# STUDENT / PARENT HANDBOOK
## 2026-2027

## Camden-Rockport Elementary School
## Grades PreK-4

Katie Bauer, Principal
Adam Bullard, Assistant Principal

Camden Rockport Schools
Camden & Rockport, Maine
207-236-7809

cres.fivetowns.net
facebook.com/CRESdories

KINDNESS • GRIT • RESPONSIBILITY • SELF-CONTROL

**Welcome to CRES!**

Whether this is your first year with us or you're a returning student or family, we're delighted to have you as part of the CRES community. We believe in the importance of play, the wonder of the woods, the joy of a good book, the thrill of learning something new, and the value of strong relationships between staff, students, and families.

This handbook is full of information and is intended to be a helpful resource as questions come up throughout the year. We know it can feel like a lot, so please don't hesitate to reach out—we're always happy to help.

At CRES, our vision is: **Student Centered Every Day—inspiring and supporting growth for all students.** We look forward to partnering with you to create an exciting and engaging learning experience for your child.

The CRES Crew



# 2023-27 STRATEGIC PLAN SUMMARY

**MISSION STATEMENT:** **Be Kind. Work Hard. Keep Learning**

**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.**

# AT A GLANCE

## CRES OFFICE HOURS
**7:00 a.m. - 3:30 p.m.**

## SCHOOL STARTS AT 7:50
**Bus riders are always on time!**

## SCHOOL ENDS AT 2:30
**(12:15 on ER DAYS, 11:30 on ERH DAYS)**

### ABSENCES

- Call 236-7809 or email (cres.attendance@fivetowns.net) before 7:50 a.m.
- Share child's name and why absent.
- The absence is marked **unexcused** if there is no notification from a parent/guardian.
- Students who are absent cannot participate in any after school extracurricular activities.

### MORNING DROP OFF
**between 7:30 - 7:45 a.m.**

- CRES staff members ~~will~~ greet cars that need to unload.
- Please have your child on the **passenger side** of the car and remain in the car.
- The drop off loop is closed at 7:45 am sharp.

### ARRIVAL AFTER 7:45 . . .

- Please park and walk your child to the Main Entrance doors. A staff member is there until 8:00 am.

### AFTERNOON PICK UP

- Please wait on the outside of the playground.
- CRES staff match parents and children at the gates.
- Children in the same family are dismissed at the scheduled time of the youngest student

### SCHOOL ATTENDANCE

- Showing up to school matters!
- Parents are urged to strongly support regular daily attendance for all children.
- Please reach out to the Assistant Principal if getting your child to school is a challenge. Together we can problem solve and develop an attendance plan.

### MORNING WALK-IN
**between 7:30 - 7:45 a.m.**

- Please park and walk your child to the playground gates via the sidewalk to avoid crossing traffic.
- Only CRES students and staff are allowed on the playground.

### PICK UP TIME/LOCATIONS

**PreK, Kindergarten, Multiage**

- 2:25 Dismissal
- Students exit classroom doors to the sidewalk or playground gate.

**First, Second, Third, Fourth**

- 2:30 Dismissal
- Students wait at the playground gate for parent to arrive.

**BUSES DEPART 2:30 -2:40 p.m.**

### MESSAGES

Please communicate through the main office and not directly with your child during the school day.

- Student cell phones/smart watches are not allowed.
- Call the Main Office at 236-7809 to leave a message for your student.
- Students can call you for school related needs by using the Main Office or a classroom phone.

To leave a message for a teacher, call the Main Office, or email them. Staff-reply within 24 hours.

### RECESS TEMPERATURE GUIDELINES

We go outside in MOST types of weather!

- If the "feels like" temperature is 0°F or higher it is a full outside recess.
- If the "feels like" temperature is between 0° and -15°F, outdoor time is limited to 15 minutes.
- Recess is held indoors when the "feels like" temperature is below -15°F or wind, lightning or torrential rain make it dangerous.

### BACKUP CLOTHES
**Accidents happen,**
**kids get wet and muddy too!**

- All CRES students (PreK - 4) need a complete set of backup clothes in their locker or backpack at all times. (Socks, underwear, pants, shirt and shoes.)
- Please ensure these backup clothes are appropriate to the season and have your child's name on them.

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The following policies are available at *sad.fivetowns.net*, or by clicking on the links provided. Please contact the main office at 236-7809 or cres.attendance@fivetowns.net if you need a printed copy.

**POLICIES UNDER CODE A:**
**"FOUNDATIONS AND BASIC COMMITMENTS"**
AC: Nondiscrimination/Equal Opportunity & Affirmative Action
ACAA: Harassment & Sexual Harassment of Students
ACAA-R: Student Discr./Harassment & Title IX Harassment Complaint Procedure
ACAD: Hazing
ADC: Tobacco Use & Possession
ADC-R: Tobacco Use & Possession Administrative Procedure

## POLICIES UNDER CODE E: "SUPPORT SERVICES"

EBBD: Temperature Standards for Schools
EBCC: Bomb Threats
ECAF: Security Cameras
ECAF-E: Security Camera Notice
ECB: Pest Management in School Facilities & on School Grounds
EEAEC: Bus Conduct

## POLICIES UNDER CODE G: "SUPPORT SERVICES"

GBEB: Staff Conduct with Students

## POLICIES UNDER CODE I: "INSTRUCTION"

IHBAA: Referral/Prereferral of Students with Disabilities
IHBAA-R: Referral/Prereferral of Student with Disabilities Administrative Procedures
IHBAI: Independent Educational Evaluations (IEPs)
IJNDB: Student Computing Device & Internet Use
IJNDB-L: School Provided Device Use
IJNDB-P: School Provided Device Use Procedure
IJNDB-R: Student Computing Device & Internet Use Rules
IJOC: School Volunteers
IKAB: Report Cards/Progress Reports
IKB: Independent Work Outside of Class (Assignments)
IKE: Promotion, Retention, and Acceleration of Students
ILA: Student Assessment
ILD: Educational Research: Student Submission to Surveys
IMB: Learning About Controversial Issues
IMG: Animals on School Premises
IMGA: Service Animals In Schools

## POLICIES UNDER CODE J: "STUDENTS"

JEA: Compulsory Attendance
JEAA: Student Attendance/Student Absences & Tardiness
JFA: Student's Eligibility to Attend Camden Rockport Schools
JFAA: Admission of Resident Students
JFCK: Student Use of Cellular Telephones & Other Electronic Devices
JFCK-R: Rules for Use of Cellular Telephones & Other Electronic Devices
JHB: Truancy
JIC: Student Code of Conduct
JICB: Care of School Property by Students
JICH: Misuse of Chemical Substances by Students
JICI: Weapons, Violence, & School Safety
JICK: Bullying & Cyberbullying Prevention in Schools
JIH: Questioning & Searching of Students
JJIF: Addendum to Concussion Policy
JK: Student Discipline
JKAA: Use of Physical Restraint & Seclusion
JL: Student Wellness
JLCB: Immunization of Students
JLCC: Illness & Communicable Diseases
JLCD: Administrating Medications to Students
JLCDA: Medical Marijuana in Schools
JLDB: Response to Intervention Team Policy
JLI-E: Report of Dangerous Behavior by Students Directed Against School Staff
JLI-R: Procedure For Reports of Dangerous Behavior by Students Toward Staff
JRA: Student Education Records & Information
JRA-E: Annual Notice of Student Education Records & Info. Rights
JRA-R: Student Education Records & Info. Admin. Procedure

## POLICIES UNDER CODE K: "SCHOOL, COMMUNITY, HOME RELATIONS"

KFB: Facilities Use
KHC: Distribution of Non-School Materials
KI: Visitors to the School
KLG: Relations with Law Enforcement Authorities
KLG-R: Relationship with Law Enforcement Authorities Procedure

# Camden-Rockport Elementary School

## 2026-2027 SCHOOL PERSONNEL

All staff members are accessible by email using: firstname.lastname@fivetowns.net

### ADMINISTRATION
Principal……Katie Bauer
Assistant Principal……Adam Bullard

### OFFICE STAFF
Registrar/Admin. Asst…..Jenn Gomez
Admin. Assistant……Heather Mackey

### STUDENT SUPPORT STAFF
School Psychologist…….Hannah Luken
Guidance Counselor…….Susan Conover
Social Worker……Kate Forand
Behavior Specialst……..Kim Lord
Nurse…… Meghan Fitzpatrick

### INTERVENTION STAFF
Title 1 Coordinator……Christina Gaulin
Gifted & Talented ……Jenny Gold
Literacy Intervention…..Amanda Pingree
Math Intervention……Jenny Gold

### SPECIALISTS
Art……Sarah Mann
Library/Makerspace…….Megan Dailey
Music……Ursula Crosslin
PE/Health……Eric Martin
Spanish……Julie Speno

### SUPPORT STAFF
Technology……Chris Bryant
Food Service……Alex Peddie & Andrew Grady
Maintenance……David DiMauro
Grounds……Joe Alberti
Custodians……Bob Calderwood, Damon Margeson, Donna Kirk, Harry Blastow, Jenna Howard, Amber King

### SPECIAL EDUCATION STAFF
Explorers Program……Esther Troester
Explorers Program……Nerin Moroney
Travelers Program……Amber Flanders
K-4 Composite Resource……Tara Miller
K-4 Resource Rm……Monique Kady
Speech Therapist……Lacey Ryder
Speech Therapist……Audrey Young
Occupational Therapist….Jessie Robinson
Social Worker……Allison Diamond
Multilingual Support…….Corinne Wilson
Reading Specialist……Deb Stone

### PREK TEAM
Teacher……Heather Bowen
Teacher……Jesse LaBreck
Program Coord/Teacher……Shina Barrows

### KINDERGARTEN TEAM
Teacher……Teresa Curtis
Teacher……Amber Kennedy
Teacher……Kim Wickenden

### 1ST GRADE TEAM
Teacher……Shelby Chadwick
Teacher……Molly McKenzie

### 2ND GRADE TEAM
Teacher…… Caitlin Fitzpatrick
Teacher…… Alison Todd

### MULTIAGE TEAM
Teacher……Jennifer Baroody
Teacher……Kristi Hardy-Gilson

### 3RD GRADE TEAM
Teacher……Robin Chernow
Teacher……Bonnie Massengale
Teacher……Lynda Pierce

### 4TH GRADE TEAM
Teacher……Amy Brown
Teacher……Kate Dishop
Teacher……Scott Kady
Teacher……Michael Larrabee

### EDUCATIONAL TECHNICIANS
Michelle Beveridge
Alice Cahn
Rachel Comstock
Ellen Curtis
Baerbel Czennia
Deidre Ferrara
Tina Gibbs
Nichole Goodlett
Jennifer Houle
Bella Jackson
Emil Leblanc-McConnell
Craig Letowski
Victoria Marshall
Tara Mercer
Eileen Moscoso
Abby Peabody
Christina Peet
Sharon Pratt
Elizabeth Smith
Jessica Smith
Isabella Sullivan
Jala Tooley
Emily Widdecombe
Geri Winslow

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### SUPERINTENDENT'S OFFICE
Superintendent……Dr. Leigh Anne Neal
Assistant Superintendent……Jaime Stone
Executive Assistant……Cathy Ensing
Dir. Student Special Services……Jessica Yates
Asst. Dir. Student Special Services……Matt McGreevy
Admin. Asst. Student Spec. Srvcs……Kristin Hutt
Dir. Facilities/Transportation……Christopher Fanelli
Asst. Dir. Facilities/Transportation….Maggie Massengale
Admin. Assist. Facilities/Transportation….Amanda Simko
Business Manager……Chris Walker-Spencer
Human Resources……Laura Towne-Miller
Payroll……Karen Littlefield
Bookkeeper……Cynthia Simmons
Accounts Payable Specialist……Betcie Silverio
Business Accounts Receivable Specialist……Ellen Dowd
Receptionist / Admin. Assistant……Michelle Leeman
Director Technology……Colin Sutch
Director Adult Ed……Nicholas Beverage
Director Food Service……Mikael Andersson

### CAMDEN ROCKPORT SCHOOLS BOARD OF DIRECTORS
Brieanna Gutierrez (Chair)
Cricket Fuller (Vice Chair)
Marcia Dietrich
Rebecca Flanagan
Licia Morelli
Sarah Smith
Marisa Strong
Rick Thackeray

# Camden Rockport Elementary School

## 2026-27 School Calendar

### Grades PreK-4

**JULY**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

**AUGUST**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | W | W | W | TP | 29 |
| 30 | 31 | | | | | |

**SEPTEMBER (20)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | SO | O | 3 | 4 | 5 |
| 6 | H | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | ER | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

**OCTOBER (19)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | W | 10 |
| 11 | H | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | C | 24 |
| 25 | 26 | 27 | ER | 29 | 30 | 31 |

**NOVEMBER (17)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | H | 12 | 13 | 14 |
| 15 | 16 | 17 | ER | 19 | 20 | 21 |
| 22 | 23 | 24 | X | H | X | 28 |
| 29 | 30 | | | | | |

**DECEMBER (16)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | ER | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | X | X | H | 26 |
| 27 | X | X | X | X | | |

**JANUARY (19)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | H | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | ER | 14 | 15 | 16 |
| 17 | H | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**FEBRUARY (15)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | ER | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | ERH | 13 |
| 14 | H | X | X | X | X | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

**MARCH (22)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | C | 13 |
| 14 | 15 | 16 | ER | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**APRIL (17)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | ER | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | ERH | 17 |
| 18 | H | X | X | X | X | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

**MAY (20)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | ER | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | H | | | | | |

**JUNE (10)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | O | TP | 16 | 17 | H | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| | |
|---|---|
| August 25 | Workshop Day - CD |
| August 26 | Opening Day Workshop |
| August 27 | Workshop Day |
| August 28 | Teacher Prep Day |
| August 28 | New Student & Parent Orientation |
| September 1-2 | PreK & K Screening |
| September 1 | G1-G4 Student Orientation |
| September 2 | G1-G4 First Day of School |
| September 7 | Labor Day |
| September 23 | Early Release for Prof Dev (12:15) |
| September 24 | Open House, 5-7pm |
| October 9 | Workshop Day |
| October 12 | Indigenous Peoples' Day |
| October 23 | Parent Conferences - No School |
| October 28 | Early Release for Prof Dev (12:15) |
| November 11 | Veterans Day |
| November 18 | Early Release for Prof Dev (12:15) |
| November 24 | Trimester 1 Ends |
| November 25-27 | Thanksgiving Break |
| December 9 | Early Release for Prof Dev (12:15) |
| December 25 | Christmas Day |
| Dec 23 - Jan 1 | Holiday Break |
| January 1 | New Years Day |
| January 13 | Early Release for Prof Dev (12:15) |
| January 18 | Martin Luther King Jr. Day |
| February 3 | Early Release for Prof Dev (12:15) |
| February 12 | Early Release (11:30); 1/2 Teacher Day |
| February 15 | Presidents' Day |
| February 15-19 | Winter Break |
| March 11 | Trimester 2 Ends |
| March 12 | Parent Conferences - No School |
| March 17 | Early Release for Prof Dev (12:15) |
| April 7 | Early Release for Prof Dev (12:15) |
| April 16 | Early Release (11:30); 1/2 Teacher Day |
| April 19 | Patriots Day |
| April 19-23 | Spring Break |
| May 12 | Early Release for Prof Dev (12:15) |
| May 31 | Memorial Day |
| June 14 | *Last Day, **Early Release (11:30);** 1/2 Teacher Workshop |
| June 15 | Teacher Prep |
| June 18 | Juneteenth Observed |
| June 19 | Juneteenth |

| Student Days | |
|---|---|
| Month | Days |
| Sept | 20 |
| Oct | 19 |
| Nov | 17 |
| Dec | 16 |
| Jan | 19 |
| Feb | 15 |
| Mar | 22 |
| Apr | 17 |
| May | 20 |
| June | 10 |
| **Total** | **175** |

| Teacher Days | |
|---|---|
| Month | Days |
| Aug | 4 |
| Sept | 21 |
| Oct | 21 |
| Nov | 17 |
| Dec | 16 |
| Jan | 19 |
| Feb | 15 |
| Mar | 23 |
| Apr | 17 |
| May | 20 |
| June | 11 |
| **Total** | **184** |

| Trimester | Days |
|---|---|
| 1st Trimester | 55 |
| 2nd Trimester | 59 |
| 3rd Trimester | 61 |
| **Total** | **175** |

SO= Student Orientation
O = First/Last Day of School
W = Workshop Day (No School)
H = Holiday (No School)
X = Vacation (No School)

ERH= Early Release Half Day (11:30 Dismissal)
ER= Early Release (12:15 Dismissal)
C = Parent Conferences (No School)
TP = Teacher Prep Day (No School)

***For every snow day, add a day to the last day of school**

***If there is a delayed start on an Early Release day, the early release will not occur.**

***Approved by SAD board on 2/25/26***

6/4/26

# 2026-2027 Daily Schedule
# Camden-Rockport Elementary School

**Grades PreK - 4:**

7:50 a.m. – 2:30 p.m.*

* Approximately once per month, school releases early at 12:15 p.m. to allow for staff professional development.
* Three times this year school will release a half day early at 11:30 a.m.

Please see the School Year Calendar on page 8 for these dates.

7:30 a.m. – 7:45 a.m.: Students who are brought to school by a parent/guardian may be dropped off by following the Parent Drop Off and Pick Up Procedure on pages 12-13.
**The playground gate shuts at 7:45 am sharp.**

7:30 a.m.: Buses begin arriving.

7:50 a.m.: School Day begins.

| Grade | Tardy Bell | Pick Up Dismissal | Bus Dismissal |
|---|---|---|---|
| PreK & Kindergarten | 7:50 | 2:25-2:30 | 2:30 |
| Multiage | 7:50 | 2:25-2:30 | 2:30 |
| Grades 1 - 4 | 7:50 | 2:30 | 2:30 |

# Who To Contact With Questions

| QUESTIONS ABOUT: | CONTACT: | PHONE: |
|---|---|---|
| Camden-Rockport Elementary School | Main Office | 236-7809 (7 am - 3:30 pm) |
| Principal | Katie Bauer | 236-7809 |
| Assistant Principal | Adam Bullard | 236-7809 |
| Camden Rockport School Alliance (PTA) | CamdenRockportSchoolAlliance@gmail.com | |
| Bus/Transportation | Maggie Massengale | 236-3358 |
| Explorers Program | Esther Troester & Nerin Moroney | 236-7809 |
| Travelers Program | Amber Flanders | 236-7809 |
| Food Services | Mikael Andersson | 236-7800 xt 3460 |
| Guidance Counselor | Susan Conover | 236-7809 |
| Gifted & Talented Teacher | Jenny Gold | 236-7809 |
| Gifted & Talented Director | Jaime Stone | 236-3358 |
| School Nurse | Meghan Fitzpatrick | 236-7809 |
| Social Worker | Kate Forand | 236-7809 |
| Special Education Director | Jessica Yates | 236-7812 |
| Superintendent's Office | | |
| Superintendent | Dr. Leigh Anne Neal 236-3358 | |
| Asst. Superintendent | Jaime Stone | 236-3358 |
| Business Manager | Chris Walker-Spencer | 236-3358 |

# Important Procedures and Information

**BACKUP CLOTHES** — All CRES students should have a seasonally appropriate change of clothes in their locker or backpack, updated as they grow. Accidents happen, and students often get wet or muddy during outdoor activities—a change of clothes can make a big difference. We also recommend labeling clothing, especially outdoor gear. Our Lost & Found fills up quickly, and labeled items are easier to return.

**BUS TRANSPORTATION** — Students are expected to ride their assigned bus to and from school. Parents are asked to stress the importance of proper conduct while riding on the bus. Students may be removed from riding when behavior interferes with the safe, orderly operation of the bus. Refer to the District Policy EEAEC regarding Bus Conduct on the District website.

**(NO) CANDY/SODA** — Healthy snacks help students maintain energy throughout the day and help ensure they are ready to focus and learn. Please do not send candy or soda to school for snack or lunch. We are a 5-1-2-0 school that emphasizes healthy foods and discourages high sugar, empty calorie foods.

**CELL PHONES and ELECTRONIC DEVICES** — To help students stay focused and engaged, personal electronic devices—including cell phones, smartwatches, and electronic games—are not allowed in school or on the bus. If found, they will be held in the office until the end of the day. The School and/or District will not be held liable for lost, stolen or damaged electronics. Refer to the District policies JFCK and JFCK-R on Student Use of Cell Phones and Electronic Devices on the District website.

**COMMUNICATION WITH FAMILIES** — At CRES we encourage effective communication between school and home. If you have a question about your child or school related issues, please contact us at 236-7809. The CRES Office is open from 7:00 a.m. – 3:30 p.m. on school days. All staff may be contacted by email using the same standardized email system (see the School Personnel Listing at the beginning of this Handbook). Our Guideline for parent communication with staff (located at the end of this Handbook) is for staff to respond to emails within 24 hours.

Our primary method of written communication is by email to parents/guardians. Let the Main Office know if you do not have email access and we will provide you with a paper copy of all parent communications and send them home with your child.

We have the following formal communications methods in place at CRES:

- Monthly Newsletter – The Dory News communicates important news, dates, information, upcoming events, school highlights and accomplishments, and useful articles and links. It is distributed monthly by email.
- CRES Website – School highlights, activities, and reminders are published here, or last-minute information or changes (such as to the next day's lunch menu offering). This is our primary communication tool for families.
- ReachMyTeach and Thrillshare are used for grade level and full school alerts.

**COMMUNITY NEWS FLYERS** — CRES students do not distribute or carry home flyers, brochures, or other materials unless they are directly related to school programs, school curriculum, or school-related activities. Refer to the District Policy KHC regarding Distribution of Non-School Materials on the District Website and at the end of this Handbook.

**CRES FISH and CORE VALUE CAPES -** A recognition program designed to highlight students who demonstrate the core values of CRES. When students display these values, we acknowledge their actions by presenting them with a CRES Fish, describing their action. The CRES Fish is displayed in our lobby and a copy is sent home to share the good news with parents. Once a week, we randomly select a CRES Fish recipient for each core value, and that student is honored in their homeroom and given the opportunity to wear the Core Value Cape. The cape wearer represents all the children who have received a CRES Fish for that core value. To showcase these students, we feature their photos on a dedicated board in our lobby, inspiring others to follow their example. Our goal is to foster a culture of positive reinforcement and create a visual representation of excellence within our school community.

**DISCIPLINE** — Our goal is to address misbehaviors with kindness and clarity, using restorative practices to ensure that the experience is a learning opportunity that promotes accountability and empathy. Please refer to the Core Values / CRES Positive Behavioral Intervention and Supports section of this Handbook.

**DRESS CODE** — Students should wear clothing that provides developmentally appropriate coverage and allows for a range of movement. Students are often on the ground, hanging upside down on play equipment, outside in the woods or running during the school day. Our day is active so wearing appropriate footwear is important. Having comfortable, warm clothing is vital - please contact the main office if you need help getting outdoor gear. If a child's clothing displays a negative, inappropriate, or illegal message or image, we will ask that it be changed.

**FIDGETS —** CRES allows students to bring a fidget to school if they are used appropriately. The goal of using a fidget tool is to help manage anxiety or help with attention and focus. Fidgets are handheld tools made to reduce sensory overload and might be an item as simple as putty, a stress ball, or a fidget cube. When we offer a fidget to a child, we also teach them how and when to use it so they do not distract others.

**FOOD CELEBRATIONS** – To ensure a safe and inclusive environment for all students at CRES and accommodate food allergies and intolerances, classroom food celebrations must be planned in advance. Families who want to bring food for a classroom event need to reach out to the classroom teacher at least one week in advance. Teachers will send an opt-out form home to families so everyone is aware what will be served. Classrooms with food restrictions (i.e. nut free, dairy free, etc) are still in place. The "no sharing food with others" rule applies throughout the building.

**INVITATIONS** — Celebrating a child's birthday with a party attended by friends/classmates is a tradition in many families. However, when students bring invitations to school for only a few members of their class, it is hurtful for those children who are not invited to the party. Please handle invitations outside of the school premises.

**LOST AND FOUND** —Lost and found items are displayed near the front office and maintained throughout the year. Periodically, unclaimed items are donated away, as we're unable to store them long term. Please label all personal items—clothing, lunch boxes, water bottles, etc. so they can be returned if misplaced. Encourage your student to check the Lost & Found frequently.

**MESSAGES** — Students can use the telephone in their classroom or the Main Office to call their parent/guardian for school related needs. To leave a message for your student, call the Main Office at 236-7809. We will deliver the message in a timely manner when it will not be disruptive to classes. **The Main Office is your source for communicating with your child during the school day.**

**PARENT DROP OFF AND PICK UP PROCEDURE –** Students who are brought to school by their parents should not be dropped off before 7:30 a.m. There is no supervision before that time. Be attentive when driving through the parking lot. Children are unpredictable and can dart out quickly even with lots of adult supervision. It takes all of us to ensure the safest environment possible.

**Morning Drop Off: (between 7:30 - 7:45 a.m.)**

- Parent vehicle traffic will flow single file through the parking lot.
- Refrain from using your cell phone during this time.
- CRES staff members will greet cars that need to unload.
- Please have your child on the **passenger side** of the car.
- Parents should **remain in the vehicle.**
- Students will enter through the playground gate and either proceed to the lobby door or stay out for early recess.
- The drop off loop is closed at 7:45 a.m. sharp.

**Morning Walk-in: (between 7:30 - 7:45 a.m.)**

- Parents will park and walk their child to the playground gates via the sidewalk to avoid crossing traffic.
- Do not let children out in the gravel parking lot without you.
- Only CRES students and staff will be allowed on the playground.

Students arriving after 7:45 a.m. must enter the building through the Main Entrance doors and be accompanied by an adult for safety reasons to the door. School begins at 7:50 a.m.

**Parent/Guardian Pick Up**

Pick up will take place at the playground gate abutting the parking lot. Additionally, PreK classrooms that abut the parking lot will dismiss directly from their porch to a parent/guardian on the sidewalk.

- Parents/Guardians will wait on the outside of the playground or porch on the sidewalk.
- Pick up follows a staggered schedule by grade:
    - 2:25 PreK, Kindergarten, Multiage
    - 2:30 First, Second, Third, Fourth
- Students will wait at the playground gate except for PreK that will exit from their porch door.
- Students will be matched with their parent/guardian at the gate by a CRES staff member.
- All children in the same family will be dismissed following the scheduled time for the youngest student.
- Parents are encouraged to follow sidewalks to avoid crossing traffic whenever possible.

**PETS** — No dogs or pets are permitted on school grounds at CRES. This policy is applicable during extracurricular and athletic activities as well as during regular school hours. NO PETS ALLOWED signs are posted accordingly and should be observed. Non-service animals are not allowed in school for any reason other than educational purposes directly related to curriculum. Refer to the District Policy IMG regarding Animals on School Premises on the District Website.

**STUDENT HEALTH** — The district encourages all students to have a physical exam prior to entering Kindergarten. Vision and hearing screening tests are done annually in grades PK, K, 1, and 3. A signed statement from a licensed health provider specifying immunizations received, dates, and dosages is required. Immunization is required for poliomyelitis, diphtheria, pertussis (whooping cough), tetanus, varicella (chicken pox), measles, mumps and rubella. (20-A M.R.S.A. §6352-6359 and Chapter 126 of the Maine Department of Education Rules.)

As of September 2021, only medical exemptions for immunizations will be accepted. Documentation from a licensed health care provider (Doctor, Nurse Practitioner, Physician's Assistant) is required annually. Refer to District Policy JLCB regarding Immunization of Students on the District Website and at the end of this Handbook.

**STUDENT RECORDS** — Student records are maintained in the main office. A parent/guardian has the right to inspect and review all official student records directly related to their student in accordance with State and Federal laws. Refer to the District Policy JRA-E regarding Student Education Records Rights on the District Website.

**SCHOOL CANCELLATIONS** — In the event that weather, power failure, or threats to the building should cause the cancellation or early closing of school, the district will post a notice on our website. CRES also utilizes an automated calling service that will make a phone call to parents in the event that school is canceled. If you change your phone number or email address, you must notify the school, or you may not receive these notifications.

**SCHOOL SAFETY** — At CRES we take the safety of our school community very seriously. We have emergency plans for multiple scenarios and work closely with the Rockport Police Department, Rockport Fire Department and Knox County Emergency Management Agency to practice drills for emergency procedures during the school year. We have locks on all classroom doors, an efficient one-call system to disseminate information, clear check-in procedures in our office, and locked exterior doors during the school day. We are always seeking to improve our safety policies, procedures, and implementation with help from local emergency services. If you have questions or concerns, please contact our Assistant Principal.

**SUNSCREEN & BUG SPRAY** — School staff are unable to apply sunscreen or bug spray to your child. These products often contain chemicals, therefore students cannot bring sunscreen or bug spray to school. Parents or caregivers should apply these products at home or upon arrival at the school. Please be aware that the combination of several strong-smelling oils and repellants in the classroom and hallway can cause harmful reactions, including breathing difficulties and severe headaches for children and staff. If possible, choose unscented varieties.

**SUPPLIES** — While the school provides many of the supplies that students need throughout the year, we welcome donations at any time. A list of items that are always welcome can be found on our website.

**TOYS** — Toys from home are not allowed at school or on the bus. We cannot guarantee their safekeeping and they are a distraction during the school day. Toys include, but are not limited to, trading cards (e.g. Pokemon, baseball, etc.), stuffed animals, electronic games, digital devices, accessories, and sports equipment. Please refer to the earlier section on fidgets.

- Sports equipment for after school athletics activities must remain in backpacks during the day if students are traveling to another venue by school bus after school.
- On “share” days when a teacher invites a student to bring an item from home, a “share” item may only be accessed during the classroom share time and will otherwise remain in the student’s backpack or locker.
- Occasionally, a homeroom will select “Bring a Stuffie” to school as a reward for classroom behavior and responsibility.
- Violent materials are prohibited in school and include, but are not limited to, toy swords, guns, and “army men.” Such items will be collected and kept in the office for parent pickup.

**TOURS OF THE BUILDING** — Tours of the school may be scheduled through the Main Office. Please call 236-7809.

**VOLUNTEERS and VISITORS** — **Volunteers are welcome, and we love having you at CRES!** It is important to check-in and check-out in the Main Office. There are lots of ways to volunteer: in your child’s classes, join as a chaperone, support outdoor time, become a member of the Camden Rockport School Alliance (PTA), or help with Lost & Found or CRES gardens.

All school volunteers must annually complete a volunteer application and have a background check. Please see the Volunteers section of our website for a Volunteer Application Form and the district Volunteer Handbook. **PRO TIP**: Get your volunteer form into the office before the end of September so you are ready to go all year long! In addition to volunteering, we encourage you to participate in our school through parent-teacher conferences, celebrations of learning, field trips, and individual meetings with teachers.

# Core Values and Habits of Work & Learning

The 2023-2027 Strategic Plan committee refined the district's Core Values as well as laid out the direction for the next several years. This group was composed of stakeholders including administrators, teachers, parents and students. The district-wide Core Values are intended to provide consistent direction for our schools PreK-8.

At CRES, we continually review our Core Values and what they mean to us as a school. All staff review the Core Values with students regularly and demonstrate what they look like and sound like. We turned our Core Values into Habits of Work & Learning (HOWLS) and described what behaviors reflect each Core Value. Families can play an important role in the teaching and reinforcement of our Core Values by taking family time to talk about what they look like, and sound like at home and in the community.

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

- I am kind to myself.
- I am kind to my peers.
- I am kind to adults.
- I am kind to my school.
- I am kind to the environment.

**GRIT: I work toward a goal and stick with it, even if it's hard.**

- I try my best.
- I stay positive.
- I am curious.
- I work through challenges.
- I learn from my mistakes.

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

- I take responsibility for my learning.
- I follow directions.
- I make good choices.
- I look out for the well-being of others.
- I own my actions.
- I am honest.
- I restore relationships.

**SELF - CONTROL: I interact safely within my community in a way that supports learning and growth for all.**

- I am in control of my body.
- I am in control of my words.
- I use coping skills.
- I follow the group plan.
- I support the learning of others.

# Practices and Philosophy

At Camden Rockport Elementary School our goal is to create a safe, challenging, and joyful environment that nurtures the whole child and allows our educational community to thrive. To do this, we know that social-emotional and physical development are as important as intellectual and academic growth. With this in mind, we implement the *Responsive Classroom* philosophy alongside our CRES Core Values of responsibility, kindness, self-control, and grit. We also integrate EL Education's Habits of Character, which focus on becoming effective learners, ethical people and contributors to a better world. Together, these approaches highlight the strong connection between academic success and social-emotional learning while developing compassionate, responsible, and resilient young people.

Through the Responsive Classroom principles and practices below, a strong and safe school community is nurtured that emphasizes social, emotional, and academic growth.

## Guiding Principles

Seven principles guide this approach:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children's education.
7. How the adults at school work together is as important as their individual competence: lasting change begins with the adult community.

## Classroom Practices

At the heart of the Responsive Classroom approach are ten classroom practices:

1. *Morning Meeting*—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
2. *Rule Creation*—helping students create classroom rules that allow all class members to meet their learning goals.
3. *Interactive Modeling*—teaching children to notice and internalize expected behaviors through a unique modeling technique.
4. *Positive Teacher Language*—using words and tone to promote children's active learning and self-discipline.
5. *Logical Consequences*—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity.
6. *Guided Discovery*—introducing materials using a format that encourages creativity and responsibility.
7. *Academic Choice*—increasing student motivation by differentiating instruction and allowing students teacher-structured choices in their work.
8. *Classroom Organization*—setting up the physical room in ways that encourage independence, cooperation, and productivity.
9. *Working with Families*—hearing families' insights and helping them understand the school's teaching approaches.
10. *Collaborative Problem Solving*—using conferencing, role playing, and other strategies to engage students in problem-solving.

*Responsive Classroom* is the work of the Northeast Foundation for Children, Inc. (NEFC). NEFC was founded in 1981 by four public school educators who had a vision of bringing together social and academic learning throughout the school day. NEFC is a nonprofit organization and the sole source provider of the Responsive Classroom approach.

# CRES Positive Behavioral Intervention and Supports

Behavior is a form of communication. Understanding our students, ensuring their safety, and helping them be ready to learn is an integral part of what we do at CRES. We value the dignity of the individual and their role in the fabric of our community. A positive school community where students, teachers and staff feel welcomed and supported is essential to creating a healthy learning environment. It is one where our Core Values of Kindness, Grit, Responsibility and Self-Control are emphasized and nurtured. We view "discipline" as a teaching moment where restorative practices can be utilized. The opportunity to problem-solve together to resolve an issue allows the 5 R's of restorative practices to be honored. These practices are: relationship, respect, responsibility, repair and reintegration back into the classroom. Through modeling, building relationships, using positive reinforcement and clear expectations, we guide children to calm their bodies, describe what happened, listen closely to each other, and figure out how to fix the situation. This approach–provides opportunities for children to develop social skills, negotiate solutions and restore relationships. The final step of "reintegration" closes the restorative discipline circle and involves the children being welcomed back into the classroom, letting them know they are important members of the classroom community and affirming that they were missed.

This proactive approach to behavior places an emphasis on classroom culture and the role of the teacher in fostering students' behavioral growth. Through thoughtful interventions and social thinking skill development, students learn to distinguish between **expected/unexpected** behaviors. You may hear your children talk about **the size of the problem, expected behavior**, or what **color zone** they are in. (A more detailed explanation on **Zones of Regulation** is at the end of this section.) Learning to self-regulate takes practice and is supported by logical consequences, sound interventions, and recognizing how emotions feel so that children can accept responsibility and develop coping strategies for the next time a similar situation arises.

To assist what is happening at the classroom level, CRES has a dedicated student support group known as the BRTI team (Behavioral Response to Intervention) that consists of our social workers, guidance counselor, administration, behavioral specialist, a classroom teacher, MTSS Coordinator, and school psychologist. The team meets weekly to discuss the behaviors being observed, suggest interventions and develop plans as needed. This model of behavioral intervention aligns with our three-tier system of academic intervention and is the framework for our multi-tiered student support system (MTSS) which is required by the State.

Our emphasis is always on social-emotional growth and problem solving. We collect and review data to determine what supports are needed for continued development. Student behaviors are classified into three categories and documented. These categories are:

**Minor infractions** include negative gestures, exclusion of others, offensive language, and unsafe play. These incidents are addressed immediately by the staff present. Students are provided time to reflect on the behavior and determine how the behavior affected others, what relationships need to be fixed and identify changes to be made in order to be a positive member of the school community.

**Major infractions** are handled by the administration. These involve the more serious behaviors, such as significant physical aggression, insubordination, hazardous behaviors, leaving school grounds and threats to others. The immediate focus is on ensuring the safety of the child and others.

**Patterns** are ongoing infractions where a student does not respond to the usual progression of interventions at the classroom or grade level and requires further support. For example: a behavioral support plan, social skills group, more intensive support, a referral for counseling support, or a referral to special education services may be initiated. The BRTI team works closely with therapists, pediatricians, and other outside agencies to provide appropriate school interventions as needed.

We follow the steps below to investigate major incidents and when patterns develop:

1. **Gather Information:** Conference with students involved individually or in small groups.

2. **Process:** Discuss expected/unexpected behaviors, whether actions met CRES Core Values, who was impacted and how, and what could have been done differently. This is the teaching component of the approach.

3. **Future Planning:** Identify the problem, think about ways to solve and rebuild impacted relationships. Create action steps and discuss logical consequences.

4. **Making Things Right:** Use action steps to restore relationships through an **Apology of Action.** This allows the individual who was hurt to share what he/she needs to have the relationship repaired. This might be as simple as a verbal apology, or more involved like a request for a drawing or help on a project. Students do not need to accept an apology if they are not ready.

5. **Notification:** Let parent(s) and staff know what has occurred and the resolution.

Positive behavioral interventions and supports do not happen in isolation at school. Parents are crucial members of the team, and your insights inform our ability to support your child while at school. Teachers are the first line of communication between home and school, but please know that a variety of CRES personnel will seek your ideas and input as we ALL work to help ALL CRES students learn social norms, and focus on building caring, respectful relationships so that our young learners can thrive in our social world.

## Classroom Disruption Progression – A Focus on the Core Value of Responsibility

Students are responsible for behaving in ways that allow teachers to teach and students to learn. Classroom teachers manage their classrooms as they see fit and spend a considerable amount of time building classroom culture and teaching routines that support a productive learning environment. The following progression of responses is suggested to help all children grow and learn from their choices:

**First Disruption:**
The student receives a verbal redirection or warning.

**Second Disruption:**
The student is directed to use the classroom quiet corner to re-regulate or may be asked to relocate within the room.

**Third Disruption:**
The student is asked to take a break in a Buddy Room. This is a neighboring teacher's classroom, and the routine has been practiced ahead of time.

**Fourth Disruption:**
The student may be removed from class and will receive a behavior slip. A parent/guardian is contacted by phone or email.

**Subsequent Disruptions:**
Additional responses may include a restorative circle involving the teacher and administration, a parent meeting, a referral to the BRTI Team, or the development of a behavior plan.

## Protocol for School Incidents – Parent Communicating Concerns

If your child shares a problem that has occurred at school with another student or a staff member, we ask that parents contact an adult at school (best to contact the adult who is directly involved) before coming to any conclusions about the incident. Our experience is that children do not always share the full details of an incident. It is important to have an adult perspective to help evaluate, and potentially investigate, what actually happened. Likewise, it is important for the school to be aware of issues so that we can address concerns.

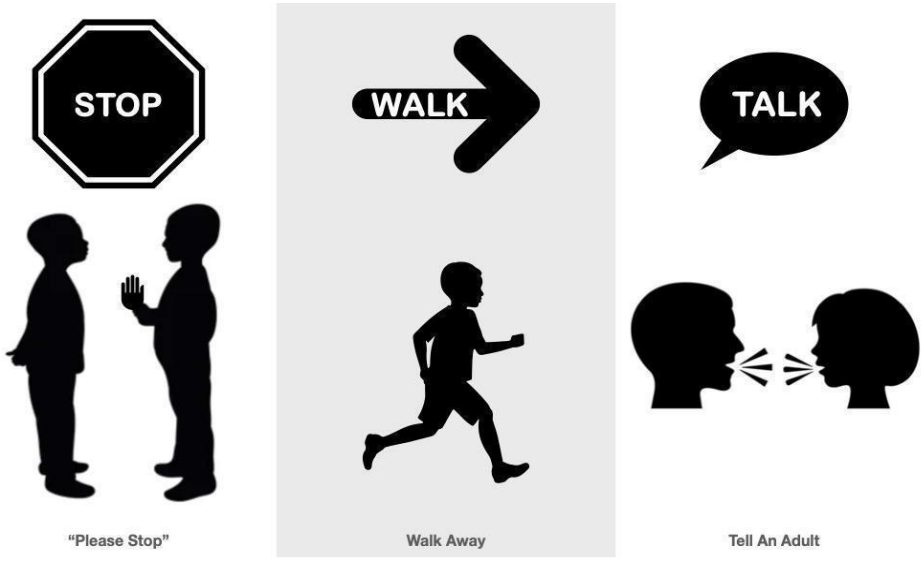
## Conflict Resolution Common Language

CRES students are taught to use a common language across all grade levels when a conflict arises between students.

These are the steps we teach CRES students when dealing with conflict with peers:

- **STOP** – Say "stop" and use the stop hand gesture. Be clear that what is happening is not ok with you.
- **WALK** – Walk away (or go get help).
- **TALK** – If it continues, go get an adult for help to talk it out.

The TALK part of this strategy directly involves staff at the school. When a student approaches a staff member about a conflict, staff will ask the question "Did you use your STOP signal and your words to ask them to stop?" before moving into problem solving mode. This strategy is used to address smaller problems. It gives students the independence to solve their own issues.




## Zones of Regulation

A lot of children will simplify the Zones of Regulation to be:

**Blue=Sad** **Green=Happy** **Yellow=Frustrated** **Red=Angry**

However, the focus of the Zones is to help students recognize how different emotions make their brains and bodies feel and how these emotions alter their state of alertness and self-control. The goal of the Zones is to increase students' awareness of their Zones throughout the day and teach them that they have the power to use strategies to manage their Zones and move back to the Green Zone.

**Description of the Zones:**

- Blue Zone: A person experiences a low state of alertness; this includes feeling sad, tired, sick, or bored. This is when one's body is moving slowly or feeling sluggish.
- Green Zone: A person experiences a regulated state of alertness; this includes feeling calm, happy, focused or content when in the Green Zone. This is the zone where students experience the most success both in academic tasks and social interactions.
- Yellow Zone: A person experiences a heightened state of alertness but has some control. A person may experience stress, frustration, anxiety, excitement, silliness, nervousness, or confusion. His/ her body may feel wiggly or squirmy. A person starts to lose some control when in the Yellow Zone.
- Red Zone: A person experiences an extremely heightened state of alertness or very intense feelings. This may include anger, rage, panic, terror, or elation. When in the Red Zone, a person is often not in control of his/her body. In the Red Zone, emotions feel giant and very difficult to contain, and students have difficulty with poor judgment and impulsivity.

**Other Important Information:**

- It is important to emphasize that there are not "bad zones" and "good zones," and that people move through all the Zones during their day. It is natural and okay for a student to be in the Blue Zone when her pet is sick, and it is okay for a student to be in the Yellow Zone when they are trying something new and feels nervous. Older students can also be taught that the same situation can cause students to be in different Zones.

- It is also important to stress that students have the power to manage the Zones they are in, and to change their Zones using strategies. Brainstorming strategies that help children to feel calm and focused – talking to an adult, taking a break, breathing, stretching, drawing, positive self-talk – helps them to recognize they have the power to regulate how their bodies feel.

- When using the Zones in the classroom or at home, it is very important to cue children when they are in the Green Zone. Students become averse to this program when it is only pointed out when they are in the Yellow or Red Zones.

## A Word on Unkind Moments, Mean-Spirited Behavior and Bullying

At CRES we look at three types of behaviors: an unkind moment, a mean-spirited behavior, and finally bullying. All bullying is mean, but not all mean behavior is bullying and not every unkind moment is a pattern. This is one of the trickiest areas for families and schools to navigate especially when working with young children who are just learning the distinctions and need lots of opportunities to practice. To help clarify the difference, we have created this chart:

### Understanding Student Behavior

*Unkind Moments, Mean Behavior, and Bullying*

| Category | Unkind Moment | Mean-Spirited Behavior | Bullying |
|---|---|---|---|
| **Definition** | A **one-off unkindness** or hurtful action or comment that causes temporary harm | **Repeated or escalating** behavior intended to hurt feelings or exclude | **Ongoing behavior** that uses power to intimidate, harm, or control |
| **Frequency** | **One-time** or infrequent | **Repeated** and often during conflict; can be situational or triggered | Repeated and **persistent**, often over time |
| **Intent** | Not always on purpose -- may be impulsive, thoughtless, or socially clumsy | Usually said or done out of anger, frustration, or conflict; used to wound, embarrass, or isolate | Intent to harm and maintain dominance or fear |
| **Power Imbalance** | No clear power difference – peers on equal footing | Usually between students of equal power; may be situational (group vs individual, social exclusion) | Clear power imbalance (size, status, popularity, age, abilities, social group, etc.) |
| **Response to Impact** | Child often feels bad once they understand the impact | Child may justify or minimize harm; needs help understanding how others feel | Child may ignore, deny, or minimize the harm caused; shows little empathy |
| **Response to Intervention** | Usually improves with reminders, reteaching and support | Needs reteaching, problem-solving, adult coaching and monitoring | Requires strong adult intervention, safety support, and a plan |
| **Examples** | • "You can't sit here"<br>• Eye roll<br>• Calling someone a name<br>• Knocking into someone | • Repeated teasing<br>• Excluding someone during group activities<br>• Mocking appearance<br>• Groups teasing<br>• Deliberately embarrassing someone | • Spreading rumors repeatedly<br>• Coordinated social exclusion<br>• Repeated threats of harm<br>• Physical aggression over time<br>• Cyberbullying |

# Playground Procedures and Equipment Expectations

*Kindness • Grit • Responsibility • Self-Control*

The CRES playground is unavailable to the public during the school day. We ask all organizations and parents who use our playground to observe these rules. This will ensure that students do not get confused by separate rules for the same space and that safety is the primary focus.

- Chasing and playing tag on the equipment is unsafe when it is wet.
- Jumping from the top of any structure is unsafe.
- The daisy cannot be used with gloves or mittens on. This piece of equipment can only be used by children who can reach it on their own.
- Use the seated (or on belly) position while swinging. Twisting and spinning the swing and “under ducks” are not allowed.
- Go down slides feet first in a seated position.
- Keep ice, snow, rocks and wood chips on the ground. Throwing these items is dangerous.
- During sledding time, one adult supervises the sledding hill and ensures that students spread out while sledding down. Students form lines and can slide down two at a time, on their bottoms with feet first. Students walk back up the hill, off to the side, and away from children sliding down.
- Students should use the balls and equipment provided by the school, take responsibility to bring them outside and pick them up at the end of each recess. Please do not bring in balls and equipment from home.



## Expectation Posters

*Kindness • Grit • Responsibility • Self-Control*

### Cafeteria Expectations

**L**eave seat by asking
**U**se quiet voices
**N**o sharing
**C**lean your space
**H**ands free












# Attendance

**SCHOOL ATTENDANCE:** Also refer to *District Policy Code: JEA*

Showing up to school matters! We are here to help if this is a struggle in your household as we know that regular school attendance is a vital part of every child's education. Being in school provides access to learning and an opportunity to develop a sense of responsibility and self-discipline. When students are allowed to miss school for other than the most important of reasons, there is not only an academic impact of the missed days, but also children are deprived of an opportunity to practice their social-emotional and resilience skills. Parents are urged to strongly support regular daily attendance for all children. Please reach out to the Assistant Principal if it is a challenge to get your child to school so we can problem-solve together and develop an attendance plan.

**ABSENCES:**

You must call or email (cres.attendance@fivetowns.net) the CRES office before 7:50 am to let the school know that your child will be absent and the reason why. Parents/Guardians will receive an email from CRES Attendance when their child is absent from school. If we do not receive notification, the absence will be marked as **unexcused.** If a child receives 7 unexcused absences, they are considered truant (see below)**.** Students who are absent cannot participate in any after school extracurricular activities without prior approval for extenuating circumstances.

The district takes attendance seriously and at CRES an Attendance Team meets monthly to review absences and tardies of all students. This team consists of the Assistant Principal, the school nurse, the registrar and a school social worker. Students who are excessively absent from school cannot be expected to achieve at a rate consistent with grade level peers. The reasons students can be absent from school are limited by Maine law. The following circumstances constitute "excusable absences":

1. Personal illness, including the person's physical, mental, and behavioral health;
2. Appointments with health professionals that must be made during the regular school day;
3. Observance of recognized religious holiday when the observance is required during the regular school day;
4. A family emergency;
5. A planned absence for a personal or educational purpose, which has been approved by the Assistant Principal; or
6. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned for a medical emergency, foster care placement, youth development center placement or some other out-of-district placement that is not otherwise authorized by either an individual education plan or superintendents' agreement.

**PROCEDURES FOR STUDENTS WITH EXCESSIVE ABSENCES:**

1. Once a student is absent more than 10 days, whether excused or unexcused, the school will notify you and may require medical documentation. A child who is absent for 18 days or more will be considered chronically absent, a letter will be sent, and a meeting with the Assistant Principal will be held to create an attendance plan.
2. Students whose attendance shows a pattern of repeated "one day" absences will be referred to either the guidance office or to the nurse's office for help in improving their attendance pattern. The family may also be asked to meet with school administration.
3. A student who is absent, for any reason, over 30 school days will be considered for retention and may be required to participate in summer school.

**TRUANCY:** Also refer to *District Policy Code: JHB*

A student is considered truant if they miss 7 total (or 5 consecutive) days of school due to unexcused absence. Truancy means that you will need to meet with the Assistant Principal to make an attendance plan and the truancy is reported to the Maine Department of Education. If the pattern continues after the meeting, the school will utilize a variety of strategies that may involve district administration, DHHS, and/or other community agencies.

**MAKE-UP WORK DUE TO HEALTH ABSENCE:**

1. Students who are absent from school should check in with teachers to make up missed work.
2. For prolonged medical absences, parents should reach out to the teacher before their child's return to school.

## PLANNED FAMILY ABSENCE:

Parents/Guardians that have a planned absence(s), for personal or educational purposes while school is in session, need to request permission from the Assistant Principal in writing or by email **in advance of the absence(s).**

Procedures depending on the length of the absence:

### A. ONE TO TWENTY DAYS:

a. After approval from the Assistant Principal, the parent notifies teachers.
b. Students will make up missed work when they return to school.

### B. OVER TWENTY DAYS:

a. For a planned absence of more than 20 consecutive days, parents are responsible for their child's education. They will need to fill out paperwork with the state to home-school their child. The student will be unenrolled from CRES for the duration of the time they are home-schooled and re-enrolled upon their return.

## TARDY PROCEDURES

When students arrive at school late, they miss the start of the day which is an important organizational time for many students. They also interrupt the flow of the class and impact the Morning Meeting structure which sets the tone for the day. We notice that students who are late often feel stress and are easily dysregulated throughout their day.

- Any student arriving in class after the 7:50 a.m. tardy bell must report to the Main Office for a pass to class.

## PROCEDURES FOR STUDENTS WITH EXCESSIVE TARDIES

Ongoing patterns of tardies will require a conference between the student, parent, and the Assistant Principal to develop a plan to improve arriving to school on time.

# Academics & Programs

**ART** — The art room at CRES is a colorful space where creativity thrives. The curriculum is informed by Harvard University's Eight Habits of Studio Mind: Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore, Understand Art Worlds. These Habits not only align with the Maine standards for art education but also grow 21st century skills. Direct instruction is intentionally very limited in the art room so that students have time to explore, design and create in a way that allows for process based authentic self-expression and artistic behavior.

**FLEX TIME** – Flex Time is intended to support student well-being by offering time for movement, exploration, and connection, while also allowing extra time for academic responsibility and reflection when needed. Created out of the second recess, this time promotes dedicated opportunities in the woods, purposeful and imaginative play, and space to introduce environmental stewardship. At the 4th Grade level, students have the opportunity to work on enrichment projects with the members of the Specials Team.

**GIFTED AND TALENTED PROGRAM** — Gifted and Talented (GT) program serves upper elementary school students (Grades 3 and 4) who are specifically identified as GT. To support these students and create rich learning environments, students who perform well above grade level may also be included in enrichment classes as space permits. These enrichment classes are designed to provide small group or individual learning experiences based on the needs and characteristics of identified students. The goal is to help students access a variety of appropriate learning opportunities throughout their school day. Program options may include pullout groups, grade-based acceleration, subject acceleration, advanced classes, independent studies, and differentiation within the regular classroom. Although we do not identify students as gifted or offer specific GT programming to students in the primary grades K-2, we will provide appropriate services and consultation to students who are highly or profoundly above grade level.

**GUIDANCE CLASSES** — The CRES guidance curriculum program offers proactive classroom lessons by grade as well as school-wide programs and small group work to meet the needs of our students. Designed to align with the Maine Learning Results and the standards outlined by the American School Counseling Association, the comprehensive guidance lessons and small focus groups use Social Emotional Learning programs including Zones of Regulation, Second Step, Kind Mind and Responsive Classroom concepts. Topics taught and practiced in class and groups include: listening skills, identifying feelings, self-regulation, flexible vs. rigid thinking, healthy and unhealthy friendships, empathy, conflict resolution, expected and unexpected behaviors, choices, personal space, teamwork, communication (verbal and nonverbal), rumors, and the size of the problem. General concepts of identifying and accepting similarities/differences are also embedded in the lessons. Lastly, to enhance school-wide consistency all students learn or review annually the Stop Walk Talk strategy, as well as the Social Thinking curriculum in guidance classes.

Other CRES offerings include the Ambassador and Community Outreach Programs, as well as focused groups for 3rd and 4th graders. The PALS program matches a high school and elementary student together to encourage building a trusting and dependable friendship.

Additionally, CRES school guidance works with community organizations such as New Hope Midcoast and SASSMM (Sexual Assault Support Services of Midcoast Maine) in whole classroom or small groups to gain an understanding of safe bodies, healthy relationships, stereotyping, and personal space. These organizations assist CRES to comply with the Maine state law (Public Law 20-A MRS 254, sub-18) to teach a prevention curriculum for grades K-4.

**LIBRARY MAKERSPACE** — The Library Makerspace is a dynamic space where students engage in various activities throughout the day. While not every block includes scheduled classes, the library remains consistently busy with students. Students have weekly classes with a focus on library skills, opportunities to browse for books, and makerspace projects. Literature and STEM are integrated together and instill a love of reading, creating and lifelong learning.

**LANGUAGE ARTS** — After a yearlong pilot, CRES is adopting the EL Education K-5 Language Arts Curriculum, 2025 edition. Grade levels are implementing 3 literacy content modules and incorporating the skill and phonics development in a second lesson in the day. Instruction is differentiated to support literacy development and proficiency in writing, reading, and speaking. The curriculum aligns with the Common Core State Standards and focuses on a three-dimensional view of student achievement: mastery of knowledge and skills, character, and high-quality student work. A culminating task is incorporated

within each module that students present in a Celebration of Learning. As a staff, we will continue to work with EL coaches and dedicate time for continued professional development and building shared understanding of this curriculum.

**MATHEMATICS** — The Bridges Math program version 3 helps students gain a deep understanding of grade level math concepts while developing proficiency with math skills and problem-solving. There are three main components to the program:

- Problems and Investigations
- Work Places
- Number Corner

Students receive direct instruction from the teacher and then pursue investigations and explorations while using a variety of manipulative and visual representations. There is a family component through the *Home Connections* which can be sent home periodically if families would like to follow along and support the mathematical learning.

## MERGING THE 4Cs with CURRICULUM

Alignment of Responsive Classroom, EL Education, and Bridges Math to the 4cs

| 4Cs | Responsive Classroom Practices | EL Education Curriculum | Bridges Math Curriculum |
|---|---|---|---|
| **Creativity** | • *Encourages creative problem-solving and choice through Morning Meeting activities.*<br>• *Interactive modeling.*<br>• *Open-ended reflection opportunities.* | • *Students engage in creative expression through performance tasks, writing, and project-based learning (modules and expeditions).* | • *Students use multiple strategies and representations to solve problems, explore patterns, and create models or visual proofs.* |
| **Collaboration** | • *Morning Meeting fosters peer connection and belonging.*<br>• *Collaborative rulemaking. Group problem-solving.*<br>• *Emphasis on shared responsibility and classroom community.* | • *"Crew, not passengers" culture promotes teamwork and shared responsibility.*<br>• *Students collaborate on close reading and discussions.*<br>• *Use of protocols for peer feedback.* | • *Partner and small-group work are central; students share strategies, discuss reasoning, and collectively solve complex problems.* |
| **Critical Thinking** | • *Students reflect on choices and behavior.*<br>• *Analyze classroom problems.*<br>• *Engage in goal setting.* | • *Deep reading, evidence-based discussions, and writing tasks.*<br>• *Texts analysis.*<br>• *Evaluation of ideas.* | • *Problem-solving routines require reasoning, making conjectures, testing strategies, and justifying mathematical thinking.* |
| **Communication** | • *Morning Meeting and Closing Circle build speaking/listening skills.*<br>• *Interactive Modeling teaches respectful dialogue and language use.*<br>• *Teachers model and scaffold communication.* | • *Structured academic discussions*<br>• *Emphasis on evidence-based writing and speaking.*<br>• *Authentic audiences for student work.* | • *Math Talk routines and written explanations help students express their reasoning and respond to others' ideas clearly.* |

**MULTIAGE PROGRAM** — We have two multiage classrooms at CRES. The multiage program is a two-year program that combines 1st and 2nd graders and allows time for children to grow, and develop continuing relationships with classmates and their teacher(s) over a period of two years. Children are able to learn at their own pace in an environment that encompasses a wide range of developmental levels and skills. Grouping is flexible according to need, ability or interest.

**MUSIC** — All students receive weekly music instruction with the music teacher and take part in various performance opportunities. Major goals across all grade levels in music are:

- Fostering musical literacy
- Gaining an understanding of our musical heritage and those of other cultures
- Developing the building blocks of musicianship (singing in tune, steady beat, active listening, etc.)

Activities in music are guided by our district, state, and National Core Arts standards, which include: singing, playing instruments, reading and writing notation, listening, creating/improvising, moving, and evaluating and understanding artistic culture.

**PHYSICAL EDUCATION** — Each child participates in weekly physical education classes for a total of 50 - 60 minutes each week. Uniforms are not required, but sneakers are needed. The program emphasizes a variety of skills with the goal of developing lifelong fitness.

**SCIENCE** —The Science and Engineering Practices from the Next Generation Science Standards are the foundation of CRES science. These practices include:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information.

The EL Language Arts Curriculum incorporates some science content into the modules. Teachers supplement the hands-on portion of science through online resources, FOSS kits, and outdoor learning. In addition, during Library Makerspace time, the CRES librarian has created EL Labs that augment each module by focusing on the design technology component of the Science and Engineering Practices.

**SPECIAL EDUCATION** — Special Education consists of specially designed instruction to meet the unique needs related to a child's disability. Needs that are not related to the disability are not addressed by an IEP (Individual Education Plan) but are part of a student's regular education program, including regular education supports and interventions that are available to all students. Students may be referred for special education programs by their teachers or parents. All decisions regarding programs for these students are made by an IEP team after a variety of classroom interventions have been implemented.

**SOCIAL STUDIES** — Social Studies themes are integrated with other areas of the curriculum. We enrich this subject through field trips, digital and print media, and units on timely topics. In addition, 4th Grade classes use the Maine Studies Program.

**SPANISH** — Spanish is available for 3rd and 4th graders and integrates the learning of Spanish language through the exploration of cultures, including songs, games, stories, food, and more. The emphasis is on developing world citizenry skills built around community, care, and connection.

# Academics – Procedures

**ASSESSMENTS** — Throughout the school year, students at CRES are assessed using both formal and informal methods, providing ongoing snapshots of their academic progress. CRES has chosen the NWEA platform due to its ability to reduce testing time, increasing learning time, as well as its valuable reporting. The NWEA platform also serves as the framework for the Maine Through Year Assessment for grades 3-8.

In January, new 1st and 2nd grade students, as well as Kindergarten students, take a short, computerized NWEA reading fluency and dyslexia assessment that screens for dyslexia risk factors. In 2nd grade, students take primary versions of the NWEA MAP Growth test in the fall and spring, providing insight into reading and math growth over time. These computerized and adaptive tests adjust the difficulty level based on each child's responses.

Starting in 3rd grade, students participate in the Maine Through Year assessment in math and reading twice a year. Additionally, teachers use various assessments from the Bridges math program and the EL Language Arts reading Benchmarks and unit assessments to inform instruction at each grade level.

**CONFERENCES** — Scheduled parent-teacher conferences are conducted twice during the school year for all students. However, teachers will be glad to discuss your child's progress at any time of the year. Conferences will be held in-person, or remotely by request in advance.

**FIELD TRIPS** — Educational field trips are an important part of the school program. District buses will transport all students. Families will be notified of field trips their child(ren) will be taking in advance of the trip. Written permission is required for all field trips.

**HOMEWORK** — Many activities you do outside of school are proven to help your child succeed academically. You will find links to research-based articles below. We suggest families try some of the following activities:

- Let your child play outside.
- Connect with your child over a healthy dinner.
- Read with your child every night and/or ensure a quiet reading time for older readers.
- Play math games with your child. *
- Help your child take care of themselves with basic self-care habits.
- Focus on an early bedtime.

We believe, and research shows, that these activities are far more effective to your child's long-term school success than any homework we could provide. We want families and students to have the flexibility to engage in other interests outside of school. We want children to become passionate readers rather than watching the clock to see if "reading time" is up. We want families to be in control of family time. Students will not be assigned any schoolwork over Thanksgiving, December, February, or April vacations.

**If families are interested, we will send The Bridges Math home connection materials home. Please let your child's classroom teacher know if you are interested.*

**MTSS – MULTI-TIERED SYSTEMS OF SUPPORT** — Grade level teams meet weekly to review student progress. Grade level teams meet monthly with interventionists, the MTSS Coordinator, and the Assistant Principal to discuss students who are not meeting grade level benchmarks and to identify behavioral and academic interventions.

**RECESS** — At CRES we recognize that recess is an important part of our day. We value giving students opportunities for fresh air, socialization, practicing teamwork and developing conflict resolution skills outside of the classroom. Missing recess as a consequence is not allowed. If a child requires time away from peers, we will incorporate an alternative recess that is supervised in the bus loop as a replacement.

At CRES we expect students to go outside for recess — weather permitting. This requires proper clothing and footwear. Winter clothing (snow pants, boots, hats and mittens/gloves) is necessary when the weather is cold. Rain gear (pants, coats, boots and

gloves) is needed when it is wet. The school has a limited supply of extra outerwear gear for students to use while at school, if they do not have their own gear. Exceptions to recess participation for health reasons can be made with written parental permission.

Since temperatures and wind speed change throughout the day, CRES staff all use The Weather Channel app or weather.com as a standardized tool to determine the "feels like" temperature whenever we approach our lower limit. We don't ever cancel recess the night before since we use real time data and a shared limit. The system is simple, quick, and it maintains safety.
Temperature guidelines for recess:

- CRES students go outside without restrictions as long as the "feels like" temperature is 0°F or higher.
- Outdoor time is limited to 15 minutes for "feels like" temperatures between 0° and -15°F.
- Recess will be held indoors when "feels like" temperatures are below -15°F or wind, lightning or torrential rain make it too dangerous.

Other recess expectations at CRES:

- Each grade level has a bag of recess equipment that is dedicated to their group. Each grade level is responsible for keeping track of their assigned gear. This means bringing the gear out with them, collecting it up, and bringing it back inside at each recess.
- We provide playground equipment at school. To reduce conflict at recess time, we ask that all sporting equipment, intended for playground use, stay at home. As a school we will provide items like balls, jump ropes, and sleds for students to use at recess to play together. Please ensure your student leaves theirs at home.

Parents are not permitted to pick up their students from recess on the playground. They must check in at the school office and their student(s) will be dismissed from the playground to meet them at the front door.

**REPORTING STUDENT PROGRESS** — Teachers are available to discuss student progress at any point in the school year. A combination of written reports and parent conferences are used to communicate student progress to parents:

All Students:

- Parent conferences in October
- First Trimester — December — Report Card
- Second Trimester — March — Parent conferences
- Third Trimester — June – Report Card

**SECTION 504** — A student is protected under Section 504 when a disability (defined as a mental or physical impairment which substantially limits one or more major life activities) is present. Students eligible under Section 504 often require some type of accommodation or related aids that are necessary for the child to access his or her educational program, to be provided with an equal educational opportunity, and to gain access to a free appropriate public education. In order to address its obligation under Section 504, the District has a procedure that includes parental notice of due process safeguards, screening, evaluation, teaming, and written documentation. A complete copy of the Section 504 Policies and Procedures Handbook will be made available upon request to the school's Assistant Principal.

**TITLE 1 SUPPORT**— Title One federal funds, in combination with local funds, provide assistance to students identified as needing additional support in the areas of reading and/or math. Students are selected according to need and their progress is monitored. Parents receive a report of progress during the year.

# Programs and Services

**AFTER CARE** – The Pen Bay YMCA runs an after-school care program at CRES for K-4 students. Parents do not need to be members of the YMCA to take advantage of this program at CRES. There is a fee for YMCA Aftercare services. Contact the YMCA for more information at 236-3375 or view their website: http://www.penbayymca.org/programs/after-school-programs/
After-school care hours: End of the school day to 5:30 p.m.

**AFTER SCHOOL PHYSICAL ACTIVITIES PROGRAM** - These programs are designed primarily for second, third and fourth grade students with an occasional activity for younger children. Students may sign up for the activities of their choice. Offerings include: running club, jump rope, dodgeball, basketball ball handling, tennis, and cooperative games. Information is sent home several times during the year to announce these offerings.

**AFTER SCHOOL ENRICHMENT PROGRAM -** After School Enrichment Programs are made available to all students in a range of interest areas. These are offered at various times throughout the year. Programs are offered by grade level and are generally open to unlimited numbers of students. Occasionally an opportunity might require a cap on student numbers or a smaller group. Those activities will be advertised and available on a first come, first serve basis. Information is sent home several times during the year to announce these offerings.

**CAMDEN ROCKPORT SCHOOL ALLIANCE (CRSA)** — Parent and community involvement is very important to the success of the students in our schools. The Camden Rockport School Alliance connects parents, students, teachers, and staff to create a community with the shared goal of helping students succeed.
The Camden Rockport School Alliance is currently managed by Chrissy Rasmussen, Liz Senders & Erin Donovan.

More information on events and how to get involved can be found under Parent Resources on the school website. Join us on Facebook at "Camden Rockport School Alliance". Our email is CamdenRockportSchoolAlliance@gmail.com .

**CHESS CLUB** - The CRES Chess Club is open to all CRES students who wish to learn the game, or improve their game play, and participate in state and regional tournaments.

**CRES COUNSELING SERVICES** – CRES offers counseling services to help our students be successful at school. We have a school counselor, a school social worker, and a Special Education social worker available to work with students and families. Please be aware there has been a significant increase of need for counseling and families may be placed on a waiting list.

- **CRES SCHOOL COUNSELOR** is part of the Behavior Response to Intervention (BRTI) team and primarily works with tier one/two students recommended by this team. Students are referred to the school counselor by teachers, parents, and/or themselves. CRES does seek permission from parents and guardians prior to meeting with students. The school counselor works closely with teachers to meet student needs. Students meeting individually with the school counselor may focus on practicing self-control, understanding expected/unexpected behaviors, how to make a problem smaller, anger control, and executive functioning like organization or time management. Additionally, the school counselor is available for urgent or unexpected situations.

  According to the American School Counselor Association, the role of the elementary school counselor is as follows: "The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups, and family.

  Comprehensive developmental school counseling programs provide education, prevention, and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that student acquire in the areas of academic and person/social development during these elementary years serve as the foundation for future success." (www.school counselor.org)

- **CRES SOCIAL WORKERS** are part of the Behavior Response to Intervention (BRTI) team and primarily work with tier two/three students recommended by this team as well as students who present with other mental health challenges. These full-time social workers meet with students individually or in small groups to support academic engagement, emotional regulation and positive social skills. CRES social workers also team with parents, teachers, and administrators to create positive plans to help support students' success at school. In addition, the social worker helps to link families to community agencies and resources and coordinates services as needed.

- **SCHOOL-BASED CLINICIAN SERVICES.** When possible, the District contracts with local agencies to provide school-based counseling services. This adds another layer of counseling services for our students if available.

**DORY PROGRAM** — The Dory Program is a program created for students who register for Kindergarten and who show that they could benefit from additional social development. The program is a free, 3-week summer camp, held at CRES, that includes school bus transportation and a snack for all students. Students are selected by the Kindergarten registration team.

**INSURANCE** — School accident insurance is made available early in the school year. Parents have the option of coverage during school hours only, year-round 24-hour coverage at home and school, or no coverage at all. Insurance claim forms are available from the school office.

**MEAL PROGRAM** —-Our school cafeteria meets federal nutrition standards for breakfast and lunch, ensuring that meals are healthy and well balanced. We are always working to offer students healthier and tastier choices. This includes supporting local farms, chef-to-school programs, and incorporating produce from our own school gardens into the daily menus.

All students at Five Town CSD and MSAD#28, eat both breakfast and lunch for free. We no longer ask you to fill out the Free and Reduced application. That form has been replaced with an Economic Status Form which is a tool used to determine our level of school funding. The application collects data that may significantly increase the funding our schools receive from the state, which means less local taxes need to be raised. Completing this form is an easy way to invest in education and in your community.

Monthly menus are available on our website and paper copies can be sent home by request.

**NURSING SERVICES** — The health office is staffed from 7:15 a.m. to 2:45 p.m. Monday-Friday while school is in session. School nurse responsibilities include first aid, school record keeping, immunization review, medication administration, vision and hearing screenings, development and implementation of individualized health care plans and all board policies regarding health.

The school nurse is a member of the Crisis Response Team as well as the Wellness Committee and serves as the liaison between school, home and community. Parents are strongly encouraged to maintain contact with the health office regarding any medical issues involving their children.

**MEDICATIONS:** Prescription medications will not be administered to students unless ordered by a physician and accompanied by signed parental permission. Basic over the counter medicines are stocked in the Nursing Office; parents/guardians will be notified prior to any administration of these medications. It is important for the School Nurse to have information on all prescribed medications given on a daily or routine basis at home.

**If possible, all medications should be administered at home.** Parents/guardians are encouraged to consult with a student's medical provider to consider switching to suspended or extended-release versions of medications when possible. If medication needs to be administered at school, the following procedures must be followed:

1. Schedule a medication drop-off time with the School Nurse.
2. All medication must be brought to school in the original labeled container prepared by the pharmacy.
3. Medications in tablet form that need to be cut into partial doses (such as ½ or ¼ tabs) will be brought to school pre-cut.
4. When arriving at the school, parents will be required to follow visitor guidelines.

**STUDENT COUNCIL** — The CRES Student Council is an afterschool leadership program for 3rd and 4th grade students. Student Council promotes the CRES Core Values, Leadership and Student Voice. Students serve as role models and as liaisons between students and school administration. Members plan school events, promote school spirit and coordinate service projects inside and outside our school community. Eligibility requires a commitment to positive behavior, good attendance and completing responsibilities.

**TECHNOLOGY** — Camden-Rockport Elementary School has a range of technology hardware including iPads and classroom smart TV's. iPads are only used for instructional purposes, they do not go home at the elementary level, and we are reducing the amount of time students spend on these devices during the school day.

**GENERAL TECHNOLOGY GUIDELINES:** These guidelines provide a general overview of the expectations for students using CRES iPads.

Students will:

- Use school issued devices as an educational tool
- Not download/install software and apps without permission
- Only use school issued devices under supervision or in supervised spaces at school and at home
- Not take iPads home unless given permission
- Not use devices outside, on the school bus, in automobiles, in the cafeteria, or in the halls unless given specific permission
- Not touch or use another student's device unless there is a valid reason and explicit permission has been granted
- Use, transport, and store devices with care and responsibility
- Use the cases/covers provided by the school
- Keep their school issued device free of markings, stickers, or any other defacement - the sticker provided on the device, and tag provided with case, must remain intact and legible
- See the IT department if a new ID sticker is required
- Let their teacher know and make a concerted effort to find their device if it is lost at school
- Not receive a loaner if they have left the device somewhere or cannot find it
- Store iPads on charging dock during non-tech work time or instructional time and not in their desks

**Golden Rule:** A student must only use the school issued device to support schoolwork.

**YOUTH ARTS RESIDENCIES -** Youth Arts is an all-volunteer, nonprofit, privately funded organization that provides arts enrichment through classroom residencies and school performances. For more information, please visit www.youthartsmaine.org .

**5-2-1-0 LET'S GO!** - We are pleased to announce that Camden Rockport Elementary School has teamed up with Let's Go!, a nationally recognized program based out of The Barbara Bush Children's Hospital at Maine Medical Center. Let's Go! is helping to create healthier environments in schools, childcare and out-of-school programs, health care practices, workplaces, and communities – the places where children and their families live, learn, and play. Let's Go! is centered around the common message of 5-2-1-0:




**Screen time includes time spent watching television, playing video games, using a computer, smartphone and tablet. Recreational screen time is screen time used for non-educational purposes. 2 hours or less of screen time for ages 5 and older. 1 hour or less for children ages 2-5. No screen time under the age of 2.*

For more information about 5-2-1-0 Let's Go!, visit www.letsgo.org .

# CRES Nature-Based PreKindergarten
# Parent Handbook
# 2026-27



**Vision:** The Camden Rockport PreK program will provide a nature-based learning opportunity for 4-year-old children that reside in Camden or Rockport. This program will provide an authentic connection to the natural world with the majority of a child's day spent outside in the natural environment. It is our vision to inspire our students to love nature, foster an environmental ethic and provide developmentally appropriate literacy and numeracy experiences. Students will learn cognitive and social-emotional skills through exploration, inquiry, and play. Our students will become confident and curious learners where nature provides the catalyst for learning.

**Goals:** To provide a high-quality program to 4-year-olds in our community that combines the tenets of early childhood learning and environmental education. We will strive to meet best practices in all areas of early childhood learning and development by:

- Supporting student discovery through purposeful play, incorporating loose materials, and responsible risk-taking;
- Allowing student choice and supporting interest-based learning;
- Incorporating the natural cycles found in nature to provide a season-based, thematic curriculum engaging students in their learning;
- Incorporating early learning standards through the lens of nature;
- Assisting students in their interactions with each other, learning how to learn and working collaboratively with others; and
- Teaming with families to support each child's development and growth.

## What is a Nature-Based PreK Program?

Our nature-based program will provide our students with the opportunities to learn about the natural world, while also providing opportunities for personal growth and achievement. By connecting our students with the natural world, we hope to inspire a love and respect for nature, foster an environmental ethic and encourage a caring attitude that will follow each child throughout their lives.

Parents of children accepted into the PreKindergarten program must understand and agree to the following:

- We go outside rain or shine and in very cold temperatures.
- Children should be prepared to go outside every day.
- Children will get wet, muddy, and will need to be provided with a change of clothes.
- Children will be experiencing their learning through play, exploration, and experimentation.
- Young children who are new to social situations may experience conflict. This can be stressful, but it is also an important part of learning how to interact with others.

## Our Nature PreKindergarten Program

**Staffing**: We maintain a ratio of 8-1 in our PreK program with a class limit of 15-students, 1 teacher, and 1 educational technician. Our staff has the appropriate Maine Department of Education certification and endorsements, specializing in early childhood education. Our staff also have a passion for outdoor education and are supported regularly through ongoing professional development.

**Schedule:** The PreKindergarten program runs 5 days a week. The PreK program follows the yearly CRES school calendar. If there is no school at CRES then there is no PreK.

**Physical Spaces:** We have a designated PreKindergarten space outdoors along the nature trail next to the school and a fenced-off area in the middle of the bus loop. We have worked with a PreK specialist in the design and development of this area. In addition, our PreK program also has designated indoor classroom space. Our indoor space is used for a variety of activities such as morning meeting and nap time but the majority of the PreK day is spent outdoors. When we are inside, we try to bring as much nature into our indoor classrooms as possible.

**Additional outdoor spaces**: While we have a designated space, we will also be accessing a wide variety of areas both on and off our school grounds. We access the Crockett Trail (which is located on the high school property and borders the elementary school) frequently. When the class travels for a field trip, you will receive a permission slip with the details of the visit. Our outdoor spaces feature gardens, mud puddles, streams, climbing structures, and many loose parts for exploration. There are Porta-potties close to the designated PreK learning areas.

**Risk-Taking:** We strive to keep our spaces safe, but we do intentionally provide age-appropriate risks such as sledding down hills, playing in and around mud puddles and brooks, balancing on logs, climbing rocks and small trees, and taking social risks, such as asking others to play. Children learning to take appropriate risks can help them to develop confidence and improve executive function as they learn to consider and assess challenging situations.

**Clothing:** Children are involved in many different types of activities during the day and should be dressed accordingly. Outdoor exploration requires freedom from restrictive clothing. This includes tight clothing, fancy dresses, and costumes that could get in the way during active play. Children need comfortable protective shoes with gripping soles for running, jumping, and climbing. All clothing should be labeled including boots, mittens, hats, etc. Please see the list for suggestions at the end of the handbook. The school will work with families to secure necessary items.

**Program and Schedule:** All public PreK programs are required to implement Maine's Early Learning and Development Standards. In addition, we will utilize the Early Learning Standards through and with nature. By taking the standards outdoors, the child's learning experience is enhanced through hands-on, exploratory, and play-based inquiry. Teachers value spontaneity in an activity and take advantage of the teachable moment through questioning and helping children to explore their questions. Our schedule if flexible with the seasons. Each day we take time for welcoming one another, play and exploration, small and large group experiences, storytime, snack, lunch and rest times.

**Transportation:** Transportation is provided on the regular elementary school bus run. PreK students bus riders will sit in the front of the bus behind the bus driver. Parents may choose to drive their child to school each day. If there is a change to your child's daily transportation schedule, please let us know.

**Breakfast and Lunch:** School breakfast and lunch will be available at no cost for students. Snack and lunch may be eaten outside or inside depending on the weather. Families are encouraged to provide snacks for their children.

**Sunscreen and Bug Spray:** Teachers do not apply these products to the children. Parents or caregivers should apply these products prior to the start of class, either at home or upon arrival at the school. *Please be aware that the combination of several strong smelling oils and repellants in the classroom and hallway can cause breathing difficulties and severe headaches for children and staff – these should be avoided.*

**Lyme Disease and Deer Ticks:** Ticks are a part of nature and until there is a hard frost, ticks are often found on our property. Ticks almost always crawl up from the ground, especially in wooded areas. To help prevent access to skin, shirts should be tucked into pants, and ***pants should be tucked into socks***. We encourage you to do a thorough tick check each day at the end of the school day.

## Suggested Gear for PreKindergarten

- Rain pants
- Raincoat
- Waterproof Boots
- Extra socks (warm)
- Change of clothes (pants, shirts, socks, underwear) {seasonally updated}
- Water Bottle
- Hat (for sun)
- Snow pants
- Warm Coat
- Hat (warm for winter)
- Sweatshirt or Fleece (extra layer)
- Waterproof mittens (2 pairs)
- Winter boots
- Sneakers

**Please make sure all items are labeled with your child's name.**

If any of these items are difficult for you to obtain, please contact the office and we will work with you to secure the necessary items.

**Final Words** - Entering preschool is a milestone for children. Our goal is to provide a safe and nurturing environment in which every child is valued and is considered an integral part of our community. We strive to provide experiences in which children can develop confidence, build their critical thinking and social skills, and develop a connection to nature. We are excited to be on this journey with you. **Link to MDOE Early Learning Standards**

# CAMDEN ROCKPORT SCHOOLS
# PROTOCOLS

## Five Town CSD/MSAD #28
## Guideline: Parent Communication with Staff

Educators are in a professional field without typical workday boundaries. We are readily accessible, mostly through email, all hours of the day. Not many people work in an environment where the customers (for lack of a better word) have access to the employees after work has ended.

In an effort to help maintain a manageable balance work/life balance while still being sensitive to parent/student need, the district has outlined the following expectations for its professional staff. There may be times when teachers or administrators cross these boundaries in the course of their work, but we don't want that to be the norm and it is not the expectation.

**1. EMAIL**

- Response time: Our target is to respond to emails within 24 hours – that is the norm.
- Evenings/Weekends: There is no expectation to be checking email in the evenings or on weekends or vacations.

**2. PHONE**

- Response Time: Our target is to return phone calls the same day they are made or the earliest time available to the teacher on the following school day.
- Teachers are asked NOT to answer the phone during class. It would be helpful for parents to avoid calling teachers during the instructional day because the ringing phone distracts learning.

*If parents have an urgent need to communicate with a teacher, the best option is to call the main office and have a message sent to the teacher.

*Parents, please refrain from calling or texting your child during the instructional day. That creates an interruption to class. Thank you for your attention to this.

# CAMDEN ROCKPORT SCHOOLS BOARD POLICIES

The following policies are available at *sad.fivetowns.net*, or by clicking on the links provided. Please contact the main office at 236-7809 or cres.attendance@fivetowns.net if you need a printed copy.

**POLICIES UNDER CODE A: "FOUNDATIONS AND BASIC COMMITMENTS"**

AC: Nondiscrimination/Equal Opportunity & Affirmative Action
ACAA: Harassment & Sexual Harassment of Students
ACAA-R: Student Discr./Harassment & Title IX Harassment Complaint Procedure
ACAD: Hazing
ADC: Tobacco Use & Possession
ADC-R: Tobacco Use & Possession Administrative

**POLICIES UNDER CODE E: "SUPPORT SERVICES"**

EBBD: Temperature Standards for Schools
EBCC: Bomb Threats
ECAF: Security Cameras
ECAF-E: Security Camera Notice
ECB: Pest Management in School Facilities & on School Grounds
EEAEC: Bus Conduct

**POLICIES UNDER CODE G: "SUPPORT SERVICES"**

GBEB: Staff Conduct with Students

**POLICIES UNDER CODE I: "INSTRUCTION"**

IHBAA: Referral/Prereferral of Students with Disabilities
IHBAA-R: Referral/Prereferral of Student with Disabilities Administrative Procedures
IHBAI: Independent Educational Evaluations (IEPs)
IJNDB: Student Computing Device & Internet Use
IJNDB-L: School Provided Device Use
IJNDB-P: School Provided Device Use Procedure
IJNDB-R: Student Computing Device & Internet Use Rules
IJOC: School Volunteers
IKAB: Report Cards/Progress Reports
IKB: Independent Work Outside of Class (Assignments)
IKE: Promotion, Retention, and Acceleration of Students
ILA: Student Assessment
ILD: Educational Research: Student Submission to Surveys
IMB: Learning About Controversial Issues
IMG: Animals on School Premises
IMGA: Service Animals In Schools

**POLICIES UNDER CODE J: "STUDENTS"**

JEA: Compulsory Attendance
JEAA: Student Attendance/Student Absences & Tardiness
JFA: Student's Eligibility to Attend Camden Rockport Schools
JFAA: Admission of Resident Students
JFCK: Student Use of Cellular Telephones & Other Electronic Devices
JFCK-R: Rules for Use of Cellular Telephones & Other Electronic Devices
JHB: Truancy
JIC: Student Code of Conduct
JICB: Care of School Property by Students
JICH: Misuse of Chemical Substances by Students
JICI: Weapons, Violence, & School Safety
JICK: Bullying & Cyberbullying Prevention in Schools
JIH: Questioning & Searching of Students
JJIF: Addendum to Concussion Policy
JK: Student Discipline
JKAA: Use of Physical Restraint & Seclusion
JL: Student Wellness
JLCB: Immunization of Students
JLCC: Illness & Communicable Diseases
JLCD: Administrating Medications to Students
JLCDA: Medical Marijuana in Schools
JLDB: Response to Intervention Team Policy
JLI-E: Report of Dangerous Behavior by Students Directed Against School Staff
JLI-R: Procedure For Reports of Dangerous Behavior by Students Toward Staff
JRA: Student Education Records & Information
JRA-E: Annual Notice of Student Education Records & Info. Rights
JRA-R: Student Education Records & Info. Admin. Procedure

**POLICIES UNDER CODE K: "SCHOOL, COMMUNITY, HOME RELATIONS"**

KFB: Facilities Use
KHC: Distribution of Non-School Materials
KI: Visitors to the School
KLG: Relations with Law Enforcement Authorities
KLG-R: Relationship with Law Enforcement Authorities Procedure


WELCOME TO CRES