



STUDENT / PARENT HANDBOOK

2023-2024

Camden Rockport Middle School
Grades 5-8

Jaime Stone, Principal
Nikole Seeger, Assistant Principal

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

<http://crms.fivetowns.net>

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Camden Rockport Schools 2023-27 Strategic Plan Summary

CORE VALUES:

Kindness:

I care about the well-being of others and respect differences.

Grit:

I work toward a goal and stick with it, even when it's hard.

Responsibility:

I come prepared to work, learn and accept the outcomes of my actions.

Self-Control:

I interact safely within my community in a way that supports learning and growth for all.



BELIEFS ABOUT LEARNING:

We believe that the best learning occurs when students and staff....

- Are emotionally and physically safe.
- Have supportive relationships.
- Are valued.
- Have access to appropriate support and resources.
- Experience meaningful learning.
- Have an active role in the school community.
- Extend their learning beyond the school walls.

COMMITMENTS TO STUDENTS:

We will do our best to:

- Provide you an inspiring, well-rounded, high-quality education.
- Maintain a safe, inclusive, and equitable environment.
- Meet you where you are with the resources that allow you to succeed.
- Foster a culture to grow your mind, body, and heart.
- Guide and support you as you develop into a positive community member.

STRATEGIC PLAN FOCUS AREAS

► Adapting to Rapid Change

We will prepare students and staff to continuously adapt to the rapidly changing global landscape.

► Experiential Learning

The district will increase opportunities for hands-on, minds-on, real world learning.

► Sustainability

District programs, investments, operating procedures, and practices will support current needs without compromising future generations.

► Well-Being

The district will provide and integrate strategies that support student and staff emotional, social, and physical well-being.

► Equity

Each member of our school community will be included, engaged, and supported in our programming, opportunities, and culture.

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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	Nikole Seeger

OFFICE STAFF

Administrative Assistant	Jonne O'Farrell
Administrative Assistant	Alicia Martin

STUDENT SUPPORT STAFF

Psychological Services	Alex Amoroso
School Counselor	Tanya Young
Social Worker	Amy Libby
Social Worker, Special Education	Amanda Gaudet
Librarian	Christina Young
Nurse	Gretchen Kuhn

5TH GRADE TEAM

LA, SS	Heather Butler
Math, Sci	Kerry Keefe
LA, SS	Brianna Alley
Math, Sci	Katie Urey
Special Education	Krystle Catell
Ed Tech	Rita Ackley
Ed Tech	David Turner

6TH GRADE TEAM

LA	Lacy Oakes
Math	Kisha Marsh
Social Studies	Jim Morse
Science	Deb McSweyn
Special Education	Molly MacIntish
Ed Tech	Ellen Curtis

7TH GRADE TEAM

LA	Jessie Odgren
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	Guy Hamlin
Science	Leah Percy
Special Education	Krista Scott
Ed Tech	Daniel Wiley

CULTURAL ARTS TEACHERS

Music/Performing Arts	Allysa Anderson
Chorus	Jeffrey Maynard
Art	Kristen Andersen
Family Consumer Science	Susan Burwell
Technology	Marsha Norwood

INTERVENTION & SPECIALIZED EDUCATION

Intervention Coordinator	Michelle Gabrielsen
Math Interventionist	Elphie Owen
RTI Ed Tech	Chris McBride
Speech & Language	Patricia Magri
Occupational Therapist	Deb Harbaugh <i>Contractor</i>
	Kristen Shackleford <i>Contractor</i>
Discovery Program	Jeni Mason
Discovery Program Ed Techs	Allyson Gabriele
	Heidi Parsloe
Voyagers Program	Adam Harter-Ives
Voyagers Program Ed Techs	Caylie Anderson
	Fern Campagnoli
	Amanda Flanders
	Ben Pierce
Student Services Ed Tech	Tom Emerson
Advanced Math	Tammy Hilchey
Advanced LA	Trish Friesland
ELL	Leah NookFrost (Contractor)

EXPLORATORY TEACHERS

Band	Andrew Miller
Phys. Ed.	Dana Southworth
Spanish	Aaron Henderson
Spanish	Cara Winckhofer

SUPPORT STAFF

Custodians	Ashley Meservey
	Evan Moody
	Fitzhugh Palmer
	Maria Nickles
	Daniel Dearborn
	Howard LaFlamme
Grounds	Shawn Weaver
Maintenance	Frank Sparhawk
Kitchen Staff	Laurie Bryant
	Dolores French
	Gretchen Ferreira

SUPERINTENDENT'S OFFICE

Superintendent	Maria Libby
Assistant Superintendent	Shawn Carlson
Special Education Director	Jessica Yates
Asst. Special Ed. Director	Karen Gorris-Hicock
Business Manager	Pete Orne
Technology Director	Colin Sutch
Facilities Director	Chris Fanelli
Food Service Director	Mikael Andersson
Transportation Director	Chris Fanelli

CAMDEN ROCKPORT SCHOOLS BOARD OF DIRECTORS

Patrick McCafferty, Chair
 Marcia Dietrich, Vice Chair
 Sarah Bradley Prindiville
 Becky Flanagan
 Brieanna Gutierrez
 Marcus Mrowka
 Taylor Pohlman
 Rick Thackeray

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, language arts and social studies) 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, and 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 before and after 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 include:

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...

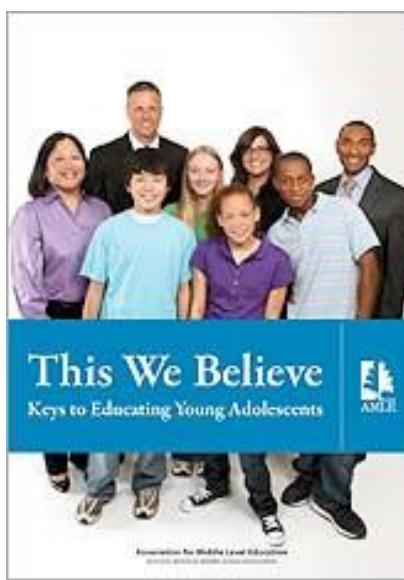
- Educators who value working with this age group and are prepared to do so
- Courageous, collaborative leadership
- A shared vision that guides decisions
- An inviting, supportive, and safe environment
- High expectations for every member of the learning community
- Students and teachers engaged in 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 or email crms.attendance@fivetowns.net. 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.

busses buses

Dances and Guidelines

DANCES: Dances run from 7pm-9pm.

- Regular School Dances: Dances at CRMS are open to either CRMS students only or students who live in the towns of Camden, Rockport, Hope, Appleton, and Lincolnville.
- End of year 8th Grade Dance is only for CRMS students currently in Grade 8.

Dance Guidelines: Students must arrive at school within 30 minutes of the start and can't leave before 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.

For questions, please contact Laurie Bryant, CRMS Kitchen Manager at 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 will be donated to local agencies that have accounts that will be utilized to support students in need.

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 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 contact is 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: jaimestone@fivetowns.net

STUDENT-LED CONFERENCES: In November 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 biweekly 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: 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 YouthArts 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 one of our social workers, Amy Libby or Sophie Payson, 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 8:20 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 8:00am – 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: Utilizing Second Step in a crew model 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 (MIYHS) 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 with homeroom games such as Tuesday Tunes, Wednesday Word and Thursday Theatrics.

WHOLE SCHOOL ASSEMBLIES: We also have whole school Spirit Assemblies, which take place regularly throughout the year. The 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 April CRMS hosts its annual Spirit Week. This fun event brings the school together in friendly competition between the grades. Various competitions are run throughout 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
- Say Something (anonymous reporting app)

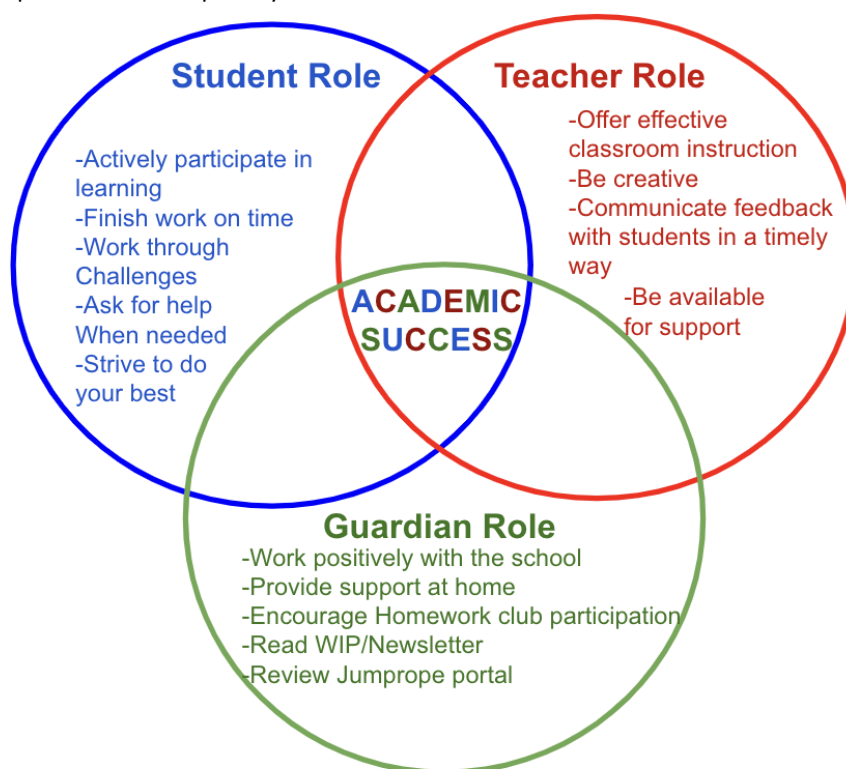
These experiences help students identify the difference between teasing and bullying and between flirting and sexual harassment, how to be an upstander when bullying or harassment occurs, and how to seek help when they are on the receiving end of bullying or harassment.

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:

Classes are 70 minutes in length for Language Arts, Math, Science, Social Studies and Cultural Arts (FCS, Art, Music, Tech,) and meet 3 times a week. Exploratory classes (Spanish, PE, Library Skills (G5-6), Writing (G7-8) Math and Reading 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.

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 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 on 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.

Sample Schedule:

5		6		7		8	
8:15-8:30	Arrival	8:15-8:30	Arrival	8:15-8:30	Arrival	8:15-8:30	Arrival
8:30-8:45	Transition to HR	8:30-8:45	Transition to HR	8:30-8:45	Transition to HR	8:30-8:45	Transition to HR
8:45-8:50 (5) 8:50-9:10 (20)	Homeroom & Morning Meeting	8:45-8:50 (5)	Homeroom	8:45-8:50 (5)	Homeroom	8:45-8:50 (5)	Homeroom
9:10-9:15 (5)	Transition	8:50-8:55 (5)	Transition	8:50-8:55 (5)	Transition	8:50-8:55 (5)	Transition
9:15-10:05 (50)	P1	8:55-10:05 (70)	P1	8:55-10:05 (70)	P1	8:55-9:25 (30)	P1 XL A
10:05-10:20 (15)	Break	10:05-10:20 (15)	Break	10:05-10:20 (15)	Break	9:30-10:05 (35)	P1 XL B
10:20-10:55 (35)	P2 XL A	10:20-11:35 (75)	P2	10:20-11:35 (75)	P2	10:20-11:35 (75)	P2
10:55-11:35 (40)	P2 XL B	(arrive at P3 11:35)	P2	(arrive at P3 XLA 11:35)	P2	11:35-11:50 (15)	Lunch
11:35-11:50 (15)	Recess	11:35-12:50 (70)	P3	11:35-12:10 (35)	P3 XL A	11:50-12:10 (20)	Recess
11:50-12:10 (20)	Lunch	(arrive at P3 11:35)	P3	12:10-12:50 (40)	P3 XL B	12:10-1:25 (75)	P3
12:10-1:25 (75)	P3	12:50-1:05 (15)	Lunch	12:50-1:05 (15)	Recess	1:25-1:30 (5)	Transition
1:25-1:30 (5)	Transition	1:05-1:25 (20)	Recess	1:05-1:25 (20)	Lunch	1:30-2:40 (70)	P4
1:30-2:40 (70)	P4	(arrive to P4 XLA 1:25)	Transition	(arrive to P4 1:25)	Transition	2:40-2:45 (5)	Transition
2:40-2:45 (5)	Transition	1:25-2:05 (40)	P4 XL A	1:25-2:40 (75)	P4	2:45-3:15 (30)	Schooner
2:45-3:15 (30)	Schooner	2:05-2:40 (35)	P4 XL B	2:40-2:45 (5)	Transition	3:15	Dismissal
3:15	Dismissal	2:40-2:45 (5)	Transition	2:45-3:15 (30)	Schooner	3:15-3:45	HW Club T/Th
3:15-3:45	HW Club T/Th	3:15	Dismissal	3:15	Dismissal	3:15-3:45	HW Club T/Th

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 and to be seated in homerooms by 8:45 AM. 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 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. 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 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.

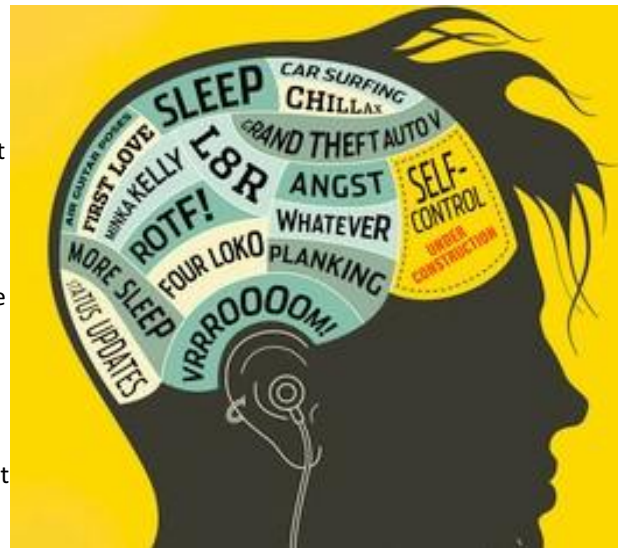


Image of the "Teenage Mind" from the Wall Street Journal, 1/28/2012

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 STUDENT SUPPORT CLASS: For more serious or repeated offenses, students may be required to attend formal instruction 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.

RESTORATIVE ACTIVITY: Assignment and/or activities given by administration and/or members of the Student Support team to increase behavioral awareness that is targeted towards areas of need and highlights the Core Values of CRMS.

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 and/or Restorative Activities 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 MTSS TEAM: In addition to the formal consequences outlined above, a student who demonstrates repeated behavior issues might be referred to our Multi-tiered System of Supports (MTSS) team. This team is composed of the Intervention coordinator, social worker, school counselor and assistant principal. Once referred to the Behavior MTSS 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 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 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 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.
4. **Playground:** All students are expected to behave in a responsible and safe manner on the playground. 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:** QVC, Restorative circle.
 - **Pattern of 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 may need to 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 JICH.* 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 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:** QVC, Restorative circle
 - **Second offense:** Restorative administrative assignment, 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:** Restorative administrative assignment, Parent conference, possible referral to BRTI team.

CRMS EXPECTATIONS 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, restorative administrative assignment
 - 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:** Removal from the environment where the behavior occurred, 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 guardians, 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

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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 believe 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 self harm 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.

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. 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

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 MRS §§ 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. Requests 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. Requests 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 produce 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 MRSA § 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

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:

JEA – 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 include but are 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 MRSA §§ 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

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 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 any classroom, 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 student's privacy and is as consistent as possible.

1. Undergarments may not be visible on any part of the body 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. Hats, bandanas, hoods, non-religious headscarves, visors, and pajamas are not allowed except as provided below.
8. Stocking hats are allowed each year beginning October 15th.
9. 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

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 the 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 extracurricular 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 extracurricular 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 extracurricular 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 extracurricular 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 extracurricular 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 extracurricular 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 EXTRACURRICULAR 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 extracurricular activities; participation allowed as defined above. ● ADMINISTRATIVELY DETERMINED OFF-CAMPUS/AT NON-SCHOOL SPONSORED EVENT: 30 calendar day suspension from co- and extracurricular 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, crossbows, 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 a 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 a 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

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:

- a. Bullying;
- b. Cyberbullying;
- c. Harassment and Sexual Harassment (as defined in board policy ACAA);
- d. Retaliation against those reporting such defined behaviors; and
- e. Making knowingly false accusations of bullying behavior;
- f. 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.

- a. 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 email, text messages, instant messages (IM), phone calls or other messages on a social media website;
 4. Sending email, text messages, IM, or leaving voicemail messages that are mean or threatening, or so numerous as to bombard the target’s email 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 agencies 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

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 extracurricular 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 feels 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 the 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

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

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

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

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 healthcare 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 healthcare 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 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 assistants, 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 parents. 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

