Camden Rockport Middle School

Family Handbook
2026-2027

MSAD #28

34 Knowlton St.
Camden, ME 04843

207-236-7809

crms.fivetowns.net

Principal: Jacob Giessman
Assistant Principal: Nikole Seeger

Camden Rockport Schools 2023-27 Strategic Plan Summary

CORE VALUES:

Kindness:

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

Grit:

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

Responsibility:

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

Self-Control:

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



BELIEFS ABOUT LEARNING:

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

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

COMMITMENTS TO STUDENTS:

We will do our best to:

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

STRATEGIC PLAN FOCUS AREAS

Adapting to Rapid Change

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

Experiential Learning

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

Sustainability

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

Well-Being

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

Equity

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

AT A GLANCE

SCHOOL STARTS AT 8:45am & ENDS AT 3:15pm

CRMS OFFICE HOURS 8:00am – 4:00pm

ABSENCES

- Call 207-236-7805 or email crms.attendance@fivetowns.net by 8:30am.
- Share student's name and why they are absent, i.e. sick, vacation, etc.
- The absence will be marked unexcused if there is no notification from a guardian.
- Students who are absent cannot participate in any after school extracurricular activities.
- For planned absences between 3 and 20 days, please also email the Principal for approval.

SCHOOL ATTENDANCE

- Showing up to school matters!
- Guardians are urged to strongly support regular daily attendance for all children.
- Please reach out to the Principal if you are struggling to get your student to school. Together, we can problem solve and develop an attendance plan.

STUDENT EARLY DISMISSALS

- If a student is being dismissed early, guardians shall either provide a note that is given to the Main Office, email crms.attendance@fivetowns.net, or call 207-236-7805.
- Prior notification can help dismiss the student in a timely manner.

GETTING TO SCHOOL

- Bus riders are always on time!
- Bussing is not available for students within one half mile of school.
- Walkers/bikers should stay on the Knowlton Street sidewalk and cross at the crosswalk.

MORNING ARRIVAL

8:20am - 8:40am

- All students are expected to arrive at school no later than 8:40am and to be seated in homerooms by 8:45am for morning announcements.
- Any student arriving at school after 8:45am must report to the Main Office

DROP OFF/PICK UP PROCEDURES

- The loop is designed for drivers to pull in, pull over, drop off/pick up ***on the passenger side***, and then depart. ***Use the loop!***
- Please pull forward so that other cars can pull off the main road.
- For the safety of students and other drivers, ***students may not be picked up or dropped off on Knowlton St.***

MESSAGES

Please communicate through the Main Office and not directly with your student during the school day.

- Call the Main Office at 207-236-7805 to leave a message for your student.
- Students can call home for school-related needs by using the Main Office at break, lunch, or Schooner time.

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

TEMPERATURE GUIDELINES

We go outside in MOST types of weather. Please have your student dress appropriately!

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

EARLY RELEASE TIMES

- Regular early release dismissal time is 1:00pm.
- Half-day early release dismissal time is 12:15pm.

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CAMDEN ROCKPORT SCHOOLS BOARD POLICIES

POLICIES UNDER CODE A: FOUNDATIONS AND BASIC COMMITMENTS Regarding the district's legal role in providing public education and basic principles of school board governance.

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

POLICIES UNDER CODE E: SUPPORT SERVICES Regarding non-instructional services and programs, related to safety, building and grounds management, office services, transportation, and food services.

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

POLICIES UNDER CODE I: INSTRUCTION Regarding instructional programing: basic curricular subjects; special programs, instructional resources, and academic achievement.

IHBAA: Referral Prereferral of Students with Disabilities (SAD)
IHBAA-R: Referral Prereferral of Students with Disabilities Administrative Procedures (SAD)
IHBAI: Independent Educational Evaluations (IEPs)
IHBGA: Homeschooling Participation in School Programs
IJNDB: Student Computing Device & Internet Use
IJNDB-R: Student Computing Device & Internet Use Rules
IJOC: School Volunteers
IKAB: Report Cards/Progress Reports
IKB: Independent Work Outside of Class (Assignments)
ILA: Student Assessment
ILD: Educational Research: Student Submission to Surveys
IMG: Animals on School Premises

POLICIES UNDER CODE J: STUDENTS Related to admission, attendance, rights and responsibilities, conduct, discipline, health and welfare, and school-related activities.

JEA: Compulsory Attendance
JEAA: Student Attendance/Student Absences & Tardiness
JFA: Student's Eligibility to Attend MSAD #28 Schools
JFCK: Student Use of Cellular Phones & Other Electronic Devices
JFCK-R: Rules for Use of Cell Phones & Other Electronic Devices
JHB: Truancy
JIC: Student Code of Conduct
JICA: CRMS Dress Code
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: Concussion Management Protocol
JK: Student Discipline
JKAA: Use of Physical Restraint & Seclusion
JLCB: Immunization of Students
JLCD: Administrating Medications to Students
JLDB: Student Intervention Teams Policy
JRA: Student Education Records & Information
JRA-E: Annual Notice of Student Education Records & Information Rights

POLICIES UNDER CODE K: SCHOOL, COMMUNITY, HOME RELATIONS Regarding parent and community involvement in schools.

KHC: Distribution of Non-School Materials
KI: Visitors to School

2026-2027 SCHOOL PERSONNEL

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

Administration

Principal ..... Jacob Giessman
Assistant Principal ..... Nikole Seeger

Office Staff

Registrar / Administrative Assistant ..... Alicia Martin
Administrative Assistant ..... Jonne O'Farrell

Student Support Staff

Psychological Services ..... Alex Amoroso
School Counselor ..... Tanya Young
Student Support Specialist ..... Jennifer Stec
Social Worker, Special Education ..... Amanda Gaudet
Librarian ..... Christina Young
Nurse ..... Gretchen Kuhn

5th Grade Team

Language Arts, Social Studies ..... Heather Butler
Math, Science ..... Emily Spindler
Language Arts, Social Studies ..... Molly MacIntosh
Math, Science ..... Sarah Sawitsky
Special Education ..... Krystle Catell
Ed Tech ..... MaryKay Felton

6th Grade Team

Language Arts ..... Lacy Oakes
Math ..... Kisha Marsh
Social Studies ..... Jim Morse
Science ..... Deb McSweyn
Special Education ..... Ashley Kangas
Ed Tech ..... MaryKay Felton

7th Grade Team

Language Arts ..... Jessie Odgren
Math ..... Sam Zwecker
Social Studies ..... Sarah Whitt-Carlson
Science ..... John Dietter
Special Education ..... Ashley Kangas
Ed Tech ..... LaTanya Beck

8th Grade Team

Language Arts ..... Vicki Hamlin
Math ..... Ashby Bartke
Social Studies ..... Guy Hamlin
Science ..... Anne Hallee
Special Education ..... Krista Scott
Ed Tech ..... Shannon Wallace

Cultural Arts

Music / Performing Arts ..... Allysa Anderson
Art ..... Kristen Andersen
Family Consumer Science ..... Karin Lockwood
Technology ..... Marsha Norwood

Intervention & Specialized Education

Intervention Coordinator ..... Michelle Gabrielsen
Literacy Specialist ..... Deborah Stone
MTSS Academic Teacher ..... Jacob Eichenlaub
MTSS Academic Ed Tech ..... Amy Trzaska
Speech & Language ..... Patricia Magri
Occupational Therapists ..... Deb Harbaugh (contractor)
Kristen Shackleford (contractor)
Discovery Program ..... Jeni Mason
Discovery Program Ed Techs ..... Allison Dillon
Allyson Gabriele
Maureen Montgomery
Voyagers Program ..... Adam Harter-Ives
Voyagers Program Ed Techs ..... Tom Emerson
Ben Pierce
Mia Rio
Jesse Seward
Advanced Math ..... Tammy Hilchey
Writing / Gifted & Talented ..... Jen Thorn
ELL ..... Corrine Wilson

Exploratory Teachers

Band ..... Andrew Miller
Chorus ..... Pyam Morin
Physical Education ..... Dana Southworth
Spanish ..... Aaron Henderson
Spanish ..... Cara Wincklhofer

Support Staff

Athletic Coordinator ..... Guy Hamlin
Custodians ..... Ashley Meservey
Xhilda Bixha
James Brown
Kendall Carlson
James Brown
Alexis Nickles
Maria Nickles
Fitzhugh Palmer
Julie Weaver
Grounds ..... Shawn Weaver
Maintenance ..... Frank Sparhawk
Kitchen Staff ..... Andrew Carlisle

Superintendent's Office

Superintendent ..... Dr. Leigh Anne Neal
Assistant Superintendent ..... Jaime Stone
Executive Assistant ..... Cathy Ensing
Dir. Student Spc. Svcs. ..... Jessica Yates
Asst. Dir. Student Spc. Svcs. ..... Matthew McGreevy
Dir. Facilities / Transportation ..... Christopher Fanelli
Asst. Dir. Facilities / Transportation ..... Maggie Massengale
Administrative Assistant ..... Amanda Simko
Business Manager ..... Chris Walker-Spencer
Human Resources ..... Laura Towne-Miller
Payroll ..... Karen Littlefield
Accounting Specialists ..... Betcie Silverior, Lori Knight
Bookkeeper ..... Cynthia Simmons
Administrative Assistant ..... Michelle Leeman
Director of Adult Ed ..... Nick Beveridge
Director of Information Tech ..... Colin Sutch

Camden Rockport Schools Board of Directors

Rebecca Flanagan (Chair)
Brieanna Gutierrez (Vice Chair)
Cricket Fuller
Maria Dietrich
Licia Morelli
Marcus Mrowka
Sarah Smith
Rick Thackeray

2026-2027 SCHOOL YEAR CALENDAR

Camden Rockport Middle School
2026-27 School Calendar
Grades 5-8

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
		O	2	3	X	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 (23)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	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 (19)

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	C	22
23	24	25	26	27	28	29
30	H					

JUNE (11)

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	O	TP	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	
September 1	First Day of School	
September 4	No School	
September 7	Labor Day	
September 23	Early Release for Prof Dev (1pm)	
October 9	Workshop Day	
October 12	Indigenous Peoples' Day	
October 23	Parent Conferences	
October 28	Early Release for Prof Dev (1pm)	
November 11	Veterans Day	
November 18	Early Release for Prof Dev(1pm)	
November 24	Trimester 1 Ends	
November 25-27	Thanksgiving Break	
December 9	Early Release for Prof Dev (1pm)	
December 25	Christmas Day	
Dec 23 - Jan 1	Holiday Break	
January 1	New Years Day	
January 13	Early Release for Prof Dev (1pm)	
January 18	Martin Luther King Jr. Day	
February 3	Early Release for Prof Dev (1pm)	
February 12	Early Release (12:15pm); 1/2 Teacher Day	
February 15	Presidents' Day	
February 15-19	Winter Break	
March 12	Trimester 2 Ends	
March 17	Early Release for Prof Dev (1pm)	
April 7	Early Release for Prof Dev (1pm)	
April 16	Early Release (12:15pm); 1/2 Teacher Day	
April 19	Patriot's Day	
April 19-23	Spring Break	
May 12	Early Release for Prof Dev (1pm)	
May 21	Parent Conferences	
May 31	Memorial Day	
June 15	***Last Day,** Early Release (12:15); 1/2 Teacher Workshop	
June 16	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	23
Apr	17
May	19
June	11
Total	**176**

Teacher Days	
Month	Days
Aug	4
Sept	20
Oct	21
Nov	17
Dec	16
Jan	19
Feb	15
Mar	23
Apr	17
May	20
June	12
Total	**184**

Trimester	**Days**
1st Trimester	55
2nd Trimester	61
3rd Trimester	60
Total	**176**

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

ERH: Early Release Half Day (12:15 Dismissal)
ER= Early Release (1:00 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**

Approved by SAD board on 2/25/26

Student Habits of Work & Learning (HOWLS)

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

I can use inclusive and helpful words and actions when interacting with others.

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

I can use feedback to improve my work.

I can work through challenges and not give up.

I can create work that consistently demonstrates thought and care.

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

I can complete assignments on time and meet deadlines.

I can actively participate in class.

I can take ownership for my learning and needs.

I can take ownership of my actions.

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

I can use my class time well.

I can demonstrate full body listening.

I can use appropriate language and tone of voice for the space and activity I'm participating in.

I can move my body in a way that is appropriate in that space and respects others' personal space (ex. classroom, hallway, water fountain, lunch room).

Be Kind. Work Hard. Keep Learning.

CRMS VISION STATEMENT

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

Curriculum is:	This looks like:
Challenging	Differentiated instruction throughout the school to meet students at varying levels of complexity, interventions to extensions.
Exploratory	Open-ended tasks, experimentation, testing theories, creation, etc.
Integrative	Interdisciplinary work in content areas (science and math, language arts and social studies) and the integration of content in and through the arts.
Relevant	Clear connections to the lives of our pre-teens and teens and a focus on our local community, state, and country.
Purposeful	Doing work that is bigger than the classroom, it is public, shared, and at times makes an impact inside andoutside the school.

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

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

EXTRACURRICULAR OPPORTUNITIES

GET INVOLVED!

CRMS offers many opportunities for students to be involved before and after school.

By participating in extracurricular activities, students can:

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

Our sports, clubs, and other activities include:

Student Council

Art Club

Yearbook

Robotics Club

Chess Club

Band/Jazz Band/Rock Band

Theatrical Production

D & D Club

BIPOC Club

Colors Club

Ethics Bowl

Cross Country

Field Hockey

Golf

Soccer

Basketball

Wrestling

Baseball

Softball

Track

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

- Mark Twain (1835-1910)

THIS WE BELIEVE

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

The National Middle School Association believes successful schools for young adolescents are characterized by a culture that includes:

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

Therefore, successful schools for young adolescents provide:

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

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

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

IMPORTANT PROCEDURES AND INFORMATION

ARRIVAL AND DISMISSAL

All students who walk or who are transported to school by car should plan to arrive no earlier than 8:20am and no later than 8:45am, unless special arrangements have been made with CRMS staff.

- **Buses:** Students who ride a bus are always at school on time. If buses are delayed for any reason, those students are not considered tardy. Buses depart and arrive in front of the main entrance to the school. Upon arrival, students enter the main doors and proceed to the cafeteria or library. Students report directly to the buses upon dismissal. If students intend to ride a bus different than their own, either a signed note or email must be provided to the office from a guardian. Students will receive a bus pass to give to the driver upon boarding.
- **Pedestrians:** We are fortunate that many students can walk or ride bikes to school. We strongly encourage any student within a half mile of school to walk or bike on a regular basis. Walkers/bikers should stay on the Knowlton Street sidewalk until they approach the central crosswalk and crossing guard. Students are allowed to walk/bike home or to other places without notes from home. We expect students to make these arrangements with guardians directly and we do not monitor this as a school.
- **Passenger vehicles:** Drivers of students shall use the drop-off/pick-up loop outside the main entrance for arrival and dismissal. The loop is designed for drivers to pull in, pull over, drop off/pick up on the passenger side, and then depart. Please pull forward so that other cars can get in behind. **It is very dangerous for students to be dropped off or picked up on Knowlton Street**, and it sets a very poor example for drivers to disregard our traffic safety standards and procedures. Let's all send the same message: **Use the loop!**

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 the website and social media pages as well as utilize an automated messaging service that will notify guardians. Local media will also be notified. It is critical that all guardians make a plan with their student(s) at the beginning of the school year so they will know what to do and where to go should school be dismissed early.

EARLY DISMISSAL

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

FOOD SERVICES

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

CRMS participates in the National School Lunch Program. Currently we offer free meals to all students. Even though we are able to offer free meals to all students, please complete the Economic Status Form (for funding purposes). The Economic Status Form is available on our website and is also sent home the first week of school. For questions, please contact Andrew Carlisle, CRMS Kitchen Manager at 207-236-7805 ext. 2122.

GUIDELINES FOR SCHOOL DANCES

- Dances run from 7pm-9pm.
- Regular school dances are open to either CRMS students only or students who live in the towns of Camden, Rockport, Hope, Appleton, and Lincolnville.
- The end-of-year 8th Grade Dance is only for CRMS students currently in Grade 8.
- **Dance Guidelines**: Students must arrive at school within 30 minutes of the start and can't leave before a guardian picks them up. If a student leaves the school building during the dance, guardian(s) will be contacted to pick up the student immediately. The student will not be allowed to participate in the rest of the dance that night or the following dance. Any student who has received an in- or out-of-school suspension within 2 weeks prior to a scheduled dance will not be allowed to attend the dance. Dress code for dances must meet the school dress code. If students are absent, or leave school sick, they are not permitted to attend that evening's dance.

ILLNESS AT SCHOOL
The nurse will evaluate a student who becomes ill while at school. If a student is unable to remain in class, a guardian or emergency contact will be notified to pick them up from school. Students must be evaluated by the school nurse before calling home or being dismissed.

LOST AND FOUND
Any item found on school property (bus, playground, locker room, etc.) should be given to a teacher or other staff member. If a student loses an item, they should check the Lost and Found. Students should not leave money or other valuables in unsecured areas. Please mark all clothing, instruments, and other personal items so that they may be readily identified. The school cannot take the responsibility for lost or stolen articles. During school vacations and at the end of the school year, any items remaining in Lost and Found will be donated to local agencies CRMS has accounts with and will be utilized to support students in need.

SCHOOL OFFICES
No student should be in the office without a pass from the teacher to whom they are assigned. A teacher may issue passes to the office, but only if the student has definite business to accomplish.

PHONE USE AND MESSAGES
Students are allowed access to a student phone in the office to call home as needed. Student-owned cell phones and smart watches must be turned off and stored in lockers during school hours from arrival to dismissal. Messages for students may be left with office staff, and we will make every effort to deliver them at a time that is not disruptive to classes – usually at break, lunch, or Schooner time.

VISITORS
- Guardians who come to pick up or see a student must report to the main office first. Students will be called to the office for minimal disruption to the class environment.
- **Student Visitors**: In general, we do not allow out of town friends to accompany our students to school. The focus of school is not social, and a visitor usually distracts the host and the other students in a class. Guardians and students should plan activities outside of school hours when out of town friends are visiting.

PROSPECTIVE STUDENTS
Students who are considering transferring to CRMS are welcome to visit the school. The office can arrange an after-school tour for prospective students.

SCHOOL SAFETY
At CRMS, the safety of our community is a top priority. We maintain comprehensive emergency plans for situations such as fires, lockdowns, bomb threats, natural disasters, chemical spills, medical emergencies, and other critical incidents. Throughout the school year, we partner with the Camden Police and Fire Departments to practice emergency procedures and drills. Our school is equipped with locked classroom doors, a reliable one-call communication system, secure check-in procedures, and clear visibility at the main entrance. The front door remains locked during school hours; visitors must use the buzzer to check in with office staff before entering. For more information, please see District Policies Section E.

STUDENT RECORDS
Student records are maintained in the main office. Guardians have the right to inspect and review all official student records directly related to their student(s) in accordance with State and Federal laws. Refer to District Policy JRA-E regarding Student Education Records Rights.

COMMUNICATION

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

EMAIL CONTACT: All staff at CRMS may be contacted by email via the Staff Directory on our website or Reach My Teach.

MEETINGS WITH TEACHERS / GRADE LEVEL TEAM: Meetings between guardians and grade-level teams or individial teachers can be arranged any time during the year to discuss questions or concerns.

WEEK IN PREVIEW (WIP): This email is sent home biweekly to families. It provides an update on the expected academic learning for the coming weeks, and contains information about field trips, testing, changes in schedule, or other important information.

MONTHLY NEWSLETTER: The Newsletter communicates important dates and information about the school, upcoming events, useful articles, etc.

CRMS SOCIAL MEDIA: Like us at facebook.com/CRMSschooners or on Instagram @camdenrockportmiddleschool.

STUDENT-LED CONFERENCES: In October and May of every year, CRMS hosts student-led conferences. During this time, guardians will have the opportunity to formally meet with a teacher and hear from their student(s) about their progress in school.

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

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

CAMDEN ROCKPORT SCHOOL ALLIANCE (CRSA): Family and community involvement are very important to the success of the students in our schools. The CRSA connects guardians, students, teachers, and staff to create a community with the shared goal of helping students succeed. Please follow the communications (email, Facebook, Instagram) established by the Grade Leaders of your student's grade. This is the best way to connect with your student's grade and classroom to learn where help is needed! The Grade Leaders will send regular updates throughout the year. The CRSA contact is CamdenRockportSchoolAlliance@gmail.com.

STUDENT SERVICES

SCHOOL COUNSELING AND SOCIAL WORK

School Counseling and Social Work services are available for all CRMS students and their guardians. Students are encouraged to meet with our school counselors or social worker any time they have questions regarding issues they feel are important, and/or which may be affecting their education. School counseling services are provided through classroom guidance instruction, individual and small group sessions, and grade level activities/events. Social work services are provided in individual and small group sessions. Guardians are encouraged to contact the school counselors or social worker at any time.

GIFTED AND TALENTED SERVICES

CRMS offers Gifted and Talented (G/T) services in math and reading. The goal is to help students access a variety of appropriate learning opportunities available to them throughout their school day. Program options may include pullout groups; grade-based acceleration; subject acceleration; advanced classes; independent study; differentiation; and instructional grouping within the regular classroom. More information about the screening and identification processes, and both programs, can be found on our website.

LIBRARY SERVICES

In order to meet the informational and recreational reading needs of our students, the CRMS Library offers a collection of over 14,000 items of fiction and nonfiction in a large, cheery, and vibrant (but not always quiet!) room.

Library hours are 8:20am – 3:35pm school days. In addition to before and after school, students have access to the library during Schooner Time and when their teachers have scheduled library units.

Students attend library courses in grades 5 through 7 and have integrated access and skills development through collaborative units in most grade levels.

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

All library materials are checked out electronically, and the library catalog is fully searchable online. In addition, the library webpage offers reading suggestions, reference links, links to Sora, our ebook and audiobook platform, and many links to useful webpages in the subject areas taught at CRMS.

NURSING / HEALTH SERVICES

The health office is open daily from 8:20am – 3:15pm and is staffed by our school nurse, Gretchen Kuhn. Guardians are strongly encouraged to maintain contact with the school nurse regarding their student's health or medical issues.

- **Medications:** Prescriptions will not be administered to students unless ordered by a physician and accompanied by written permission from a guardian. Over the counter medications will only be given with guardian permission. It is important for the school nurse to have information on all medications given on a daily or routine basis.
- **Health Forms:** All students in grades 5-8 are required to have a yearly updated Annual Health History form on file with the health office. This form is included in the return to school paperwork and is also available on the school website.
  - **Athletics**: All students who wish to participate in athletic activities must have a record of a recent physical examination on file with the health office. A "recent" examination is defined as one completed within one calendar year of entering 5th grade or later. Students who do not have a physical examination record on file will be required to get such an examination BEFORE participating in any athletic activity or obtain written permission from a licensed healthcare provider for that school year only, after which a complete physical examination is required. If a student does not have a physical examination due to religious beliefs, a guardian must submit a statement assuming full responsibility for the student's physical health in order to participate in sports. No student will be allowed to participate in the middle school sports program without a current physical examination and Annual Health History form on file.
- **Immunizations:** All students are required to present proof of immunization for the following:
  - **DTaP:** 5 doses unless the 4th dose was given on or after the fourth birthday, then only 4 doses are required.

- **Polio:** 4 doses unless as above at which 3 doses are required.
- **MMR (Measles, Mumps, Rubella):** 2 doses on or after the first birthday and separated by at least a month.
- **Varicella:** 2 doses or documented proof of immunity. .
- **Tdap:** 1 dose for students entering 7th grade.
- **Meningococcal:** 1 dose for students entering 7th grade.

The reference for school immunization requirements may be found here.

Please contact the school nurse with any questions or concerns regarding your student's health:
gretchen.kuhn@fivetowns.net, 207-236-7805 x 2108

SPECIAL EDUCATION
Special education services are available for all qualifying students who need supportive or adaptive programs to best meet their educational needs. Guardians or students having questions about these services should contact the Special Education Director at (207-236-7812). MSAD Policy Codes: JRA, JRA-E, JRA-R

YOUTH ARTS
Youth Arts is an all-volunteer, nonprofit, privately funded organization that assists Camden Rockport schools to create diverse opportunities for students to experience, engage, and learn through the arts.

ATTENDANCE, TRUANCY, AND TARDY POLICIES

SCHOOL ATTENDANCE *(Also refer to MSAD Policy Code: JEA)*
Regular school attendance is a vital part of every student's education. At CRMS, we view attendance as a shared responsibility between students and their guardians. Students who are frequently absent may struggle to keep pace with grade-level expectations. Missing school without an important reason not only impacts learning, but also affects the development of responsibility and self-discipline.

ABSENCES
If a student is unable to attend school, a guardian must call (207-236-7805) or email the CRMS office (crms.attendance@fivetowns.net) by 8:30am to let the school know that the student will be absent and the reason why. If the office does not receive a call when a student is absent, we will notify guardians of their student's absence by email.

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

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

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

PROCEDURES FOR STUDENTS WITH EXCESSIVE ABSENCES

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

TRUANCY (Also refer to MSAD Policy Code: JHB)
A student is considered habitually truant if the following occurs:

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

The student's guardian(s) will be asked to meet with administration to discuss ways to improve that student's attendance.

MAKE-UP WORK DUE TO HEALTH ABSENCE

1. Students who are absent from school for one day are to check in with teachers and are encouraged to stay for homework club when they return to make up the missed work. The work should be completed within two days of the absence.

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

PLANNED FAMILY ABSENCE

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

- **Procedures, depending on the length of the vacation:**

1. Three to twenty days:
    a. After approval from administration, guardian(s) notify teachers.
    b. Teachers have the following options for missed work:
        - Provide assignments before departure.
        - Assign an alternative assignment.
        - Require the student(s) to make up work upon return.
    c. Make-up work must be completed within one week of the student's return to school unless arrangements are made with the teacher(s). Teachers will not be able to re-teach missed work.

2. Over twenty days:

    For a planned absence of more than 20 consecutive school days, guardians will need to be responsible for their student's education for the duration of the trip. Intent to Homeschool paperwork must be completed with the state and the student will be unenrolled from CRMS for the duration of the planned absence and re-enrolled upon their return.

TARDY PROCEDURES

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

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

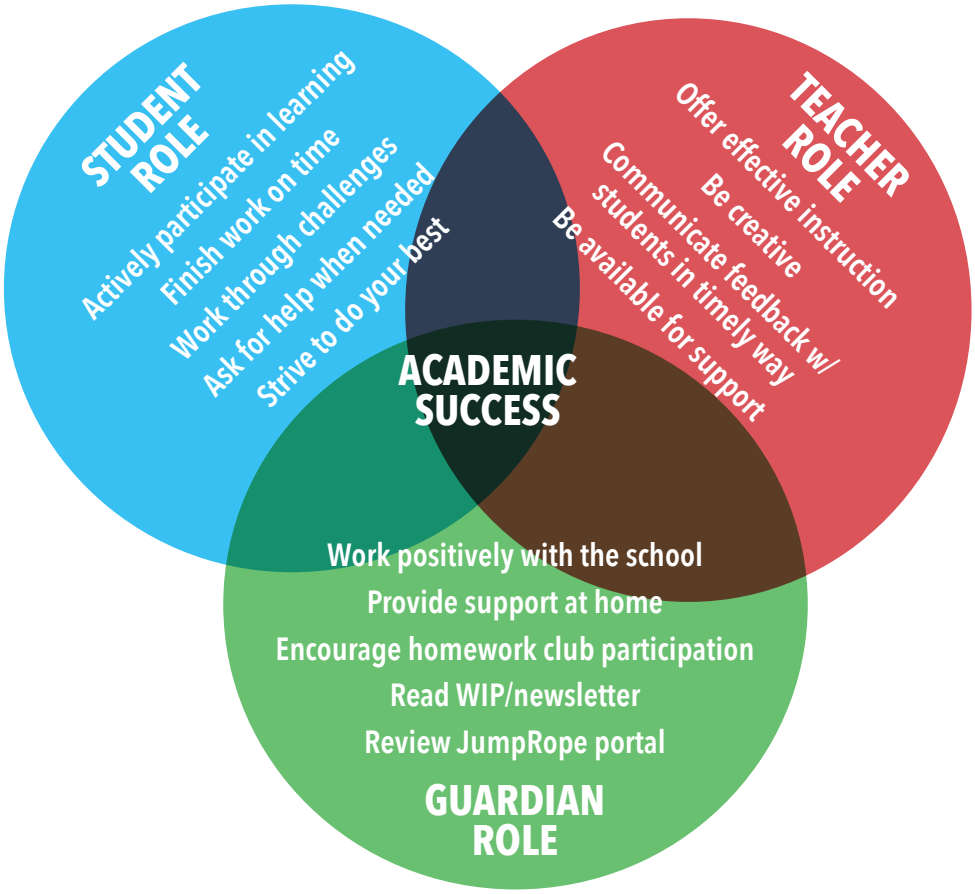
PROCEDURES FOR STUDENTS WITH EXCESSIVE TARDIES

Consistent offenses will require a conference between the student, guardian(s), and administration.

ACADEMICS

ACADEMIC EXCELLENCE

CRMS places a high value on character, academic excellence, and meaningful extracurricular opportunities. We believe—and research supports—that strong academic habits and consistent effort lead to greater success in high school and beyond. To support this, we offer a range of resources to help students succeed, many of which are outlined in this handbook. We expect students to come ready to learn and engage in the process. At CRMS, we provide the structure and support needed for all students to achieve academic success, while also encouraging them to take responsibility for their learning. This includes putting in effort, staying organized, and seeking help when needed. If a student is not completing expected work, they may be required to stay after school to finish it, even if it conflicts with extracurricular activities. Meeting basic academic expectations is the priority.



CLASS SCHEDULES AND CURRICULUM

Core classes of Language Arts, Math, Science, Social Studies, and Cultural Arts (FCS, Art, Performing Arts, Tech,) are 70 minutes in length and meet 3 times a week. Exploratory classes (Spanish, PE, Library Skills (G5-6), Writing, Band, Chorus, Guideance, and Interventions) are 35 minutes in length. Curriculum is based on our FiveTowns Standards, adopted in 2015, and project-based learning experiences are incorporated into our core content areas.

- **Language Arts:** Trade books, authentic literature, Glencoe curriculum elements, and *Units of Study* by Lucy Calkins are used to engage students, and support and guide writing instruction. Grade 5 uses the Guided Reading program for reading instruction.

  Our MTSS Coordinator supports literacy growth for students that require additional instruction in reading (e.g. comprehension, fluency) directly through small lab interventions and by supporting teachers with curriculum, instruction, and assessment.

  For Gifted and Talented services, please see the Student Services section above.

- **Math:** Like Language Arts, we use a core math program in each grade. Grade 5 uses the BRIDGES program and Open Up math curriculum are used in grades 6, 7, and 8. Both programs are aligned to the Common Core State Standards. We offer accelerated math classes in grades 6 - 8 for eligible students, and a traditional Honors Algebra I class for 8th grade students who demonstrate readiness.

- **Science:** In grades 5-8, the curriculum is based on NextGen Science Standards, which were formally adopted in

2019. Curriculum in grade 6 emphasizes earth science, grade 7 focuses on life science, and grade 8 focuses on physical and chemical sciences.

- **Social Studies:** Grade 5 focuces on the discovery of America, Indigenous studies, and the Revolutionary War. Grade 6 tackles the Civil War and both World Wars. Grade 7 emphasizes Maine, Government Studies, and Civil Rights. Grade 8 curriculum covers world history and global studies.
- **Cultural Arts:** Art, performing arts, family consumer science, and technology are taught one trimester of the year in grades 5-8. These classes are often taught with interdisciplinary connections to core content.
- **Exploratory (XL):** Spanish, Physical Education, Library Skills, Guidance, Writing, Band, and Chorus are taught during the XL block.
- **Schooner Time:** Schooner time takes place at the end of every day to help meet individual student needs. During Schooner, students may attend band or chorus rehearsals, receive intervention or enrichment support, or use it as a study hall. All core academic teachers are available to offer extra help, give make-up tests, or reteach lessons.

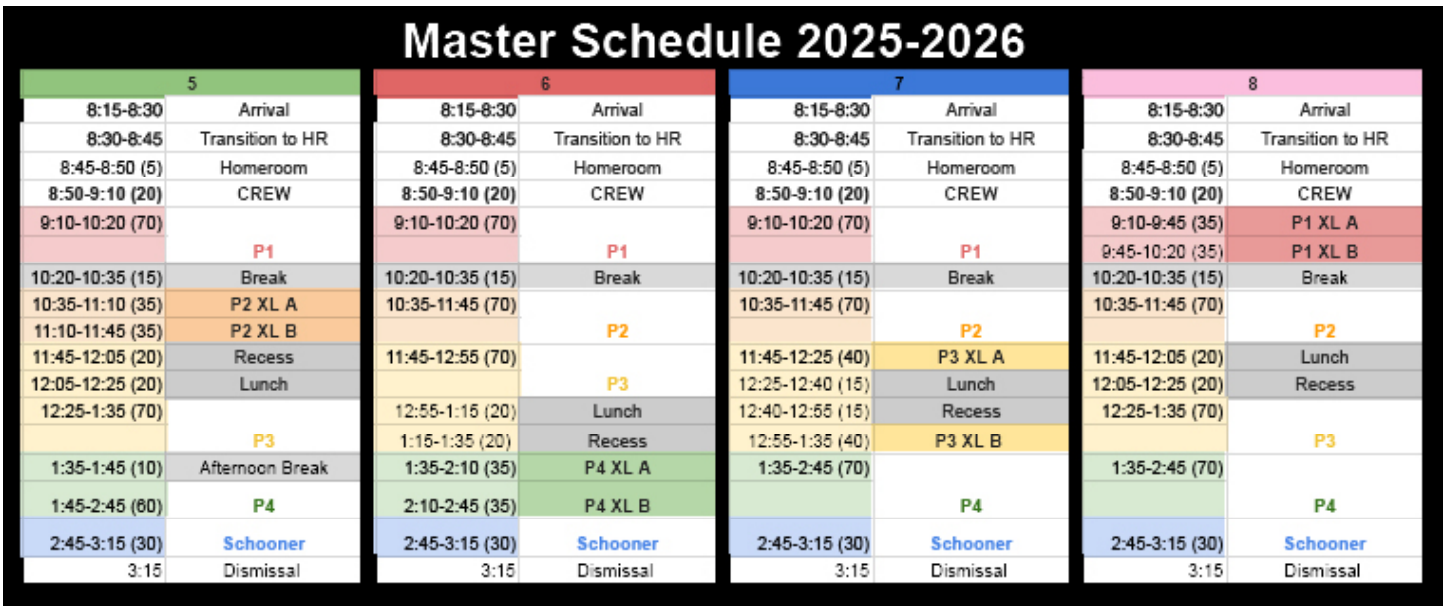
Teacher responsibilities during Schooner Time:

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

Student responsibilities during Schooner Time:

1. Work on homework, make-up work, and seek extra help, if needed.
2. Quietly read a book or work on an enrichment activity, if other academic obligations are complete.
3. Report to homeroom prior to going to another content area classroom, except for band or chorus students.
4. Students who participate in the band or chorus programs MUST attend regular band and chorus rehearsal during this time. It is not an option to skip band or chorus to do other academic work during Schooner Time.

SAMPLE SCHEDULE:



Master Schedule 2025-2026

5		6		7		8	
8:15-8:30	Arrival	8:15-8:30	Arrival	8:15-8:30	Arrival	8:15-8:30	Arrival
8:30-8:45	Transition to HR	8:30-8:45	Transition to HR	8:30-8:45	Transition to HR	8:30-8:45	Transition to HR
8:45-8:50 (5)	Homeroom	8:45-8:50 (5)	Homeroom	8:45-8:50 (5)	Homeroom	8:45-8:50 (5)	Homeroom
8:50-9:10 (20)	CREW	8:50-9:10 (20)	CREW	8:50-9:10 (20)	CREW	8:50-9:10 (20)	CREW
9:10-10:20 (70)	P1	9:10-10:20 (70)	P1	9:10-10:20 (70)	P1	9:10-9:45 (35)	P1 XL A
						9:45-10:20 (35)	P1 XL B
10:20-10:35 (15)	Break	10:20-10:35 (15)	Break	10:20-10:35 (15)	Break	10:20-10:35 (15)	Break
10:35-11:10 (35)	P2 XL A	10:35-11:45 (70)	P2	10:35-11:45 (70)	P2	10:35-11:45 (70)	P2
11:10-11:45 (35)	P2 XL B						
11:45-12:05 (20)	Recess	11:45-12:55 (70)	P3	11:45-12:25 (40)	P3 XL A	11:45-12:05 (20)	Lunch
12:05-12:25 (20)	Lunch			12:25-12:40 (15)	Lunch	12:05-12:25 (20)	Recess
12:25-1:35 (70)	P3	12:55-1:15 (20)	Lunch	12:40-12:55 (15)	Recess	12:25-1:35 (70)	P3
		1:15-1:35 (20)	Recess	12:55-1:35 (40)	P3 XL B		
1:35-1:45 (10)	Afternoon Break	1:35-2:10 (35)	P4 XL A	1:35-2:45 (70)	P4	1:35-2:45 (70)	P4
1:45-2:45 (60)	P4	2:10-2:45 (35)	P4 XL B				
2:45-3:15 (30)	Schooner	2:45-3:15 (30)	Schooner	2:45-3:15 (30)	Schooner	2:45-3:15 (30)	Schooner
3:15	Dismissal	3:15	Dismissal	3:15	Dismissal	3:15	Dismissal

CRMS GRADING SYSTEM

CRMS uses a standards-based report card, which differs from traditional grading practices. This approach provides more detailed and accurate feedback about student learning. Students are assessed using Graduation Standards aligned with state and national expectations for each grade level. These standards outline the key skills and competencies students are expected to develop in each course. You can find the expected outcomes for all courses on our website.

Standards are rated on a scale of 1 to 4, measuring mastery for each subject area and proficiency of course-level work, although these scores do not incorporate behaviors (tardiness, disruption, work ethic, effort). Habits of Work and Learning (HOWLS) are also rated on this scale as they are as important to a student's success as

academic performance. Separating academics from work habits provides an accurate picture of a student's skills and competencies.

Reporting standards are listed below each subject area on report cards. For each of the standards covered during a trimester, there are multiple assessments that measure student proficiency based on course-level work, typically scored with a rubric. In most cases, course level work is equivalent to grade level work. In some special education settings, the course may be below grade level. Standards not taught during the reporting trimester will not include scores.

- **Explanation of Reporting Symbols: Academic Standards**

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

- **Explanation of Reporting Symbols: HOWLS (Habits of Work and Learning Standards)**

  4 - Exceeding

  3 - Meeting

  2 - Approaching

  1 - Beginning

  HOWLS standards reflect behavior expectations –
  the qualities that support learning and citizenship at CRMS.

- **JumpRope:** CRMS uses a web-based grading program that can be accessed any time. Teachers include performance on assignments, tests, projects, etc., on this system and update it regularly. Usernames and passwords are sent out at the beginning of the year.

- **Students are expected to:**
  1. Complete work by assigned due dates.
  2. Make up missed work and second-try assessments within a one-week period for grades 7-8 and a two-week period for grades 5-6.
  3. Stay for homework club, to complete work, or redo an assessment.
  4. Miss social/extracurricular events if they are not upholding their academic obligations.

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

MISSING WORK, DEADLINES, AND EXTRACURRICULAR PARTICIPATION

Students who have missing work or do not meet deadlines may be asked to come in before or after school to complete assignments or make up learning time. Teachers may contact families to arrange this support.

Students with incomplete work may also be restricted from participating in social or extracurricular activities. Once work is completed with good effort during before- or after-school time, students may be allowed to participate in activities that day.

Families can view missing assignments at any time through the JumpRope reporting portal.

CHARACTER DEVELOPMENT

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

TEACHING CLEAR EXPECTATIONS

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

- **Core Values:** To help provide a vision and guide for the character we seek from students at CRMS, we have an established set of core values: **KINDNESS · GRIT · SELF-CONTROL · RESPONSIBILITY**

  Homeroom, class, and grade-level meetings are used to discuss and support these core values, to provide opportunities to recognize excellent character, and to deepen our students' sense of community across the school. When students struggle to follow these core values, every effort is made to reinterate and reaffirm the expectations.
- **Habits of Work and Learning (HOWLS):** Our HOWLS rubric helps students understand what positive character looks like for each core value. Teachers use the HOWLS rubric in classes to make direct connections between character and academic learning.
- **Social Emotional Learning:** Utilizing a Crew model helps students understand how to set academic goals, identify and control emotions, and make healthy relationships.
- **Guidance Curriculum:** A structured, comprehensive, developmental guidance curriculum is taught in grades 5 through 8 and is aligned with the Maine Learning Results and standards outlined by the American School Counselor Association. Currently, the guidance curriculum includes educational topics and skills training such as bullying prevention, sexual harassment, drug and alcohol use prevention, sexuality education, mental health awareness, suicide prevention, and character development. The guidance department utilizes data from sources such as the Maine Integrated Youth Health Survey (MIYHS) along with a student needs assessment conducted every three years, to evaluate the program, identify gaps, and make adjustments that address the needs our CRMS community deems most important. Please visit the Guidance Program webpage for more information about the guidance curriculum.
- **Internet Safety:** Internet safety is clearly an important topic in the lives of middle schoolers in the 21st Century. In grade 5, students learn about internet safety using parts of the Common Sense Education Curriculum. In grades 6 and 8, students learn appropriate online communication and comments. Also, each grade level participates in a session about digital safety at the start of the school year. Topics covered include cyberbullying (gr. 6 and 7), and "sexting" (gr. 7 and 8).

BUILDING A POSITIVE CONNECTION TO SCHOOL

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

- **Morning Games:** We have infused the rhythm of school with a number of important and fun traditions, including morning homeroom games such as Tuesday Tunes, Who What Where Wednesday, and Thursday Theatrics.
- **Whole-School Assemblies:** Whole-school Spirit Assemblies take place regularly throughout the year and provide opportunities for students to show camaraderie, participate in fun activities, and be recognized for their accomplishments.
- **Spirit Week:** Every April, CRMS hosts its annual Spirit Week. This fun event brings the school together in friendly competition between grades. Various competitions run throughout the week and range from daily participation challenges, photo guessing competitions, a penny war, healthy food drive, and physical challenges during a culminating assembly.
- **Character Counts Banners:** The Character Counts banners are four sailcloth banners, one for each core value. When a student demonstrates good character in the realm of a core value, they can receive a red Character Card and can sign the banner and record the act of exceptional character. Character Cards can be taken home or mailed home.

ADDRESSING MISBEHAVIOR WITH KINDNESS AND CLARITY

When misbehavior occurs, we aim to address those behaviors with high levels of accountability and empathy.

- **Restorative Practices**: CRMS uses restorative practices to address most discipline issues. These practices add an educational component to traditional discipline. In restorative circles, students reflect on their actions, who may have been affected, and how harm occurred, with the goal of taking responsibility and repairing relationships. Our approach balances high expectations with nurturing and support.

PREVENTION OF BULLYING AND HARASSMENT

The structures outlined in this section are important elements of any anti-bullying program. Guided by our core values, CRMS's positive and welcoming school community has a culture of kindness and respect that reduces incidents of bullying, teasing, and harassment.

CRMS also provides the following educational experiences to reduce and prevent instances of bullying and harassment:

- **Guidance curriculum**
- **Social Emotional Learning & Crew**
- **Grade 7 experience at Camp Chewonki**
- **Grade 8 experience at Camp Kieve**
- **Annual grade level trainings in bullying prevention**
- **Say Something (anonymous reporting app)**

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

When such behaviors are reported, school and district policies guide the process of investigation, documention, and assigning appropriate consequences for every report of bullying and harassment at CRMS. See Camden Rockport Schools District Policy NEPN/NSBA Code: JICK for more information.

BEHAVIORAL RULES AND INTERVENTIONS

PHILOSOPHY

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

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

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

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

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

Source: *Rules in School: Teaching Discipline in the Responsive Classroom*.

CRMS rules and policies are outlined in the following pages. In addition to these rules, individual teachers may have other individual classroom rules posted. All school rules apply to off-campus school sponsored events. In addition, CRMS students attending other schools' events are subject to CRMS policies, as well as the host school's policies.

All of the relevant policies for FiveTowns are available online at: www.fivetowns.net/page/district-policies

The administration reserves the discretion to impose alternative consequences based on the facts, circumstances, student grade level, and prior disciplinary record. *(MSAD Policy Code – JKA)*

REMINDER - PROTOCOL FOR SCHOOL INCIDENTS

- If your student shares a problem they had at school with another student or a staff member, please contact an adult at school (typically the adult who is directly involved) before coming to any conclusions about the incident.
- Pre-adolescent and adolescent children are in a developmental stage where they do not always share the full details of an incident and often deflect their own responsibility.
- It is important to have an adult perspective to help evaluate what actually happened. Likewise, it is important for the school to be aware of issues so that we can address concerns and work to improve our climate.

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

1. Some consequences may be served after school with the teacher who assigned the consequence. There may be occasions when consequences will be served during lunchtime.
2. Students will be given the option of a 24-hour notice before being required to serve an after-school/before school consequence. Consequences are typically served the day after the offense. Exceptions: Students will be allowed to postpone an after-school consequence for medical or verified family commitments. If a student knows that they have a conflict with a consequence for any reason, they are allowed to serve that consequence early.
3. Guardians bear the responsibility for arranging transportation home after any after-school consequence.
4. Students who are late, without a pass, for consequences may face additional time after school.
5. Students who are removed from any consequence for poor behavior will be referred to administration for further consequences.
6. If a student skips an after-school consequence, guardians will be contacted to arrange a meeting to plan next steps

CONSEQUENCE DEFINITIONS

- **Behavior Slip:** Behavior slips are used to meet three goals:
  - Help students succeed by developing social and emotional skills.
  - Provide clear and consistent communication with guardians about misbehavior at school. This connection between school and home is crucial for student success and we hope these slips share important information about the student's behavior.
  - Track misbehavior to help understand when behavioral interventions are needed to support students
- Behavior slips are given to students when repeated redirections were given for misbehavior and/or because the misbehavior was disruptive , or interfered with the ability to teach or maintain a safe environment. A more formal consequence (e.g. an after-school restorative circle) may also be applied, if needed. Signed behavior slips must be returned to the main office the following day. Failure to return the slip or complete the reflection on the back of the form may lead to an additional consequence.
- **Quick Value Check:** A "quick value check" (QVC) is a discussion to help a student understand the impact of their actions on those around them, and reiterate our expectations of behavior in school based on our core values. QVCs can take place at any time during the day. The QVC will last as long as the conversation needs but no longer than 30 minutes. If a student is taking a bus home after school, or has a scheduled appointment, the staff member will give 24 hours' notice to the student before keeping them after school if that is the only time available. A behavior slip will be sent home for guardian signature when a QVC occurs with a student after school.
- **Restorative Circle:** Restorative practices seek to turn negative behaviors into learning experiences and provide an opportunity for the student(s) to repair the damage caused. A restorative circle is a discussion circle facilitated by an experienced staff member (usually a teacher) and includes the offending student(s) , the facilitator, a victim advocate, the victim(s) (when appropriate), and peer supporters or guardian(s) (when appropriate). The circle focuses on four key questions: What happened? Who was affected? How were they affected? What can be done to make it right? The outcome is typically an action plan aimed at restoring relationships. The facilitator follows up with the student(s) to make sure the action plan was implemented.
- **Formal Student Support Class:** For more serious or repeated offenses, students may be required to attend formal instruction after school. The program will consist of one or more instructional classes with our school counselor. This will be a structured lesson that will provide more education for the student (s) to understand the impact of their behavior and consider ways of avoiding repeat incidents.
- **Collaborative Problem Solving:** In situations where a student shows a consistent and ongoing difficulty with one type of behavior, we often sit down for a "Plan B" conversation that uses the Collaborative Problem-Solving approach to determine why the behavior is occurring and develop a plan to remedy the problem. The conversation typically involves a classroom teacher, the student, and a member of administration or guidance staff.
- **Student Service:** Many types of poor behavior take something away from the positive culture and respectful community we strive for at CRMS. This is an opportunity to "give back" and hopefully develop a greater appreciation for our school community. Student service will typically be served with the staff member who has been affected or with a school custodian. Service tasks include basic cleaning such as cleaning desks, sweeping the stairs, or tidying a classroom.
- **Behavior Contract:** Behavior contracts are most often used when unkind or unwanted behaviors are repeated and reciprocal. In these cases, students may need more support than the typical consequences provide in order to stop the behavior. When this is the case, we draft behavior contracts that both parties agree to and sign. The contracts generally state that the students agree to leave one another alone and may include specific behaviors. We have found this to be an effective deterrent when other measures have not been successful.
- **Restorative Activity:** Assignments and/or activities are given by administration and/or members of the Student Support team to increase behavioral awareness that is targeted towards areas of need and highlights the Core Values of CRMS.
- **Loss of Privileges:** This may include loss of recess privilege, loss of eligibility for extra-curricular activities such as sports, clubs, dances, attendance at assemblies and field trips.
- **Out-of-School (OSS) Suspension:** Students may be suspended from school for more serious offenses, particularly those that may negatively affect another person's physical, mental, or psychological well-being. Any student who receives OSS is not allowed on school property for the entire duration of the suspension. Students serving OSS are permitted and expected to make up any work or tests missed.

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

Students who have OSS for violent conduct will be referred to our Behavior Multi-tiered System of Supports (BxMTSS) team and assigned to a minimum of five sessions with our school counselor or social worker. The BxMTSS team will determine the most appropriate next steps.

- **In-School Suspension (ISS):** Students serving an ISS will spend the day in a designated area away from peers and classes. The student will do school work and/or Restorative Activities in the designated ISS area. A student on an ISS cannot attend afternoon or evening activities on the day of the ISS, as outlined in the OSS section above.
- **Social Restriction:** Students can be restricted from participation in extracurricular activities (e.g. field trips, dances, sports teams, clubs) for a period of time deemed appropriate by administration based on the connected behaviors.
- **Behavior MTSS Team:** In addition to the formal consequences outlined above, a student who demonstrates repeated behavior issues might be referred to our BxMTSS team. This team is composed of the Intervention coordinator, social worker, school counselor, and assistant principal. Once referred to the BxMTSS team, a student's case will be examined for the most suitable interventions to support their behavioral needs. Interventions include: assigning a behavior plan, implementing a check-in/check-out system, completing a 6-week behavior intervention program.

EXPECTATIONS & INTERVENTIONS FOCUSED ON CORE VALUES

RESPONSIBILITY

CLASSROOM DISRUPTION
It is the responsibility of students to behave in a way that allows teachers to teach and students to learn. Classroom teachers will manage their classes as they best see fit; however, the following protocol is a suggested progression of consequences:

- **First Offense:** If a student disrupts class, they will receive a verbal warning.
- **Second Offense on the Same Day:** If a student disrupts the same class the same day, they will receive a QVC.
- **Third Offense on the Same Day:** If a student disrupts after the QVC is assigned, they may be removed from class and receive a behavior slip.
- **Subsequent Offenses:** Consequences include restorative circle, referral to Behavior RTI team, behavior plans, and removal from class and/or alternative placement as necessary.

STEALING OR DESTRUCTION OF PROPERTY *(Also refer to policy JICB, Care of School Property by Students.)*
Students are expected to treat both school property and the property of others with great care. Students who abuse, damage, destroy, or steal property (including books, computers, lockers, etc.) will be subject to the following consequences:

- **Each Offense:** Property that is lost or damaged through negligence must be paid for at replacement value. Restorative circle, student service, or suspension will be assigned as appropriate. A police report may be made.

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

1. Undergarments may not be visible on any part of the body or able to be seen through clothing.
2. Breasts, buttocks, and genitals must be covered by opaque clothing and not visible.
3. Clothing that may restrict or hinder movement or participation because of fit may not be worn.
4. All tops and dresses must have sleeves or straps and cover the midriff
5. Messages on clothing or accessories cannot exhibit, promote, or advertise drug, alcohol, or tobacco products/ use, or contain graphic or profane language or images, including firearms.
6. Appropriate shoes for athletic participation must be worn during gym and when students are participating in field trips. Cleats, slippers, and wheelies are not allowed.
7. Hats are allowed after October 15th.
8. At any time, a staff member may ask a student to remove their hat, if requested. Students in violation of the dress code will be subject to the following disciplinary action:

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

to change clothing, and have a required morning check-in at the office for 5 days to ensure clothing meets dress code.

PLAYGROUND
All students are expected to behave in a responsible and safe manner on the playground. Students who are not acting responsibly on the playground will be subject to the following consequences:

- **Each offense:** QVC and/or removal from the playground and lunch in the office as appropriate.
- **Repeated offenses that involve safety concerns:** referral to BxMTSS team.

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

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

FOOD AND NUTRITION
CRMS values good nutrition and positive health choices. To that end we do not allow energy drinks like Red Bull, soda, Monster, etc., on campus. Those drinks will be confiscated. Additionally, students should not be bringing candy or junk food (added sugar) to school.

HALLWAYS
Hallways are extensions of the classroom. Students are asked to walk on the right-hand side of the hallway to ensure safe traffic flow and maintain an ordered environment. Students are also expected to move from one place to another quietly and in a controlled manner. Students may not run or loiter in the hallways.

- **Each offense:** QVC and/or removal from hallway during regular passing time as appropriate.
- **Repeat offenses:** Restorative circle or other consequences as deemed appropriate by the administration.

PERSONAL ELECTRONIC DEVICES *(Also refer to policy JFCK and JFCK-R.)*
Students are not permitted to carry, wear, or use any personal electronic devices during the school day. This includes, but is not limited, to **mobile phones, smart watches, and tablets**. Students must keep electronic devices in lockers. Generally, students are discouraged from bringing electronics to school. Students who choose to violate these rules will be subject to the following consequences:

- **First offense:** Confiscation of the device until the end of the school day.
- **Second offense:** Confiscation of the device until a guardian can pick up the device.
- **Third and subsequent offenses:** Students will have a phone hand-in plan and other possible interventions for a duration of time to be set by administration.

BICYCLES, SKATEBOARDS, HEELIES, ROLLERBLADES, AND SCOOTERS
Students may not ride bicycles, skateboards, or scooters in the parking lots, on the playground, or in the building during the school day. Students who do not obey will face the following consequences:

- **Each offense**: Confiscation of the object until the end of the school day.
- **Repeat offenses:** Possible student service.

LYING
Students are expected to be truthful with staff at all times. Students found to have lied will be subject to the following consequences:

- **First offense:** QVC, Restorative circle.
- **Pattern of offenses:** Restorative circle, and may also require a meeting with an administrator and guardian(s).

CHEATING *(Also refer to policy EGAD and EGAD-R.)*
Students are expected to do their own work. Homework and tests should not be copied from other students. Papers need to be written in the student's own words, and no part can be copied and pasted (in part or whole) from the internet without proper footnoting. Downloading a paper from the internet is plagiarism and is a serious offense. Students may not receive or share information about tests with other students.

- **Each offense where a student has copied or received information from another:** The student will need to complete an alternative, equivalent assignment and may need to attend a restorative circle. A guardian will be notified.

- **Each offense where a student has provided information about the content of an assessment to another student:** The student will be required to take part in a restorative circle.

POSSESSION OF DANGEROUS OBJECTS *(Also refer to Appendix for Policy on Weapons, Violence, and School Safety, ref JICI.)*
Students are not to have in their possession at school any article commonly used to inflict harm, harass, threaten, or intimidate others or any other potentially dangerous object. Examples include, but are not limited to knives, chains, sharp objects, laser pointers, lighters, and matches. Students who bring these to school will be subject to the following consequences:

- **Each offense:** Removal to the office where object(s) will be confiscated. A QVC, restorative circle, or suspension — depending upon the circumstances and the nature of the device, and notification of parents will follow.

POSSESSION OF A GUN (*Also refer to Appendix for Policy on Weapons, Violence, and School Safety, ref JICI.)*
Possession of a gun at school is a violation of Federal and State Law. Any student who brings a gun to school will face the following consequences:

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

POSSESSION OR USE OF DRUGS OR ALCOHOL *(Also refer to Appendix for Policies on Misuse of Chemical Substances by Camden Rockport Schools students, ref JICH.)*
These substances are prohibited (use and possession of substance and paraphernalia) and are illegal. In addition, aerosol products, including deodorant and antiperspirant, are prohibited from school grounds.

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

LEAVING SCHOOL PROPERTY OR SKIPPING SCHOOL
Upon arriving at school, students are not allowed to leave school property without permission from the office. Students are not allowed in any parking lots. Students who leave school property are subject to the following consequences:

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

SELF-CONTROL

DISRESPECT TOWARD STAFF / NON-COOPERATION
Students who purposefully defy the directions of a staff member, raise their voice or use unkind words towards staff, or interfere with our ability to establish a safe and peaceful learning environment will be subject to the following consequences:

- **First offense:** QVC, restorative circle
- **Second offense:** Restorative administrative assignment, formal education class after school with guidance, guardian notification.
- **Third and subsequent offenses:** Referral to BxMTSS team, and consequences that could include: restorative circle with parents, implementing a behavior plan, loss of school privileges, one hour of student service.

SWEARING OR USE OF VULGARITIES TOWARD A STAFF MEMBER
Students who swear directly at a staff member will be subject to the following consequences:

- **Each offense:** Immediate OSS pending a guardian conference. The student will be expected to attend a restorative circle with the staff member involved.

SWEARING OR USE OF VULGAR LANGUAGE:
Students are not permitted to swear or use vulgar language in any way at any time and will face the following consequences:

- **Each offense:** Quick value check with the teacher involved.
- **Repeated offenses:** Restorative administrative assignment, parent conference, possible referral to BxMTSS team.

KINDNESS

MEAN-SPIRITED BEHAVIOR

All students are expected to treat other students with appropriate kindness, respect, and courtesy. Mean-spirited behavior includes teasing, exclusion, spreading rumors about others, name-calling, and rude and disrespectful behavior that does not meet the definition of bullying under policy JICK. Students who are mean-spirited toward others will be subject to the following consequences in an effort to prevent bullying and harassment:

- **First offense:** Restorative circle.
- **Second offense:** Formal education class.
- **Third and subsequent offenses:** Restorative circle with guardians, loss of school privileges, and referral to BxMTSS team.

BULLYING/HARASSING OTHER STUDENTS

(Also refer to School Board Bullying and Harassment Policies for definitions, ref JICK and ACAA.)

- **Each offense:** Please refer to policy JICK-R for a list of possible consequences which can include: restorative circle, formal guidance class, behavior contract, student service, suspension, expulsion, and possible referral to local authorities.

NON-AGGRESSIVE PHYSICAL CONTACT

Students are expected to adapt their behavior to a school environment that promotes safety for themselves and others. Rough play on the playground or in the school is not appropriate. Students engaged in non-aggressive contact that impacts school safety are subject to the following consequences:

- **Each Offense:** Removal from the environment where the behavior occurred, restorative administrative assignment.
- **Repeated:** Possible referral to BxMTSS team.

AGGRESSIVE PHYSICAL CONTACT

Students are expected to treat each other with respect at all times. Using physical means to solve an argument or respond to another student is not acceptable. Aggressive physical contact can be defined as punching, kicking, or being physical with another student (that is not being reciprocated) in an aggressive or intimidating way.

- **First Offense:** Removal from the environment where the behavior occurred, restorative circle.
- **Second offense:** Formal education class after school with guidance, and possible out-of-school suspension. Consideration of referral to BxMTSS team.
- **Third and subsequent offenses:** Restorative circle with guardians, possible OSS , referral to BxMTSS team

FIGHTING

Students must avoid fighting at all times. Fighting is defined as, "Taking part in a violent struggle involving the exchange of physical blows." Students who are involved in a fight will be subject to the following consequences:

- **First and subsequent offenses:** Consequences will include a restorative circle and/or OSS and/or other appropriate action, which may include referral to BxMTSS team and/or notifying the appropriate authorities.

ASSAULT

Any student who seriously threatens or physically assaults another student or a staff member will be immediately suspended from school pending a guardian conference and other appropriate action. Examples of an assault include (but are not limited to) striking another individual in the face or genitalia, and/or significant aggressive contact to other parts of the body.

RELEASE OF STUDENT NAMES TO STATE DEPARTMENT OF EDUCATION

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

ATHLETICS

ATHLETIC PHILOSOPHY

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

> The Busline League recognizes the value of athletics as an integral part of the educational program. They also recognize that research has established that participation in athletic activities at the middle school level has broad and lasting benefits for students. These benefits include: an increase in academic achievement, an increased commitment to school and school values, more consistent attendance, and heightened aspirations for continuing education. It is the mission of the Busline League to provide support to schools for a broad variety of athletic activities to encourage widespread participation among students.
>
> In competition and practice, student athletes learn skills, strategies, team play, leadership, self-discipline and responsibility. They also learn the importance of setting goals for themselves and the team and planning how to achieve those goals. Sports provide the incentive for developing and maintaining healthy bodies and active minds. Participation in sports builds self-confidence, sportsmanship and a sense of personal responsibility for making healthy lifestyle choices. Being part of a team can also create a feeling of belonging and offers a supportive network that contributes to emotional well-being.
>
> At the middle school level, the athletic programs should be designed to meet the developmental needs of students. We recognize that the differences between sixth and eighth graders in skill level, physical development, and rule knowledge can be tremendous. Attempts should be made to narrow these differences and foster growth in all athletes through practice, good coaching, clear safety guidelines, and game experience. As a result, in many respects, coaching at this level can be more challenging than at any other level.
>
> The BLL is structured in a manner that encourages instruction and participation over competition. Separate divisions, practice schedules, playoff schedules, and day-to-day interactions with athletes should stress player and team development over wins and losses. Placing too much emphasis on winning at this level is neither meaningful nor instructionally sound.
>
> Additionally, because all teams qualify for a playoff spot, the pressure to win each game/match has been completely removed during the regular season. Coaches, parents, athletic directors, and players need to understand that playing time is important to both individual growth and team chemistry.
>
> Although the BLL is not going to mandate or regulate equal playing time for all participants, we encourage athletic directors to discuss this topic with their coaches. It is the BLL's philosophy to pair equally skilled athletes against each other where possible and offer meaningful playing time to each athlete.
>
> The BLL encourages school administration, school board members, parents, as well as the athletes themselves, to be aware of this philosophy on a regular basis.

RESPONSIBILITY OF ATHLETES AND THEIR PARENTS

- **Student Athletes:** Participating on a school athletic team is a privilege, not a right. Students have responsibilities to their team and the school to be able to continue playing on a sports team. Responsibilities to the team:
  - Regularly attend practices and games
  - Demonstrate a positive attitude
  - Be a model citizen of the school when representing CRMS in games against other schools
  - Responsibilities to CRMS and their learning
  - Demonstrate safe behavior at all times
  - Demonstrate core values during the school day
  - Complete classwork and homework on time
  - Maintain consistent level of academic performance

  Students are responsible for returning school uniforms at the end of the season. If a uniform is not returned within two weeks of the end of the season, parents will be charged for the uniform.
- **Guardians:** We ask guardians to help reinforce the excellent sportsmanship of our athletes by:
  - Letting the players play

– Letting the coaches coach
– Letting the umpires officiate the game

We ask that you support us in this way regardless of the score or game situation.

PARTICIPATION IN ATHLETICS

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

- **Playing Time:** The issue of playing time is a sensitive one. As the Busline League philosophy states, our expectation is that each player will receive "meaningful playing time" during every game of the regular season. What is meaningful can vary between sports, but it generally means that students will get some playing time in each game. During playoffs, playing time is not guaranteed but coaches will do their best to create meaningful playing time. Playing time will be reduced for students who do not demonstrate their Responsibilities to the eam or school (see above).
- **Participation in CRMS Athletics For Five Towns Students:** Students are eligible to participate in co-curricular and extracurricular programs sponsored, or co-sponsored by the school they attend. For Five Town students, access to CRMS Athletics is only available to programs not offered at their school of residency. No student may participate in programs at another school without an agreement from both schools involved.

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

  Resident private school and homeschool students should see policy JFABE, Use of Public School Services and Facilities by Resident Private School Students, for more information.
- **Rules:** It is essential that athletics be connected to CRMS Core Values. The coach of each sport generally develops rules governing the conduct of their players. The following school rules apply to all student's participation in games and practices:
  1. A student must be in school by the end of period 1 in order to participate in any sport or activity that afternoon or evening. This includes practices, games, or extracurricular activities. Exceptions may be made by the Administration.
  2. A consequence takes precedence over practice or a game, whether home or away. In the case of an away game, a guardian will need to transport the student to the game if the bus departs CRMS before dismissal to an event.
  3. If a student skips a consequence hoping to play in a sports game, they will miss the first sports game following the consequence and as well as other standard repercussions for skipping. If we are aware of the situation, we will contact the coach prior to the game and make sure the student does not participate in the game. Responsibility for appropriate behavior in schools comes before sports.
  4. Students with academic or behavioral difficulties in school may be suspended from playing sports at the discretion of the principal.
  5. Any student who receives an out-of-school or in-school suspension shall be ineligible to play in a game or practice on the day of suspension. Upon returning to school following the suspension, a student may return to practice with the team if the coach agrees, but they may also be ineligible to participate in the first game following the suspension.
  6. If a student is physically aggressive towards a fellow team member (e.g. punching, kicking, fighting, intimidating) they will receive a minimum consequence of a one-game ban.
  7. If a student is disrespectful towards their coach, the opposition, or officials, they will receive consequences that could include a meeting with the coach and athletic director, and removal from the team for a period of time. Consequences will depend on the seriousness of the offense.

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

- **Fall Teams**
  - **Boys and Girls Soccer:** We have one boys team and one girls team. Grade 8 students are given priority to be on these teams. Remaining places (if available) are given to students in grade 7.
  - **Multigrade Co-Ed Soccer:** This soccer team is typically composed of students in grade 7 who are not on the Boys' or Girls' Soccer Team. Though this is always a coed team, the numbers in our entire soccer program dictates grade level and gender balance in any given year.
  - **6th grade Co-Ed Soccer:** This team provides an opportunity for boys and girls in grade 6 to play organized soccer at school.
  - **Girls Field Hockey:** Available to girls in grades 6 through 8.
  - **Cross Country:** Available to both boys and girls in grades 6 through 8. Boys and girls practice together.
  - **Golf:** Available to boys and girls in grades 6 through 8, and students in grade 5 when space allows. Matches and practices occur at local golf courses.
- **Winter Teams**
  - **Girls and Boys Basketball:** CRMS has a grade 7 and grade 8 team for both boys and girls.
  - **Wrestling:** Available to girls and boys in grades 5 through 8. This team competes in the Pine Tree Wrestling League.
- **Spring Teams**
  - **Baseball and Softball:** These teams are open to grade 7 and grade 8 boys and girls respectively. Sometimes we field an individual grade 7 and grade 8 team, and sometimes it is a combined grade 7 and grade 8 team. The number of teams for each sport depends on enrollment numbers
  - **Track and Field:** Track and Field is open to boys and girls in grades 6 through 8 and includes students from Hope, Appleton, and Lincolnville where space allows.

SCHOOL-ISSUED DEVICES

GENERAL GUIDELINES

The guidelines are meant to provide a general overview of the expectations for each group of stakeholders in regard to school-issued devices, hereinafter referred to as 'device(s)' in this section.

- **Students**:
  1. Students will use devices as an educational tool.
  2. Students may only download/install software and apps with explicit permission from a teacher or staff member.
  3. Students will only use devices under supervision or in supervised spaces at school and at home. Devices are never to be used outside, on the school bus, in automobiles, in the cafeteria, or in the halls unless given specific permission by a staff member. Devices may not be used before 8:45am in the library or cafeteria.
  4. Students may not touch or use another student's device unless there is a valid reason and explicit permission has been granted.
  5. Students should use, transport, and store devices with care and responsibility. Students must use the cases/covers provided by the school. Devices should be in cases when being transported around the school.
  6. Students are not allowed to use devices in locker rooms nor have them at sports practices or games. Coaches will provide a location for school issued devices during practices.
  7. Students will keep their device free of markings, stickers, or any other defacement. The sticker provided on the device, and tag provided with case, must remain intact and legible. If a new sticker is required, the student must see the IT department.
  8. If a student leaves the device or charger behind (at home, in class, outside, etc.), it is the responsibility of the student to locate the item(s) or have it brought to school as soon as possible. A loaner will not be provided.
  9. If a student loses the device at school, it is the responsibility of the student to let a teacher or staff memeber know and make a concerted effort to find it.
  10. Golden Rule: A student must only use the device to support schoolwork.
- **Guardians:**
  1. Guardians are responsible for making sure that students use devices in common family areas that are supervised. It is the school's expectation that devices will not be used in bedrooms or other isolated, unsupervised spaces.
  2. Guardians are responsible for visually monitoring use of devices while at home to make sure students are using them as an educational tool.
- **Teachers:**
  1. Teachers are responsible for providing students with meaningful academic work on devices when they are in use.
  2. While devices are in use, teachers are responsible for visually monitoring student screens.
- **Administration:**
  1. Administrators are responsible for more closely connecting the consequence for violations to use of the device.
  2. Device administrators are responsible for occasionally checking student Internet histories.

DEVICE DAMAGE / THEFT PLAN

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

- **Plan Cost:** Full price plan: to be updated per new agreement.
- **Plan details:**
  - Damage/theft coverage is only good for the current school year and only covers one damage/theft claim.
  - The money is non-refundable.
  - In the event that the device is damaged three times or more in one school year, the guardian is responsible for

all repair or replacement costs.

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

A family may choose NOT to participate in the Damage/Theft Plan. By not participating, it is understood that the guardian is fully responsible for paying for any and all damages to the device and/or its full replacement cost should the device be lost, stolen or otherwise rendered useless. A student without a damage theft plan may not be issued a replacement device until the full cost of the repair or replacement is paid in full.

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

CONSEQUENCES FOR SCHOOL COMPUTER VIOLATIONS

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

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

1. **Misuse of school issued device**
   Misuse of a device is when a student is expected to be attending to academic responsibilities (e.g. listening to a lecture, participating in discussion, working on homework or a project), but is using the device for a different purpose (e.g. playing a game or surfing the web). Misuse could also include endangering the device, leaving it unattended, defacing the device or its case, or other actions that could result in damage to the device.
   - **Each offense:** The classroom teacher or supervising staff member has discretion when determining consequences, just like any other off-task classroom behavior. If the problem persists, the student's device will be removed for a limited amount of time.
2. **Inappropriate use of school-issued device:**
   Inappropriate use of a device is when a student has searched for or viewed inappropriate, vulgar, or sexual material online, or have used the device in another inappropriate way. For any offense where it is necessary, the appropriate authorities may be called to investigate.
   - **First offense:** Removal of device or Internet or take-home privilege for 10 school days.
   - **Second offense:** Removal of device or Internet or take-home privilege for 20 school days.
   - **Third offense:** Removal of device or Internet or take-home privilege for the remainder of the school year.
3. **Downloading/installing unauthorized apps/software:**
   Students may not download or install any apps or software onto their device without specific teacher permission.
   - **Each offense:** In addition to the removal of unauthorized apps/software, consequences can include: warning, quick value check, restorative circle, loss of take-home privilege, and restriction of use.
4. **Destruction or loss of property:**
   Refer to Responsibility rule - *Stealing or Destruction of Property*
5. **Using electronic communications as a means of harassment:**
   Refer to Kindness rule - *Bullying/Harassing Other Students*.
6. **Using inappropriate language in electronic communications:**
   Refer to Self Control rule - *Swearing or Use of Vulgar Language*.
7. **Any other inappropriate use of an electronic device:**
   Will result in disciplinary action at the discretion of the administration; the degree of the consequence will depend on the severity of the incident.

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

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

In an effort to help maintain a manageable work/life balance while still being sensitive to the needs of families and students, 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 should not 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 check email in the evenings, weekends, or during 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 guardians to avoid calling teachers during the instructional day because the ringing phone distracts learning.

*If guardians 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.

*Please refrain from calling or texting your student during the instructional day, as it creates an interruption to class. Thank you for your attention to this.