of the school year.
- The student will be referred to her/his school counselor.

Violations that an Administrator has determined to have occurred off school property and/non-school sponsored events/activities.

When the building administrator determines that a violation occurred off school property and at a non-school sponsored school event/activity during the defined eligibility periods (see below) and there was no self-reporting or admission, the student will be subject to restricted co and extra-curricular participation for 30 days.

- The restriction will begin the day the administrator determines that the violation occurred.
- During the first 15 days of the restriction, the student must attend all practices, rehearsals, games or performances, but cannot practice, rehearse, perform or play.
- During the second 15 days of the restriction, the student must participate in practices or rehearsals, but cannot play or perform.
- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the school year.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization), s/he will be removed from the leadership position for the remainder of the school year.
- The student will be referred to her/his school counselor.

Violations that occur on school property and/or at school sponsored events/activities.

When a building administrator determines that a student has violated the misuse of chemical substances policy while on school property and/or at a school sponsored event, regardless of self-reporting or admission, the student will be suspended from school. In addition, the student will be suspended from participation in all sports, clubs, organizations, and or plays for 45 days.

- If a student violates the misuse of chemical substance policy after being selected team captain (athletics), s/he will be removed as captain for the remainder of the school year.
- If a student violates the misuse of chemical substance policy after being selected for a leadership position (club/organization) s/he will be removed from the leadership position for the remainder of the school year.
- The student will be referred to her/his school counselor.

THIRD AND SUBSEQUENT OFFENSES

Regardless of the circumstances involved in the violation (whether on-campus/at school sponsored event or off campus/non-school-sponsored event), students found in violation of this policy for a third or subsequent offense will be suspended from athletic and co-curricular participation for one calendar year. Third and subsequent violations will also result in loss of eligibility for captaincy (athletics) or leadership positions (clubs and organizations) for one calendar year.

Reinstatement in athletics and co-curricular activities may occur after documented completion of an approved substance abuse treatment program.

SUMMARY OF SANCTIONS FOR STUDENTS PARTICIPATING IN CO- AND EXTRA- CURRICULAR ACTIVITIES

1st offense during a student's high school career	<ul style="list-style-type: none"> ● SELF-REFERRAL FOR SUBSTANCE ABUSE TREATMENT: No sanctions provided that student agrees to and complies with conditions. ● SELF-REPORTING VIOLATION OFF-CAMPUS/AT NON- SCHOOL SPONSORED EVENT: 15 calendar day restricted co- and extra-curricular participation (as defined above.) ● ADMINISTRATIVELY DETERMINED OFF-CAMPUS/AT NON-SCHOOL SPONSORED EVENT: 30 calendar day restricted co- and extra-curricular participation (as defined above.) ● ON CAMPUS/SCHOOL-SPONSORED EVENT: Suspension from school per policy; 45 calendar day suspension from extra/ co-curricular activities. ● Referral to Counseling ● Loss of captaincy for season (athletic teams) or leadership position for 30 days (clubs and organizations)
2nd offense during a student's high school career	<ul style="list-style-type: none"> ● SELF-REPORTING VIOLATION OFF-CAMPUS/AT NON- SCHOOL SPONSORED EVENT: 15 calendar day suspension from co- and extra-curricular activities; participation allowed as defined above. ● ADMINISTRATIVELY DETERMINED OFF-CAMPUS/AT NON-SCHOOL SPONSORED EVENT: 30 calendar day suspension from co- and extra-curricular activities; participation allowed as defined above. ● ON CAMPUS/SCHOOL-SPONSORED EVENT: Suspension from school per policy; 45 calendar days no participation in extra / co-curricular activities. ● Referral to Counseling ● Loss of captaincy for school year (athletic teams) or leadership position (clubs and organizations) for school year.
Any additional offenses during a student's high school career	<ul style="list-style-type: none"> ● OFF CAMPUS/ AT NON-SCHOOL SPONSORED EVENT: 1 calendar year no participation in extra / co-curricular activities. ● ON CAMPUS/ AT SCHOOL-SPONSORED EVENT: 1 calendar year no participation in extra / co-curricular activities. ● Referral to Counseling ● Loss of eligibility for captaincy (athletic teams) or leadership position (clubs and organizations) for 1 calendar year. ● Reinstatement in extra/co-curricular activities upon documented completion of an approved substance abuse treatment program.

The above consequences will be enforced if violations occur during the school year:

- For activities, the school year is defined as the first day of school through the last day of school.
- For athletics, the school year is defined as the first allowable start date for athletics in the fall through the last day of school or the last day of spring sports, whichever is later. Allowable start and end dates are set by the Maine Principals Association. Any student who participates in athletics is

subject to these start and end dates regardless of the season(s) in which s/he participates.

Violations during the eligibility periods defined above can be violations that occur any place. They are not limited to violations that occur on school grounds or at a school sponsored function.

If a violation takes place outside the eligibility periods defined above, consequences will only be enforced if the violation occurs on school grounds or at a school sponsored function.

Ineligible days must be served during the eligibility periods defined above. If an ineligibility period is not completed in the spring, the remaining days will be carried over to the fall of the following school year.

If a student has an infraction while ineligible due to a previous infraction, the second period of ineligibility will be served at the end of the first. They may not be served concurrently.

Once the administration has thoroughly investigated an alleged violation and determined the incident to be closed, no new information will be considered after 15 calendar days from the end of the investigation.

Legal Reference:

- 21 USC §812
- 21 CFR Part 1300.11-15
- Pub. L. No. 101-226
- 17-A MRSA §1101
- 42 UC §290dd-2
- 42 CFR §2.1 et. seq.
- 20-A MRSA §§1001(9); 4008

Cross Reference:

- JICI - Weapons, Violence and School Safety
- JKE - Expulsion of Students
- ADC - Tobacco Use and Possession
- ADC-R - Tobacco Use and Possession Rules

History: Adopted: 3/13/02, 6/16/10, 7/16/14

NEPN/NSBA Code: JICI

WEAPONS, VIOLENCE AND SCHOOL SAFETY

The School Board believes that students and staff are entitled to learn and work in a school environment free of violence, threats and disruptive behavior. Students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, reasonable unwritten behavior expectations, and applicable state and federal laws.

School staff are required to immediately report incidents of prohibited conduct by students to the principal/designee for investigation and appropriate action.

1. PROHIBITED CONDUCT

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

- a. Possession and/or use of articles commonly used or designed to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include, but are

- not limited to, firearms, BB guns, pellet guns, any other kind of gun, ammunition, explosives, cross-bows, brass knuckles, switchblades, knives, chains, clubs, Kung Fu stars and nunchucks;
- b. Use of any object, although not necessarily designed to be a weapon, to inflict bodily harm and/or to threaten, intimidate, coerce or harass another person. Examples of such articles include, but are not limited to, bats, belts, picks, pencils, compasses, objects capable of ignition (e.g. matches, lighters), files, tools of any sort and replicas of weapons (including toys);
- c. Violent or threatening behavior, including but not limited to fighting, assault and/or battery, taking hostages, threats to commit violence against persons or property (e.g., verbal or written death threats, threats of bodily harm, bomb threats);
- d. Verbal or written statements (including those made on or through a computer) which threaten, intimidate, or harass others, which tend to incite violence and/or disrupt the school program;
- e. Willful and malicious damage to school or personal property;
- f. Stealing or attempting to steal school or personal property;
- g. Lewd, indecent or obscene acts or expressions of any kind;
- h. Violations of MSAD #28 drug/alcohol and tobacco policies;
- i. Violations of state or federal laws; and
- j. Any other conduct that may be harmful to persons or property.

2. EXCEPTIONS TO PROHIBITIONS ON POSSESSION AND DISCHARGE OF FIREARMS ON SCHOOL PROPERTY

- a. The prohibition on the possession and discharge of firearms on school property does not apply to law enforcement officials acting in the performance of their duties.
- b. The prohibition on the possession of a firearm does not apply to a person who possesses an unloaded firearm for use in a supervised educational program approved and authorized by the Board and for which the Board has adopted appropriate safeguards to ensure student safety.
- c. Nothing in this policy shall prevent the school system from offering or approving instructional activities related to firearms (e.g., hunter safety). Any proposal to introduce an instructional activity involving firearms must be submitted in writing to the Superintendent, who will make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety. No firearms may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

3. USE OF OTHER WEAPONS IN INSTRUCTIONAL ACTIVITIES

- a. Nothing in this policy shall prevent the school system from offering instructional activities using objects other than firearms that are generally considered weapons (e.g., bows and arrows) or from allowing an object generally considered a weapon to be brought to school for supervised instructional activities (e.g., archery, boat building) approved by the Board so long as the Board has adopted appropriate safeguards to ensure student and staff safety.
- b. Any proposal to introduce an instructional activity involving such objects must be submitted in writing to the Superintendent, who may [OR: will] make a recommendation to the Board. Such proposal must state the objectives of the activity and describe the safeguards that will be put in place to ensure student and staff safety.
- c. No weapons or objects that are generally considered weapons may be used in instructional activities or brought to school for instructional activities unless the Superintendent/designee has given specific permission in advance.

4. DISCIPLINARY ACTION

Building administrators may suspend and/or recommend expulsion of students who violate this policy based upon the facts of each case and in accordance with applicable state and federal laws. Conduct which violates this policy is deliberately disobedient and deliberately disorderly within the meaning of 20-A MRSA §1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school. Such conduct may also be grounds for expulsion under other provisions of 20-A MRSA §1001 (9 and 9-A) that specifically prohibit the use and possession of weapons, infractions of violence, and possession, furnishing and trafficking of scheduled drugs. Students who are found to have brought a firearm to school (as defined by federal law) shall be expelled for a period of not less than one year, unless this requirement is modified by the Superintendent on a case-by-case basis.

All firearms violations shall be referred to law enforcement authorities as required by law. Other violations of this policy shall be referred to law enforcement authorities at the discretion of the Superintendent.

Students with disabilities shall be disciplined in accordance with applicable federal and state laws/regulations and Board Policy JKF.

5. NOTIFICATION TEAM/CONFIDENTIALITY

Maine law authorizes law enforcement officers and criminal justice agencies to share with a superintendent or principal information pertaining to a juvenile when the information is credible and indicates an imminent danger to the safety of students or school personnel on school grounds or at a school function. Maine law requires the District Attorney to notify the superintendent when a juvenile is charged with use or threatened use of force or is adjudicated as having committed one or more juvenile crimes that involve the use or threatened use of force.

Within ten days, or immediately if necessary for school safety, the Superintendent shall convene a notification team. The notification team must include the administrator/designee of the school building where the student attends, at least one classroom teacher to whom the student is assigned, a school counselor, and the student's parent/guardian. The notification team shall determine on this basis of need which school employees are entitled to receive information concerning allegations or adjudications of use or threatened use of force. Information received by the Superintendent/designee and disclosed to the notification team and/or disclosed to school employees is confidential and may not become part of the student's educational record.

The Superintendent shall ensure that confidentiality training is provided to all school employees who have access to this information.

6. PSYCHOLOGICAL EVALUATION/RISK ASSESSMENT

The Board authorizes the Superintendent to request an immediate psychological evaluation of a student who violates this policy when, in his/her opinion, such an evaluation will assist in assessing the risk the student poses to school safety if the student were to remain in school.

The Superintendent is also authorized to request psychological evaluations of students who have been identified as posing a substantial risk of violent behavior. All such evaluations shall be performed at the district's expense.

If the parents/guardians and/or student refuses to permit a requested psychological evaluation, the Superintendent and the Board may draw any reasonable inferences from the student's behavior concerning the risk the student poses to school safety for purposes of determining appropriate action.

Legal Reference:

- 5 MRSA § 4681 et seq.
- 15 M.R.S.A. §§ 3301-A; 3308(7)(E); 3009
- 20 USCA §8921 (Gun-Free Schools Act of 1994)
- 20-A MRSA §§1001(9); 1001(9-A); 6552
- 17-A MRSA §§2(9);2(12-A)

Cross Reference:

- ACAA - Student Harassment of Other Students ADC - Tobacco use and Possession
- EBCA - Crisis Response Plan
- JICH - Drug and Alcohol Use by Students
- JK - Student Discipline
- JKD - Suspension of Students JKE - Expulsion of Students
- JKF - Suspension/Expulsion of Students with Disabilities JIH - Questioning and Searches of Students

- KNA - Relations with Law Enforcement Authorities

History: Adopted: January 16, 2000, February 4, 2004, March 16, 2016

NEPN/NSBA Code: JICK

BULLYING AND HARASSMENT

1. Introduction

It is our goal for our schools to be a safe and secure learning environment for all students. It is the intent of the Camden Rockport Schools Board to provide all students with an equitable opportunity to learn. To that end, the Board has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying and other forms of peer mistreatment are detrimental to the school environment as well as student learning, achievement and wellbeing. Peer mistreatment interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying and other forms of peer mistreatment affect not only students who are targets but also those who participate in and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

It is not the Board's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the Camden Rockport Schools, and the operation of the schools.

2. Prohibited Behavior

The following behaviors are prohibited:

- Bullying;
- Cyberbullying;
- Harassment and Sexual Harassment (as defined in board policy ACAA);
- Retaliation against those reporting such defined behaviors; and
- Making knowingly false accusations of bullying behavior;
- Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions.

3. "Bullying and Cyberbullying Defined

"Bullying" and "Cyberbullying" have the same meaning in this policy as in Maine law.

- Bullying" includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that falls under one of the following three categories:
 - Has, or a reasonable person would expect it to have, the effect of physically harming a student or damaging a student's property; or placing a student in reasonable fear of physical harm or damage to the student's property; OR
 - Interferes with the rights of a student by creating an intimidating or hostile educational environment for the student; or interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school; OR
 - Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, gender expression, gender identity, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above. (These behaviors might also meet the criteria for harassment as defined in board policy ACAA: Harassment and Sexual Harassment of

Students.)

Examples of conduct that may constitute bullying include, but are not limited to:

- Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
 - Behavior that is likely to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
 - Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
 - Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
 - Blackmail, extortion, demands for protection money, or involuntary loans or donations;
 - Blocking access to school property or facilities;
 - Stealing or hiding books, backpacks, or other possessions;
 - Stalking; and
 - Physical contact or injury to another person or his/her property.
- b. “Cyberbullying” means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of conduct that may constitute cyberbullying include, but are not limited to the following actions on any electronic medium:

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;
 2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;
 3. Impersonating or representing another student through the use of that other student’s electronic device or account to send e-mail, text messages, instant messages (IM), phone calls or other messages on a social media website;
 4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target’s e-mail account, IM account, or cell phone; and
 5. Using a camera phone or digital video camera to take, send, and/or solicit embarrassing or “sexting” photographs of other students.
 - a. “Retaliation” means an act or gesture against a student for asserting or alleging an act of bullying. “Retaliation” also includes knowingly falsely reporting an act of bullying.
 - b. “Substantiated” means that the outcomes of the investigation on the Responding Form (JICK-E2) provide clear evidence to prove that bullying or cyberbullying, as defined in policy, did occur.
 - c. “Alternative discipline” means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student’s specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student’s misbehavior.
4. Application of Policy
- a. This policy applies to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy.
 - b. This policy applies to bullying that:
 - Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. “School grounds” also includes school-related transportation vehicles.

- Takes place while students are being transported to or from schools or school-sponsored events;
- Takes place at any school-sponsored event, activity, function, program, instruction or training; or
- Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in this policy's definition of bullying.

5. Reporting

Refer to the Reporting Form – JICK-E1

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

- a. School staff, coaches and advisors for extracurricular and co-curricular activities are required to report alleged incidents of bullying to the school principal/designee/designee or other school personnel designated by the superintendent. Any other adult working or volunteering in a school will be encouraged to promptly report observed or suspected alleged incidents of bullying to the building principal/designee/designee or school personnel designated by the superintendent.
- b. Students who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.
- c. Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behavior to a staff member or school administrator.
- d. Acts of reprisal or retaliation against any person who reports an alleged incident of bullying are prohibited. Any student who is determined to have knowingly falsely accused another of bullying shall be subject to disciplinary consequences.

6. Responding

Refer to the Responding Form – JICK-E2

The school principal/designee/designee or a superintendent's designee will:

- a. Promptly investigate and respond to allegations of bullying behavior;
- b. Keep written documentation of all allegations of bullying behavior and outcomes of the investigations, and report alleged and substantiated incidents to the superintendent;
- c. Inform parent(s) or guardian(s) of the student(s) who was alleged to have bullied AND of the student(s) who was believed to have been bullied that a report of an alleged incident of bullying has been made;
- d. Communicate to the parent(s) or guardian(s) of a student(s) who was believed to have been bullied the measures being taken to ensure the safety of the student(s) who was believed to have been bullied and to prevent further acts of bullying;
- e. Inform parent(s) or guardian(s) of the students involved the findings of the investigation and actions to be taken;
- f. Communicate with local or state law enforcement agency if it's believed that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate.

7. Remediation

Refer to the Remediation Form – JICK-E3

The school principal/designee or a superintendent's designee will:

- a. Identify the specific nature(s) of the incident.
- b. Apply disciplinary actions to students, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances. Alternative discipline includes, but is not limited to:
 - Meeting with the student and the student's parents/guardian;
 - Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
 - Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option;
 - Counseling;
 - Anger management;
 - Health counseling or intervention;

- Mental health counseling;
 - Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
 - Community service; and
 - In-school detention or suspension, which may take place during lunchtime, after school or on weekends.
8. Staff Discipline: Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements.
 9. Remediate any substantiated incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, which may include referring the victim, perpetrator or other involved persons to counseling or other appropriate services.
 10. Appeal
Notification shall be provided to parent(s), guardian(s) and students of the right to appeal a decision of a school principal/designee or a superintendent's designee related to taking or not taking remedial action in accordance with this policy. The appeals procedure must be consistent with other appeals procedures established by the school board and may include an appeal to the superintendent.
 11. Assignment of Responsibility
 - a. The School Board is responsible for:
 - Annually providing written versions of this policy and related procedures to students, parent(s) and guardian(s), volunteers, administrators, teachers and school staff;
 - Posting this policy and related procedures on the school administrative unit's publicly accessible website; and
 - Including in student handbooks a section that addresses in detail this policy and related procedures.
 - b. The superintendent is responsible for:
 - Oversight, implementation, and enforcement of this policy and its procedures;
 - Designating a school principal/designee or other school personnel to administer the policies at the school level;
 - Developing a procedure for publicly identifying the superintendent's designee or designees for administering the policies at the school level;
 - Ensuring that the prohibition on bullying and retaliation and the attendant consequences apply to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation;
 - Ensuring that any contractor, visitor, or volunteer who engages in bullying is barred from school grounds until the superintendent is assured that the person will comply with the policies of the school board;
 - Ensuring that any organization affiliated with the schools that authorizes or engages in bullying or retaliation forfeits permission for that organization to operate on school grounds or receive any other benefit of affiliation with the school;
 - Providing professional development and staff training in the best practices in prevention of bullying and harassment and implementation of this policy;
 - Filing the SAU policy that addresses bullying and cyberbullying with the Maine Department of Education; and
 - Ensuring that substantiated incidents of bullying and cyberbullying are reported to the Maine Department of Education on at least an annual basis.

Legal Reference:

- 20-A M.R.S.A. § 254 (11-A)
- 20-A M.R.S.A. § 1001(15), 6554
- Maine Public Law, Chapter 659

Cross Reference:

- AC - Nondiscrimination, Equal Opportunity
- ACAA - Harassment and Sexual Harassment of Students
- CAA-R – Student Discrimination and Harassment Complaint Procedure
- ACAD – Hazing

- GCI – Professional Staff Development
- IJNDB – Student Computer and Internet Use
- JIC - Student Code of Conduct
- JICIA - Weapons, Violence and School Safety
- JK - Student Discipline
- JKD - Suspension of Students
- JKE - Expulsion of Students
- JRA-R – Student Education Records and Information Administrative Procedures

History: Adopted: 07/05/06, 06/16/10, 01/16/13, 12/14/16

First Reading: June 11, 2018

Second Reading: Waived

Adopted: June 11, 2018

NEPN/NSBA Code: JIH

QUESTIONING AND SEARCHING OF STUDENTS

The School Board seeks to maintain a safe and orderly environment in the schools. School administrators may question and/or search students in accordance with this policy and accompanying administrative procedure.

Students and their personal property may be searched upon reasonable suspicion that they possess any items or substances which are prohibited by law, Board policies and/or school rules, or which interfere with the operations, discipline or general welfare of the school.

When special circumstances exist, including but not limited to a suspected ongoing violation of the Board's drug/alcohol or weapons policies, or when a potential threat to safety is identified, school administrators may search groups of students or the entire student body without individualized suspicion.

Student use of all school storage facilities, including but not limited to lockers, desks, and parking lots, is a privilege granted by the school. All storage facilities are school property and remain under the control, custody, and supervision of the school. Students have no expectation of privacy in school storage facilities or for any items placed in such storage facilities. School administrators have the authority to inspect and search storage facilities and their contents on a random basis, with or without reasonable suspicion, and without notice or consent.

If a search produces evidence that a student has violated or is violating the law, Board policies and/or school rules, such evidence may be seized and impounded by school administrators and appropriate disciplinary action may be taken. Evidence may be forwarded to law enforcement authorities as required by law or as deemed appropriate by school administrators.

A student who refuses to comply with a search directive may be subject to disciplinary action, including the disciplinary consequences for the suspected violation.

The Superintendent is authorized to develop and implement, with input from legal counsel, administrators, and/or other appropriate persons, any administrative procedures necessary to carry out this policy.

This policy and the accompanying procedure will be included in student/parent handbooks.

Cross Reference:

- [JIH-R - Questioning and Searches of Students](#)
- [JICH - Drug and Alcohol Use by Students](#)
- [JICIA - Weapons, Violence, and School Safety](#)
- JFCK – Student Use of Cell Phones and Other Electronic Devices

- JFCK-R – Student Use of Cell Phones and Other Electronic Devices – Procedure
- [JK - Student Discipline](#)
- [KLG - Relations with Law Enforcement Authorities](#)

History: Adopted 07/02/08, Reviewed: 4/10/17

NEPN/NSBA Code: JJIF

MANAGEMENT OF CONCUSSIONS AND OTHER HEAD INJURIES

LIST OF DEFINITIONS The following definitions below are only for the purposes of this policy.

Concussion: A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging brain cells.

Concussion Management Team: A Concussion Management Team (CMT), appointed by the Superintendent or Principal, may include, but is not limited to the following: school administrator, school nurse, athletic administrator, school counselor, and school physician or local concussion specialist (doctor). This team may be combined with another existing student support team within the school or school administrative unit. The team shall oversee and implement this policy and related protocols/plans for concussive head injuries based on the currently accepted best practices. The team, under direction of the superintendent, shall identify the school personnel who shall be trained in concussion signs and symptoms and the school activities covered by this policy.

Graduated school reentry: Graduated school re-entry is a gradual and coordinated return to school activities following a concussion. It is an individualized written plan developed by the Concussion Management Team or designee with input from the student, parents, and medical provider. The re-entry plan should be based upon the CDC Acute Concussion Evaluation Care Plan published by the CDC.
https://www.cdc.gov/headsup/pdfs/providers/ace_care_plan_school_version_a.pdf

Medical clearance: Medical clearance must include a written statement from a licensed medical provider (physician, nurse practitioner, or physician's assistant) to diagnose a concussion, who is trained in the treatment and management of concussions in a pediatric population. The statement should set forth the specific details regarding what a student can do academically and with regards to athletics. This statement must also address what steps the school/student should take if the student becomes symptomatic while at school.

The Board recognizes that concussions and other head injuries are potentially serious and may result in significant brain damage and/or death if not recognized and managed properly. The Board further acknowledges that a student may suffer a concussion during any activity during the school day or outside of school. The Board adopts this policy to promote the safety of students participating in school-sponsored extracurricular athletic activities, including but not limited to interscholastic sports.

No matter where they occur, they affect a student's health. It is important that staff and parents communicate to one another whenever and wherever a concussion occurs so that the school can take proper measures to assist a student with a concussion. Any staff member who witnesses a concussion or learns of a concussion should make sure to report that information to the school nurse.

COGNITIVE CONSIDERATIONS

School personnel will be trained to recognize and be alert to cognitive and academic issues that may be experienced by students who have suffered a concussion or other head injury, including but not limited to difficulty with concentration, organization, long-and-short term memory and sensitivity to bright lights and sounds, and accommodate a gradual return to full participation in academic activities as appropriate, based on the recommendations of the student's health care provider and appropriate designated school personnel

(e.g., 504 Coordinator).

TRAINING

Prior to the beginning of each sports season, athletics-related school personnel (including coaches and volunteers) identified by the District's Concussion Management Team (CMT) must be made aware of this school policy and protocols related to the management of concussive injuries. They must also participate in concussive awareness training prior to assuming their coaching responsibilities. This training will include recognizing signs and symptoms that may suggest a concussive or other head injury and the use of graduated school reentry protocols. The training must be consistent with such protocols as may be identified or developed by the Maine Department of Education (DOE) and include instruction in the use of such forms as the DOE/MPA may develop or require. The athletics coaches will take the online training course offered by the CDC unless the State of Maine department of education mandates a different training course.
<https://www.cdc.gov/headsup/resources/training.html>

Coaches shall be required to undergo refresher training every year or when protocols and/or forms have been revised.

Prior to the beginning of each school year, non-athletics related school personnel (for example, PE teachers, school nurses) identified by the District's CMT, must be made aware of this school policy and protocols related to the management of concussive injuries. This training will include recognizing the signs and symptoms that may suggest a concussive or other head injury and must be consistent with protocols as may be identified or developed by the Maine Department of Education (DOE).

STUDENT AND PARENT INFORMATION

Annually, at the beginning of each sport season (Fall, Winter and Spring), students and parents of students who will be participating in school-sponsored athletic activities will be provided the Parent and Athlete Concussion Information Sheet from the CDC. This form must be signed by the athlete and the guardian.
https://www.cdc.gov/headsup/pdfs/custom/HeadsUpConcussion_Parent_Athlete_Info.pdf

Parents will also be provided the Camden Rockport Schools' protocols for

- a. removal from the activity when a student is suspected of having sustained a concussion or other head injury,
- b. evaluation, and
- c. medical clearance to return to participation in the activity ("return to play").
- d. graduated school reentry protocols. The student and his/her parent(s) must sign a statement acknowledging that they have received and read this information before the student will be allowed to participate in any school-sponsored athletic activity.

MANAGEMENT OF CONCUSSIVE AND OTHER HEAD INJURIES

It is the responsibility of all school personnel trained in the signs, symptoms, and behaviors related to concussion or head injury, to act in accordance with this policy when a student may be exhibiting signs, symptoms and behaviors associated with a concussion or other head injury.

- Any student suspected of having sustained a concussion or other head injury during a school or school-sponsored athletic or extra-curricular activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately and evaluated by a qualified school personnel.
- Any student suspected of having sustained a concussion or other head injury is prohibited from further participation in any school activities until he/she is evaluated by the school nurse or other school personnel trained in such evaluation, such as an athletic trainer who is able to determine if referral to a licensed health care provider is necessary.
- The student and his/her parent(s)/guardian(s) will be informed of the referral to a licensed health care provider for an evaluation for possible concussion or brain injury before the student is allowed to begin the graduated school reentry plan.

- No student is permitted to return to the activity or to participate in any other school activity on the day of the suspected concussion.
- If referral to a licensed medical provider is necessary, the student will require written medical clearance from a licensed medical provider qualified and trained in concussion management. The provider must use the CDC Acute Concussion Evaluation Care Plan. The school recognizes that occasionally children with more severe concussions may require a more detailed return to school guideline. In that case a letter with specific recommendations would be acceptable.
https://www.cdc.gov/headsup/pdfs/providers/ace_care_plan_school_version_a.pdf
- School personnel should be alert to cognitive and academic issues that may be experienced by a student who has suffered a concussion or other head injury, including but not limited to: difficulty with concentration, organization, long-and-short term memory, and sensitivity to bright lights and sounds.
- School personnel shall accommodate a graduated school reentry protocol for return to full participation in all academic activities as appropriate, based on the recommendation of the student's concussion trained health care provider and appropriate designated school personnel (e.g. 504 Coordinator, school nurse).
- No student is permitted to return to full participation in extra-curricular activities until fully returned to his/her academic program.
- The school reserves the right to deny full participation in sports if the coach or school nurse feels that the student has persistence of symptoms which would preclude participation. In that case the parent will be notified and encouraged to share these concerns with the licensed medical provider.
- If at any time during the gradual return to school process the student exhibits signs, symptoms of concussion the student must be evaluated by qualified personnel. With regards to academic return, it may be expected that the student may have some mild symptoms of concussion. How to proceed, given the severity of symptoms, should be specifically addressed in the return to school plan. If the child is experiencing a level of symptoms that is unexpected the child should be evaluated by the nurse and the parents notified. With regards to sports, the student must be free of symptoms to be allowed to initiate a gradual return to sports or engage in sports. If the coach/trainer feel that the patient is exhibiting signs of concussion the student will be removed from the athletic activity. The parent will be notified and the medical provider will need to issue another letter of clearance.
- If at any time during the return to play program signs or symptoms of a concussion are observed, the student must be removed from the activity and referred to his/her health care provider for re-evaluation.

DATA

The board recognizes how serious concussions are and the need for improved understanding of concussions in our schools and their impact on learning and school attendance. The school administrative unit will track the number of concussions, activity associated with the injury, number of school days missed, and other information determined necessary by the Concussion Management Team. The CMT will review this data and make recommendations to the Board as needed.

The Superintendent will appoint a concussion management team including a school administrator to be responsible, under the administrative supervision of the Superintendent, to make recommendations related to implementation of this policy. The concussion management team will include the Athletic Director and school nurse and may include one or more principals or assistant principals, the school physician and such other school personnel or consultants as the Superintendent deems appropriate. Staff will refer to Concussion Management Protocol for the management of all student concussions.

History:

Adopted: 11/14/12, 03/20/19
 First Reading: April 15, 2020
 Second Reading: May 13, 2020
 Adopted: May 13, 2020

NEPN/NSBA Code: JK **STUDENT**
DISCIPLINE

It is essential for schools to maintain a safe and orderly environment, which supports student learning and achievement. Good discipline allows the schools to discharge their primary responsibilities to educate students and promote good citizenship. All students are expected to conduct themselves with respect for others and in accordance with School Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school.

The Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

1. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
2. Expectations for student behavior should be clear and communicated to school staff, students and parents.
3. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced.
4. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

Physical force and corporal punishment shall not be used as disciplinary methods. State law provides that "a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to a) control the disturbing behavior; or b) remove the person from the scene of the disturbance."

Teachers are authorized to make and enforce rules for effective classroom management and to foster appropriate student behavior, subject to the direction and approval by the Principal/designee.

School-wide rules shall be developed by the building principal with appropriate input from school staff, students and parents and subject to approval by the Superintendent. Principals shall provide for the suspension or other serious disciplinary action against students in accordance with Board policies, administrative procedures and Maine law.

Legal Reference:

- 17-A MRSA § 106
- 20-A MRSA § 4009
- Ch. 125.23, B, 5, I (Maine Dept. of Ed. Rule)

Cross Reference:

- [AC - Nondiscrimination/Equal Opportunity and Affirmative Action](#)
- [ACAA - Student Harassment and Sexual Harassment](#)
- [JICIA - Weapons, Violence and School Safety](#)
- JICK – Bullying and Cyberbullying Prevention in Schools
- [JKB - Student Detention](#)
- [JKD - Suspension of Students](#)
- [JKE - Expulsion of Students](#)
- [JKF - Suspension/Expulsion of Students with Disabilities](#)

History: Adopted: May 31, 2000, Reviewed: 3/10/03, 5/18/17

NEPN/NSBA Code: JKAA

USE OF PHYSICAL RESTRAINT AND SECLUSION

The Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure but may delegate specific responsibilities as he/she deems appropriate.

I. DEFINITIONS

The following definitions apply to this policy and procedure:

1. **Physical restraint**: An intervention that restricts a student's freedom of movement or normal access to his or her body and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

- a. Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.
 - b. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
 - c. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
 - d. A brief period of physical contact necessary to break up a fight.
 - e. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.
 - f. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.
 - g. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
 - h. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.
 - i. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.
2. **Seclusion**: The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

Seclusion does not include:

- a. Timeout: An intervention where a student requests, or complies with an adult request for, a break.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

III. ANNUAL NOTICE OF POLICY/PROCEDURE

MSAD #28 shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

IV. TRAINING REQUIREMENTS

1. All school staff and contracted providers shall receive an annual overview of this policy/procedure.
2. MSAD #28 will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated annually and maintained in the Superintendent's Office, in each school office and in MSAD #28's Emergency Management Plan.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education.

The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and MSAD #28 within 60 calendar days of receiving the complaint.

Legal Reference:

- 20-A M.R.S.A. §§ 4502(5) (M); 4009
- Me. DOE Rule, ch. 33

Cross Reference:

- EBCA – Comprehensive Emergency Management Plan
- JKAA-R – Procedures of Physical Restraint and Seclusion
- JK – Student Discipline
- KNA/KNA-R – Relations with Law Enforcement Authorities

History: Adopted: 03/19/08, New Language Provided by MSMA Adopted: 11/14/12

First Reading: June 19, 2013

Second Reading: July 10, 2013

Adopted: July 10, 2013

NEPN/NSBA Code: JLCB

IMMUNIZATIONS OF STUDENTS

All students who enroll in the school district are required by Maine law to present a certificate of immunization or evidence of immunization or immunity against poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, measles, mumps, rubella and varicella (chicken pox) and meningococcal meningitis.

Non-immunized students shall not be permitted to attend school unless one of the following conditions are met:

1. Parents and guardians will provide written assurance that the child will be immunized, followed by proper documentation within ninety (90) days. This option is available only once to each student during their school career; or
2. The parents/guardians provide a physician's written statement each year that immunizations against one or more diseases may be medically inadvisable (as defined by law/regulation); or
3. The parents/guardians state in writing each year that immunization is contrary to their sincere religious or philosophical beliefs.

The Superintendent shall exclude from school and school activities any non-immunized student when there is a danger to the health of others as provided by law.

The Superintendent/designee is directed to develop such administrative procedures as are necessary to carry out this policy and comply with statutory requirements.

Legal Reference:

- 20- A MRSA §§ 6352-6359
- Chapter 126 (ME Dept. of Ed. Rules)

Cross Reference:

- [JLCC - Communicable/Infectious Diseases](#)
- [JRA - Student Educational Records](#)

History: Adopted: 07/10/02; 12/14/05; 1/24/18; 06/11/18

First Read: February 11, 2019

Second Read: March 20, 2019

Adopted: March 20, 2019

NEPN/NSBA Code: JLCD

ADMINISTERING MEDICATIONS TO STUDENTS

The MSAD #28 discourages the administration of medication to students during the school day when other options exist but recognizes that in some instances it may be necessary for a student to have medication administered to him/her at school. The school will not deny educational opportunities to students requiring the administration of medication in order to remain in attendance and participate in the educational program.

The intent of this policy is to promote the safe administration of medications to students by school personnel and to provide for authorization of student self-administration of birth control and emergency medication from asthma inhalers, and epinephrine auto-injectors. The Board encourages collaboration between parents/guardians and the schools in these efforts. The Board will be responsible to make sure prescription medication is given according to the physician order. The board disclaims any responsibility for diagnosis and choice of treatment. It is important to note that this policy does not cover students self-administering over-the-counter medication.

This policy does not apply to medical marijuana, which is addressed in the Board's policy JLCDA, Medical Marijuana in Schools.

I. DEFINITIONS

"Administration" means the provision of prescribed medication to a student according to the orders of a health care provider.

"Health care provider" means a medical/health practitioner who has a current license in the State of Maine with a scope of practice that includes prescribing medication.

"Indirect supervision" means the supervision of an unlicensed school staff member when the school nurse or other health care provider is not physically available on site but immediately available by telephone.

"Medication" means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a health care provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student's health care provider. For the purpose of this policy, "medication" does not include medical marijuana.

"Parent" means a natural or adoptive parent, a guardian, or a person acting as a parent of a child with legal responsibility for the child's welfare.

"School nurse," for the purposes of this policy, means a registered professional nurse (RN) with Maine Department of Education certification for school nursing.

"Self-administration" is when the student administers medication independently to him/herself under indirect supervision of the school nurse.

"Standing Order" is an order written by the school physician for the entire population of students.

"Unlicensed school personnel" are persons who do not have a professional license but who have training that allows them to administer medication to students.

II. ADMINISTRATION OF PRESCRIPTION MEDICATION BY SCHOOL PERSONNEL

The district will make every effort to administer medication in a private setting.

Parental Request

In the event that no reasonable alternative exists, the parent/guardian may request in writing that medication be administered to the student during the school day. The written request must include an acknowledgement and agreement that unlicensed personnel may administer the medication as per the

health care provider's instructions. In addition, the request shall indicate that information regarding the student's medication may be shared with appropriate school personnel. Parents/guardians may provide the reason (diagnosis) requiring the administration of medication. Requests shall be valid for the current school year only.

Health Care Provider's Order

All parental requests must be accompanied by a written order from the student's health care provider substantiating the fact that the administration of a particular medication during the school day is necessary for the student's health and attendance in school. Such order must include:

- The student's name;
- The student's date of birth;
- The name of the medication and form (e.g., tablets, liquid, drops);
- The dose;
- The route of administration and
- Time intervals for administration
- Any special instructions;
- The name and signature of the prescribing health care provider;
- Reason for medication;
- Any side effects; and
- Any allergies.

It is the responsibility of the school nurse to clarify any medication order that he/she believes to be inappropriate or ambiguous. In accordance with Department of Education Rule Chapter 40 § 2(B), the school nurse may decline to administer a medication if he/she believes such administration would jeopardize student safety. In this case, the school nurse must notify the parent/guardian, the student's health care provider and the school administrator (i.e., building principal or designated administrator).

Renewal of Parent/Guardian Permission Requests/Forms and Health Care Provider Orders

Written parental permission requests/forms and health care provider orders must be renewed at least annually. Health care provider orders must be renewed whenever there are changes in the order.

Delivery and Storage of Medication

The student's parents/guardian shall deliver any medication to be administered by school personnel to the school in its original container and properly labeled. In the event that this is not practical, the parent/guardian must contact the school to make alternate arrangements.

No more than a (one month) supply of prescription medication shall be kept at school, excluding inhalers and epinephrine auto injectors. The parent/guardian is responsible for the replenishment of medication kept at school.

The parent/guardian is responsible for notifying the school of any changes in or discontinuation of a prescribed medication that is being administered to the student at school. The parent/guardian must remove any medication no longer required or that remains at the end of the school year or it will be disposed of properly with documentation by the school nurse.

The school nurse shall be responsible for developing and implementing procedures for the appropriate and secure storage of medications kept at school, and all medications shall be stored in accordance with this procedure.

Recordkeeping

School personnel and the student's parent/guardian shall account for all prescription medication brought to school. The number of capsules, pills or tablets, and/or the volume of other medications brought to school shall be recorded.

School staff administering medication shall document each instance the medication is administered including the date, time, and dosage given.

The school nurse shall maintain a record including the parent's/guardian's request, physician's order, details of the specific medications (including dosage and timing of medication), and documentation of each instance the medication is administered.

Records shall be retained according to the current State schedules pertaining to student health records.

Confidentiality

To the extent legally permissible, staff members may be provided with such information regarding medication and its administration as may be in the best interest of the student.

Authority to Administer Medication

Licensed medical personnel acting within the scope of their licenses may administer medication during the school day.

The school nurse, under the administrative supervision of the Superintendent, will provide direction and oversight for the administration of medication to students.

All unlicensed personnel (principals, teachers, school nurse assistant, education technicians, school secretaries, coaches, bus drivers, etc.) who administer medication must receive training before being authorized to do so.

Based upon the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent/designee pertaining to authorization of unlicensed persons to administer medication. Training that shall be acceptable for the purpose of authorization of unlicensed personnel is addressed under the section of this policy titled "Required Training of Unlicensed Personnel to Administer Medication."

Administration of Medication During Off-Campus Field Trips and School-Sponsored Events

The school will accommodate students requiring administration of medication during field trips or school-sponsored events as follows:

The school nurse, principal, and, as appropriate, the school unit's Section 504 Coordinator and/or IEP, will determine whether an individual student's participation is contraindicated due to the unstable/fragile nature of his/her health condition, the distance from emergency care that may be required, and/or other extraordinary circumstances. The student's parent/guardian and primary care provider will be consulted in making this determination. The decision will be made in compliance with applicable laws, including the IDEA, § 504 and the Americans with Disabilities Act (ADA).

The parent/guardian must provide the appropriate number of doses needed for the duration of the field trip or school-sponsored event.

When there are no contraindications to student participation, an appropriately trained staff member will be assigned to administer medication. The parent/guardian will be encouraged to accompany the student, if possible, to care for the student and administer medication.

All provisions of this policy shall apply to medications to be administered during off-campus field trips and school-sponsored events. As practicable, the DOE's "Policy for Medication Administration on School Trips (JLCD-E)" will be followed.

III. STUDENT SELF-ADMINISTRATION

To the extent legally permissible, staff members may be provided with such information regarding the student's medication and the student's self-administration as may be in the best interest of the student.

Sharing, borrowing, or distribution of medication is prohibited. The student's authorization to self-administer medication may be revoked and the student may be subject to disciplinary consequences for violation of this policy. The board disclaims any and all responsibility for injury arising from student self-administration.

Asthma Inhalers and Epinephrine Pens Auto-Injectors

Students with allergies or asthma may be authorized by the building principal, in consultation with the school nurse, to possess and self-administer emergency medication from an epinephrine auto-injector or asthma inhaler during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication from an epinephrine auto-injector or asthma inhaler if the following conditions have been met.

1. The parent/guardian (or student, if 18 years of age or older) must request in writing authorization for the student to self-administer medication from an epinephrine auto-injector or asthma inhaler.
2. The student must have the prior written approval of his/her primary health care provider and, if the student is under the age of 18, the prior written approval of his/her parent/guardian. The written notice from the student's primary care provider must specify the name and dosage of the medication, frequency with which it may be administered, and the circumstances that may warrant its use.
3. The student's parent/guardian must submit written verification to the school from the student's primary care provider confirming that the student has the knowledge and the skills to safely possess and use an epinephrine auto-injector or asthma inhaler.
4. The school nurse shall evaluate the student's technique to ensure proper and effective use of an epinephrine auto-injector or asthma inhaler taking into account the maturity and capability of the student and the circumstances under which the student will or may have to self-administer the medication.
5. The parent/guardian will be informed that the school cannot accurately monitor the frequency and appropriateness of use when the student self-administers medication, and that the school unit will not be responsible for any injury arising from the student's self-medication.

Authorization granted to a student to possess and self-administer medication from an epinephrine auto-injector or asthma inhaler shall be valid for the current school year only and must be renewed annually.

A student's authorization to possess and self-administer medication from an epinephrine auto-injector or asthma inhaler may be limited or revoked by the building principal after consultation with the school nurse and the student's parents/guardians if the student demonstrates inability to responsibly possess and self-administer such medication.

Birth Control

Students taking birth control are not required to obtain their parents/guardian's permission. Students shall be authorized to possess and self-administer birth control.

IV. DISPENSATION OF OVER-THE-COUNTER MEDICATIONS

With prior written parent/guardian permission, students may receive certain over the counter medications on field trips and at school, e.g. acetaminophen, ibuprofen, etc. pursuant to a standing order from the school physician/school health advisor.

V. REQUIRED TRAINING OF UNLICENSED PERSONNEL TO ADMINISTER MEDICATION

Unlicensed school personnel who administer medication to students in a school setting (at school, on school transportation to or from school, on field trips, or during school-sponsored events) must be trained in the administration of medication before being authorized to carry out this responsibility. Such training must be provided by a registered professional nurse or physician and include the components specified in Department of Education Rules Chapter 40 and other applicable Department of Education standards, recommendations, programs, and/or methodologies.

The trainer shall document the training and competency of unlicensed school personnel to administer medication. Based upon a review of the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent/designee pertaining to authorization of such unlicensed personnel pertaining to authorization to administer medication.

Following the initial training, a training review and information update must be held at least annually for those unlicensed school personnel authorized to administer medication.

VI. DELEGATION AND IMPLEMENTATION

The Superintendent/designee shall be responsible for developing administrative procedures and/or protocols to implement or supplement this policy.

Such procedures/protocols shall include direction regarding:

- Safe transport of medication to and from school;
- Administration of medication during field trips and school-sponsored events;
- Accountability for medications, particularly those regulated by the Federal Narcotics Act;
- Proper storage of medication at school;
- Training of appropriate staff on administration of emergency medications;
- The procedure to follow in the event of a medication reaction;
- Access to medications in case of a disaster;
- The process for documenting medications given and medication errors; and
- The proper disposal of medications not retrieved by parents/guardians.

Legal Reference:

- 20-A M.R.S.A. §§ 254; 4009(4); 4502 (5)(N); 6305
- Me. Dept. of Ed. Rule CH. 40 (2016)
- 21 USC §801 et. Seq. (Controlled Substances Act)
- 28 C.F.R. Part 35 (Americans with Disabilities Act of 1990)
- 34 C.F.R. Part 104 (Section 504 of the Rehabilitation Act of 1973)
- 34 C.F.R. Part 300 (Individuals with Disabilities Education Act)

Cross Reference:

- [JLCD-E - Medication Administration on School Field Trips](#)
- JLCDA – Medical Marijuana in Schools
- JLCD-E-2 Medication Form for the Japan Field Trip

History: Adopted: January 4, 2006

First Read: May 16, 2018

Second Read: June 20, 2018

Adopted: June 20, 2018

NEPN/NSBA Code: JLDB

STUDENT INTERVENTION TEAMS POLICY

Schools in the MSAD #28 have one or more Response To Intervention (RTI) teams to address the needs of students who are at risk or experiencing academic, behavioral or emotional problems that may interfere with school. An Intervention Team will use a process to identify, refer and intervene with students in all grades. The RTI also may include professionals from the community.

Referrals to the Intervention Team can be initiated by the classroom teacher, other concerned staff and by the student's parent. Assuming they act in good faith, those referring students or acting as Intervention Team members are protected from liability and recrimination by the legal doctrine of **in loco parentis*.

All referrals to and actions by the Intervention Teams are confidential, in keeping with district policies and both state and federal laws. Other than Intervention Team members, only those needing the information

are to be involved in or informed about an Intervention Team referral and the findings or interventions arising from it.

Except in unusual circumstances, school staff should go through the Intervention Team in referring students for special education or 504 services. Interventions recommended by the Intervention Team shall be tried and evaluated before such referrals are made, unless the Team decides an immediate referral is justified. A parent is able to request a child's referral for special education services directly.

Nothing in this policy contradicts applicable state or federal laws or regulations involving parental rights, privacy, special education, etc.

History: Adopted: 07/05/06; 12/21/11

First Reading: February 11, 2019

Second Reading: March 20, 2019

Adopted: March 20, 2019

NEPN/NSBA Code: JRA

STUDENT EDUCATION RECORDS AND INFORMATION

Camden Rockport Schools shall comply with the Family Educational Rights and Privacy Act ("FERPA") and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and information.

Directory Information

Camden Rockport Schools designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos relating to school attendance and participation in school activities (except photographs and videos on the Internet). MSAD #28 may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the District must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

Health or Safety Emergencies

In accordance with federal regulations, the School Department may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

Information on the Internet

Under Maine law, the District shall not publish on the Internet any information that identifies a student, including but not limited to the student's full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents' names, without written parental consent.

Transfer of Student Records

As required by Maine law, the District sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

Designation of Law Enforcement Unit

The Board hereby designates the Rockport Police Department as the District's law enforcement unit.

Administrative Procedures and Notices

The Superintendent is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.

Legal Reference:

- 20 U.S.C. § 1232g; 34 C.F.R. Part 99
- 20 U.S.C. § 7908
- 20-A M.R.S.A. §§ 6001, 6001-B
- Maine Department of Education Rules, Chapters 101 and 125

Cross Reference:

- JRA-E - Annual Notice of Student Education Records and Information Rights
- JRA-R - Education Records and Information Administrative Procedure
- ILD - Student Surveys and Marketing Information

History: Adopted: 04/12/03, 03/19/08, 12/16/09

First Reading: April 12, 2017

Second Reading: May 18, 2017

Adopted: May 18, 2017

NEPN/NSBA Code: JRA-E

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

The Family Educational Rights and Privacy Act ("FERPA") provides certain rights to parents and eligible students (18 years of age or older) with respect to the student's education records.

Inspection of Records

Parents/eligible students may inspect and review the student's education records within 45 days of making a request. Such requests must be submitted to the Superintendent or building administrator in writing and must identify the record(s) to be inspected. The Superintendent or building administrator will notify the parent/eligible student of the time and place where the record(s) may be inspected. There shall be no charge to search for or retrieve education records of a student. The District shall provide copies of education records to parents/eligible students upon request. The District may charge up to 10 cents per page plus postage.

Amendment of Records

Parents/eligible students may ask the District to amend education records they believe are inaccurate, misleading or in violation of the student's right to privacy. Such requests must be submitted to the Superintendent or building administrator in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Superintendent or building administrator decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing procedure.

Disclosure of Records

The District must obtain a parent/eligible student's written consent prior to Disclosure of personally identifiable information in education records except in circumstances as permitted by law.

1. **Directory Information**

The District designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos relating to school attendance and participation in school activities (except photographs and videos on the Internet). Parents/eligible students who do not want the District to disclose directory information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

2. **Military Recruiters/Institutions of Higher Education**

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the District must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want the District to disclose this information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.

3. **School Officials with Legitimate Educational Interests**

Education records may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board of Education; persons or companies with whom the District has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.

4. **Health or Safety Emergencies**

In accordance with federal regulations, the School Department may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

5. **Other School Units**

As required by Maine law, the MSAD #28 sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

6. **Other Entities/Individuals**

Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.

Complaints Regarding District Compliance with FERPA

Parents/eligible students who believe that the District has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Legal Reference:

- 20 U.S.C. § 1232g; 34 C.F.R. Part 99
- 20 U.S.C. § 7908
- 20-A M.R.S.A. §§ 6001, 6001-B
- Maine Department of Education Rules, Chapters 101 and 125

Cross Reference:

- JRA - Student Education Records and Information
- JRA-R - Education Records and Information Administrative Procedure
- ILD - Student Surveys and Marketing Information

History: Adopted: 08/23/04, 03/19/08, 01/20/10

First Reading: April 12, 2017

Second Reading: May 18, 2017

Adopted: May 18, 2017

POLICIES UNDER CODE K: "SCHOOL, COMMUNITY, HOME RELATIONS"

NEPN/NSBA Code: KI

VISITORS TO THE SCHOOLS

The School Board encourages the active interest and involvement of parents and citizens in the public schools. In order to avoid interruption of the instructional program and to promote the safety of students and staff, building principals shall institute administrative procedures concerning visitors to the schools. Such procedures shall be subject to the approval of the Superintendent. It is understood that procedures may vary from school to school due to differing considerations such as the age of the students and building layout and location.

The following general guidelines shall be incorporated in all building-level administrative procedures concerning visitors.

1. The term "visitor" shall apply to any person on school grounds or in school buildings who is not an employee or student of the school unit.
2. During normal school hours all visitors shall report to the main office upon arrival at the school. This section shall not apply to parents or citizens who have been invited to the school for an open house, performance or other preplanned school program.
3. All visitors who wish to visit classrooms, observe aspects of the instructional program or meet with staff members are expected to schedule such visits in advance. Teachers and other staff may not use instructional time to discuss individual matters with visitors.
4. Individual School Board members shall follow the same procedures as other visitors, and state whether they are visiting the schools on personal business or in connection with Board duties.
5. Visitors shall comply with all applicable Board policies and school rules. Visitors who violate these policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises.
6. The building administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and/or who may disrupt the operations of the schools. This may include, but not be limited to, the news media, profit-making businesses, fundraisers and other organizations seeking access to students and/or staff.
7. School staff shall report unauthorized persons on school grounds or in school buildings to the building administrator/designee. Unauthorized persons shall be directed to leave the premises immediately.
8. The building administrator/designee may request the assistance of law enforcement as necessary to deal with unauthorized persons or violations or the law by visitors to the schools.

Cross Reference:

- BCA - Board Member Code of Ethics
- EBCA -Emergency Management Plan
- ECA - Buildings and Grounds Security
- JLIB - Student Dismissal Precautions
- JLF - Reporting Child Abuse and Neglect
- KLG - Relations with Law Enforcement Agencies

History: 12/17/08

Reviewed: May 18, 2017



STUDENT / PARENT HANDBOOK

2022-2023

Camden-Rockport Elementary School
Grades PreK-4

Chris Walker-Spencer, Principal
Katie Bauer, Assistant Principal

Camden Rockport Schools
Camden & Rockport, Maine
207-236-7809

<https://cres.fivetowns.net/>

Find us on Facebook: Camden-Rockport Elementary School

**COVID SAFETY PROTOCOLS FOR THIS YEAR CAN BE
FOUND IN THE DISTRICT'S REOPENING PLAN 2022-2023
ON THE CRES WEBSITE.**

(BOARD NOTE - IF NEEDED, WILL UPDATE BEFORE PUBLISHING.) HM NOTE: FONT COLOR SHOULD BE RED IN FINAL COPY.

KINDNESS • GRIT • RESPONSIBILITY • SELF-CONTROL

MISSION, CORE VALUES AND COMMITMENT TO STUDENTS

MISSION

BE KIND. WORK HARD. KEEP LEARNING.



CORE VALUES

KINDNESS: I care about the well-being of others and respect our differences.

GRIT: I work towards a goal and stick with it, even when it is hard.

RESPONSIBILITY: I do what is expected of me, and I accept the consequences of my actions, both positive and negative.

SELF-CONTROL: I manage my actions and words in order to make good decisions.

COMMITMENT TO STUDENTS

Together, educators and parents will do our best to:

- Provide you an inspiring, high quality education.
- Guide you as you grow into a positive community member.
- Create a safe environment that honors diversity.
- Recognize and encourage your passions, interests and sense of joy.
- Provide the opportunities and culture to grow your mind, body and heart.



AT A GLANCE

<p style="text-align: center;">CRES OFFICE HOURS 7:00 a.m. - 3:00 p.m.</p>	<p style="text-align: center;">SCHOOL STARTS AT 7:50 Bus riders are always on time!</p>	<p style="text-align: center;">SCHOOL ENDS AT 2:30 (1:15 on ER DAYS, 11:30 on ERH DAYS)</p>
<p style="text-align: center;">ABSENCES</p> <ul style="list-style-type: none"> • Call 236-7809 or email (cres.attendance@fivetowns.net) before 8:00 a.m. • Share child's name and why absent. • The absence will be marked unexcused if there is no notification from a parent/guardian • Students who are absent cannot participate in any after school extracurricular activities. 	<p style="text-align: center;">MORNING DROP OFF between 7:30 - 7:45 a.m.</p> <ul style="list-style-type: none"> • CRES staff members will greet cars that need to unload. • Please have your child on the passenger side of the car and remain in the car. • The drop off loop is closed at 7:45 am sharp. 	<p style="text-align: center;">AFTERNOON PICK UP</p> <ul style="list-style-type: none"> • Please wait on the outside of the playground. • CRES staff will match parents and children at the gate. • Children in the same family are dismissed at the scheduled time of the youngest student
<p style="text-align: center;">SCHOOL ATTENDANCE</p> <ul style="list-style-type: none"> • Showing up to school matters! • Parents are urged to strongly support regular daily attendance for all children. • Please reach out to administration the Assistant Principal if you are struggling to get your child to school. Together we can problem solve together and develop an attendance plan. 	<p style="text-align: center;">MORNING WALK-IN between 7:30 - 7:45 a.m.</p> <ul style="list-style-type: none"> • Parents will park and walk their child to the playground gates via the sidewalk to avoid crossing traffic. • Only CRES students and staff will be allowed on the playground. <p style="text-align: center;">ARRIVAL AFTER 7:45 . . .</p> <p>Students arriving after 7:45 a.m. must enter the building through the Main Entrance doors and be accompanied by an adult.</p>	<p style="text-align: center;">PICK UP TIME/LOCATIONS</p> <p style="text-align: center;">Pre-K, Kindergarten, Multiage</p> <ul style="list-style-type: none"> • 2:25 Dismissal • Students will exit classroom doors to the sidewalk or A-L playground gate. <p style="text-align: center;">First, Second, Third, Fourth</p> <ul style="list-style-type: none"> • 2:30 Dismissal • Students will wait at the playground gates. <p style="text-align: center;">BUSES DEPART 2:30 -2:40 p.m.</p>
<p style="text-align: center;">MESSAGES</p> <p>Please communicate through the main office and not directly with your child during the school day.</p> <ul style="list-style-type: none"> • Call the Main Office at 236-7809, to leave a message for your student, call the Main Office at 236-7809. • Students can call you for school related needs by using the Main Office or a classroom phone. <p>To leave a message for a teacher, call the Main Office, or email them. Staff will reply within 24 hours.</p>	<p style="text-align: center;">RECESS TEMPERATURE GUIDELINES</p> <p style="text-align: center;">We go outside in MOST types of weather!</p> <ul style="list-style-type: none"> • If the "feels like" temperature is 0°F or higher it is a full outside recess. • If the "feels like" temperature is between 0° and -15°F, outdoor time is limited to 15 minutes. • Recess will be held indoors when the "feels like" temperature is below -15°F or wind, lightning or torrential rain make it dangerous. 	<p style="text-align: center;">BACKUP CLOTHES</p> <ul style="list-style-type: none"> • All CRES students need a complete set of backup clothes in their locker or backpack at all times. (Socks, underwear, pants, shirt and shoes) • Please ensure these backup clothes are appropriate to the season and have your child's name on them.

TABLE OF CONTENTS **PAGE #S WILL BE UPDATED PRIOR TO PUBLISHING**

1. Administration	5-6
School Personnel Listing, 5	
School Calendar, 6	
Daily Schedule, 12	
For Your Reference-Who To Contact When You Have a Question	
7. Important Procedures and Information	26-29
Back Up Clothes	Messages
Bus Transportation	Parent Drop off & Pick up Procedure
Cell Phones & Electronic Devices	Pets
Communication with Families	Playground Sporting Equipment
Community News Flyers	Student Health
Discipline	Student Records
Dress Code	School Cancellations
Fidgets	School Safety
Food-Free Celebrations	Supplies
Invitations	Toys
K12 Payment System	Tours of the Building
Lost and Found	Volunteers & Visitors
2. Core Values & Behavior Expectations	7-11
Mission Statement, 7	
Core Values, 7	
Commitment to Students, 7	
Practices and Philosophy, 8	
CRES Positive Behavioral Intervention & Supports, 9-11	
Playground Procedures & Use of Equipment Expectations, 34	
Cafeteria Expectations, 14	
Hallway & Bathroom Expectations, 15	
3. Schedules and Procedures	12-15
Daily Schedule, 12	
Playground Procedures & Use of Equipment Expectations, 34	
Cafeteria Expectations, 14	
Hallway & Bathroom Expectations, 15	<i>added above to Behavior Expectations section</i>
4. Attendance	16-17
School Attendance, 16	
Absences, 16	
Truancy, 16	
Make-up Work due to Health Absence, 16	
Planned Family Absence, 17	
Tardy Procedures, 17	
Procedures for Students with Excessive Tardies, 17	
5. Academics	18-22
Programs, 18-20	
Art	Music
Gifted and Talented	Physical Education
Guidance	Primary Multiage Classroom
Health	Science
Horizons Academic Program	Special Education
Library	Social Studies
Literacy	Spanish
Mathematics	

Procedures, 21-22

Assessments
Conferences
Field Trips
Homework

Recess
Reporting Student Progress
Section 504
Title 1 Support

MTSS – Multi-Tiered Systems of Support

6. Programs and Services**23-25**

After Care (YMCA)
After School Physical Activities
After School Enrichment
Chess Club
Coding Club
Dory Program
Insurance
Meal Program

Nursing Services
PTA / Camden Rockport School Alliance
School Counseling Services
Social Worker
Student Council / K-Kids
Technology
Youth Arts Residencies

5-2-1-0 Program

8. Important Procedures and Information**section Moved in handbook****26-29**

Back In Clothes
Bus Transportation
Cell Phones & Electronic Devices
Communication with Families
Community News Flyers
Discipline
Dress Code
Fidgets
Food-Free Celebrations
Invitations
K12 Payment System
Lost and Found

Parent Drop off & Pick up Procedure
Pets
Playground Sporting Equipment
Student Health
Student Records
School Cancellations
School Safety
Supplies
Toys
Tours of the Building
Volunteers & Visitors
5-2-1-0 Program

Messages

7. Pre-Kindergarten Parent Handbook**30-33****8. School Board Policies and Protocols****34-104**

POLICIES UNDER CODE A: "FOUNDATIONS AND BASIC COMMITMENTS"

AC: Nondiscrimination/Equal Opportunity & Affirmative Action	34	
ACAA: Harassment & Sexual Harassment of Students	35-36	
ACAA-R: Student Discr./Harassment & Title IX Harassment Complaint Procedure	36-46	
ACAD: Hazing	46-47	
ADC: Tobacco Use & Possession	47-48	
ADC-R: Tobacco Use & Possession Administrative Procedure	48-49	

POLICIES UNDER CODE E: "SUPPORT SERVICES"

EBCC: Bomb Threats	49-52	
ECB: Pest Management in School Facilities & on School Grounds	52-53	
ECAF: Security Cameras	53-54	
ECAF-E: Security Camera Notice	55	
EEAEC: Bus Conduct	55-56	

POLICIES UNDER CODE I: "INSTRUCTION"

IHBAl: Independent Educational Evaluations (IEPs)	56-57	
IJNDB: Student Computer & Internet Use	57-58	
IJNDB-R: Student Computer & Internet Use Rules	58-60	
IJOC: School Volunteers	60-61	
IKAB: Report Cards/Progress Reports	61-62	
IKB: Independent Work Outside of Class (Assignments)	62-63	
ILA: Comprehensive Assessment System	63	

ILD: Educational Research: Student Submission to Surveys	63-64
IMG: Animals on School Premises	64-65
POLICIES UNDER CODE J: "STUDENTS"	
JEA: Compulsory Attendance	65-67
JEAA: Student Attendance/Student Absences & Tardiness	67-68
JFA: Student's Eligibility to Attend MSAD #28 Schools	68-69
JFCK: Student Use of Cellular Phones & Other Electronic Devices	69
JFCK-R: Rules for Use of Cell Phones & Other Electronic Devices	69-70
JHB: Truancy	70-72
JIC: Student Code of Conduct	72-73
JICB: Care of School Property by Students	73
JICH: Misuse of Chemical Substances by Students	73-79
JICI: Weapons, Violence, & School Safety	79-82
JICK: Bullying & Cyberbullying Prevention in Schools	82-86
JIH: Questioning & Searching of Students	86-87
JJIF: Management of Concussion & Other Head Injuries	87-89
JK: Student Discipline	90
JKAA: Use of Physical Restraint & Seclusion	91-92
JLCB: Immunization of Students	92-93
JLCD: Administering Medications to Students	93-97
JLDB: Response to Intervention Team Policy	98
JRA: Student Education Records & Information	98-99
JRA-E: Annual Notice of Student Education Records & Info. Rights	99-101
POLICIES UNDER CODE K: "SCHOOL, COMMUNITY, HOME RELATIONS"	
KI: Visitors to the Schools	101-102
KHC: Distribution of Non-School Materials	102
PROTOCOLS	
Guideline: Parent Communication with Staff	103
9. For Your Reference moved to earlier in Handbook & name changed	104

**** A special note of thanks to last year's 4th grade students, Sylvie Herrick and Geneva Nash, who wrote a persuasive essay to the Assistant Principal, Katie Bauer, on what needed to be changed in this handbook. They worked with Mrs. Bauer to review every page, revised sections and collected input from other 4th graders. Their input was invaluable.**

Camden-Rockport Elementary School

2022-2023 SCHOOL PERSONNEL

will be updated before publishing

All staff members are accessible by email using: firstname.lastname@fivetowns.net

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Camden Rockport Elementary School

2022-23 School Calendar

Grades PreK-4

JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	W	W			

August 30/31 Teacher Workshop Day

SEPTEMBER						
S	M	T	W	T	F	S
				W	TP	3
4	H	SO	O	8	9	10
11	12	13	14	15	16	17
18	19	20	ER	22	23	24
25	26	27	28	29	30	

OCTOBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	H	11	12	13	14	15
16	17	18	ER	20	21	22
23	24	25	26	27	28	29
30	31					

September 1 Teacher Workshop Day
 September 2 Teacher Prep Day
 September 6 Student Orientation/K Screening
 September 7 First Day of School
 September 21 Early Release for Prof Dev (1:15)
 October 19 Early Release for Prof Dev (1:15)

Student Days	
Month	Days
Sept	18
Oct	20
Nov	16
Dec	16
Jan	20
Feb	15
Mar	22
Apr	15
May	22
June	11
Total	175

NOVEMBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	H	12
13	14	15	16	17	18	19
20	W	C	X	H	X	26
27	28	29	30			

DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	ER	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	X	24
25	H	X	X	X	X	31

November 21 No School - Teacher Workshop Day
 November 22 No School - Parent Conferences
 November 23-25 Thanksgiving Break
 December 2 Term 1 Ends
 December 7 Early Release for PD (1:15)
 Dec 23 - Jan 2 Holiday Break

Teacher Days	
Month	Days
Aug	2
Sept	21
Oct	20
Nov	18
Dec	16
Jan	20
Feb	15
Mar	23
Apr	15
May	22
June	12
Total	184

JANUARY						
S	M	T	W	T	F	S
1	H	3	4	5	6	7
8	9	10	ER	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	ER	9	10	11
12	13	14	15	16	ERH	18
19	H	X	X	X	X	25
26	27	28				

January 11 Early Release for Prof Dev (1:15)
 February 8 Early Release for Prof Dev (1:15)
 February 17 Early Release (11:30) (1/2 Teacher Day)
 February 20-24 Winter Break

Term	Days
1st Trimester	56
2nd Trimester	61
3rd Trimester	58
Total	175

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	ER	9	10	11
12	13	14	15	16	C	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	ER	6	7	8
9	10	11	12	13	ERH	15
16	H	X	X	X	X	22
23	24	25	26	27	28	29
30						

March 8 Early Release for Prof Dev (1:15)
 March 16 Term 2 Ends
 March 17 Parent Conferences - No School
 April 5 Early Release for Prof Dev (1:15)
 April 14 Early Release (11:30) (1/2 Teacher Day)
 April 17-21 Spring Break

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	ER	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	H	30	31			

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	DERH	TP	17
18	H	20	21	22	23	24
25	26	27	28	29	30	

May 10 Early Release for Prof Dev (1:15)
 June 15 *Last Day of School/Term 3 Ends
 June 15 *Early Release (11:30); 1/2 Teacher Workshop
 June 16 Teacher Prep Day

SO = Student Orientation/K Screening
 O = First/Last Day of School
 W = Workshop Day (No School)
 H = Holiday (No School)
 X = Vacation (No School)
 ER= Early Release (1:15 Dismissal)
 ERH= Early Release Half Day (11:30 Dismissal)
 C = Conferences (No School)
 TP = Teacher Prep Day (No School)

175 Student Days
 4.5 Teacher Workshop Days
 2 Teacher Prep Days
 2 Parent Conference Day
 1 Orientation Day
 184 Teacher Days

*For every snow day, add a day to the last day of school

* If there is a snow delay on an Early Release day, (ER or ERH) the early release will not occur.

Approved by CRS board on February 16, 2022

New location, same section

2022-2023 Daily Schedule Camden-Rockport Elementary School

Grades PreK - 4:

7:50 a.m. – 2:30 p.m.*

* Approximately once per month, school releases early at 1:15 p.m. to allow for staff professional development

* Twice this year school will release a half day early at 11:30 a.m.

Please see the School Year Calendar on page TBD for these dates.

7:30 a.m. – 7:45 a.m.: Students who are brought to school by a parent/guardian may be dropped off, by following the Parent Drop Off and Pick Up Procedure on pages TBD

7:30 a.m.: Buses begin arriving

7:50 a.m.: School day begins.

Grade	Tardy Bell	Lunch	Pick Up Dismissal	Bus Dismissal
Pre-K & Kindergarten	7:50	TBD updated in August	2:25-2:30	2:30
Multiage	7:50		2:25-2:30	2:30
Gr. 1	7:50		2:30	2:30
Gr. 2	7:50		2:30	2:30
Gr. 3	7:50		2:30	2:30
Gr. 4	7:50		2:30	2:30

Pre-K does not have school on Wednesdays.

Who To Contact When You Have a Question FOR YOUR REFERENCE

(column order also changed)

FOR QUESTIONS ABOUT:	CONTACT:	PHONE NUMBER:
Camden-Rockport Elementary School	Main Office	236-7809 (7 am - 3 pm)
Principal	Chris Walker-Spencer	236-7809
Assistant Principal	Katie Bauer	236-7809
Camden Rockport School Alliance (PTA)	CamdenRockportSchoolAlliance@gmail.com	
Bus/Transportation	Rob Stelman Chris Fanelli	236-3358
Explorers Program	Courtney McCormick	236-7809
Food Services	Mikael Andersson	236-7800 xt 3460
Guidance Counselor	Susan Conover	236-7809
Horizons Teacher – G/T	Sarah Scordino	236-7809
Horizons Director	Debra McIntyre	236-3358
School Nurse	Meghan Fitzpatrick	236-7809
Social Worker	Kate Forand	236-7809
Special Education Director	Valerie Mattes	236-7812
Superintendent's Office		
Superintendent	Maria Libby	236-3358
Interim Superintendent	Shawn Carlson	236-3358 (July 1 – Dec. 31)
Asst. Superintendent	Debra McIntyre	236-3358
Business Manager	Peter Nielson TBD	236-3358



New location, same section

Important Procedures and Information

BACKUP CLOTHES — All CRES students, regardless of grade level, should **always** have a complete set of backup clothes in their locker or backpack ~~at all times~~. Please ensure these backup clothes are appropriate to the season and are updated as growth spurts occur during the school year!

BUS TRANSPORTATION — Students are expected to ride their assigned bus to and from school. Parents are asked to stress the importance of proper conduct while riding on the bus. Students may be suspended from riding when behavior interferes with the safe, orderly operation of the bus. Refer to the District Policy [EEAEC](#) regarding Bus Conduct on the District website and at the end of this Handbook.

CELL PHONES and ELECTRONIC DEVICES — ~~Students are prohibited from carrying or using personal electronic devices during the school day. Students are prohibited from~~ **Do not** bringing cell phones, smart watches, and electronic games or devices to school or on the school bus. The School and/or District will not be held liable for lost, stolen or damaged electronics. Refer to the District policies [JFCK](#) and [JFCK-R](#) on Student Use of Cell Phones and Electronic Devices on the District website and at the end of this Handbook.

COMMUNICATION WITH FAMILIES — At CRES we encourage effective communication between school and home. If **you** have a question about your child or school related issues, please contact us at 236-7809. The CRES Office is open from 7:00 a.m. – 3:00 p.m. on school days. All staff may be contacted by email using the same standardized email system (see the School Personnel Listing at the beginning of this Handbook). Our Guideline for parent communication with staff (located at the end of this Handbook) is for staff to respond to emails within **24 hours**. ~~one school day and return phone calls the same day or as soon as possible on the following school day.~~

Our primary method of written communication is by email to parents/guardians. Let the Main Office know if you do not have email access. We will provide you with a paper copy of all parent communications and send them home with your student.

We have the following formal communications methods in place at CRES:

- **Monthly Newsletter** — The [Dory News](#) communicates important news, dates, information, upcoming events, school highlights and accomplishments, and useful articles and links. It is distributed monthly by email.
- **CRES Facebook Page** — School highlights, activities, and reminders are often published here, or last-minute information or changes (such as to the next day's lunch menu offering). Our CRES Garden also has its [own Facebook](#) page.

COMMUNITY NEWS FLYERS — CRES students do not distribute or carry home flyers, brochures, or other materials unless they are directly related to school programs, school curriculum, or school-related activities. Refer to the District Policy [KHC](#) regarding Distribution of Non-School Materials on the District Website and at the end of this Handbook.

DISCIPLINE — ~~Positive play and behavior expectations have been developed for all grade levels at CRES. Our goal is to~~ **address misbehaviors with kindness and clarity, using restorative practices to ensure that the experience is a learning opportunity that promotes accountability and empathy.** ~~be fair and consistent in the way discipline is handled in our school.~~ Please refer to the Core Values / CRES Positive Behavioral Intervention and Supports section of this Handbook.

DRESS CODE — Students should wear clothing that provides developmentally appropriate coverage and allows for a range of movement. Students are often on the ground, hanging upside down on play equipment, and running during the school day. **Our day is active so wearing appropriate footwear** ~~Wear appropriate footwear because our day is active (no heels, or flip-flops) is important.~~ Hats are not worn in the building unless special permission has been granted by administration. Classes ~~are will be outside frequently and for large portions of the day so having~~ **comfortable, warm clothing is vital** ~~the right clothing to be comfortable will be vital. Students will be asked to change if their~~ **If a child's** clothing displays a negative, inappropriate, or illegal message or image, **we will ask that it be changed.**

FIDGETS — CRES does allow students to bring a fidget to school if they are used appropriately. The goal of using a fidget tool is to help manage anxiety or help with attention and focus. Fidgets are handheld tools made to reduce sensory overload and

might be an item as simple as putty, a stress ball, or a fidget cube. When we offer a fidget to a child, we also teach them how and when to use it so as not to distract others.

FOOD-FREE CELEBRATIONS — In order to create a safer and more inclusive environment for all students at CRES, classroom celebrations are food-free. In the past students were not able to participate in classroom celebrations that contained food, for a variety of reasons. Food allergies and food intolerances are an issue for an increasing number of children. To minimize accidental exposures and be more inclusive for all, special birthday or holiday “treats” for the class are **not** allowed at school. ~~Students’ birthdays will still be celebrated in a special way at school.~~

An exception to our no food protocol is when it is curriculum related, a school sponsored enrichment activity, or a schoolwide event. Teachers will submit a request to the school nurse prior to the event. The school nurse will then coordinate with school staff and families to make sure the food served is safe for all. The food-free celebrations rule does not impact school breakfast, lunch or snack time and our “no sharing food with others” rule applies throughout the building.

INVITATIONS — Celebrating a child's birthday with a party attended by friends/classmates is a tradition in many families. However, when students bring invitations to school for only a few members of their class, it is hurtful for those children who are not invited to the party. **Please handle invitations outside of the school premises.** ~~Therefore, our rule is that unless all of the students in the class are invited, invitations may not be handed out on school grounds.~~

K12 PAYMENT SYSTEM — ~~The District offers an online system to manage student accounts at www.K12PaymentCenter.com. This is a free service that allows you to view your child’s purchases and account balances. You can customize settings to be alerted when the account balance is low through email or text messages. Payments can be made directly into a student’s account by sending, mailing or bringing cash or check to the school office. Payments can also be made electronically through the K12PaymentCenter for a small fee.~~

LOST AND FOUND — A lost and found collection area will be maintained throughout the year. Lost and found items ~~will be shared electronically on a regular basis and~~ are displayed near the front office. We ~~will~~ **are** not be able to store lost and found items at school long term. Unclaimed items will be donated to various deserving organizations. **We cannot stress enough the importance of putting your child’s name** on any items that may be removed or used during the school day (sweatshirts, t-shirts, pants, coats, hats, boots, gloves, lunch boxes, water bottles, etc.) so they can be returned.

MESSAGES — Students can use the telephone in their classroom or the Main Office to call their parent/guardian for school related needs. To leave a message for your student, call the Main Office at 236-7809. We will deliver the message in a timely manner when it will not be disruptive to classes. The Main Office is your source for communicating with your child during the school day.

PARENT DROP OFF AND PICK UP PROCEDURE — Students who are brought to school by their parents should not be dropped off before 7:30 a.m. There is no supervision before that time.

Morning Drop Off: (between 7:30 - 7:45 a.m.)

- Parent vehicle traffic will flow single file to the flagpole crosswalk.
- CRES staff members will greet cars that need to unload.
- **Please have your child on the passenger side of the car.**
- Parents should remain in the vehicle.
- Students will enter through the playground gate and proceed to the lobby **door**.
- **The drop off loop is closed at 7:45 a.m. sharp.**
- ~~Students dropped off between 7:30 and 7:40 a.m. will start the day outside with staff and enter the school at approximately 7:40 a.m., when the first bus arrives. *~~
- ~~Students may choose to enter the lobby after 7:30 to eat breakfast and/or sit on the bench outside the main office.~~

Morning Walk-in: (between 7:30 - 7:45 a.m.)

- Parents will park and walk their child to the playground gates via the sidewalk to avoid crossing traffic.
- ~~A CRES staff member will greet students at the playground gate.~~
- Only CRES students and staff will be allowed on the playground.

~~Students arriving after 7:45 a.m. After 7:55 a.m., all arriving students must enter the building through the Main Entrance doors and be accompanied by an adult for safety reasons to the door.~~ School begins at 7:50 a.m.

Parent/Guardian Pick Up

Pick up will take place at the ~~two~~ playground gates abutting the parking lot. Additionally, Pre-K, Kindergarten and Multiage classrooms that abut the parking lot will dismiss directly from the classroom to a parent/guardian on the sidewalk.

- Parents/Guardians will wait on the outside of the playground.
- Pick up follows a staggered schedule by grade:
 - 2:25 Pre-K, Kindergarten, Multiage
 - 2:30 First, Second, Third, Fourth
- Students will wait at the gates on the playground, one for last names A-K and the other L-Z (except for Pre-K, K and Multiage classes that abut the parking lot).
- Students will be matched with their parent/guardian at the gate by a CRES staff member.
- All children in the same family will be dismissed following the scheduled time for the youngest student.
- Parents are encouraged to follow sidewalks to avoid crossing traffic whenever possible.

~~* Please make sure your child is dressed appropriately for the weather in the morning. If there is inclement weather (rain, snow, extreme cold), students will instead get some exercise walking around the gym in the lower level hallways. When the first bus arrives, all students will enter the lobby, get breakfast if they need it, and report to their classrooms.~~

PETS — No dogs or pets are permitted on school grounds at CRES. This policy is applicable during extracurricular and athletic activities as well as during regular school hours. NO PETS ALLOWED signs are posted accordingly and should be observed.

Non-service animals are not allowed in school for any reason other than educational purposes directly related to curriculum. Refer to the District Policy [IMG](#) regarding Animals in on School Premises on the District Website and at the end of this Handbook.

moved to recess section

~~**PLAYGROUND SPORTING EQUIPMENT** — We provide playground equipment at school. To reduce conflict at recess time, we ask that all sporting equipment, intended for playground use, stay at home. As a school we will provide items like balls, jump ropes, and sleds for students to use at recess to play together. Please ensure your student leaves theirs at home.~~

STUDENT HEALTH — The district encourages all students to have a physical exam prior to entering Kindergarten. Vision and hearing screening tests are done annually in grades K, 1, and 3. A signed statement from a health provider specifying immunizations received, dates, and dosages is required. Immunization is required for poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, varicella (chicken pox), measles, mumps and rubella. (20-A M.R.S.A. §6352-6359 and Chapter 126 of the Maine Department of Education Rules.)

~~Beginning in~~ As of September 2021 only medical exemptions will be for immunizations will be accepted. Documentation from a licensed health care provider (Doctor, Nurse Practitioner, Physician's Assistant) is required annually. Refer to District Policy [JLCB](#) regarding Immunization of Students on the District Website and at the end of this Handbook.

STUDENT RECORDS — Student records are maintained in the main office. A parent has the right to inspect and review any and all official student records directly related to their student in accordance with State and Federal laws. Refer to the District Policy [JRA-E](#) regarding Student Education Records Rights on the District Website and at the end of this Handbook.

SCHOOL CANCELLATIONS — In the event that weather, power failure, or threats to the building should cause the cancellation or early closing of school, the district will post a notice on our website and Facebook page, and notify Village Soup and WCSH 6 local media outlets. CRES also utilizes an automated calling service that will make a phone call to parents in the event that school is canceled. If you change your phone number or email address, you must notify the school, or you may not receive these notifications.

SCHOOL SAFETY — At CRES we take the safety of our school community very seriously. We have emergency plans for fires, lockdowns, evacuations, bomb threats, natural disasters, chemical spills, deaths, assaults and hostage situations. We work closely with the Rockport Police Department, Rockport Fire Department and Knox County Emergency Management Agency to practice drills for emergency procedures during the school year. We have locks on all classroom doors, an efficient one-call system to disseminate information, clear check-in procedures in our office, and locked exterior doors during the school day.

We take school safety seriously and are always seeking to improve our policies, procedures and implementation with help from local emergency services. If you have questions or concerns, please contact our Assistant Principal.

SUPPLIES — While the school provides many of the supplies that students need throughout the year, we welcome donations at any time. A list of items that are always welcome can be found on our website.

TOYS — Toys from home are not allowed at school, on the bus, or at before/after care. We cannot guarantee their safekeeping and they are a distraction during the school day. Toys include, but are not limited to, trading cards (e.g. Pokemon, baseball, etc.), stuffed animals, electronic games, digital devices, and sports equipment. **Please refer to the earlier section on fidgets.**

- Sports equipment for after school athletics activities ~~may~~ **must** remain in backpacks during the day if students are traveling to another venue by school bus after school
- On “share” days when a teacher invites a student to bring an item from home, a “share” item may only be accessed during the classroom share time and will otherwise remain in the student’s backpack or locker.
- Violent materials are prohibited in school and include, but are not limited to, toy swords, guns, and “army men.” Such items will be collected and kept in the office for parent pickup.

TOURS OF THE BUILDING — Tours of the school and classroom visits may be scheduled through the Main Office. Please call 236-7809.

VOLUNTEERS and VISITORS — All visitors must check-in and check-out in the Main Office.

Volunteers are welcome! There are opportunities through classroom teachers as well as the Camden Rockport School Alliance (PTA), and in the CRES Garden. We encourage you to become involved in our school through Parent-Teacher Conferences, Open House, Coffee with the Principal chats, and individual meetings with teachers, in addition to volunteering. Please see the [Volunteers section](#) of our website for a Volunteer Application Form and the district Volunteer Handbook.

Core Values and Behavior Expectations

MISSION, CORE VALUES AND COMMITMENT TO STUDENTS

MISSION

BE KIND. WORK HARD. KEEP LEARNING.






CORE VALUES

KINDNESS: I care about the well-being of others and respect our differences.

GRIT: I work towards a goal and stick with it, even when it is hard.

RESPONSIBILITY: I do what is expected of me, and I accept the consequences of my actions, both positive and negative.

SELF-CONTROL: I manage my actions and words in order to make good decisions.

COMMITMENT TO STUDENTS

Together, educators and parents will do our best to:

- Provide you an inspiring, high quality education.
- Guide you as you grow into a positive community member.
- Create a safe environment that honors diversity.
- Recognize and encourage your passions, interests and sense of joy.
- Provide the opportunities and culture to grow your mind, body and heart.





During the 2017-2018 school year, the Camden Rockport Schools Strategic Planning Committee established goals and developed district-wide Core Values, Mission and Commitments to Students. The Committee was **composed** ~~comprised~~ of stakeholders including administrators, teachers, parents and students. The group also incorporated feedback from each of the broader stakeholder groups. The district-wide Core Values are intended to provide consistent direction for our schools **PreK-8**.

We continually review our Core Values and what they mean to us as a school. All staff review the Core Values with students regularly and demonstrate what they look like and sound like. Families can also play an important role in the teaching and reinforcement of our Core Values by taking family time to talk about what they look like and sound like at home and in the community.

Practices and Philosophy

At Camden-Rockport Elementary School our goal is to create a safe, challenging, and joyful environment that nurtures the whole child and allows our educational community to thrive. To do this, we know that social-emotional and physical development are as important as intellectual and academic growth. With this in mind, we embrace the use of the [Responsive Classroom](#) and supplement it with skills instruction from [Second Step](#). *Responsive Classroom* and *Second Step* are evidence-based programs that center on the powerful relationship between academic success and social-emotional learning.

Through the principles and practices below, *Responsive Classroom* emphasizes social, emotional, and academic growth in a strong and safe school community. The majority of the CRES staff are trained in this approach and ~~each year~~ additional staff **routinely** receive professional development in *Responsive Classroom*.

Guiding Principles

Seven principles guide this approach:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children's education.
7. How the adults at school work together is as important as their individual competence: lasting change begins with the adult community.

Classroom Practices

1. At the heart of the Responsive Classroom approach are ten classroom practices:
2. *Morning Meeting*—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
3. *Rule Creation*—helping students create classroom rules that allow all class members to meet their learning goals.
4. *Interactive Modeling*—teaching children to notice and internalize expected behaviors through a unique modeling technique.
5. *Positive Teacher Language*—using words and tone to promote children's active learning and self-discipline.
6. *Logical Consequences*—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity.
7. *Guided Discovery*—introducing materials using a format that encourages creativity and responsibility.
8. *Academic Choice*—increasing student motivation by differentiating instruction and allowing students teacher-structured choices in their work.
9. *Classroom Organization*—setting up the physical room in ways that encourage independence, cooperation, and productivity.
10. *Working with Families*—hearing families' insights and helping them understand the school's teaching approaches.
11. *Collaborative Problem Solving*—using conferencing, role playing, and other strategies to engage students in problem-solving.

[Responsive Classroom](#) is the work of the Northeast Foundation for Children, Inc. (NEFC). NEFC was founded in 1981 by four public school educators who had a vision of bringing together social and academic learning throughout the school day. NEFC is a nonprofit organization and the sole source provider of the Responsive Classroom approach.

CRES Positive Behavioral Intervention and Supports

Behavior is a form of communication. Understanding our students, ensuring their safety, and helping them be ready to learn is an integral part of what we do at CRES. We value the dignity of the individual and their role in the fabric of our community. A positive school community where students, teachers and staff feel welcomed and supported is essential to creating a healthy learning environment. It is one where our Core Values of Kindness, Grit, Responsibility and Self-Control are emphasized and nurtured. We view “discipline” as a teaching moment **where restorative practices can be utilized.** ~~and an~~ The opportunity to problem-solve together to resolve an issue **allows the 5 R’s of restorative practices to be honored.** These practices are: **relationship, respect, responsibility, repair and reintegration back into the classroom.** Through modeling, ~~and building relationships, using along with~~ positive reinforcement and clear expectations, we guide children to calm their bodies, describe what happened, listen **closely carefully** to each other, and figure out how to fix the situation. This approach ~~allows children ample~~ **provides opportunities for children** to develop social skills, negotiate solutions and restore relationships. **The final step of “reintegration” closes the restorative discipline circle and involves the children being welcomed back into the classroom, letting them know they are important members of the classroom community and affirming that they were missed.**

This proactive approach to behavior places an emphasis on classroom culture and the role of the teacher in fostering students' behavioral growth. Through thoughtful interventions and **social thinking** skill development, students learn to distinguish between **expected/unexpected** behaviors ~~expected and unexpected behaviors and practice making positive choices.~~ You may hear your children talk about **the size of the problem, expected behavior**, or what **color zone** they are in. ~~which ties to the emotions they experienced during the day.~~ (A more detailed explanation on **Zones of Regulation** is at the end of this section.) Learning to self-regulate takes practice and is supported by logical consequences, sound interventions, and recognizing how emotions feel so that children can accept responsibility and develop **coping** strategies for the next time a similar situation arises.

~~To assist with this important socio-emotional work~~ **what is** happening at the classroom level, CRES has a dedicated student support group known as the BRTI team (Behavioral Response to Intervention) that consists of our social worker, guidance counselor, administration, behavioral specialist, **and school psychologist.** ~~This group~~ **The team** meets weekly to ~~examine incidents~~ discuss the behaviors being observed, suggest interventions and develop individualized plans as needed. This model of behavioral intervention aligns with our three-tier system of academic intervention, and is the framework for our multi-tiered student support system (MTSS) which **is required by the State.**

Our emphasis is always on social-emotional growth ~~and reviewing data~~ **and problem solving.** **We collect and review data** to determine what supports are needed for continued development. Student behaviors are classified into two categories and documented. These categories are:

Minor infractions include negative gestures, exclusion of others, offensive language, and unsafe play. These incidents are addressed immediately by the staff present. Students are provided time to reflect on the behavior and determine how the behavior affected others, what relationships need to be restored and identify changes to be made in order to be a positive member of the school community.

Major infractions are handled by the administration. These involve the more serious behaviors, such as significant physical aggression, insubordination, hazardous behaviors, leaving school grounds and threats to others. ~~After~~ **The immediate focus is on** ensuring the safety of the child and others ~~as the immediate focus~~ **and** then we follow the steps below to investigate what happened:

1. **Gather Information:** Conference with students involved individually or in small groups.
2. **Process:** Discuss expected/unexpected behaviors, whether actions met CRES Core Values, who was impacted and how, and what could have been done differently. **This is the teaching component of the approach.**
3. **Future Planning:** Identify the problem, think about ways to solve and rebuild impacted relationships. Create action steps and discuss logical consequences.
4. **Making Things Right:** **Use action steps to restore relationships through an Apology of Action.** This allows the individual who was hurt to share what he/she needs to have the relationship repaired. This might be as simple as a verbal apology, or more involved like a request for a drawing or help on a project.

~~Using the plan, restore relationships which might mean writing a letter, a face-to-face apology or repairing something. This step can take time as it is important for students to offer authentic apologies and for us to meet students where they are and work forward.~~

5. Notification: Let parent(s) and staff know what has occurred and the resolution.

Positive behavioral intervention and supports do not happen in isolation at school. Parents are crucial members of the team and your insights inform our ability to support your child while at school. Teachers are the first line of communication between home and school, but please know that a variety of CRES personnel will seek your ideas and input as we ALL work to help ALL CRES students learn social norms, and focus on building caring, respectful relationships so that our young learners can thrive in our social world.

Ongoing Infractions

Sometimes students do not respond to the usual progression of interventions at the classroom or grade level and require further support. ~~for example: behavioral support plan, social skills group, referral made to the Behavior Response to Intervention Team (BRTI), consultation with the school counselor, time out of school, or a referral to special education services.~~ **For example: a behavioral support plan, social skills group, more intensive support by the Behavior Specialist, a referral for counseling support, or a referral to special education services may be initiated. The BRTI team** We also work closely with therapists, pediatricians, and other outside agencies to provide appropriate school interventions as needed.

Protocol for School Incidents – Parent Communicating Concerns

If your child shares a problem that has occurred at school with another student or a staff member, we ask that parents contact an adult at school (best to contact the adult who is directly involved) before coming to any conclusions about the incident. Our experience is that children do not always share the full details of an incident. It is important to have an adult perspective to help evaluate, **and potentially investigate**, what actually happened. Likewise, it is important for the school to be aware of issues so that we can address concerns.

Conflict Resolution Common Language

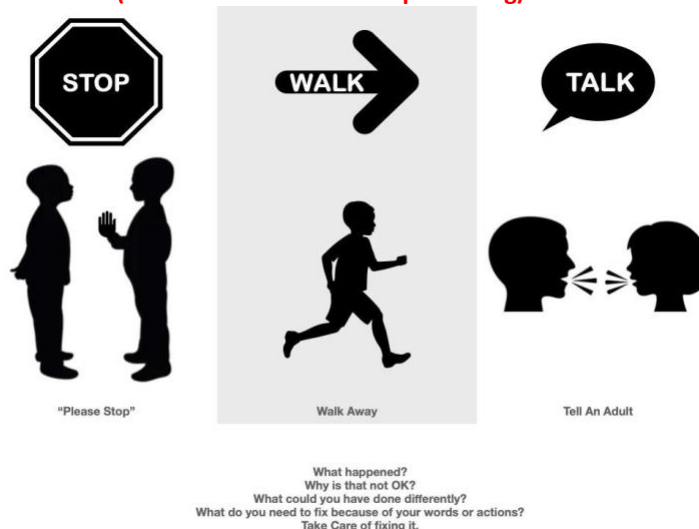
CRES students are taught to use a common language across all grade levels when a conflict arises between students.

These are the steps we teach CRES students when dealing with conflict with peers:

- 1) **STOP** – Say “stop” and use **the** stop hand gesture. Be clear that what is happening is not ok with you.
- 2) **WALK** – Walk away (or go get help).
- 3) **TALK** – If it continues, go get an adult for help to talk it out.

The TALK part of this strategy directly involves staff at the school. When a student approaches a staff member about a conflict, staff will ask the question “Did you use your STOP signal and your words to ask them to stop?” before moving into problem solving mode. This strategy is used to address smaller problems. It gives students the independence to solve their own issues.

new Stop Walk Talk graphic inserted here (will be formatted before publishing)



Zones of Regulation

A lot of ~~children kids~~ will simplify the Zones of Regulation to be:

Blue=Sad, **Green**=Happy, **Yellow**=Frustrated, **Red**=Angry

However, the focus of the Zones is to help students recognize how different emotions make their brains and bodies feel and how these emotions alter their state of alertness and self-control. The goal of the Zones is to increase students' awareness of their Zones throughout the day, and teach them that they have the power to use strategies to manage their Zones and move back to the Green Zone.

Description of the Zones:

- **Blue Zone:** A person experiences a low state of alertness; this includes feeling sad, tired, sick, or bored. This is when one's body is moving slowly or feeling sluggish.
- **Green Zone:** A person experiences a regulated state of alertness; this includes feeling calm, happy, focused or content when in the Green Zone. This is the zone where students experience the most success both in academic tasks and social interactions.
- **Yellow Zone:** A person experiences a heightened state of alertness but has some control. A person may experience stress, frustration, anxiety, excitement, silliness, nervousness, or confusion. His/ her body may feel wiggly or squirmy. A person starts to lose some control when in the Yellow Zone.
- **Red Zone:** A person experiences an extremely heightened state of alertness or very intense feelings. This may include anger, rage, panic, terror, or elation. When in the Red Zone, a person is often not in control of his/her body. In the Red Zone, emotions feel giant and very difficult to contain, and students have difficulty with poor judgment and impulsivity.

Other Important Information:

- It is important to emphasize that there are not "bad zones" and "good zones," and that ~~people kids~~ move through all the Zones during their day. It is natural and okay for a student to be in the Blue Zone when her pet is sick, and it is okay for a student to be in the Yellow Zone when s/he is trying something new and feels nervous. Older students can also be taught that the same situation can cause students to be in different Zones.
- It is also important to stress that students have the power to manage the Zones they are in, and to change their Zones using strategies. Brainstorming strategies that help ~~children kids~~ to feel calm and focused – talking to an adult, taking a break, breathing, stretching, drawing, positive self-talk – helps them to recognize they have the power to regulate how their bodies feel.
- When using the Zones ~~with your class~~ **in the classroom or at home**, it is very important to cue ~~children students~~ when they are in the Green Zone. Students become averse to this program when it is only pointed out when they are in the Yellow or Red Zones.

Second Step Overview

CRES is in the third year of a 5-year grant to implement the [Second Step](#) program focused on the social-emotional learning of students. Each grade level has 22 skill lessons that complement our work with *Responsive Classroom*. Through the *Second Step* program, students learn how to manage emotions by identifying feelings, use positive self-talk, be assertive in a respectful manner, **and solve problems by gathering more information. and respecting differences, and deal with peer pressure and how to make friends.** ~~They also learn to respect differences, deal with peer pressure, and how to make friends.~~

Moved to earlier in handbook - XXXX from here

2022-2023 Daily Schedule Camden-Rockport Elementary School

Grades Pre-K-4:

8:00 a.m. – 2:30 p.m.*

* Approximately once per month, school releases early at 1:15 p.m. to allow for staff professional development

* Twice this year school will release a half day early at 11:30 a.m.

Please see the School Year Calendar on page 6 for these dates.

7:30 a.m. – 7:55 a.m.: Students who are brought to school by a parent/guardian may be dropped off, by following the Parent Drop Off and Pick Up Procedure on pages **will be updated prior to publishing.**

7:40 a.m.: Buses begin arriving

8:00 a.m.: School day begins.

Grade	Tardy Bell	Lunch	Pick Up/Dismissal	Bus Dismissal
Pre-K & Kindergarten	8:00	TBD updated in August	2:20-2:30	2:30
Multiage	8:00	TBD	2:20-2:30	2:30
Gr. 1	8:00	TBD	2:20-2:30	2:30
Gr. 2	8:00	TBD	2:30	2:30
Gr. 3	8:00	TBD	2:30	2:30
Gr. 4	8:00	TBD	2:30	2:30

Pre-K does not have school on Wednesdays.

Playground Procedures and Use of Equipment Expectations

Kindness • Grit • Responsibility • Self-Control

The CRES playground is unavailable to the public during the school day. We ask all organizations and parents who use our playground to observe these rules. This will ensure that students do not get confused by separate rules for the same space and that safety is the primary focus.

- Chasing ~~on and around~~ and playing tag on the equipment is unsafe **when it is wet**.
- Jumping from the top of any structure is unsafe.
- The zipper/daisies cannot be used with gloves or mittens on. **This piece of equipment can only be used by children who can reach it on their own.** ~~This piece of equipment should not be used by children who can't reach it on their own.~~
- **Use the seated position while swinging.** ~~Swinging should be done in the seated position only.~~ Twisting and spinning the swing and "under ducks" are not allowed.
- ~~Students should~~ **Go** down the slides feet first in a seated position.
- **Keep ice, snow, rocks and wood chips on the ground. Throwing these items is dangerous.** ~~Throwing of ice, snow and woodchips is dangerous and not allowed.~~
- During sledding time, one adult ~~must~~ **supervises** the sledding hill and assures **s** that students spread out while sledding down. Students form two lines and can slide down two at a time, on their bottoms with feet first. Students ~~are to~~ walk back up the hill, off to the side, and away from children sliding down.
- Students should use the balls and equipment provided by the school. Please do not bring in balls and equipment from home.

PLAYGROUND RULES

Be Kind

include others, share, and show good sportsmanship.



Be Safe

with your body and the equipment

Listen to All adults 

Use Strategies

- Work Together
- Stop Walk Talk



Cafeteria Expectations

Kindness • Grit • Responsibility • Self-Control

- **Clean hands** = 1 push of hand sanitizer
- **Free Hands** = ~~No toys, water bottles or hats in the lunch line.~~ **Hands ready to carry your food.**
- **Lunch/Milk Purchase** = Stay in the line with your class.
- **Safe Bodies** = ~~Three students to a bench.~~
 - Sit upright and keep feet on the floor.
 - ~~Table seating is by homeroom.~~
- **Kindness** = No saving seats.
- **Responsible Dining** = Clean up your own eating area and throw trash away.
- **Food Allergies** = No sharing of food.

Enter with Halls

Lease seat by asking

Use quiet voices

No sharing

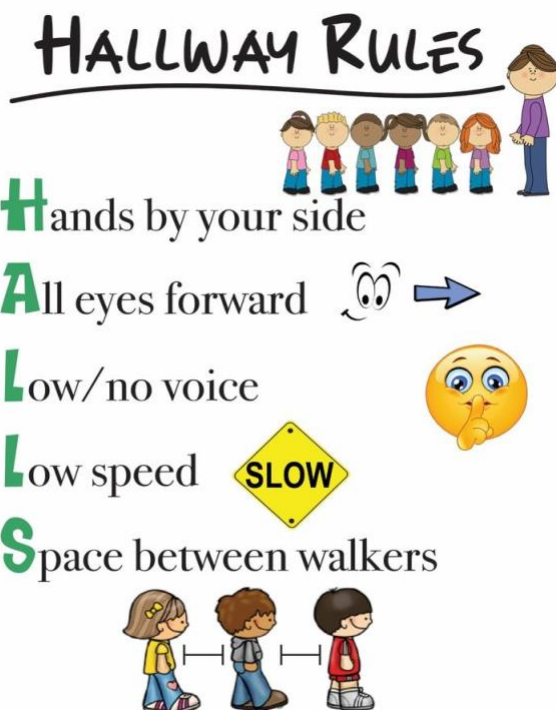
Clean your space

Hands free



Exit with HALLS

Hallway Expectations



Bathroom Expectations updated graphic

Bathroom Poem

Be sure to knock
Be sure to lock



If no stall
Wait in hall



One in stall
That is all



Peeking is bad
Makes friends sad



If you pee on the seat
Be sure to wipe, so it's neat



Do your job
Flush with knob



Wash each hand
Germs are banned



Put towels in the trash
Get to class in a flash



Attendance

SCHOOL ATTENDANCE: Also refer to [District Policy Code: JEA](#)

Regular school attendance is a vital part of every student's education. The sense of responsibility and self-discipline that develop from regular school attendance are traits that positively affect a student's entire life.

Showing up to school matters! We are here to help if this is a struggle in your household as we know that regular school attendance is a vital part of every child's education. Being in school provides access to learning and an opportunity to develop a sense of responsibility and self-discipline. When students are allowed to miss school for other than the important of reasons, it not only deprives them educationally, but it also can impact directly upon their own developing senses of responsibility and self-discipline. **there is not only an academic impact of the missed days, but also children are deprived of an opportunity to practice their social-emotional and resilience skills.** Parents are urged to strongly support regular daily attendance for all children students. Please reach out to administration **the Assistant Principal** if you are struggling to get your child to school so we can problem-solve together and develop an attendance plan.

ABSENCES:

~~Each time your child is absent, whether planned or last minute, y~~ You must call or email (cres.attendance@fivetowns.net) the CRES office before **7:50** in the morning to let the school know that your child will be absent and the reason why. Parents/Guardians will receive an email from CRES Attendance when their child is absent from school. **If we do not receive notification, the absence will be marked as unexcused.** ~~Any student~~ **Students who are** is absent cannot participate in any after school extracurricular activities without prior approval for extenuating circumstances.

The Camden-Rockport Elementary School staff views student attendance as the primary responsibility of each student and their parents. Students who are excessively absent from school cannot be expected to achieve at a rate consistent with grade level peers. The reasons students can be absent from school are limited by Maine law. The following circumstances constitute "excusable absences":

1. Personal illness, including the person's physical, mental, and behavioral health;
2. Appointments with health professionals that must be made during the regular school day;
3. Observance of recognized religious holiday when the observance is required during the regular school day;
4. A family emergency;
5. A planned absence for a personal or educational purpose, which has been approved **by the Principal**; or
6. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned for a medical emergency, foster care placement, youth development center placement or some other out-of-district placement that is not otherwise authorized by either an individual education plan or superintendents' agreement.

PROCEDURES FOR STUDENTS WITH EXCESSIVE ABSENCES:

1. At any time a student is absent more than 10 days, whether excused or unexcused, the school will send home a letter and may require medical documentation and/or a parent/guardian meeting with ~~school personnel~~ **the Assistant Principal**. **A child who is absent for 18 days or more, will be considered chronically absent and an attendance plan will be required.**
2. Students whose attendance shows a pattern of repeated "one day" absences will be referred to either the guidance office or to the nurse's office for help in improving their attendance pattern. The family may also be asked to meet with school administration.
3. A student who is absent, for any reason, over 30 school days will be considered for retention and may be required to participate in summer school.

TRUANCY: Also refer to [District Policy Code: JHB](#)

A student is considered truant if he/she misses seven total (or five consecutive) days of school due to unexcused absence. Truancy means that you will need to meet with administration **the Assistant Principal** to make an attendance plan **and the truancy is reported to the Maine Department of Education**. If the pattern continues after the meeting, the school will utilize a variety of strategies that may involve district administration, DHHS, and/or other community agencies.

MAKE-UP WORK DUE TO HEALTH ABSENCE:

1. Students who are absent from school ~~for one day are to~~ **should** check in with teachers to make up missed learning.
2. ~~In the case of longer medical absences, parents should contact the school and arrange to pick up homework assignments for the student to complete at home. This make-up work must be completed within one week of the student's return to school unless other arrangements are made with the teacher(s).~~

For prolonged medical absences, parents should reach out to the teacher before their child's return to school.

PLANNED FAMILY ABSENCE:

Parents/Guardians that have a planned absence(s), for personal or educational purposes while school is in session, need to notify the Principal in writing or by email in advance of the absence(s).

Procedures depending on the length of the absence:

A. ONE TO TWENTY DAYS:

- a. After approval from administration ~~the Principal, the~~ parent notifies teachers.
- b. ~~Teachers have the following options for missed work:~~
 - i. ~~Provide assignments before departure.~~
 - ii. ~~Assign an alternative assignment.~~
 - iii. ~~Require Students to will make up missed work when upon his/her they return to school.~~
 - iv. ~~This make-up work must be completed within one week of the student's return to school unless other arrangements are made with the teacher(s). Teachers will not be able to re-teach missed work.~~

B. OVER TWENTY DAYS:

- a. For a planned absence of more than 20 consecutive days, parents are responsible for their child's education. They will need to fill out paperwork with the state to home-school their child. The student will be unenrolled from CRES for the duration of the time they are home-schooled and re-enrolled upon their return.

TARDY PROCEDURES

When students arrive at school late, they miss the start of the day ~~which is~~ an important organizational time for many students. Students who are late ~~also interrupt the flow of the class for other students and teachers, requiring school staff to spend valuable time getting that student "caught up" and~~ impact the Responsive Classroom Morning Meeting structure which sets the tone for the day. ~~We notice that students who are late often feel stress and are easily dysregulated throughout their day.~~

- Any student arriving in class after the 7:50 a.m. tardy bell must report to the Main Office for a pass to class.

PROCEDURES FOR STUDENTS WITH EXCESSIVE TARDIES

Consistent, ongoing, or patterns of tardies will require a conference between the student, parent, and ~~administration~~ the Assistant Principal to develop a plan to improve punctual school attendance.

Academics — Programs

ART — The art room at CRES is a colorful space where creativity thrives. The curriculum is informed by Harvard University's Eight Habits of Studio Mind: Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore, Understand Art Worlds. These Habits not only align with the Maine standards for art education, but also grow 21st century skills. Direct instruction is intentionally very limited in the art room so that students have time to explore, design and create in a way that allows for process based authentic self expression and artistic behavior.

~~The CRES elementary art program is based on the elements and principles of design: line, shape, color, texture, form, balance, variety, space, and symmetry. These concepts are taught through age appropriate art lessons. Concepts are introduced, then reinforced and expanded upon in successive grades. The program is sequential, allowing students to build on prior skills and knowledge. The goal of the elementary art program is to provide students with a wide range of visual art experiences. Students use a variety of media as they learn techniques in drawing, painting, printmaking, collage, design, and sculpture.~~

~~In accordance with the National Visual Art Standards, CRES elementary art lessons include art history where students learn from what artists have created in the past, their solutions to communicating ideas, and multicultural lessons that help students understand how art is impacted by different cultures.~~

~~In addition to creating art, students are expected to use age appropriate art vocabulary to explain the process and the learning target of the art lesson, and be able to discuss their art, the art of their peers, and the work of known artists.~~

GIFTED AND TALENTED — Students who are identified as being gifted and talented are provided additional services designed to meet their academic needs through our Horizons Academic Program (see below).

GUIDANCE CLASSES — The CRES guidance curriculum program offers proactive classroom lessons by grade as well as school-wide programs and small group and individual work to meet the needs of our students. Designed to align with the Maine Learning Results and the standards outlined by the American School Counseling Association, the comprehensive guidance lessons and small focus groups use Social Emotional Learning programs including Zones of Regulation, Second Step and Responsive Classroom concepts. Topics taught-discussed and practiced in class and groups include: listening skills, identifying feelings, self-regulation, flexible vs. rigid thinking, mindfulness, healthy and unhealthy friendships, empathy, conflict resolution, expected and unexpected behaviors, choices, personal space, teamwork, communication (verbal and nonverbal), rumors, and the size of the problem. General DEI (Diversity, Equity, and Inclusion) concepts of identifying and accepting similarities/differences are also embedded in the lessons. Lastly, to enhance school-wide consistency all students learn or review annually the Stop Walk Talk strategy, as well as the Social Thinking curriculum in guidance classes.

Other programs offered to our students include the Ambassador and Community Outreach Programs, as well as focused groups for 3rd and 4th graders. The PALS and Big Brothers Big Sisters programs match a high school and elementary student together to encourage building a trusting and dependable friendship.

Additionally, CRES school guidance works with community organizations such as New Hope Midcoast (formerly New Hope For Women) and SASSMM (Sexual Assault Support Services of Midcoast Maine) in whole classroom or small groups to gain an understanding of safe bodies, healthy relationships, stereotyping, and personal space. These organizations assist CRES to comply with the Maine state law (Public Law 20-A MRS 254, sub-18) to teach a prevention curriculum for grades K-45.

HEALTH — CRES follows a standards-based Health curriculum. In the primary grades, the program is taught by classroom teachers and supplemented by consultations with the PE/health teacher and the school guidance counselor. Health is taught in third grade throughout the first half of the school year and in fourth grade in the latter half of the school year. A weekly thirty-minute block is devoted to health concepts such as the 5-2-1-0 program, heart health as it relates to Kids Heart Challenge Jump Rope for Heart, and goal setting with pedometers.

HORIZONS ACADEMIC PROGRAM — The Horizons program serves students who are specifically identified as gifted and talented, as well as those who are well-above grade level, in both 3rd and 4th grades. The Horizons extension classes are designed to provide small group or individual learning experiences based on the needs and characteristics of identified students. The goal is to help students access a variety of appropriate learning opportunities available to them throughout their school day. Program options may include pullout groups, grade-based acceleration, subject acceleration, advanced classes, independent studies, and differentiation within the regular classroom. Although we do not offer differentiated

programming to students in the primary grades K-2, we will provide appropriate services to students who are highly or profoundly gifted in those grade levels.

LIBRARY — Students visit the library as a class for 30 to 60 minutes each week. ~~(Guidance classes are 30 minutes every other week during the first half of the block.)~~ There they are encouraged to become lifelong learners through the ~~The school library program serves to instill a love of books and reading, inspire life-long learning, and foster independent library use.~~ Primary grade students receive weekly ~~This is accomplished through~~ read-alouds ~~story times, library skills lessons, which include songs, chants, and hands-on activities.~~ Students are given time to browse and are encouraged to borrow books for home use. Through ~~browsing for and borrowing~~ choosing and borrowing books, students learn ~~are taught~~ literary discernment, responsibility, and citizenship. ~~Our students participate in the~~ Chickadee Book Award and the Maine Student Book Award programs.

~~In third and fourth grade, three different reading programs are available to students: The Reading Road Trip, U.S.A., the Genre Journey, and the Maine Student Book Award Program. Students are systematically taught library and research skills units during their weekly library times. The skills taught during this time involve finding resources in the library and online and using a variety of reference tools.~~

LITERACY — CRES uses the Fountas & Pinnell Literacy Guided Reading approach to reading instruction. We teach in flexible groups that are designed to provide differentiated instruction that supports students in developing reading proficiency. The small group model allows instruction that is focused on specific student needs, accelerating their progress. The “Continuum of Literacy Learning” guides our instruction and is aligned to the Common Core State Standards for English Language Arts and Literacy.

MATHEMATICS — The Bridges Math program will be replacing our previous math program of EveryDay Math starting in September 2022. The Bridges Math program helps students to gain a deep understanding of grade level math concepts while developing proficiency with math skills and problem-solving. There are three main components to the program:

- Problems and Investigations
- Work Places
- Number Corner

Students receive direct instruction from the teacher and then pursue investigations and explorations while using a variety of manipulative and visual representations. There is a family component through the Home Connections which will be sent home periodically if families would like to follow along and support the mathematical learning.

~~Everyday Mathematics 4 is the program used for all CRES students. This comprehensive program embraces many of the traditional goals of school mathematics as well as two ambitious goals for the 21st century:~~

- ~~To substantially raise expectations regarding the amount and range of mathematics that children can learn;~~
- ~~To support teachers and children with the materials necessary to enable the children to meet these higher expectations.~~

~~Everyday Mathematics 4 is aligned not only with the Common Core State Standards (CCSS) for Mathematics, but also with the Common Core State Standards for English Language Arts and Literacy. The program stresses conceptual understanding, problem-solving and sharing mathematical thinking. Everyday Mathematics employs multiple modes of instruction (whole class and small group explorations, independent practice, and partner games), and encourages the use of multiple strategies.~~

~~This year, all homeroom teachers will be piloting one unit from a researched-based math program.~~

MUSIC — All students receive music instruction twice weekly for 30 minutes with the music teacher and take part in a yearly spring concert. Major goals across all grade levels in music are:

- Fostering musical literacy
- Gaining an understanding of our musical heritage and those of other cultures
- Developing the building blocks of musicianship (in-tune singing, steady beat, active listening, etc.)

Activities in music are guided by our district, state, and National Core Arts standards, which include: singing (using solfege), playing Orff/classroom instruments, reading and writing notation, listening, creating/improvising, moving, and evaluating and understanding artistic culture.

PHYSICAL EDUCATION — Each child participates in twice weekly physical education classes for a total of 60 minutes each week. Uniforms are not required, but sneakers are strongly encouraged. The program emphasizes a variety of skills with the goal of developing lifelong fitness.

PRIMARY MULTIAGE CLASSROOM — The K-2 multiage program allows time for children to grow and develop continuing relationships with classmates and their teacher(s) over a period of three years. The program is based on the research of various developmental theorists. Children are able to learn at their own pace in an environment that encompasses a wide range of developmental levels and skills. Grouping is flexible according to need, ability or interest.

SCIENCE — Grade level teams implement science units focusing on process skills such as observing, measuring, and inferring. At CRES, [FOSS](#) kits from UC Berkely's Lawrence Hall of Science serve as the framework for the majority of our science instruction. Additionally, there is an increased focus to extend beyond the classroom walls and use the outdoors as a vital learning environment, especially in the sciences.

SPECIAL EDUCATION — Special Education consists of specially designed instruction to meet the unique needs related to a child's disability. Needs that are not related to the disability are not addressed by an IEP (Individual Education Plan) but are part of a student's regular education program, including regular education supports and interventions that are available to all students. Students may be referred for special education programs by their teachers or parents. All decisions regarding programs for these students are made by an IEP team after a variety of classroom interventions have been **implemented attempted**.

SOCIAL STUDIES — Social Studies themes are integrated with other areas of the curriculum. We enrich this subject through field trips, digital and print media, and units on timely topics. In addition, 4th Grade classes use the Maine Studies Program.

SPANISH — The Spanish program offers all students the opportunity to explore culture and the Spanish language through a wide variety of activities, including songs, games, folk tales, and picture books, with an emphasis on developing a sense of world community and perspective. Students attend Spanish class 60 minutes per week.

Academics – Procedures

ASSESSMENTS — All CRES students participate in a variety of informal and formal assessments throughout the year to provide a snapshot of the child at that moment. Maine adopted the NWEA (Northwest Evaluation Association) **MAP Growth** test as the state test. This means that all students in grades 3-4 are required by law to participate in the NWEA test in reading, math and **language usage in the fall and spring. Younger grades take a primary version of the NWEA MAP Growth in math and reading in the fall and spring.** ~~Grade 2 students also take the NWEA test for internal purposes both for practice and to inform instruction during the year. The NWEA MAP Growth assessments are a~~ This computerized test ~~that provides teachers and parents~~ with information on student growth over time. **Additionally, in January all Kindergarten students and new students K-2 take a short, computerized reading fluency and dyslexia screener by NWEA. Through the Fountas & Pinnell framework, running records and other grade level appropriate assessments are used for instructional purposes.** ~~This year we will be using a short, computerized reading fluency and dyslexia screening by NWEA for all Kindergarten-Grade 2 students. In addition, Kindergarten students will be given a letter sound recognition screening and Grade 1 students will participate in a phonics assessment. Running records are used to measure literacy levels and growth at all levels.~~

CONFERENCES — Scheduled parent-teacher conferences are conducted twice during the school year for all students. However, teachers will be glad to discuss your child's progress at any time of the year. **Conferences may be held via ZOOM or in person.**

FIELD TRIPS — Educational field trips are an important part of the school program. District buses will transport all students. Families will be notified of field trips their child(ren) will be taking in advance of the trip. Written permission is required for ~~any~~ **all** field trips.

HOMEWORK — Many activities you do outside of school are proven to help your child succeed academically. You will find links to research-based articles below. We suggest families try some of the following activities:

- [Let your child play outside.](#)
- [Connect with your child over a healthy dinner.](#)
- [Read with your child every night](#) **and/or ensure a quiet reading time for older readers.**
- Play math games with your child. *
- Help your child take care of themselves with basic self-care habits.
- Focus on an [early bedtime.](#)

We believe, and research shows, that these activities are far more effective to your child's long-term school success than any homework we could provide. We want families and students to have the flexibility to engage in other interests outside of school. We want children to become passionate readers rather than watching the clock to see if "reading time" is up. We want families to be in control of family time. Students will not be assigned any schoolwork over Thanksgiving, December, February, or April vacations.

If families are interested, we will send **The Bridges Math home connection materials home ~~Everyday Math games home and provide optional Everyday Math Home Links.~~ Please let your child's classroom teacher know if you are interested.*

~~Students will not be assigned any schoolwork (i.e. homework) over Thanksgiving, December, February, or April vacations.~~ **moved above**

MTSS – MULTI-TIERED SYSTEMS OF SUPPORT — Grade level teams meet weekly to review student progress. Grade level teams meet monthly with interventionists and the Assistant Principal to discuss students who are not meeting grade level benchmarks and to identify behavioral and academic interventions.

RECESS — At CRES we recognize that recess is an important part of our day. We value giving students opportunities for **fresh air**, socialization, practicing teamwork and developing conflict resolution skills outside of the classroom. **Missing recess as a consequence is not allowed. If a child requires time away from peers, we will incorporate a walking recess or a structured recess as a replacement.** ~~As a general rule missing recess as a consequence is not encouraged. If a primary grade student requires time away from peers, efforts will be made to incorporate a walking recess or a structured recess as a replacement. Grades three and four may use partial recess as a time for work completion while recognizing that students need free time and~~

~~rarely is the entire recess used. These are guidelines and a student may lose recess for repeat offences, unsafe behavior and/or major infractions.~~

At CRES we expect students to go outside for recess — weather permitting. This requires proper clothing and footwear. Winter clothing (snow pants, boots, hats and mittens/gloves) is necessary when the weather is cold. Exceptions to recess participation for health reasons can be made with written parental permission.

Since temperatures and wind speed change throughout the day, CRES staff all use The Weather Channel app or weather.com as a standardized tool to determine the "feels like" temperature whenever we approach our lower limit. We don't ever cancel recess the night before since we use real time data and a shared limit. The system is simple, quick, and it maintains safety.

Temperature guidelines for recess:

- CRES students go outside without restrictions as long as the "feels like" temperature is 0°F or higher.
- Outdoor time is limited to 15 minutes for "feels like" temperatures between 0° and -15°F.
- Recess will be held indoors when "feels like" temperatures are below -15°F **or wind, lightning or torrential rain make it too dangerous.**
- ~~Students sanitize their hands prior to going outside for recess and when they re-enter the building.~~

Other recess expectations at CRES:

- Students will sanitize their hands prior to going outside for recess and when they re-enter the building.
- Each grade level has a bag of recess equipment that is dedicated to their group. **Each grade level is responsible for keeping track of their assigned gear.**
- ~~**PLAYGROUND SPORTING EQUIPMENT**~~ **(moved to this section, same wording)** We provide playground equipment at school. To reduce conflict at recess time, we ask that all sporting equipment, intended for playground use, stay at home. As a school we will provide items like balls, jump ropes, and sleds for students to use at recess to play together. Please ensure your student leaves theirs at home.

Parents are not permitted to take their students from the playground. They must check in at the school office and their student(s) will be dismissed from the playground to meet them at the front door.

REPORTING STUDENT PROGRESS — Teachers are available to discuss student progress at any point in the school year. A combination of written reports and parent conferences are used to communicate student progress to parents:

All Students:

- Parent conferences in ~~mid-October~~ **November**
- First Trimester — December — Report Card
- Second Trimester — March — Parent conferences
- Third Trimester — June — Report Card

SECTION 504 — A student is protected under Section 504 when a disability (defined as a mental or physical impairment which substantially limits one or more major life activities) is present. Students eligible under Section 504 often require some type of accommodation or related aids and services that are necessary for the child to access his or her educational program, to be provided with an equal educational opportunity, and to gain access to a free appropriate public education. In order to address its obligation under Section 504, the District has a procedure that includes parental notice of due process safeguards, screening, evaluation, teaming, **and** written documentation. **A** complete copy of the Section 504 Policies and Procedures Handbook will be made available upon request to the school's Assistant Principal.

TITLE 1 SUPPORT — Title One federal funds, in combination with local funds, provide assistance to students identified as needing additional support in the areas of reading and/or math. Students are selected according to need and their progress is monitored. Parents receive a report of progress during the year.

Programs and Services

AFTER CARE – The Pen Bay YMCA runs ~~before-school care and~~ an after-school care program at CRES. Parents do not need to be members of the YMCA to take advantage of these programs at CRES. Parents who wish for their children to participate in these programs are subject to a fee for those services. Contact the YMCA for more information at 236-3375 or view their website: <http://www.penbayymca.org/programs/after-school-programs/>

After-school care hours: ~~2:30~~ **End of school day** to 5:30 p.m.

Parents may not drop off their children at CRES prior to 7:30 a.m. **There is no supervision before that time.** ~~Parents will drop off and pick up Y Care students from the CRES playground.~~

AFTER SCHOOL PHYSICAL ACTIVITIES PROGRAM - These programs are designed primarily for second, third and fourth grade students with an occasional activity for younger children. Students may sign up for the activities of their choice. Offerings include: a running club, jump rope, dodgeball, basketball ball handling, tennis, and cooperative games. Information is sent home several times during the year to announce these offerings.

AFTER SCHOOL ENRICHMENT PROGRAM - After School Enrichment Programs are made available to all students in a range of interest areas. These are offered at various times throughout the year. Programs are offered by grade level and are generally open to unlimited numbers of students. Occasionally an opportunity might require a cap on student numbers or a smaller group. Those activities will be advertised and available on a first come, first serve basis. Information is sent home several times during the year to announce these offerings.

CHESS CLUB - The CRES Chess Club is open to all CRES students who wish to learn the game, or improve their game play, and participate in state and regional tournaments. ~~A weekly meeting is offered at no charge.~~

CODING CLUB - The CRES Coding Club is designed for intermediate grade students who want to learn the basics of coding. The club meets weekly throughout the school year.

CRES SCHOOL COUNSELING SERVICES – CRES offers counseling services to help our students be successful at school. We have a ~~school Guidance counselor, a school social worker, and a local agency clinician available to~~ **who** work with students and families. ~~Please be aware there has been a significant increase of need for counseling and families may be placed on a waiting list. The CRES school counselor is available to students daily, by an in-person visit or message. The school counselor is available to meet with students and/or parents. Students can refer themselves or be referred by teachers and parents. There is substantial meeting and planning with teachers to meet student needs. Students meeting individually with school counselors may focus on practicing self-control, understanding expected/unexpected behaviors, how to make a problem smaller, anger control, and executive functioning like organization or time management.~~

- **CRES SCHOOL COUNSELOR** is part of the Behavior Response to Intervention (BRTI) team and primarily works with tier one/two students recommended by this team. ~~and is available to students daily to these scheduled students, by an in-person visit or message. Students are referred to the school counselor by teachers, parents, and/or themselves. CRES does seek permission from parents and guardians prior to meeting with students. The school counselor works closely with teachers to meet student needs. The school counselor is available to meet with students and/or parents. Students can refer themselves or be referred by teachers and parents. There is substantial meeting and planning with teachers to meet student needs.~~ Students meeting individually with **the school counselor** may focus on practicing self-control, understanding expected/unexpected behaviors, how to make a problem smaller, anger control, and executive functioning like organization or time management. **Additionally, the school counselor is available for urgent or unexpected situations.**

According to the American School Counselor Association, the role of the elementary school counselor is as follows: “The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups, and family.

Comprehensive developmental school counseling programs provide education, prevention, and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that student acquire in the areas of academic and person/social development during these elementary years serve as the foundation for future success." (www.schoolcounselor.org)

- **CRES SOCIAL WORKER** is part of the Behavior Response to Intervention (BRTI) team and primarily works with tier two/three students recommended by this team as well as students who present with other mental health challenges. This full time social worker meets with students individually or in small groups to support academic engagement, emotional regulation and positive social skills. The social worker also teams with parents, teachers, and administrators to create positive plans to help support students' success at school. In addition, the social worker can help to link families to community agencies and resources in the community. and coordinates services as needed.
- ~~SOCIAL WORKER — Camden Rockport Elementary School employs a full-time social worker. The social worker meets with students individually or in small groups to support academic engagement, emotional regulation and positive social skills. The social worker also teams with parents, teachers, and administrators to create positive plans to help support students' success at school. In addition, the social worker can help link families to resources in the community~~
- **SCHOOL-BASED CLINICIAN SERVICES.** When possible, the District contracts with local agencies to provide school-based counseling services. This adds another layer of counseling services for our students.

DORY PROGRAM — The Dory Program is a program created for students who register for Kindergarten and who show that they could benefit from additional social development. The program is a free, 3-week summer camp, held at CRES, that includes school bus transportation and a snack for all students. Students are selected by the Kindergarten registration team.

INSURANCE — School accident insurance is made available early in the school year. Parents have the option of coverage during school hours only, year-round 24-hour coverage at home and school, or no coverage at all. Insurance claim forms are available from the school office.

MEAL PROGRAM — ~~School meals are a great value and a huge convenience for busy families.~~ Our school cafeteria meets federal nutrition standards for breakfast and lunch, ensuring that meals are healthy and well balanced. We are always working to offer students healthier and tastier choices. This includes supporting local farms, chef-to-school programs, and incorporating produce from our own school gardens into the daily menus.

~~While all student meals are free of charge, Camden-Rockport Elementary School does participate in the National School Lunch Program. Forms for free and reduced lunch benefits are available online on the CRES website and at [five towns.schoolnlunchapp.com](http://five.towns.schoolnlunchapp.com) . Any student who qualified for these benefits during the previous school year will continue to receive benefits on a temporary basis and will need to reapply for the new school year within 30 days. We encourage any family to apply that needs to; there are additional benefits and resources for families available by completing the form. and Applications may be submitted at any time during the school year. Applications and eligibility are strictly confidential. Applications can be completed online at [five towns.schoolnlunchapp.com](http://five.towns.schoolnlunchapp.com).~~

~~We offer breakfast every morning. Breakfast is \$1.50 (no charge for free or reduced), and Lunch is \$3.00 (no charge for free or reduced). Milk is \$.50~~

Monthly menus are available on our website and paper copies ~~can be~~ are sent home by request.

NURSING SERVICES — The health office is staffed from 7:15 a.m. to 2:45 p.m. Monday-Friday while school is in session. School nurse responsibilities include first aid, school record ~~keeping,~~ and immunization review, medication administration, vision and hearing screenings, development and implementation of individualized health care plans and all board policies regarding health.

The school nurse is a member of the Crisis Response Team as well as the Wellness Committee and serves as the liaison between school, home and community. Parents are strongly encouraged to maintain contact with the health office regarding any medical issues involving their children.

MEDICATIONS: Prescription or over the counter medications will not be administered to students unless ordered by a physician and accompanied by written parental permission. It is important for the School Nurse to have information on all prescribed medications given on a daily or routine basis at home.

If possible, all medications should be administered at home. Parents/guardians are encouraged to consult with a student's medical provider to consider switching to suspended or extended release versions of medications when possible. If medication needs to be administered at school, the following procedures must be followed:

1. Schedule a medication drop off-time with the School Nurse.
2. All medication must be brought to school in the original labeled container prepared by the pharmacy.
3. Medications in tablet form that need to be cut into partial doses (such as ½ or ¼ tabs) will be brought to school pre-cut.
4. When arriving at the school, parents will be required to follow visitor guidelines.

PARENT TEACHER ASSOCIATION / CAMDEN ROCKPORT SCHOOL ALLIANCE — Parent and community involvement is very important to the success of the students in our schools. The Camden Rockport School Alliance connects parents, students, teachers, and staff to create a community with the shared goal of helping students succeed.

The Camden Rockport School Alliance is currently managed by Heidi Baker, Liz Senders, Erin Donovan, and Nicole Blake.

More information on events and how to get involved can be found under [Parent Resources](#) on the school website. Join us on Facebook at “Camden Rockport School Alliance - formerly PTA”! Our email is CamdenRockportSchoolAlliance@gmail.com.

STUDENT COUNCIL / ~~K-KIDS~~ — Fourth graders who participate in ~~K-Kids~~ / Student Council become involved in community service projects generated by the students. The goal is to develop capable leaders through service. Students meet regularly before or after school.

TECHNOLOGY — Camden-Rockport Elementary School is fortunate to have a range of technology hardware including iPads and classroom smart TV's. ~~and computers in the library.~~

GENERAL TECHNOLOGY GUIDELINES: These guidelines provide a general overview of the expectations for students using CRES iPads.

Students will:

- Use school issued devices as an educational tool
- Not download/install software and apps without permission
- Only use school issued devices under supervision or in supervised spaces at school and at home
- Not take iPads home unless given permission
- Not use devices outside, on the school bus, in automobiles, in the cafeteria, or in the halls unless given specific permission
- Not touch or use another student's device unless there is a valid reason and explicit permission has been granted
- Use, transport, and store devices with care and responsibility
- Use the cases/covers provided by the school
- Keep their school issued device free of markings, stickers, or any other defacement - the sticker provided on the device, and tag provided with case, must remain intact and legible
- See the IT department if a new ID sticker is required
- Let their teacher know and make a concerted effort to find their device if it is lost at school
- Not receive a loaner, if s/he has left the device somewhere or cannot find it
- **Store iPads on charging dock during non tech work time or instructional time and not in their desks**

Golden Rule: A student must only use the school issued device to support schoolwork.

YOUTH ARTS RESIDENCIES - Youth Arts is an all-volunteer, nonprofit, privately funded organization that provides arts enrichment through classroom residencies and school performances. For more information, please visit www.youthartsmaine.org.

New location, same info

5-2-1-0 LET'S GO! - We are pleased to announce that Camden-Rockport Elementary School has teamed up with Let's Go!, a nationally recognized program based out of The Barbara Bush Children's Hospital at Maine Medical Center. Let's Go! is helping to create healthier environments in schools, childcare and out-of-school programs, health care practices, workplaces, and communities – the places where children and their families live, learn, and play. Let's Go! is centered around the common message of 5-2-1-0:



**Screen time includes time spent watching television, playing video games, using a computer, smartphone and tablet.*

Recreational screen time is screen time used for non-educational purposes. 2 hours or less of screen time for ages 5 and older. 1 hour or less for children ages 2-5. No screen time under the age of 2.

Eating a **balanced diet** right and being physically active can be a challenge in today's busy world. As a part of Let's Go!, we will be working hard to improve our nutrition and physical activity and adding the 5-2-1-0 Every Day behaviors into our daily activities. Our school will be working hard to incorporate the 5-2-1-0 messages into our daily activities. Don't hesitate to get involved or ask what we are working on.

For more information about 5-2-1-0 Let's Go!, visit www.letsgo.org, or contact the Let's Go! staff at 662-4422 or info@letsgo.org.

5-2-1-0 EVERY DAY!



moved to earlier in handbook - XXXX from here

Important Procedures and Information

BACK UP CLOTHES — All CRES students, regardless of grade level, should have a complete set of back up clothes in their locker or backpack at all times. Please ensure these back up clothes are appropriate to the season and are updated as growth spurts occur during the school year!

BUS TRANSPORTATION — Students are expected to ride their assigned bus to and from school. Parents are asked to stress the importance of proper conduct while riding on the bus. Students may be suspended from riding when behavior interferes with the safe, orderly operation of the bus. Refer to the District Policy [EEAEC](#) regarding Bus Conduct on the District website and at the end of this Handbook.

CELL PHONES and ELECTRONIC DEVICES — ~~Students are prohibited from carrying or using personal electronic devices during the school day. Students are prohibited from bringing cell phones, smart watches, and electronic games or devices to school or on the school bus. The School and/or District will not be held liable for lost, stolen or damaged electronics. Refer to the District policies [JFCK](#) and [JFCK-R](#) on Student Use of Cell Phones and Electronic Devices on the District website and at the end of this Handbook.~~

COMMUNICATION WITH FAMILIES — At CRES we encourage effective communication between school and home. If you have a question about your child or school related issues, please contact us at 236-7809. The CRES Office is open from 7:00 a.m. – 3:00 p.m. on school days. All staff may be contacted by email using the same standardized email system (see the School Personnel Listing at the beginning of this Handbook). Our Guideline for parent communication with staff (located at the end of this Handbook) is for staff to respond to emails within ~~4 hours, one school day and return phone calls the same day or as soon as possible on the following school day.~~

Our primary method of written communication is by email to parents/guardians. Let the Main Office know if you do not have email access. We will provide you with a paper copy of all parent communications and send them home with your student.

We have the following formal communications methods in place at CRES:

- **Monthly Newsletter** – The [Dory News](#) communicates important news, dates, information, upcoming events, school highlights and accomplishments, and useful articles and links. It is distributed monthly by email.
- **CRES Facebook Page** – School highlights, activities, and reminders are often published here, or last-minute information or changes (such as to the next day's lunch menu offering). Our CRES Garden also has its own Facebook page.

COMMUNITY NEWS FLYERS — CRES students do not distribute or carry home flyers, brochures, or other materials unless they are directly related to school programs, school curriculum, or school-related activities. Refer to the District Policy [KHC](#) regarding Distribution of Non-School Materials on the District Website and at the end of this Handbook.

DISCIPLINE — ~~Positive play and behavior expectations have been developed for all grade levels at CRES. Our goal is to address misbehaviors with kindness and clarity, using restorative practices to ensure that the experience is a learning opportunity that promotes accountability and empathy. We are fair and consistent in the way discipline is handled in our school. Please refer to the Core Values / CRES Positive Behavioral Intervention and Supports section of this Handbook.~~

DRESS CODE — Students should wear clothing that provides developmentally appropriate coverage and allows for a range of movement. Students are often on the ground, hanging upside down on play equipment, and running during the school day. ~~Our day is active so wearing appropriate footwear (no heels, or flip-flops) is important. Hats are not worn in the building unless special permission has been granted by administration. Classes are outside frequently and for large portions of the day so having comfortable warm clothing is vital. Students will be asked to change if a child's clothing displays a negative, inappropriate, or illegal message or image, we will ask that is be changed.~~

FIDGETS — ~~CRES does allow students to bring a fidget to school if they are used appropriately. The goal of using a fidget toy is to help manage anxiety or help with attention and focus. Fidgets are handheld tools made to reduce sensory overload and~~

might be an item as simple as putty, a stress ball, or a fidget cube. When we offer a fidget to a child, we also teach them how and when to use it so not to distract others.

FOOD-FREE CELEBRATIONS — In order to create a safer and more inclusive environment for all students at CREs, classroom celebrations are food-free. In the past students were not able to participate in classroom celebrations that contained food, for a variety of reasons. Food allergies and food intolerances are an issue for an increasing number of children. To minimize accidental exposures and be more inclusive for all, special birthday or holiday “treats” for the class are **not** allowed at school. Students’ birthdays will still be celebrated in a special way at school.

An exception to our no food protocol is when it is curriculum related, a school sponsored enrichment activity, or a schoolwide event. Teachers will submit a request to the school nurse prior to the event. The school nurse will then coordinate with school staff and families to make sure the food served is safe for all. The food-free celebrations rule does not impact school breakfast, lunch or snack time and our “no sharing food with others” rule applies throughout the building.

INVITATIONS — Celebrating a child's birthday with a party attended by friends/classmates is a tradition in many families. However, when students bring invitations to school for only a few members of their class, it is hurtful for those children who are not invited to the party. It is easiest if families handle invitations outside of the school setting. If invitations are sent through school, all students in the class must be invited. Therefore, our rule is that unless all of the students in the class are invited, invitations may not be handed out on school grounds.

K12 PAYMENT SYSTEM — The District offers an online system to manage student accounts at www.K12PaymentCenter.com. This is a free service that allows you to view your child's purchases and account balances. You can customize settings to be alerted when the account balance is low through email or text messages. Payments can be made directly into a student's account by sending, mailing or bringing cash or check to the school office. Payments can also be made electronically through the K12PaymentCenter for a small fee.

LOST AND FOUND — A lost and found collection area will be maintained throughout the year. Lost and found items will be shared electronically on a regular basis and are displayed near the front office. We will not be able to store lost and found items at school long term. Unclaimed items will be donated to various deserving organizations. **We cannot stress enough the importance of putting your child's name on any items** that may be removed or used during the school day (sweatshirts, t-shirts, pants, coats, hats, boots, gloves, lunch boxes, water bottles, etc.) so they can be returned.

MESSAGES — Students can use the telephone in their classroom or the Main Office to call their parent/guardian for school related needs. To leave a message for your student, call the Main Office at 215-7809. We will deliver the message in a timely manner when it will not be disruptive to classes. The Main Office is your source for communicating with your child during the school day.

PARENT DROP OFF AND PICK UP PROCEDURE — Students who are brought to school by their parents should not be dropped off before 7:30 a.m. There is no supervision before that time.

Morning Drop Off: (between 7:30 - 7:55 a.m.)

- Parent vehicle traffic will flow single file to the flagpole crosswalk.
- CRES staff members will greet cars that need to unload.
- Please have your child on the passenger side of the car.
- Parents should remain in the vehicle.
- Students will enter through the playground gate and then proceed to the lobby.
- The drop off loop is closed at 7:55 am sharp.
- Students dropped off between 7:30 and 7:40 a.m. will start the day outside with staff and enter the school at approximately 7:40 a.m., when the first bus arrives. *
- Students may choose to enter the lobby after 7:30 to eat breakfast and/or sit on the bench outside the main office.

Morning Walk-in: (between 7:30 - 7:55 a.m.)

- Parents will park and walk their child to the playground gates via the sidewalk to avoid crossing traffic.
- A CRES staff member will greet students at the playground gate.
- Only CRES students and staff will be allowed on the playground.

Students arriving after 7:55 am must enter the building through the Main Entrance doors and be accompanied by an adult. School begins at 8:00 a.m.

Parent/Guardian Pick Up

Pick up will take place at the two playground gates abutting the parking lot. Additionally, Pre-K, Kindergarten and Multiage classrooms that abut the parking lot will dismiss directly from the classroom to a parent/guardian on the sidewalk.

- Parents/Guardians will wait on the outside of the playground.
- Pick up follows a staggered schedule by grade:
 - 2:20 Pre-K, Kindergarten, First, Multiage
 - 2:30 Second, Third, Fourth
- Students will wait at the gates on the playground, one for last names A-K and the other L-Z (except for Pre-K, K and Multiage classes that abut the parking lot).
- Students will be matched with their parent/guardian at the gate by a CRES staff member.
- All children in the same family will be dismissed following the scheduled time for the youngest student.
- Parents are encouraged to follow sidewalks to avoid crossing traffic whenever possible.

** Please make sure your child is dressed appropriately for the weather in the morning. If there is inclement weather (rain, snow, extreme cold), students will instead get some exercise walking around the gym in the lower level hallways. When the first bus arrives, all students will enter the lobby, get breakfast if they need it, and report to their classrooms.*

PETS — Non-service animals are not allowed in school for any reason other than educational purposes directly related to curriculum. Refer to the District Policy [IMG](#) regarding Animals in School on the District Website and at the end of this Handbook.

PLAYGROUND SPORTING EQUIPMENT — We provide playground equipment at school. To reduce conflict at recess time, we ask that all sporting equipment, intended for playground use, stay at home. As a school we will provide items like balls, jump ropes, and sleds for students to use at recess to play together. Please ensure your student leaves theirs at home.

STUDENT HEALTH — The district encourages all students to have a physical exam prior to entering Kindergarten. Vision and hearing screening tests are done annually in grades K, 1, and 3. A signed statement from a health provider specifying immunizations received, dates, and dosages is required. Immunization is required for poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, varicella (chicken pox), measles, mumps, and rubella. (20-A M.R.S.A. §6352-6359 and Chapter 126 of the Maine Department of Education Rules.)

Beginning in As of September 2021 only medical exemptions will be accepted. Documentation from a licensed health care provider (Doctor, Nurse Practitioner, Physician's Assistant) is required annually. Refer to District Policy [JLCB](#) regarding Immunization of Students on the District Website and at the end of this Handbook.

STUDENT RECORDS — Student records are maintained in the main office. A parent has the right to inspect and review any and all official student records directly related to their student in accordance with State and Federal laws. Refer to the District Policy [JRA-E](#) regarding Student Education Records Rights on the District Website and at the end of this Handbook.

SCHOOL CANCELLATIONS — In the event that weather, power failure, or threats to the building should cause the cancellation or early closing of school, the district will post a notice on our website and notify local media outlets. CRES also utilizes an automated calling service that will make a phone call to parents in the event that school is cancelled. If you change your phone number or email address, you must notify the school, or you may not receive these notifications.

SCHOOL SAFETY — At CRES we take the safety of our school community very seriously. We have emergency plans for fires, lockdowns, evacuations, bomb threats, natural disasters, chemical spills, deaths, assaults and hostage situations. We work closely with the Rockport Police Department, Rockport Fire Department and Knox County Emergency Management Agency to practice drills for emergency procedures during the school year. We have locks on all classroom doors, an efficient one-call system to disseminate information, clear check-in procedures in our office, and locked exterior doors during the school day. We take school safety seriously and are always seeking to improve our policies, procedures and implementation with help from local emergency services. If you have questions or concerns, please contact our Assistant Principal.

SUPPLIES — While the school provides many of the supplies that students need throughout the year, we welcome donations at any time. A list of items that are always welcome can be found on our website.

TOYS — Toys from home are not allowed at school, on the bus, or at before/after care. We cannot guarantee their safekeeping and they are a distraction during the school day. Toys include, but are not limited to, trading cards (e.g. Pokemon, baseball, etc.), stuffed animals, electronic games, digital devices, and sports equipment.

- Sports equipment for after school athletics activities may remain in backpacks during the day if students are traveling to another venue by school bus after school
- On “share” days when a teacher invites a student to bring an item from home, a “share” item may only be accessed during the classroom share time and will otherwise remain in the student’s backpack or locker
- Violent materials are prohibited in school and include, but are not limited to, toy swords, guns, and “army men.” Such items will be collected and kept in the office for parent pickup.

TOURS OF THE BUILDING — Tours of the school and classroom visits may be scheduled through the Main Office. Please call 236-7809.

VOLUNTEERS and VISITORS — All visitors must check in and check out in the Main Office.

Volunteers are welcome! There are opportunities through classroom teachers as well as the Camden Rockport School Alliance (PTA), and in the CRES Garden. We encourage you to become involved in our school through Parent-Teacher Conferences, Open House, Coffee with the Principal chats, and individual meetings with teachers, in addition to volunteering. Please see the Volunteers section of our website for a Volunteer Application Form and the District Volunteer Handbook.

Moved to Programs & Services 5-2-1-0 LET’S GO! — We are pleased to announce that Camden Rockport Elementary School has teamed up with Let’s Go!, a nationally recognized program based out of The Barbara Bush Children’s Hospital at Maine Medical Center. Let’s Go! is helping to create healthier environments in schools, child care and out-of-school programs, health care practices, workplaces, and communities — the places where children and their families live, learn, and play. Let’s Go! is centered around the common message of 5-2-1-0:



*Screen time includes time spent watching television, playing video games, using a computer, smartphone and tablet. Recreational screen time is screen time used for non-educational purposes. 2 hours or less of screen time for ages 5 and older. 1 hour or less for children ages 2-5. No screen time under the age of 2.

Eating right and being physically active can be a challenge in today’s busy world. As a part of Let’s Go!, we will be working hard to improve our nutrition and physical activity and adding the 5-2-1-0 Every Day behaviors into our daily activities. Our school will be working hard to incorporate the 5-2-1-0 messages into our daily activities. Don’t hesitate to get involved or ask what we are working on.

For more information about 5-2-1-0 Let’s Go!, visit www.lets-go.org, or contact the Let’s Go! staff at 662-4122 or info@lets-go.org.

5-2-1-0 EVERY DAY!



CRES Nature-Based Pre-Kindergarten

Parent Handbook

2022-23



Vision: The Camden Rockport Pre-K program will provide a nature-based learning opportunity for 4-year-old children that reside in Camden or Rockport. This program will provide an authentic connection to the natural world with the majority of a child's day spent outside in the natural environment. It is our vision to inspire our students to love nature, foster an environmental ethic and provide developmentally appropriate literacy and numeracy experiences. Students will learn cognitive and social-emotional skills through exploration, inquiry, and play. Our students will become confident and curious learners where nature provides the catalyst for learning.

Goals: To provide a high-quality program to 4-year-olds in our community that combine the tenets of early childhood learning and environmental education. We will strive to meet best practices in all areas of early childhood learning and development by:

- Supporting student discovery through purposeful play, incorporating loose materials, and responsible risk-taking;
- Allowing student choice and supporting interest-based learning;
- Incorporating the natural cycles found in nature to provide a season-based, thematic curriculum engaging students in their learning;
- Incorporating early learning standards through the lens of nature;
- Assisting students in their interactions with each other, learning how to learn and working collaboratively with others; and
- Teaming with families to support each child's development and growth.

What is a Nature-Based Pre-K Program?

Our nature-based program will provide our students with the opportunities to learn about the natural world, while also providing opportunities for personal growth and achievement. By connecting our students with the natural world, we hope to inspire a love and respect for nature, foster an environmental ethic and encourage a caring attitude that will follow each child throughout their lives.

Parents of children accepted into the Pre-Kindergarten program must understand and agree to the following:

- We go outside rain or shine and in very cold temperatures.
- Children should be prepared to go outside every day.
- Children will get wet, muddy and will need to be provided with a change of clothes.
- Children will be experiencing their learning through play, exploration, and experimentation.
- Young children who are new to social situations may experience conflict. This can be stressful, but it is also an important part of learning how to interact with others.

Our Nature Pre-Kindergarten Program

Staffing: We maintain a ratio of 8-1 in our Pre-K program with a class limit of ~~16~~ 154 students, 1 teacher, and 1 educational technician. Our staff has the appropriate Maine Department of Education certification and endorsements, specializing in early childhood education. Our staff also have a passion for outdoor education and are supported regularly through ongoing professional development.

Selection Process: All interested parents who have an eligible child will be provided a pre-application for consideration for the Pre-K program. The applications will be reviewed and available seats will be selected through a lottery method based on specific criteria for selection that will provide a heterogeneously grouped class. Once the lottery has taken place all parents will be notified.

Schedule: The Pre-Kindergarten program will run 4 days a week with Wednesday being a “no school day”. This day will be set aside for our staff to plan and conduct family outreach as needed. The Pre-K program will follow the yearly CRES school calendar. If there is no school at CRES then there is no Pre-K.

Physical Spaces: We have a designated Pre-Kindergarten space outdoors, along the nature trail next to the school. We have worked with a Pre-K specialist in the design and development of this area. In addition, our Pre-K program also has designated indoor classroom space. Our indoor space is used for a variety of activities such as lunch and nap time but the majority of the Pre-K day is spent outdoors. When we are inside, we try to bring as much nature into our indoor classrooms as possible.

Outdoor spaces: While we have a designated space we will also be accessing a wide variety of areas both on and off our school grounds. When the class will be offsite, you will have received a permission slip with the details of the visit. Our outdoor spaces feature gardens, mud puddles, streams, climbing structures, and many loose parts to play with. We regularly address, plan, and change the features in our outdoor spaces to make them fun, accessible, and welcoming to children. There will also be an outdoor toilet facility close to the designated Pre-K learning area.

We strive to keep our spaces safe, but we do intentionally provide age-appropriate risks such as sledding down hills, playing in and around mud puddles and brooks, balancing on logs, climbing rocks and small trees, and taking social risks, such as asking others to play. Children learning to take appropriate risks can help them to develop confidence and improve executive function as they learn to consider and assess challenging situations.

Clothing: Children are involved in many different types of activities during the day and should be dressed accordingly. Outdoor exploration requires freedom from restrictive clothing. This includes tight clothing, fancy dresses, and costumes that could get in the way during active play. Children need comfortable protective shoes with gripping soles for running, jumping, and climbing. All clothing should be labeled including shirts, pants, jackets, boots, mittens, hats etc. Please see the list for suggestions at the end of this Pre-K handbook. The school will work with families to secure necessary items.

Program and Schedule: All public Pre-K programs are required to implement Maine’s Early Learning and Development Standards. In addition, we will utilize the Early Learning Standards through and with nature. By taking the standards outdoors, the child’s

learning experience is enhanced through hands-on, exploratory, and play-based inquiry. Teachers value spontaneity in an activity and take advantage of the teachable moment through questioning and helping children to explore their questions.

Group Time: Children take part in conversation, listen to stories, sing songs and explore movement. We have group time outdoors and indoors depending on the day.

Afterschool Care: The after school care program provided through the PenBay YMCA at CRES is currently not an option for Pre-K students. Financial assistance for after school care for Pre-K age students may be available through the Child Care Subsidy Program: <https://www.maine.gov/dhhs/ocfs/support-for-families/child-care/paying-for-child-care>

Transportation: Transportation is provided on the regular elementary school bus run. Pre-K students bus riders will sit in the front of the bus behind the bus driver. Parents may choose to drive their child to school each day. If there is a change to your child's daily transportation schedule, please let us know.

Breakfast and Lunch: School breakfast and lunch will be available for students that select this option. Families are encouraged to provide snacks for their children. More information will be provided once registered.

Sunscreen and Bug Spray: Teachers do not apply these products to the children. Parents or caregivers should apply these products prior to the start of class, either at home or upon arrival at the school. Please *be aware that the combination of several strong smelling oils and repellants in the classroom and hallway can cause breathing difficulties and severe headaches for children and staff, so if possible, choose unscented varieties.*

Lyme Disease and Deer Ticks: Ticks are a part of nature and until there is a hard frost, ticks are often found on our property. Ticks almost always crawl up from the ground, especially in wooded areas. To help prevent access to skin, shirts should be tucked into pants, and ***pants should be tucked into socks***. We encourage you to do a thorough tick check each day at the end of the school day.



Final Words – Entering preschool is a milestone for children. Our goal is to provide a safe and nurturing environment in which every child is valued and is considered an integral part of our community. We strive to provide experiences in which children can develop confidence, build their critical thinking and social skills and develop a connection to nature. We are excited to be on this journey with you.

Suggested Gear for Pre-Kindergarten

- Face masks (at least 2 clean face masks for each day) pending covid conditions in August, TBD, will be updated before publishing
- Rain pants
- Rain coat
- Waterproof Boots
- Extra socks (warm)
- Change of clothes (pants, shirts, socks, underwear) {seasonally updated}
- Water Bottle
- Snow pants
- Hat
- Warm Coat
- Sweatshirt or Fleece (extra layer)
- Waterproof mittens (2 pairs)
- Winter boots
- Sneakers

Additional recommended items: hat for sun, sunglasses

Please make sure all items are labeled with your child's name.

If any of these items are difficult for you to obtain, please contact the office and we will work with you to secure the necessary items.

[Link to MDOE Early Learning Standards](#)

School Board Policies and Protocols

CAMDEN ROCKPORT SCHOOLS BOARD POLICIES

**A complete list of board policies is available on the [District website](#).*

1. School Board Policies and Protocols	34-104
POLICIES UNDER CODE A: "FOUNDATIONS AND BASIC COMMITMENTS"	
AC: Nondiscrimination/Equal Opportunity & Affirmative Action	34
ACAA: Harassment & Sexual Harassment of Students	35-36
ACAA-R: Student Discr./Harassment & Title IX Harassment Complaint Procedure	36-46
ACAD: Hazing	46-47
ADC: Tobacco Use & Possession	47-48
ADC-R: Tobacco Use & Possession Administrative Procedure	48-49
POLICIES UNDER CODE E: "SUPPORT SERVICES"	
EBCC: Bomb Threats	49-52
ECB: Pest Management in School Facilities & on School Grounds	52-53
ECAF: Security Cameras	53-54
ECAF-E: Security Camera Notice	55
EEAEC: Bus Conduct	55-56
POLICIES UNDER CODE I: "INSTRUCTION"	
IHBAI: Independent Educational Evaluations (IEPs)	56-57
IJNDB: Student Computer & Internet Use	57-58
IJNDB-R: Student Computer & Internet Use Rules	58-60
IJOC: School Volunteers	60-61
IKAB: Report Cards/Progress Reports	61-62
IKB: Independent Work Outside of Class (Assignments)	62-63
ILA: Comprehensive Assessment System	63
ILD: Educational Research: Student Submission to Surveys	63-64
IMG: Animals on School Premises	64-65
POLICIES UNDER CODE J: "STUDENTS"	
JEA: Compulsory Attendance	65-67
JEAA: Student Attendance/Student Absences & Tardiness	67-68
JFA: Student's Eligibility to Attend MSAD #28 Schools	68-69
JFCK: Student Use of Cellular Phones & Other Electronic Devices	69
JFCK-R: Rules for Use of Cell Phones & Other Electronic Devices	69-70
JHB: Truancy	70-72
JIC: Student Code of Conduct	72-73
JICB: Care of School Property by Students	73
JICH: Misuse of Chemical Substances by Students	73-79
JICI: Weapons, Violence, & School Safety	79-82
JICK: Bullying & Cyberbullying Prevention in Schools	82-86
JIH: Questioning & Searching of Students	86-87
JJIF: Management of Concussion & Other Head Injuries	87-89
JK: Student Discipline	90
JKAA: Use of Physical Restraint & Seclusion	91-92
JLCB: Immunization of Students	92-93
JLCD: Adminstrating Medications to Students	93-97
JLDB: Response to Intervention Team Policy	98
JRA: Student Education Records & Information	98-99
JRA-E: Annual Notice of Student Education Records & Info. Rights	99-101

POLICIES UNDER CODE K: "SCHOOL, COMMUNITY, HOME RELATIONS"	
KI: Visitors to the Schools	101-102
KHC: Distribution of Non-School Materials	102
PROTOCOLS	
Guideline: Parent Communication with Staff	103

CAMDEN ROCKPORT SCHOOLS PROTOCOLS

Five Town CSD/MSAD #28

Guideline: Parent Communication with Staff

Educators are in a professional field without typical workday boundaries. We are readily accessible, mostly through email, all hours of the day. Not many people work in an environment where the customers (for lack of a better word) have access to the employees after work has ended.

In an effort to help maintain a manageable work/life balance while still being sensitive to parent/student needs, the district has outlined the following expectations for its professional staff. There may be times when teachers or administrators cross these boundaries in the course of their work, but we don't want that to be the norm and it is not the expectation.

1. EMAIL

- Response time: Our target is to respond to emails within 24 hours – that is the norm.
- Evenings/Weekends: There is no expectation to be checking email in the evenings or on weekends or vacations.

2. PHONE

- Response Time: Our target is to return phone calls the same day they are made or the earliest time available to the teacher on the following school day.
- Teachers are asked NOT to answer the phone during class. It would be helpful for parents to avoid calling teachers during the instructional day because the ringing phone distracts learning.

**If parents have an urgent need to communicate with a teacher, the best option is to call the main office and have a message sent to the teacher.*

**Parents, please refrain from calling or texting your child during the instructional day. That creates an interruption to class. Thank you for your attention to this.*

April 3, 2017

moved to earlier in handbook

FOR YOUR REFERENCE

FOR QUESTIONS ABOUT:	CONTACT:	PHONE NUMBER:
Camden-Rockport Elementary School	Main Office	236-7809
Principal	Chris Walker-Spencer	236-7809
Assistant Principal	Katie Bauer	236-7809
Explorers Program	Courtney McCormick	236-7809
Bus/Transportation	Rob Stelman Chris Fanelli	236-3358
Food Services	Mikael Andersson	236-7800 xt 3460
Guidance	Susan Conover	236-7809
Horizons Teacher – G/T	Sarah Scordino	236-7809
Horizons Director	Debra McIntyre	236-3358
(PTA) Camden Rockport School Alliance	CamdenRockportSchoolAlliance@gmail.com	
School Nurse	Meghan Fitzpatrick	236-7809
Special Education Director	Valerie Mattes	236-7812
Superintendent's Office		
Superintendent	Maria Libby	236-3358
Asst. Superintendent	Debra McIntyre	236-3358
Business Manager	Peter Nielson	236-3358



CAMDEN ROCKPORT SCHOOLS MSAD #28 POLICY**CAMDEN-ROCKPORT MIDDLE SCHOOL
STUDENT DRESS CODE**

The Board of Directors believes that well-reasoned guidelines on student dress are essential for the good order and decorum of any safe and successful school dedicated to high student achievement. The primary responsibility for a student's attire rests with the student and their family. At CRMS, the dress code is in place to **maintain student dignity and** provide guidance that allows students to participate **effectively fully** in ALL activities and experiences ~~we provided~~ within our active learning environment. Students must meet dress code during the school day and at school sponsored events. ~~Students must meet dress code while standing, seated, and participating in all activities within any classroom, in the gym during PE classes, in the hallways, at recess, etc. and all school activities.~~ The administration reserves the right to deem ~~other~~ clothing inappropriate for the school environment if it is not consistent with the spirit of this dress code. The school will implement a clear system for addressing dress code violations that considers student's' privacy and is as consistent as possible.

The dress code is as follows:

~~Applied to All Students~~

1. Undergarments may not be visible on any part of the body **or** ~~able to be seen through clothing.~~
2. Breasts, buttocks, and genitals must be covered by opaque clothing and not visible ~~during typical school activities.~~
3. Clothing that may restrict or hinder movement or participation because of fit may not be worn.
4. ~~Shorts must have a minimum of a 3" inseam across the entirety of the hem and may not have rips that expose skin.~~
5. ~~Holes in pants must be at or below the 3" inseam.~~
6. All tops and dresses must have sleeves or straps **and cover the midriff.**
7. ~~Tops and dresses must cover the midriff while standing still.~~
8. Messages on clothing or accessories cannot exhibit, promote, or advertise drug, alcohol, or tobacco products/use or contain graphic or profane language or images.
9. Appropriate shoes for athletic participation must be worn during gym and when students are participating in field trips. Cleats, slippers, and wheelies are not allowed.
10. Hats, bandanas, hoods, non-religious headscarves, visors, and pajamas are not allowed **except as provided below.**
11. **Stocking hats are allowed each year beginning October 15th.**
12. **Hats with brims are allowed in the spring after we return from April break through the end of the year. Staff may ask students to remove hats during**

group work or activities that require more eye contact or a more professional experience in the classroom (such as a presentation).

Students in violation of the dress code will be subject to the following disciplinary action:

First incident: Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). Warning.

Second incident: Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). In addition, students will attend a restorative circle.

Third incident: Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). In addition, students will attend a restorative circle with parents and will lose school privileges.

Fourth and each subsequent incident: Students will be sent to the office for determination of a violation, required to change clothing, and have a required morning check-in at the office for 5 days to ensure clothing meets dress code.

History: Adopted: 01/20/10, 12/2011, 03/21/12, 12/9/15, 6/11/18

First Reading: June 8, 2022

Second Reading:

Adopted:

CAMDEN ROCKPORT SCHOOLS POLICY

MINUTES

The Superintendent, in his/her role as Board Secretary, shall prepare and maintain accurate minutes of all meetings of the Board.

The minutes shall reflect the type of meeting (regular, special, ~~workshop~~, or emergency), the date, time, and place of the meeting, and the names of the members present and those absent. The minutes shall include, at a minimum: the wording of motions and resolutions; the name of the Board member making the motion; the name of the Board member seconding the motion; the action taken; and the vote.

When a Board member abstains from voting because of a conflict of interest as defined by law, his/her abstention, and reason for doing so shall be recorded in the minutes.

Draft (unapproved) minutes of meetings will be distributed to all Board members prior to the meeting at which they are to be presented for approval. Draft (unapproved) minutes will be made available to the media upon request and may be inspected and copied by members of the public at the Office of the Superintendent. Draft (unapproved) minutes shall be stamped "draft" to indicate their status.

Board meeting minutes shall be acted upon by the Board at its next regular meeting. The Board's action on the minutes will be reflected in the minutes of the meeting at which they are approved.

Approved minutes including backup materials, shall be permanently filed in the Office of the Superintendent, where they shall be available to the public for inspection and copying during normal business hours.

Legal Reference:

- 1 M.R.S.A §§ 402(3), 408-A
- 20-A M.R.S.A §§ 1004, 1055
- 30-A M.R.S.A § 2605

History:

Adopted: 12/13/95, 05/26/04, 11/06/13

Reviewed: ~~December 16, 2019~~ 12/16/19

Reviewed: June 8, 2022

CAMDEN ROCKPORT SCHOOLS POLICY

ATTENDANCE FOR STUDENTS INFECTED WITH HUMAN IMMUNODEFICIENCY VIRUS

Camden Rockport Schools has as its primary goal the provision of quality education in a safe environment for all students. Public Law in Maine guarantees all children the right to an education. This policy is to establish what actions shall be taken in the event that Camden Rockport Schools is made aware that a student attending school is infected with HIV.

To assure the rights and safety of all involved parties are preserved:

1. Camden Rockport Schools shall provide educational opportunities for students infected with HIV just as it does for other students. This shall include attendance in regular class settings. Students infected with HIV shall be entitled to all the rights, privileges, and services provided by Maine law and Camden Rockport Schools policies.
2. In the event that a public health threat is perceived by the student's private physician, the ~~Bureau of Health~~ **Maine CDC** must be notified, and will conduct an evaluation. If the school is notified of a student infected with HIV by the parents/guardians and becomes concerned about the safety of that student, other students, or staff, a similar evaluation may be requested. At any time that Camden Rockport Schools is concerned that a particular student poses a public health threat to others, advice may be requested from the ~~Bureau of Health~~ **Maine CDC**.
3. In the rare event that the ~~Bureau of Health~~ **Maine CDC** determines that conditions exist which suggest that a student with a Human Immunodeficiency Virus infection is a health threat to the school community, the ~~Bureau of Health~~ **Maine CDC** and/or the superintendent may remove the student from the usual classroom setting until other arrangements can be made or until the ~~Bureau of Health~~ **Maine CDC** determines that the risks have abated. The health status of a student, temporarily removed from the usual school setting in order to protect the health of the student or others, will be reevaluated at least quarterly by the ~~Bureau of Health~~ **Maine CDC**.
4. Current Maine law protects the confidentiality of HIV test results with certain statutory exceptions. Test results may not be disclosed to anyone without written consent of parents/ guardians. Records containing information about Human Immunodeficiency Virus test results and consent forms relating to test results shall be kept separate from other school records. Only those persons given written consent by the student's parents/guardians shall have access.
5. With written consent of the parents/guardians, the school shall designate an individual or team to:
 - a. Serve as the liaison between the school and the student's parents/guardians, the student's physician and, if necessary, the ~~Bureau of Health~~ **Maine CDC**; and/or

- b. Serve as the supervisor of the medical component of the student's educational experience.
 - c. Any team member or individual entrusted with the knowledge of a student infected with HIV must, by law, keep his/her knowledge of that child's status confidential, and access to information shall be limited only to those persons authorized in writing by the student's parents/ guardians.
6. At the parents'/guardians' written request, a designated team member, usually the school nurse, will notify the student's parents/guardians and/or the student's physician in the event that infections occur in the school population that may place an immunodeficient student at increased risk as defined by the student's physician or ~~Bureau of Health~~ **Maine CDC**. The decision whether or not to remove the student from school will be made by the parents/guardians and the student's physician.
7. Because of the inability to identify individuals who may be infected with HIV to other agents transmissible through blood and other body fluids, Camden Rockport Schools shall follow standard procedures for cleaning and disinfecting all body fluid spills. If there is a need to handle items which are soiled with body fluids or to clean surfaces which are contaminated with body fluids, gloves shall be used in this process. Such contaminated articles shall be cleaned with soap and water and disinfected with a 1:10 dilution of household bleach or other appropriate disinfectant. All staff members shall participate in the training on how to deal with body fluids that they may encounter as part of their daily tasks. The procedures for cleaning bodily fluid spills shall be reviewed annually by all school staff members.

Legal References:

- 5 M.R.S. Ch. 501
- 20 U.S.C. § 1232g The Family Education Rights and Privacy Act, 1974 (FERPA) 29 U.S.C. §§653, 655, and 657 Occupational Safety and Health Act of 1970
- 29 U.S.C. §§653, 655, and 657 Occupational Safety and Health Act of 1970
- 29 C.F.R. § 1910.1030 Occupational Exposure to Bloodborne Pathogens Standard
- 29 U.S.C. § 794, 34 C.F.R. §§ 104.1, et seq., The Rehabilitation Act of 1973 (Section 504)

History:

Adopted: 01/05/00

Reviewed: 01/28/16, **04/13/22**

Reviewed: June 8, 2022



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

Maria Libby
Superintendent
Debra McIntyre
Assistant Superintendent



Five Town CSD/Camden Rockport Schools
Joint Communication Committee Meeting
May 17, 2022

MINUTES

Board Present

Marcus Mrowka
Becky Flanagan

Also Present

Shawn Carlson

1. Call to Order

The meeting was called to order at 4:30 p.m.

2. Discuss Upcoming Communication Needs and Strategies

The committee had a discussion with Shawn about the purpose and structure of the committee and meetings since it was his first time participating and he will be joining future meetings as Interim Superintendent.

The Committee discussed wanting to have an event for the community at the appropriate time to tour the newly opened Rose Hall. They also discussed ideas on how to get information to the community about Rose Hall being open and in use.

The committee discussed the desire to identify opportunities to promote the work of the Hatchery in the press, and to highlight the Washington, DC trip that resumed this year after a COVID hiatus.

The committee talked about the summer board workshop and possible agenda items and identified August 25 as a possible date

3. Adjourn

The meeting Adjourned at 5:15 p.m.