



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

Maria Libby
Superintendent

Jaime Stone
Assistant Superintendent



Camden Rockport Schools
Regular School Board Meeting
Strom Auditorium CHRHS
Wednesday, March 18, 2026
7:00 pm

AGENDA

1. Call to Order
2. Adjustments to the Agenda
3. Public Comment on Items not on the Agenda
4. Minutes
 - a. Approval of the Draft February 25, 2026 Regular School Board meeting minutes
5. Notification of Teacher Transfer
 - a. Jacob Eichenlaub, current 8th gr. Math to Math/Reading Intervention, CRMS
6. Presentation: CRMS Daily Schedule
7. Presentation: CRES Bridges Program Overview and Impact
8. Year 3 Midyear Strategic Plan Update
9. FY27 Budget Update
10. Board Chair's Report
 - a. Upcoming Events with Dr. Neal
 - i. March 30, CRSA Meet and Greet, 5:30pm, Rose Hall
 - ii. March 30, Board Dinner, 6:30pm, Rose Hall
 - iii. March 31, Parent and Staff Meet and Greet, 6:00pm, CHRHS
 - iv. April 1, Community Meet and Greet, 4:30pm, Villager Cafe
 - v. April 2, Community Meet and Greet, 8:30am, Villager Cafe
11. Superintendent's Report
12. Administrative Reports
 - a. Jaime Stone, Assistant Superintendent
 - b. Jess Yates, Special Education Director
 - c. Jacob Giessman, Principal CRMS
 - i. Parent Survey Data
 - d. Katie Bauer, Principal CRES
 - i. Parent Survey Data
13. Standing Committee Reports
 - a. Joint Curriculum – Meets April 13 at 4:00pm.

- b. Finance – Met February 25, 2026, minutes attached. Meets before the School Board Meeting on March 18, 2026.
 - i. Finance Update – Finance Committee Chair
- c. Joint Personnel – Meets March 24 at 5:00pm.
- d. Joint Policy – Met March 9, minutes attached.

First Reads

Revisions

- i. JLIB Student Dismissal Precautions
- ii. JRA-E Annual Notice of Student Education Records and Information Rights
- iii. JRA-R Student Records and Information Administrative Procedure
- iv. KLG-R Relationship with Law Enforcement Authorities Procedure

Reviews

- v. JRA Student Records and Information
- vi. KFB Facilities Use
- vii. KHC Distribution of Non-School Materials
- viii. KI Visitors to the school
- ix. KLG Relationship with Law Enforcement Authorities

- e. Joint Facilities – Met March 16. Minutes will be presented at the next meeting.

14. Future Agenda Items

- a. CRES Gr. 4 Ambassadors – April
- b. CRES Library/Makerspace Presentation – Spring
- c. CRES Spring Behavior Trends– May
- d. CRMS Community Partnerships – May

15. Adjourn



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

Maria Libby
Superintendent

Jaime Stone
Assistant Superintendent



Camden Rockport Schools
Regular School Board Meeting
CHRHS Strom Auditorium
Wednesday, February 25, 2026
7:00 pm

DRAFT MINUTES

Board Present

Brianna Gutierrez, Chair
Becky Flanagan, Vice-Chair
Marcia Dietrich
Rick Thackeray (arrived at 7:10pm)
Sarah Smith
Cricket Fuller
Licia Morelli
Marcus Mrowka

Also Present

Maria Libby, Superintendent
Jaime Stone, Assistant Superintendent
Jacob Giessman, Principal, CRMS
Jess Yates, Director of Special Education
Katie Bauer, Principal, CRES
Heather Butler, Teacher, CRMS
Members of the public

1. Call to Order

2. Adjustments to the Agenda
There were no adjustments to the Agenda.

3. Public Comment on Items not on the Agenda
There was no public comment on items not on the Agenda.

4. Minutes

- a. Approval of the Draft January 21, 2026 Regular School Board meeting minutes
- b. Approval of the Draft January 29, 2026 Special Joint School Board meeting minutes
- c. Approval of the Draft February 11, 2026 Special Joint Board meeting minutes

Upon Motion by Marcia Dietrich and Second by Rebecca Flanagan, the Board voted to approve the Draft Minutes from the January 21 Regular School Board meeting, the January 29 Special Joint School Board meeting and the February 11 Special Joint Board meeting.

Vote: 7-0 Passed (Rick Thackeray arrived after the vote.)

5. Recognition

- a. CRMS Teacher Heather Butler, Recipient of the Maine Council for English Language Arts' (MCELA) 2026 Teacher of Excellence Award.
Grade 5 teacher Heather Butler attended the meeting and was recognized before the Board by Principal Giessman. Giessman praised Butler's work as a teacher, and Board members thanked her for her contribution to the Camden Rockport Schools district. Butler spoke about a recent event, Poetry Café, where students had an opportunity to share their original poems. She said the response to the event from parents has been phenomenal. Butler will be presenting at the MCELA Conference on March 20.

6. Nominations (Note: Executive Session Possible for Nominations)

POSITION	EMPLOYEE	POINTS	BONUS	AMOUNT
CRMS Baseball Coach	Aaron Henderson	26	20%	\$2,834.21
CRMS Track and Field Coach	Zachary Kramer	28	0%	\$2,543.52

Upon Motion by Marcia Dietrich and Second by Rebecca Flanagan, the Board voted to Approve the above Stipend Nominations.

Vote: 7-0 Passed (Rick Thackeray arrived after the vote.)

7. Approval of the 2026-27 School Calendars for CRES and CRMS

Upon motion by Rebecca Flanagan and Second by Sarah Smith, the Board voted to Approve the 2026-27 School Calendars for CRES and CRMS.

Vote: 7-0 Passed (Rick Thackeray arrived after the vote.)

8. FY27 Requested Budget Presentation

Superintendent Libby presented the FY27 requested budget for MSAD #28. The budget achieves fiscal responsibility while maintaining strong programming and district sustainability. Superintendent Libby reported that each decision regarding staffing was made on an individual basis with consideration given to enrollment, capacity and need.

She shared enrollment statistics spanning the past 10 years; K-4 enrollment has decreased by 24% in this period. With Universal PreK planned for next year, PreK enrollment will likely increase from 15 students this year to 36 students next year as the

district takes over special education services for all 4-year-olds from CDS. The proposed budget does not include PreK Special Education expenses or revenues. These costs do not impact the budget as presented because they are paid by the State and are tracked in a totally separate fund.

Declines in enrollment result in pared-down staffing. The proposed budget calls for a reduction of 7.7 FTE staff and the addition of 3.75 FTE hires among five positions (e.g. FTE PreK regular education teacher, ½ FTE Accounts Receivable position.)

The proposed budget reflects an overall expense increase of 2.57% and an increase to taxpayers of 1.91% from the previous year. The average increase to both the overall budget and the taxpayers over the past 10 years has been just over 5%.

Board Member Mrowka asked how a reduction in a behavior/ed tech position or a Resource Room position at CRMS would be felt by support staff and students. Assistant Superintendent Stone reported a significant decline in behavior problems over the past years and since Covid. Special Education Director Yates said she and her team have identified a programming structure which would have a limited direct impact on students. Board Member Thackeray asked if there was anxiety among Special Ed staff regarding these reductions, and caseloads changing from 11 to 15 among staff. Yates explained that the changes would result in additional responsibilities for staff, but that a caseload of 15 is very reasonable (the State limit is 35 pupils per staff member.)

The Board considered the proposed elimination of the kindergarten Spanish program, and shared positive feedback they had received about the program's cultural impact among students. The reduction of Spanish to a half time position retains the ability to maintain current programming levels in grades 1 - 4. The new EL program also supports cultural learning across the grades. They also discussed the current Gifted and Talented program, which has expanded from initially serving 2-5% of the student population to as much as 38% in recent years, well beyond the intended target range and beyond the scope of our G/T program description. Scaling back from .8FTE to .6FTE will provide ample opportunity to meet our needs.

9. Board Chair's Report

Chair Gutierrez reported on events planned for the Board and community to meet with incoming Superintendent Leigh Anne Neal next month.

10. Superintendent's Report – As written.

11. Administrative Reports

a. Jaime Stone, Assistant Superintendent – As written.

Board Member Smith asked about an update to the PreK program framework that Stone is working on. Stone is developing a framework that would align State

PreK education standards with the outdoor education framework currently practiced at CRES.

- b. Jess Yates, Special Education Director – As written.
Yates clarified that although current numbers of McKinney-Vento students at CRES and CRMS appear low, these numbers only reflect children who have been classified as McKinney-Vento who are attending SAD 28 schools. The District assumes transportation responsibility for students who live in Camden or Rockport but may attend school in another District.
- c. Jacob Giessman, Principal CRMS
Giessman invited the Board to upcoming Poetry Café events at the Bisbee Theatre, and CRMS currently has 340 students, the same number as when he reported to the Board in January.
- d. Katie Bauer, Principal CRES – As written.
Bauer described a recent conversation among staff identifying past and present school traditions, in the advent of an upcoming leadership meeting where the group will consider “where do you see CRES in five years”?

12. Standing Committee Reports

- a. Joint Curriculum – March meeting date TBD.
- b. Finance – Met January 21, 2026, minutes attached. Meets before the School Board Meeting on February 25, 2026.
 - i. Finance Update – Finance Committee Chair
Finance Chair Flanagan reported on the FY26 General Fund. The target year-to-date spending of the budget was 61.5%, actual spending is 57.5% excluding debt and Board contingency. Last year at this time 57.1% of the budget had been spent.
- c. Joint Personnel – Meets March 25.
- d. Joint Policy – Meets March 9.
- e. Joint Facilities – Meets March 16.

13. Future Presentations

- a. Shifting Practices: How to reconcile academic standards with meeting students where they are (CRMS) – March
- b. Bridges Program Overview and Impact (CRES) – March
- c. CRMS Daily Schedule – April
- d. CRES Gr. 4 Ambassadors – April
- e. CRMS Community Partnerships – May
- f. Spring Behavior Trends at CRES – May

14. Adjourn

Chair Gutierrez adjourned the meeting at 8:53pm.

Strategic Plan 2023-2027

Year 3 Mid-Year Progress Report

Focus Area 1: Adapting to Rapid Change: We will prepare students and staff to continuously adapt to the rapidly changing global landscape.					
ACTION STRATEGIES:	Year	Primary Designees	How	By When	FEBRUARY 2026 UPDATES
Educate staff on current, relevant and responsive curriculum and instruction, given our current student needs.	2-4	Bldg Admin	<p>CRMS</p> <ul style="list-style-type: none"> ● Outside agency staff training on student mental health and wellness (hosted by student support services) <p>CRES</p> <ul style="list-style-type: none"> ● Pilot 2 EL literacy modules K - G4. ● Continue cohort participation in Year 2 of SciE Play . ● Intro staff to revised technology standards when available. 	<p>Ongoing</p> <p>Ongoing</p>	<p><i>CRMS: Planned trainings completed.</i></p> <p><i>CRES: Ongoing and deeply in it. Ongoing and final year. Need to do still.</i></p>
Engage in ongoing monitoring of instruction to evaluate the implementation of these outcomes.	3-4	Bldg Admin	<p>Admin walkthroughs to include implementation of these outcomes.</p> <p>CRMS</p> <ul style="list-style-type: none"> ● Begin to implement technology standards. <p>CRES</p> <ul style="list-style-type: none"> ● EL coach visits homerooms during pilot implementation year. ● Share walkthrough data on school and collective efficacy with staff. ● Begin to implement technology standards. 	<p>Ongoing</p> <p>Winter 2025</p> <p>Ongoing</p>	<p><i>CRMS: New technology standards are in JumpRope and the technology curriculum is aligned to them.</i></p> <p><i>CRES: Completed</i></p> <p><i>Completed and will continue next year.</i></p> <p><i>Need to do still.</i></p>

Put structures in place to help staff and students adjust to a rapidly changing world.	3	Bldg Admin	<p>CRES</p> <ul style="list-style-type: none"> Design Trimester 1 staff meetings for frontloading of EL training and collective problem solving. 	Fall 2025	<i>CRES: Completed</i>
--	---	------------	---	-----------	------------------------

Focus Area 2: Experiential Learning: The district will increase opportunities for hands-on, minds-on, real world learning.					
ACTION STRATEGIES:	Year	Primary Designees	How	By When	FEBRUARY 2026 UPDATES
Provide appropriate professional development to staff to understand place-based and project-based learning, using the PBL Works Framework (Buck Institute) and the UN Sustainability Goals.	1-4	Bldg Admin	<p>CRMS</p> <ul style="list-style-type: none"> Provide professional learning experiences pertaining to PBL and/or UN Sustainability goals. Select focus with SLT. <p>CRES</p> <ul style="list-style-type: none"> Provide EL professional development throughout the year. Continue Anne Adams coaching on outdoor learning and place based outdoor projects. 	<p>Spring 2026</p> <p>Ongoing</p> <p>Ongoing</p>	<p><i>CRMS: We audited PBL planners and found a need for more thorough documentation and realignment to an exemplar model.</i></p> <p><i>CRES: Both bullets are ongoing.</i></p>

Engage in ongoing monitoring of instruction to evaluate the implementation of these outcomes.	3-4	Bldg Admin	Admin walkthroughs to include implementation of these outcomes. CRMS <ul style="list-style-type: none"> ● Increase use of outdoor classroom and work to integrate into classroom work. CRES <ul style="list-style-type: none"> ● EL Leadership team meet with coach on EL pilot implementation. 	Ongoing Spring 2026 Ongoing	<i>CRMS: Outdoor classroom use was robust until mid-October. Will renew effort in Spring.</i> <i>CRES: Completed</i>
Analyze content standards to identify opportunities to create integrated experiential units.	3	Bldg Admin Asst. Supt	CRMS <ul style="list-style-type: none"> ● Clarify which HOWLs are being taught and assessed in each PBL. CRES <ul style="list-style-type: none"> ● Share crosswalk of 4Cs rubrics, EL literacy and Responsive Classroom - connection to outdoor and place based learning. ● Crosswalk EL pilot modules with Library Makerspace curriculum. 	Spring 2026 Winter 2026 Winter 2026	<i>CRMS: Completed PBL Planner audit. Most planners need update to new HOWLs.</i> <i>CRES: Still to do</i> <i>Still to do</i>

Focus Area 3: Sustainability: District programs, investments, operating procedures, and practices will support current needs without compromising future generations.					
ACTION STRATEGIES:	Year	Primary Designees	How	By When	FEBRUARY 2026 UPDATES

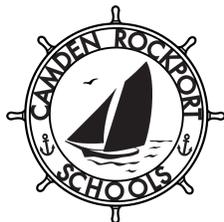
Refocus Wellness Committee work to address this goal area and district policy.	1-4	Assistant Principal	<p>CRMS</p> <ul style="list-style-type: none"> Integrate student council into a leadership position within the wellness committee. <p>CRES</p> <ul style="list-style-type: none"> Continue collaboration with CRSA and CRES Wellness Team. 	<p>Winter 2025</p> <p>Ongoing</p>	<p><i>CRMS-Student representative started on wellness committee in November.</i></p> <p><i>CRES: Ongoing & robust</i></p>
--	-----	---------------------	--	-----------------------------------	---

Focus Area 5: Equity: Each member of our school community will be included, engaged, and supported in our programming, opportunities, and culture.					
ACTION STRATEGIES:	Year	Primary Designees	How	By When	FEBRUARY 2026 UPDATES
Evaluate current structures that build relationships within our schools and fill any gaps found by adopting additional developmentally responsive structures that further connect students to one another and students to staff.	3	Assistant Principal/ Assistant Superintendent	Assistant Superintendent will work with Assistant Principals to better understand student chronic absenteeism and the effectiveness of current school-based intervention strategies, making recommendations for improvement. (included in Title Grants)	Spring 2026	<i>CRES & CRMS: Ongoing</i>

Increase educator competency and comfort level in engaging in “difficult” topics with students and adults through regular training that could include: crucial conversations, non-violent communication, and culturally proficient communication.	1-4	Bldg Admin	<p>CRES</p> <ul style="list-style-type: none"> Continue to maintain social justice library for staff (Julie Speno). Provide short scenarios on different topics in revised staff meeting structure for collaborative problem solving practice. 	<p>Ongoing</p> <p>Ongoing</p>	<p><i>CRES: Ongoing</i></p> <p><i>CRES: Have not succeeded yet to the degree we’d hoped</i></p>
Differentiate our communication, programming, and events to better meet the needs of low SES parents (e.g. preschool enrollment, after school programming, progress updates, etc.).	1-4	Principal	<p>CRMS</p> <ul style="list-style-type: none"> Analyze club and athletic participation for SES gaps. Pilot Reach My Teach <p>CRES</p> <ul style="list-style-type: none"> All staff use Reach My Teach. Admin and office use Thrillshare for parent broadcast messaging. 	<p>Winter 2025</p> <p>Ongoing</p>	<p><i>CRMS: Tabulated baseline participation data from 24-25. 24K RMT messages sent; 1700 received. 10% of teachers using.</i></p> <p><i>CRES: Completed and ongoing</i></p>
Troubleshoot transportation barriers to school and after school participation.	1-4	Transportation Director Asst. Principal	<p>CRMS</p> <ul style="list-style-type: none"> Analyze and report on impact of new late bus with demographic implications. 	Spring 2026	<i>CRMS: Ridership low; appears to be important for 4 low-SES students; reduced number of days offered.</i>

Identify leadership opportunities for students in low SES groups.	1-3	Bldg Admin	<p>CRES</p> <ul style="list-style-type: none"> Continue to grow the G4 Ambassadors Program Reactivate the Student Council club. Explore more high school and elementary school partnerships during the year. 	<p>Ongoing</p> <p>Fall 2025</p> <p>Winter 2025</p>	<p><i>CRES: Ongoing & robust</i></p> <p><i>CRES: Ongoing & robust</i></p> <p><i>CRES: 4 CHRHS interns this year, Midcoast School involvement and PALS</i></p>
Implement the DEI curriculum review framework within the district-wide curriculum review cycle.	3-4	Asst Supt. Social Studies Department Principal	Review a unit from each social studies course in collaboration with the social studies department using the framework to gain understanding of its effectiveness and plan for next steps.	Spring 2026	<p><i>CRSM SS Department- Review framework with SS Department (Spring 2026)</i></p> <p><i>Unit Review - CRMS (year 4)</i></p> <p><i>CRES- N/A (implementing EL)</i></p>
Use framework results to effectively address the findings of the review process, including, but not limited to, additional professional development and purchasing of new curriculum and instructional materials.	3-4	Asst Supt Social Studies Department Principal	Propose updates or adjustments to courses based on findings for SY 2026-2027.	Spring 2026	<i>(year 4)</i>
Identify district-wide high-leverage instructional practices aimed at supporting marginalized populations to be implemented and incorporated within the teacher evaluation tool (e.g. trauma-informed and SEL practices).	3	ATeam Educator Effectiveness	Assistant Superintendent will work with the Educator Effectiveness Committee to identify any high-leverage instructional practices aimed at supporting marginalized populations that should be added to the teacher evaluation tool.	June 2026	<i>Completed- updated Teacher Evaluation tools and completed training with staff via a-team and building walk-throughs</i>

Map out and pilot place-based outreach to locations with a high % of low SES students.	3	Bldg Admin	CRES <ul style="list-style-type: none">Explore ideas like a traveling pop up library or art station.	Spring 2026	<i>CRES: Not yet started</i>
--	---	------------	--	-------------	------------------------------



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

Maria Libby
Superintendent
Jaime Stone

Assistant Superintendent



Camden Rockport Schools Board
Director of Special Education Board Report
March 2026

1. Openings:

Camden Rockport Elementary School

- Educational Technician III - Day Treatment

Camden Rockport Middle School

- None!

2. Student Numbers:

Camden Rockport Elementary School

Special Education Student Count: 58 students (19.21% of CRES students)

McKinney-Vento Student Count: 2 students

Multilingual Learner Student Count: 14 students

Camden Rockport Middle School

Special Education Student Count: 61 students (17.99% of CRMS students)

McKinney-Vento Student Count: 2 students

Multilingual Learner Student Count: 8 students

Of Note:

- **PreK, PreK, PreK:** The work to onboard our four-year-olds continues at a rapid pace. From meetings with potential partners and the Department of Education to materials ordering, collaboration with CDS, and observations of incoming students, my team and I remain deeply engaged in activities to support this transition. Most recently, I met with Heather Bowen, PreK Teacher, to develop a stronger understanding of our current PreK program and to begin to plan how we might coordinate efforts related to data collection, Child Find, service delivery and inclusion. I am excited to begin this partnership but also humbled by the amount of knowledge I need to acquire regarding the present levels, strengths, and needs of four-year-olds.
- **Speech Services:** Matt McGreevy, our Assistant Director, and I recently met with our speech team (Carrie Kern, Patricia Magri, and Lacey Ryder) to begin developing next year's model of speech service delivery in light of our new PreK responsibilities. We reviewed not only projected caseload numbers, but also student needs. In addition, we prioritized continuity for families and staff, sustainability and efficiency, and viability in

today's current market. The team developed six potential models of service delivery (PreK-12) and will soon select the preferred option. Subsequently, I will work with principals to address logistics associated with implementation, and we will move forward with the posting for the new position. Stay tuned!

- **Substitute Challenges:** We continue to struggle to fill teacher and ed tech positions with substitutes when team members are ill or otherwise unable to come to school. Subbing in specialized programs such as Day Treatment and Life Skills can be particularly challenging and is not for everyone; despite Jaime's strong work in substitute recruitment, our open positions often go unfilled. In these circumstances, teachers and staff must be creative in ensuring that students' needs are met and that IEP-mandated services continue to be delivered. This can require creative groupings, shifting of staff assignments, or temporarily sharing staff across programs. In fact, our OT, SLPs, social worker, and school psychologist have stepped in at times to provide coverage so that teachers and ed techs can take lunch. It definitely takes the entire team to provide necessary support and respond to these daily challenges.
- **Special Education Service Delivery Model Update:** Our K-4 resource team (Tara Miller and Monique Kady) at Camden Rockport Elementary School continue to work with administration to support the development of a new model of resource service delivery that is designed to better meet the diverse needs of our resource students. Over time, our resource population has increasingly demonstrated not only academic needs, but also functional needs related to social skills, executive functioning, and emotional regulation. Our most recent incoming Kindergarten resource cohort, for example, did not initially have academic needs identified on their IEPs. As a result, we are exploring the possibility of establishing a K-4 "resource to the max" program in addition to the more traditional K-4 resource model. This would allow us to better group children according to their levels of need, and to offer higher levels of support to students whose needs do not require our self-contained programs but require more support than is typically available in a resource room. There is still significant work to be done before any model shift is finalized, but it is exciting to consider new ways to be even more responsive to our students' needs.

Respectfully submitted,

Jessica Yates, Ph.D.



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

Maria Libby
 Superintendent
Jaime Stone
 Assistant Superintendent



Jacob Giessman, CRMS Principal
 School Board Report
 March 18, 2026

Strategic Plan Implementation

Unfinished Commitments

- Parent event pertaining to middle school human development.
- Spring push for outdoor classroom integration.
- Spring analysis of club and athletic participation for SES gaps and late bus impact.

In-Depth Topic: Family Survey Feedback

65 Parent Survey Responses—January/February, 2026

Item	Feedback for:	Question	Average Score	Strongly or Generally Agree
1	CRMS	I read office newsletters and emails.	4.5	88%
2	CRMS	Week in Preview is helpful	4.2	76%
3	CRMS	Regularly attend school events.	4.4	80%
4	CRMS	Challenging and engaging academics	3.9	75%
5	CRMS	Appropriate social environment and supports	3.7	65%
6	P	Principal supportive of my child	4.2	76%
7	AP	Assistant Principal supportive of my child	4.4	81%
8	Teachers	Teachers academically and emotionally supportive of my child	4.1	76%
9	SST	Student support team helpful to my child	3.8	58%
10	CRMS	Good range of intervention and extension options	3.8	64%
11	CRMS	Clear, consistent behavioral expectations	3.8	69%
12	CRMS	Physically and emotionally safe environment	4.1	76%
13	P	Principal communicates well	4.2	77%
14	AP	Assistant Principal communicates well	4.4	85%
15	AAs	Office staff communicates well	4.5	85%
16	P & AP	Administrators treat students respectfully and fairly	4.4	82%
17	CRMS	Quality of athletic offerings	4.1	79%
18	CRMS	Appropriate amount and difficulty of homework	3.6	55%
19	CRMS	Child feels happy and successful at CRMS	4.0	78%
20	CRMS	Generally pleased as a guardian.	4.0	79%

GEMINI ANALYSIS OF COMMENTS:

Strengths:

1. **Teacher & Staff Supportiveness (35 Mentions):** Families overwhelmingly praise the dedication of the teaching staff. They feel teachers are "caring," "personally invested," and "supportive" of both academic and social needs.
2. **Effective & Informative Communication (19 Mentions):** The "Week in Preview" and general office emails are highly valued. Parents appreciate the consistent flow of information that helps them feel "in the loop" regarding their child's education.
3. **Supportive Administration (13 Mentions):** When guardians have interacted with you (Principal Giessman) or Assistant Principal Seeger, they describe the interactions as "professional," "supportive," and "responsive."
4. **Safe & Nurturing Social Environment (13 Mentions):** Guardians feel CRMS does an excellent job creating a safe "middle school bridge" where students feel emotionally supported and socially included.
5. **Technical Improvements in Communication (11 Mentions):** Specific praise was given for moving away from cumbersome attachments (PDFs) to embedding information directly in the body of emails, making them more accessible on mobile devices.
6. **Opportunities for Community Connection (9 Mentions):** Parents value school events, sports, and grade-level gatherings, noting that the "joyful photos" in newsletters help them feel connected to the school's daily life.

Areas for Growth:

1. **Academic Rigor & Preparation for High School (23 Mentions):** This was the most prominent theme. A significant group of parents feels the school could "set the bar higher," especially for Gifted & Talented students, to ensure they are being pushed and properly prepared for the transition to high school.
2. **Homework Frequency & Study Habits (21 Mentions):** There is a vocal segment of parents requesting a more consistent homework policy. They believe introducing homework earlier (specifically in 5th/6th grade) is essential for building necessary "study habits" and "personal responsibility."
3. **Grading Portal Clarity - Jumprope (18 Mentions):** Parents frequently reported frustration with the grading portal. Themes included "outdated grades," "confusing categories," and a lack of clarity on what "incomplete" means or how to find specific deadlines.
4. **Variety of Extracurricular Activities (16 Mentions):** Many parents suggested expanding beyond athletics to include more clubs, after-school dance, or enrichment opportunities that cater to students with diverse interests.

5. **Addressing Disruptive Student Behaviors (11 Mentions):** *Some guardians expressed concern that behavioral issues in the classroom are "impeding the learning" of other students and would like to see a more assertive approach to maintaining a productive classroom environment.*
6. **Direct Principal Visibility to Families (7 Mentions):** *Unlike the staff (who see you daily), some guardians feel they "don't know the Principal yet." They suggested more direct communication or a more visible presence at family-facing events to establish a stronger leadership identity with parents.*

My reflection on the family survey:

There was a low response rate for this survey (~20% of households), despite linking from the newsletter, the WIP, and two direct email appeals. There is likely some selection bias in the answers: The responses might reflect the opinions of the type of guardian who is quick to take the time to complete a detailed survey. Nonetheless, there is important, actionable information to be taken seriously. The following are key takeaways:

1. Keep communicating a lot and keep refining the communication to be more accessible. People have appreciated that.
2. There is a vocal contingent of families who are seeking more academic rigor. This is valuable, because raising academic expectations and achievement can't be done without community support.
3. There is interest in the grading portal being more up-to-date and informative. This is a challenge I have faced in other settings, and I don't have an easy fix. However, we are working this year to update our learning target bank in JumpRope, which is a step in the right direction.
4. There are a number of families who are looking for higher behavioral expectations. This is something we are working on while also actively partnering with another (seemingly not represented in this survey) vocal contingent of families who have been telling us that our behavioral expectations can be excessive and enforced in a biased manner. We have seen good success in January and February in one gradewide effort to realign students and adults around core values and expectations, and we are applying that effort to another grade level as we speak.
5. Now that I have my feet on the ground at CRMS, I should be spending more time building relationships with families. I have had a number of family meetings in recent months to that end.

Overall, I know that I have taken over a high-functioning school that has a strong reputation in the community, and I take seriously the importance of maintaining that level of functioning and reputation. I'm committed to that project for the long haul.



Camden Rockport Schools
CRES Principal Board Report
March 18, 2026

CRES Status Check on Strategic Plan

Focus Area 1: Adapting to Rapid Change:

Action Strategies:

- Educate staff on current, relevant and responsive curriculum and instruction, given our current student needs. **Ongoing work through EL pilot, ScieEPlay cohort and starting to address tech standards.**
- Engage in ongoing monitoring of instruction to evaluate the implementation of these outcomes. **Ongoing work through EL coach visits and administrative walkthroughs.**
- Put structures in place to help staff and students adjust to a rapidly changing world. **Completed the frontloading of initial EL training in the first half of the year.**

Focus Area 2: Experiential Learning:

Action Strategies:

- Provide appropriate professional development to staff to understand place-based and project-based learning, using the PBL Works Framework (Buck Institute) and the UN Sustainability Goals. **Ongoing work through continued EL professional development and outdoor learning coaching with Anne Adams. Heather Butler came to CRES to share the 5th grade PBL project with staff.**

Focus Area 3: Sustainability

Action Strategies:

- Minimize use of materials that contribute to human illness or climate change. **Ongoing work through purchasing choices, repurposing items, and the paper recycling efforts of the 4th grade Ambassadors.**

Focus Area 4: Well-Being:

Action Strategies:

- Host three parent trainings over the course of each year (one at CRES, CRMS, and District level) aimed at a relevant social/emotional issue. **Spring work to do in this area.**
- Refocus Wellness Committee work to address this goal area and district policy. **Ongoing and robust - excellent partnership with CRSA parent group.**

Focus Area 5: Equity:

Action Strategies:

- Increase educator competency and comfort level in engaging in “difficult” topics with students and adults through regular training that could include: crucial conversations,



non-violent communication, and culturally proficient communication. **Ongoing, especially with possible immigration enforcement.**

- Differentiate our communication, programming, and events to better meet the needs of low SES parents (e.g. preschool enrollment, after school programming, progress updates, etc.). **Completed communication aspect through increased use of Reach My Teach by CRES staff, through admin use of Thrillshare to broadcast messaging in multiple languages, and by using a variety of platforms. Ongoing through universal PreK work.**
- Identify leadership opportunities for students in low SES groups. **Ongoing and robust through the work of 3rd grade Student Council, 4th grade Ambassadors, community outreach, and partnerships with CHRHS and Midcoast School of Technology.**
- Map out and pilot place-based outreach to locations with a high % of low SES students. **Spring work to do in this area.**

CRES Family Survey Data & Analysis - March 2026 - Feedback Collected January 2026

96 - 97 Family Survey Responses (Scale 1-5) - 5: Strongly Agree - 1: Strongly Disagree

Feedback for	Q#	Question Summary	Avg. Score 2026	Diff. in Avg. Score from 2025	% Strongly Agree & Agree	% Neutral	% Strongly Disagree & Disagree	% N/A
CRES	1	CRES provides a challenging and engaging academic program.	4.37	0.30	93%	7%	0%	0%
CRES	2	CRES fosters an appropriate social environment with effective support.	4.28	-0.11	91%	5%	4%	0%
Principal	3	KB interacts in a supportive way toward my child.	4.40	0.02	75%	15%	0%	10%
Asst. Principal	4	AB interacts in a supportive way toward my child.	4.00		60%	22%	3%	15%
Teachers	5	Teachers offer academic and social/emotional support.	4.46	0.17	91%	4%	4%	0%
Student Support Team	6	Student support team offers emotional and social support.	4.41	0.36	80%	9%	0%	10%
CRES	7	School offers a wide range of effective intervention services.	4.16	0.11	70%	11%	3%	16%



CRES	8	School has clear, consistent, reasonable behavior expectations.	4.30	0.01	85%	10%	5%	0%
CRES	9	School maintains a safe (emotional/physical) environment.	4.39	-0.08	92%	7%	1%	0%
Principal	10	KB communicates effectively.	4.49	0.39	85%	10%	0%	5%
Asst. Principal	11	AB communicates effectively.	4.07		61%	19%	4%	16%
Office	12	Office personnel communicate effectively.	4.68	0.30	93%	5%	0%	2%
Teachers	13	Teachers treat students respectfully and fairly.	4.57	-0.09	95%	4%	0%	1%
Principal	14	KB treats students respectfully and fairly.	4.59	0.25	89%	6%	0%	5%
Asst. Principal	15	AB treats students respectfully and fairly.	4.40		76%	9%	1%	14%
CRES	16	Homework amount and difficulty are appropriate.	4.49	0.20	84%	8%	4%	4%
CRES	19	Fall offerings met family needs to connect with staff.	4.23	0.00	84%	14%	2%	<i>not an option</i>
CRES	20	Adults model core values well.	4.60		97%	3%	0%	<i>not an option</i>
CRES	21	Child is happy at CRES.	4.50	0.05	93%	6%	1%	<i>not an option</i>
CRES	22	Satisfied with overall educational experience.	4.52	0.08	94%	5%	1%	<i>not an option</i>

Q17 We continue to believe in the importance of outdoor exploration and have increased our outdoor learning spaces. How often has your child engaged in outdoor learning at CRES so far this year?

Daily	58%	<p style="text-align: right;"><i>94 parents responded to Q17</i></p> <p>Observation... This year 88% of CRES students are out multiple times a week during their FLEX time and 98% are outside at least weekly. The primary grades are the most consistent in achieving daily outdoor time.</p>
A few times a week	30%	
Weekly	10%	
Bi-weekly	0%	
Monthly	1%	
Rarely/Never	2%	



A sampling of parent comments: *75 parents commented on outdoor learning*

- *I wish very much that we had that type of learning when I was a child as I know it is a big boost for our son being outside of the physical classroom. It boosts his mental energy and refocuses him on the classroom when that time comes.*
- *My daughter loved outdoor time including having a younger woods buddy. She takes pride that her school has such a beautiful space*
- *Outdoor learning has again been an invaluable part of my child's overall school experience. It supports the need for movement while reinforcing classroom learning in meaningful ways. It encourages curiosity, imagination, and a growing awareness of the world around him and his role within it.*
- *The outdoor time is welcome and good, but it seems to be left up to the discretion of the teacher or mood of the student as to whether or not they engage. My child has thus been eager to go outside, but disengaged from any real learning. Or perhaps there just haven't been many outdoor learning events for her class this year.*
- *Plays with different kids then a recess which is great!*
- *It sounds like it's more outdoor playtime, not outdoor learning. I don't think my kid has learned anything outside during my kid's time at CRES. There's a reason why school houses have been built for hundreds of years and why kids around the world learn inside classrooms...*
- *A huge positive impact on both my children. When they have a significant amount of outdoor time at school that translates into them wanting to spend more time outdoors at home. The benefits to them being outside are they seem happier, more relaxed when inside, they are better listeners, and they don't care as much about screentime.*

Outdoor Summary Thoughts

Parent feedback strongly affirms that outdoor learning is one of the defining strengths of CRES and has a significant positive impact on students. Families describe woods time as a highlight of the day and note that it fosters curiosity, imagination, confidence, and a deepening connection to the natural world. Parents also report clear benefits to students' regulation, focus, and overall well-being, with outdoor time helping children release energy, return to the classroom more ready to learn, and develop important social and physical skills.

Many families, particularly in PreK and early elementary grades, see outdoor learning as foundational to their child's growth and engagement in school. They note increased resilience, collaboration, and enthusiasm for learning, as well as a greater interest in spending time outdoors beyond the school day. A small number of parents expressed a desire for greater consistency or clearer academic connections, suggesting an opportunity to ensure outdoor learning experiences are implemented purposefully across classrooms.

Overall, families view outdoor learning as a core component of the CRES experience that supports the whole child and strengthens both engagement and learning.



Historical Data from CWS to KB Leadership

Year	Overall Avg Score	Admin	Thoughts
2017	4.43	CWS/SK	<p>The overall average for CRES continues to trend well. I was curious to see the impact of last year’s administrative transition mid year which truly meant a period of flux in CRES leadership. I am delighted that families (and staff) have experienced consistency with the changes.</p>
2018	4.25	CWS/SK	
2019	4.26	CWS/KB	
2020	4.32	CWS/KB	
2021	4.43	CWS/KB	
2022	4.52	CWS/KB	
2023	4.38	CWS/KB	
2024	4.48	CWS/KB	
2025	4.31	Mid yr transition	
2026	4.40	KB/AB	

2025-2026 Family Survey Summary Thoughts

Strengths

- Extremely high overall satisfaction (93%)
- Strong trust in staff professionalism and care
- Positive perception of academic program and school climate
- Deeply valued relationships and school culture
- Strong appreciation for experiential and outdoor learning

Growth Areas

- Improve consistency and clarity of administration communication
- Increase visibility and understanding of the Assistant Principal role
- Continue strengthening communication around student behavior and school systems
- Continue expanding experiential and hands-on learning opportunities



I am grateful to the many families who took the time to complete this year's survey. The results affirm what we experience each day at CRES: we are a strong, caring school community where students are known, supported, and encouraged to grow.

Families reported very high levels of overall satisfaction. This reflects confidence in both the academic program and the broader environment we have worked intentionally to create. Families consistently identified our teachers and staff as one of our greatest strengths. Their professionalism, kindness, and commitment to students were highlighted throughout the survey. Many families noted the strong relationships staff build with students and the sense that children are truly known and valued as individuals.

The survey also affirmed the importance of our school culture. Families described CRES as a welcoming, supportive, and inclusive place where students feel safe and cared for. Our emphasis on experiential and outdoor learning continues to stand out as a defining feature of the CRES experience. Families recognize the value of hands-on learning in helping students build confidence, curiosity, and a love of school. Many expressed interest in seeing even more of these opportunities, both within the homeroom environment and through Specials programming.

Several comments also highlighted the importance of the GT program and the extended enrichment it provides. A number of families noted that it is their child's favorite part of the day, underscoring the value they place on opportunities for deeper exploration and challenge.

Feedback regarding school leadership and operations was positive overall, with families recognizing the efforts made to support students and maintain a strong school community. At the same time, the survey identified opportunities for continued growth, particularly in strengthening communication and ensuring families feel consistently informed and connected to the work of the school. This feedback is both helpful and appreciated, and we will continue refining our practices to promote clarity and transparency.

We also noted that, with a new Assistant Principal in place, many families have not yet had the opportunity to meet Adam Bullard. We used the March newsletter to reintroduce him to the community and will continue to create opportunities for families to connect with him.

A number of families expressed interest in bringing back more performances and evening events. Now that the stage has been cleared, we are able to make that a reality. This request aligns well with the work we are engaged in as a staff to reflect on and strengthen our CRES traditions. Families are looking for opportunities to gather, connect with one another and celebrate their children's learning. We also recognize that daytime events can be difficult for working parents to attend.

As with any meaningful feedback process, the survey highlights both strengths and areas for continued attention. I am proud of the strong foundation reflected in these results and remain committed to listening, reflecting, and growing alongside our staff and families. The partnership between school and home is essential, and I am grateful for the trust families place in CRES each day and the dedicated staff at CRES.

11 Childrens Way
Rockport, Maine 04856
(207) 236-7809
FAX (207) 236-7820



Katie Bauer Page 26 of 53
Principal
Adam Bullard
Assistant Principal

Other:

I got an opportunity to join multiage teacher, Kristi Hardy-Gilson, math interventionist, Jenny Gold and Assistant Principal, Adam Bullard in the March Mathness program they are offering after school on Mondays. This program goes for the month of March. It was a treat to be in a room full of students excited to use their mathematical brains and join in the problem solving and mental math.

CRES Enrollment Overview:

	10/1/25	3/11/26
Pre-K	15	15
Kindergarten	44	46
Grade 1	54	53
Grade 2	52	52
Grade 3	78	78
Grade 4	76	73
Total	319	317

Respectfully submitted,
Katie Bauer
CRES Principal



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

Maria Libby
Superintendent

Jaime Stone
Assistant Superintendent



Maine School Administrative District No. 28
Camden Rockport Schools
Finance Committee Meeting
Wednesday, February 25, 2026
CHRHS - Room 245A
6:00 PM

MINUTES

Board Present

Becky Flanagan, Finance Committee Chair
Brie Gutierrez
Marcus Mrowka

Also Present

Maria Libby, Superintendent
Jaime Stone, Assistant Superintendent
Jacob Giessman, CRMS Principal
Katie Bauer, CRES Principal
Chris Walker-Spencer, Business Manager
Chris Fanelli, Operations and Transportation Director
Maggie Massengale, Operations and Transportation Assistant Director
Mikael Andersson, Food Service Director
Jess Yates, Director of Student Special Services
Matt McGreevy, Assistant Director of Student Special Services
Colin Sutch, Director of Instructional Technology
Kristi Hardy-Gilson, CRES Teacher

1. Call to Order
Finance Committee Chair Flanagan called the meeting to order at 6:00 PM.
2. FY26 Year to Date Budget to Actual
Business Manager Walker-Spencer shared the budget target through the end of December is to be 61.5% spent. The actual spending is at 57.5% while it was at 57.1% in FY25 at this same time. Walker-Spencer noted that administrative services payments to the Five Town CSD had already been posted for February which inflated the percentage spent in those cost centers. The overall amount paid for administrative services for the year will not increase as a result.

3. FY27 Budget Meeting with Administrators and Directors

Directors and Building principals shared the non-personnel portion of their respective budgets, highlighting significant increases or decreases from FY26.

Finance Committee members asked clarifying questions throughout the brief presentations.

- Food Service Director Andersson noted the cost savings and health benefits associated with meals prepared from scratch.
- Facilities Director Fanelli explained the need for replacement of the gas pump by the Bus Barn. We can either decommission it or make it compliant with modern safety standards.
- Transportation Director Massengale shared that two new buses will replace two that are being retired due to age and mileage. Additionally, the state subsidises new bus purchases, calculated through the ED279 form. Unfortunately, as minimum receivers, MSAD 28 does not receive additional subsidy as a result of these purchases.
- IT Director Sutch explained the planned IT infrastructure work is being offset by a temporary reduction in device leases, minimizing budgetary increases year to year.
- CRES principal Bauer shared an increase in costs associated with the expansion of PreK were partially offset by reductions to coaching for Bridges Math and outdoor education.

4. Other

Board Chair Mrowka asked about a change in the state subsidy funding formula. Superintendent Libby responded that it had not yet been released.

5. Adjourn

Finance Committee Chair Flanagan adjourned the meeting at 6:38 PM.



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

Maria Libby
Superintendent
Jaime Stone

Assistant Superintendent



Five Town CSD/MSAD 28
Joint Policy Committee Meeting
Rose Hall Conference Room
March 9, 2026
4:30 - 6:00 P.M.

MINUTES

Members Present

Marcia Dietrich
Rick Thackeray

Also Present

Maria Libby, Superintendent
Katie Bauer, CRES Principal
Jake Giesseman, CRMS Principal

1. Call to order

Chair Dietrich called the meeting to order at 3:31 pm.

2. Revisions

a. CSD and SAD

- i. JLIB Student Dismissal Precautions
- ii. JRA-E Annual Notice of Student Education Records and Information Rights
- iii. JRA-R Student Records and Information Administrative Procedure
- iv. KFB Facilities Use (SAD is review only)
- v. KLG-R Relationship with Law Enforcement Authorities Procedure

There were minor adjustments made to the changes recommended in policies as presented and reviewed by the committee, other than streamlining and trying to clear up language in KFB, using the SAD version as a model in certain areas. The rental amounts outlined in the Facilities use contracts (KFB-E and KFB-C) were revised in Dec. 2024, just over a year ago and the committee felt no need to revisit them this year.

There was a decision made to have the law enforcement policies only pertain to local, county, and state law enforcement to make it clear it did not pertain to ICE or other federal agents.

b. CSD Only

i. JM-A Ernest Earl Mahoney Scholarship Fund

It is odd to have a policy related to one of our many scholarships. The committee asked the Superintendent to review the scholarship documents to determine if part of the stipulation was to have a policy conceived related to the fund. If not, the committee would rescind the policy. After research, it is clear this was not required or even mentioned in the scholarship documents, so the committee will recommend we rescind the policy. Its requirements reside in the Scholarship binders with all other scholarship documentation that are in the Central Office.

3. Review Only

a. CSD and SAD

- i. JRA Student Records and Information
- ii. KHC Distribution of Non-School Materials
- iii. KI Visitors to the School
- iv. KLG Relationship with Law Enforcement Authorities

Again, there was limited discussion or changes to these policies. Minor changes are noted with edits in the versions going for First Read.

4. Transition Planning

a. Review of Committee Role and Functions:

- i. Typically meets 2 - 4 times per year
- ii. Conducts a continuing review of the Policy Manual and recommends the need for amendments, deletions or for new items.
- iii. Acts as Editor of the Policy Manual.
- iv. Assures the Policy Manual and the School Manuals are compatible.

b. Other transition planning needs

The committee reviewed its role and discussed the need for heightened attention to policy details next year. The process of revising policies and policy work in general is some of the most complicated work we undertake. There are many steps to keep it organized and the details are critical. Superintendent Libby has played a key role in making sure the process is followed closely and has had a keen eye for detail. The committee may have to help bridge that gap until the new Superintendent gets up to speed and learns the process.

5. Adjourned at 5:55 p.m.

CAMDEN ROCKPORT SCHOOLS POLICY

STUDENT DISMISSAL PRECAUTIONS

The School Board seeks to safeguard students by requiring procedures for ~~dismissing~~ ~~excusing~~ students from ~~attendance~~ at school. The building principals are directed to develop and implement administrative procedures for dismissing students, subject to the approval of the Superintendent.

Students will be released only to parents, legal guardians, and other persons specifically authorized in writing ~~or by verbal communication~~ by parents/legal guardians to pick up the student. If the building principal/designee has reason to question the authenticity of any written or verbal communication regarding the release of a student, the parents/guardians shall be contacted for confirmation. The building principal/designee has the authority to deny the release of students to unauthorized or unknown persons.

A custodial parent/guardian who wishes the school to comply with provisions of a court order to restrict access to a child is responsible for providing a certified copy of such order to the school.

In addition, administrative procedures concerning student dismissal shall incorporate the following components:

1. A procedure for dismissing students in the event of an emergency during the school day;
2. A procedure for dismissing students for illness and other reasons prior to the end of the school day; and
3. A procedure for confirming the identity of parents/guardians and others authorized to pick up students prior to releasing students.

Cross Reference:

- EBCA - Crisis Response Plan
- JEA - Compulsory Attendance Ages
- KI - Visitors to the Schools

History: Adopted: 04/13/16, 02/08/17

First Reading: March 18, 2026

Second Reading: April 15, 2026

Adopted

CAMDEN ROCKPORT SCHOOLS POLICY

ANNUAL NOTICE OF STUDENT EDUCATION RECORDS AND INFORMATION RIGHTS

The Family Educational Rights and Privacy Act (“FERPA”) provides certain rights to parents and eligible students (18 years of age or older) with respect to the student's education records.

Inspection of Records

Parents/eligible students may inspect and review the student’s education records within 45 days of making a request. Such requests must be submitted to the Superintendent or building administrator in writing and must identify the record(s) to be inspected. The Superintendent or building administrator will notify the parent/eligible student of the time and place where the record(s) may be inspected. There shall be no charge to search for or retrieve education records of a student. The District shall provide copies of education records to parents/eligible students upon request. The District may charge up to 10 cents per page plus postage.

Amendment of Records

Parents/eligible students may ask the District to amend education records they believe are inaccurate, misleading or in violation of the student’s right to privacy. Such requests must be submitted to the Superintendent or building administrator in writing, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Superintendent or building administrator decides not to amend the record as requested, the parent/eligible student will be notified of the decision, their right to request a hearing, and information about the hearing procedure.

Disclosure of Records

The District must obtain a parent/eligible student’s written consent prior to Disclosure of personally identifiable information in education records ~~except in circumstances as permitted by law:~~ **except to the extent that FERPA authorizes disclosure without consent.**

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school district as an administrator, supervisor, teacher, or support staff member (including health or medical staff); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or students serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill their professional responsibilities.

Upon request, Camden Rockport Schools discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

1. ~~Directory Information~~

~~The District designates the following student information as directory information that may be made public at its discretion: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received. Parents/eligible students who do not want the District to disclose directory information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.~~

0. ~~Military Recruiters/Institutions of Higher Education~~

~~Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the District must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want the District to disclose this information must notify the Superintendent in writing by September 15th or within thirty (30) days of enrollment, whichever is later.~~

0. ~~School Officials with Legitimate Educational Interests~~

~~Education records may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); members of the Board of Education; persons or companies with whom the District has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators, or therapists); and parents, students and volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.~~

0. ~~Health or Safety Emergencies~~

~~In accordance with federal regulations, the School Department may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.~~

~~0. Other School Units~~

~~As required by Maine law, the Camden Rockport Schools district sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).~~

~~0. Other Entities/Individuals~~

~~Education records may be disclosed to other entities and individuals as specifically permitted by law. Parents/eligible students may obtain information about other exceptions to the written consent requirement by request to the Superintendent or building administrator.~~

Complaints Regarding District Compliance with FERPA

Parents/eligible students who believe that the District has not complied with the requirements of FERPA have the right to file a complaint with the U.S. Department Of Education. The office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Legal Reference:

- 20 U.S.C. § 1232g; 34 C.F.R. Part 99
- 20 U.S.C. § 7908
- 20-A M.R.S. §§ 6001, 6001-B
- Maine Department of Education Rules, Chapters 101 and 125

Cross Reference:

- JRA – Student Education Records and Information
- JRA-R – Student Education Records and Information – Administrative Procedure

History: Adopted: 08/23/04, 03/19/08, 01/20/10, 05/18/17

First Reading: March 18, 2026

Second Reading: April 15, 2026

Adopted:

CAMDEN ROCKPORT SCHOOLS POLICY

STUDENT EDUCATION RECORDS AND INFORMATION ADMINISTRATIVE PROCEDURE

This administrative procedure is intended to assist administrators and school staff in complying with the requirements of federal and state statutes and regulations concerning student education records and information, including special education requirements.

Definitions

The following definitions apply to terms used in this procedure.

1. **"Act"** means the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g).
2. **"Directory information"** means the following information contained in an education record of a student: name, participation and grade level of students in officially recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos relating to school attendance and participation in school activities (except photographs and videos on the Internet).
3. **"Eligible student"** means a student who has attained 18 years of age who has not been judged by a court of competent jurisdiction to be so severely impaired that the student is unable to make decisions or exercise judgment on his/her own behalf. When a student attains the age of 18, all rights accorded to parents concerning education records transfer to the eligible student.
4. **"Parent"** means parent, regardless of divorce or separation, a legal guardian, or individual acting as a parent or guardian provided that there shall be a presumption that a parent has the authority to exercise the rights inherent in the Act, unless there is evidence of a state law or court order governing such matters as divorce, separation or custody or a legally binding instrument that specifically revokes such rights.
5. **"Education Record"** means information or data that directly relates to a student and is maintained by the school unit in any medium, including but not limited to handwriting, print, computer media, video or audio tape, microfilm and microfiche. Records of instructional, supervisory and administrative personnel and personnel who support these individuals, which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a temporary substitute for the person who made the record are excluded from this definition.
6. **"Student"** includes any individual with respect to whom the District maintains education records.

Annual Notification of Rights

Parents and eligible students shall be provided with notice of their rights under FERPA and other applicable federal and state laws and regulations concerning education records at the beginning of each school year or upon enrollment if a student enrolls after the start of the school year. The

District may provide notice through any of the following means:

1. Mailing to students' homes;
2. Distribution to students to take home;
3. Publication in student handbooks;
4. Publication in newsletters or other materials distributed to each parent/eligible student.

Access to Policy and Administrative Procedures

The District's policy on Student Education Records and Information shall be posted in each school. In addition, school administrators shall provide copies of this administrative procedure to parents/eligible students upon request.

Inspection and Review of Education Records

Parents/eligible students may review and inspect their educational records by the following procedure:

1. The parent/eligible student must make a written request to the Superintendent or building administrator to review the records.
2. The Superintendent or building administrator will comply with the request without unnecessary delay and in a reasonable period of time, but in no case more than 45 days after it received the request, and will comply before any IEP Team meeting regarding an Individualized Education Program or any due process hearing relating to the identification, evaluation, or placement of the student.
3. The Superintendent or building administrator may deny a request for access to or copies of the student's education records if there is reasonable doubt as to the legality of the parent-child relationship. Access will be withheld until a determination of legal right to access can be established.

Parents/eligible students may also request to review the following:

1. The District's list of types and locations of all records and titles of officials responsible for the records.
2. The District's record of disclosures of personally identifiable information (see following section).

Requests to Amend Education Records

Parents/eligible students may ask the District to amend education records they believe are inaccurate, misleading or in violation of the student's privacy rights as follows:

1. The parent/eligible student must make a written request to the Superintendent or building administrator to amend the education record. The request must clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
2. The Superintendent or building administrator shall, within a reasonable period of time after receipt of the request, either amend the record in accordance with the request or inform the parent/eligible student of its refusal to amend the record and inform the parent/eligible student of their right to request a hearing.

3. If the parent/eligible student requests a hearing, it shall be held within a reasonable period of time from the District's receipt of the written request. The parent/eligible student shall be given advance notice of the date, place, and time of the hearing. The Superintendent shall designate an individual to conduct the hearing. This individual may be an employee of the District so long as he/she does not have a direct interest in the outcome of the hearing. The parent/eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
4. The District shall make its decision in writing within a reasonable period of time. The decision of the school shall include a summary of the evidence and the reasons for the decision.
5. If, as a result of the hearing, the District decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall amend the education records of the student accordingly and so inform the parent/eligible student in writing.
6. If, as a result of the hearing, the District decides that the information is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent/eligible student of their right to include a statement in the student's education record about the contested information and/or setting forth any reasons for disagreeing with the decision of the District.
7. Any statement placed in the student's education record under the preceding paragraph shall be maintained as long as the record or contested portion is maintained by the District. If the education records of the student or the contested portion is disclosed by the School Department to any party, the explanation shall also be disclosed.

Disclosure of Education Records

All disclosures of education records will be made in compliance with federal and state statutes and regulations. The District will maintain a record of disclosures of personally identifiable information from the education records of a student. Such records do not include disclosures to the parents/eligible student, disclosures made pursuant to written consent of the parents/eligible student, disclosures to school officials or disclosures of directory information.

The District will not disclose any personally identifiable information from the education records of a student without the prior written consent of the parent/eligible student. The written consent shall include a specification of the records which may be disclosed, the purpose(s) of the disclosure(s), and the identity of the party or parties to whom the disclosure(s) may be made.

There are several exceptions to the requirement to obtain prior written consent before disclosing education records as follows:

1. **Directory Information.**

The District may make directory information (as described in the Definitions

section) public at its discretion unless a parent/eligible student has notified the Superintendent in writing by September or within thirty (30) days of enrollment, whichever is later. The District may disclose directory information about former students without the consent of the parent/eligible student.

2. **Military Recruiters/Institutions of Higher Education.**

Military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students ~~and t~~The District must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent. Parents/eligible students who do not want the District to disclose this information must notify the Superintendent in writing by September 15th ~~for other date designated by the school unit~~ or within thirty (30) days of enrollment, whichever is later.

3. **School Officials with Legitimate Educational Interests.**

Education records may be disclosed to school officials with a "legitimate educational interest." A school official has a legitimate educational interest if he/she needs to review an education record in order to fulfill his/her professional responsibility. School officials include persons employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and the school unit's designated law enforcement unit personnel, if any); members of the Board of Education; persons or companies with whom the District has contracted to provide specific services (such as attorneys, auditors, medical consultants, evaluators or therapists); and parents, students or volunteers serving on an official committee (such as a disciplinary or grievance committee) or assisting a school official in performing his/her professional responsibilities.

4. **Health or Safety Emergencies**

In accordance with federal regulations, the School Department may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

5. **Other School Units.**

Under Maine law (20-A M.R.S. § 6001-B), the District is required to send a student's education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records. Consent is not required for the transfer of these records, except for confidential health records.

At the request of the Superintendent of the school unit where a student seeks admission, the student's current or former school administrators shall provide, in a timely fashion, an oral or written report to the Superintendent indicating whether the student has been expelled or suspended or is the subject of an expulsion or suspension proceeding.

6. **Other Entities/Individuals.**

Education records may be disclosed to other governmental entities and individuals as specifically permitted by FERPA and the accompanying regulations.

7. Information on the Internet.

Under Maine law (20-A M.R.S.A. § 6001), the District shall not publish on the Internet any information that identifies a student, including but not limited the student's full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents' names, without written parental consent.

Waiver of Confidentiality Rights

A parent/eligible student may waive any of his/her rights regarding confidentiality of educational records, but any such a waiver must be in writing and signed by the parent/eligible student. The school may not require that a parent/eligible student waive his or her rights. Any waiver may be revoked with respect to actions occurring after the revocation. If a parent executes a waiver, that waiver may be revoked by the student any time after he/she becomes an eligible student.

Copying Records

There shall be no charge to search for or retrieve education records of a student. The District shall provide copies of education records to parents/eligible students upon request. The **cost of producing copies of the record to parents/eligible students will be** District may charge up to 10 cents per page plus postage. **Parents/eligible students who are unable such fees will not be denied access to education records.**

Maintenance and Destruction of Education Records

The District shall maintain accurate and up-to-date education records as required by federal and state statutes and regulations.

1. Records shall be maintained by personnel who are knowledgeable about the applicable confidentiality. All records shall be safeguarded from unauthorized access. Student records must be kept in fireproof storage at the school or a duplicate set kept off-site.
2. The high school transcripts of all former students shall be kept in perpetuity by the District. A permanent record of a special education student's name, address, phone number, grades, attendance record, classes attended, and grade and year completed shall be maintained without time limitations. All other records will be maintained in accordance with Maine State Rules for Disposition of Local Governmental Records (Schedule L).
3. The District shall not destroy any education record if there is any outstanding request to inspect or review such records.
4. Records of access to education records shall be retained as long as the records themselves.
5. The District shall inform parents of students with disabilities when education records are no longer needed to provide educational services to the student or to demonstrate that the school has provided the student with a free appropriate public education as required by law. At that point, the records may be turned over to parents/eligible student upon their request, or destroyed in accordance with

the parent's request or school unit procedures.

Complaints

The United States Department of Education maintains an office that handles complaints about alleged violations of FERPA by local school units. Complaints regarding violations of rights accorded parents/eligible students may be submitted in writing to:

Family Policy Compliance Office
Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Legal Reference:

- 20 U.S.C. § 1232g; 34 C.F.R. Part 99
- 20 U.S.C. § 7908 20-A M.R.S.A. § 6001, 6001-B
- Maine Department of Education Rules, Chapters 101 and 125
- Maine State Archives, Rules for Disposition of Local Governmental Records (Schedule L)

History: Adopted: 03/08/00, 03/19/08, 12/16/09, 05/18/17

First Reading: March 18, 2026

Second Reading: April 15, 2026

Adopted:

MSAD 28 POLICY

RELATIONS WITH LOCAL, COUNTY, AND STATE LAW ENFORCEMENT AUTHORITIES ADMINISTRATIVE PROCEDURE

The Board welcomes law enforcement authorities to visit the school informally at any time. The following procedures are intended to guide the involvement of law enforcement authorities on official business in the school.

1. Law enforcement officials may enter school premises:
 - a. In the event of an emergency endangering student or staff safety;
 - a. At the request of the a building administrator;
 - a. When there is a **judicial** warrant to arrest a student that cannot be executed outside of school hours. ~~The b~~Building administrators ~~is are~~ not obligated to make students or school facilities available to law enforcement for non-school-related investigations/arrests;
 - a. In exigent circumstances as authorized by law.
2. ~~The b~~Building administrators shall attempt to contact the student's parents/guardians prior to allowing law enforcement authorities to interrogate, search or arrest a student at school, except when there are reasonable grounds to believe that a health or safety emergency requires the interrogation, search or arrest to take place without prior notice.
3. Law enforcement authorities are responsible for ensuring that a student is informed of his/ her rights prior to an interrogation, search or arrest conducted by law enforcement authorities.
4. A student may be removed from school by law enforcement authorities when there is a court order, an arrest warrant or when a warrantless arrest is authorized by law. The building administrator shall attempt to notify the student's parents/guardians as soon as possible of the student's removal from school.
5. ~~The b~~Building administrators shall release student information to law enforcement authorities only as allowed by the Family Educational Rights and Privacy Act.

Cross Reference:

- **KLG-R - Relations with Law Enforcement Authorities Administrative Procedures**
- **EBCA - Crisis Response Plan**
- **JICIA - Weapons, Violence and School Safety**
- **JIH - Questioning and Searches of Students**
- JRA - Student Records

History: Adopted: 02/08/17

First Reading: March 18, 2026
Second Reading: April 15, 2026
Adopted:

MSAD #28 POLICY

STUDENT EDUCATION RECORDS AND INFORMATION

MSAD #28 shall comply with the Family Educational Rights and Privacy Act (“FERPA”) and all other federal and state laws and regulations concerning confidentiality and maintenance of student records and information.

Directory Information

MSAD #28 designates the following student information as directory information: name, participation and grade level of students in recognized activities and sports, height and weight of student athletes, dates of attendance in the school unit, honors and awards received, and photographs and videos relating to school attendance and participation in school activities (except photographs and videos on the Internet). MSAD #28 may disclose directory information if it has provided notice to parents (and eligible students over 18) and has not received timely written notice refusing permission to designate such information as directory information.

Military Recruiters/Higher Education Access to Information

Under federal law, military recruiters and institutions of higher education are entitled to receive the names, addresses and telephone numbers of secondary students and the District must comply with any such request, provided that parents have been notified of their right to request that this information not be released without their prior written consent.

Health or Safety Emergencies

In accordance with federal regulations, the School Department may disclose education records in a health or safety emergency to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

Information on the Internet

Under Maine law, the District shall not publish on the Internet any information that identifies a student, including but not limited to the student’s full name, photograph, personal biography, e-mail address, home address, date of birth, social security number and parents’ names, without written parental consent.

Transfer of Student Records

As required by Maine law, the District sends student education records to a school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

Designation of Law Enforcement Unit

The Board hereby designates the Rockport Police Department as the District’s law enforcement unit.

Administrative Procedures and Notices

The Superintendent is responsible for developing and implementing any administrative procedures and parent notices necessary to comply with the applicable laws and regulations concerning student education records and information. Notices shall be distributed annually to parents and eligible students concerning their rights under these laws and regulations. A copy of this policy shall be posted in each school.

Legal Reference:

- 20 U.S.C. § 1232g; 34 C.F.R. Part 99
- 20 U.S.C. § 7908
- 20-A M.R.S.A. §§ 6001, 6001-B
- Maine Department of Education Rules, Chapters 101 and 125

Cross Reference:

- JRA-E - Annual Notice of Student Education Records and Information Rights
- JRA-R - Education Records and Information Administrative Procedure
- ILD - Student Surveys and Marketing Information

History: Adopted: 04/12/03, 03/19/08, 12/16/09, 05/18/17

Reviewed: March 18, 2026

CAMDEN ROCKPORT SCHOOLS POLICY

FACILITIES USE

Camden Rockport Elementary School and Camden Rockport Middle School belong to the people of Camden and Rockport. All school facilities are available to the local communities for educational, cultural, and civic events. The school facilities are not to be used for funerals, wakes, or memorial services. This policy pertains to all school facilities. Any questions about use of facilities should be addressed to a building administrator. Fees may be charged for use of school facilities to ~~insure~~ ensure that funds intended for the education of children are not used for other purposes.

Priority of Use

All requests must be approved by a building administrator and/or designee who have the authority to deny any request that is not in the best interest of the facilities. Conditions of usage include: Satisfactory sponsorship, adequate adult supervision, care of equipment and facility, adherence to police/fire regulations, and appropriateness of the activity. Lower priority users may not be displaced by higher priority users once the contract for use has been executed and rental obligations are met.

First Priority: CRMS or CRES Clubs, Organizations, Events, Activities

Second Priority: All other Five Town public schools and their related organizations; Municipal organizations within the towns of Camden and Rockport and organizations that exist solely for the benefit of the school.

Third Priority: Non-profit organizations located within the towns of Camden and Rockport.
NOTE: Any group wishing to qualify for this category must have a current copy of their 501(c) 3 certificate on file with the school.

Fourth Priority: Non-profit organizations located outside the towns of Camden and Rockport.
NOTE: Any group wishing to qualify for this category must have a current copy of their 501(c) 3 certificate on file with the school.

Fifth Priority: All other individuals and organizations.

Categories of Users and Fees

The Principal is the ultimate authority in all matters relating to use or rental of the facilities and has the authority to deny any request that is not in the best interest of the District or charge additional fees for any event that may have an unusual impact on the facilities.

Service fees may or may not pertain to all users.

All users are subject to charges for damage to the facility.

1. Non-Rental Paying Category:

All CRMS or CRES organizations, clubs, activities, events, any organization that exists solely for the benefit of the school.

Any other organization that sponsors an event where no participation or attendance fee is charged, or no profit is realized.

2. Rental Paying Category:

Any non-CRMS or CRES organization that charges an attendance or participation fee for an event.

3. Waived Rental Paying Category:

Non-profit organizations existing exclusively for the benefit of five town students (PreK-12) charging participation or attendance fees. This waiver does not apply to service fees.

Procedure for Securing Use

Any individual or group wishing to use CRMS or CRES facilities must complete a Request for Use Form and submit it to the school's secretary **in the main office**. The secretary will determine the availability of the facility in accordance with the Priority of Use policy. Requests must be approved by the CRMS/CRES Administration. **The following adult sports will not be allowed use of the indoor facilities: soccer, baseball, softball, lacrosse and field hockey.**

The secretary will issue a contract for all approved requests from all users outside of CRMS or CRES. The *Contract for Use and Rental of School Facilities* (Policy KFB-C) must be completed and returned to the secretary with any supporting documents before the date of the event.

Any organized group wishing to use outdoor facilities must complete a Request for Use Form. Requests for outdoor facilities use may be submitted directly to the Athletic Coordinator who may waive the need for a contract. These requests remain bound by the rules and procedures in this policy.

Insurance:

A certificate of insurance in the amount of \$1,000,000.00 naming MSAD #28 as an additional insured and covering the period under contract is required for all events using the gymnasium, kitchen, outdoor bleachers and all other events that charge an admission fee. This certificate must be presented when the contract is executed. Local school districts and municipal governments are not required to provide an insurance certificate.

If an organization is not using the gymnasium, kitchen, or outdoor bleachers and does not have insurance, the organization's participants must each sign a waiver form provided by the District.

Deposit:

A deposit of 25% of the total rental fee is required for all fee paying users. The deposit is due upon execution of the facility contract.

Facility Use Rules

Facilities use requires compliance with all district policies.

The possession of firearms on school property is prohibited except by authorized security personnel. (see policy JICI)

1. Damages & Losses:

The lessee/user is financially responsible for any damage to the facilities. MSAD #28 is not responsible for loss of or to damage of articles brought to the facility. Vehicles are not allowed on athletic fields.

2. Event Supervision:

The lessee/user is responsible for supervision of those attending the event. Where required by the school administration or by state/local regulations or when large crowds are anticipated (200 plus), police supervision must be provided at the user's expense.

3. Custodial and other CRMS or CRES Employee Services:

A qualified staff member, as determined by a building administrator, must be present for all events. Basic service includes unlocking doors, instructing the user as to the operation of necessary facilities, providing necessary equipment, and cleaning and securing the facility following use. All equipment to be moved must be done under the supervision of a custodian. Event organizers are responsible for the cleanliness of the facility after usage unless otherwise determined by a building administrator. Additional cleaning fees may be charged after an event as determined by a building administrator. Any use of the cafeteria/kitchen for food preparation will require a cafeteria employee and is subject to availability. Cost of any MSAD #28 employee will be in addition to rental costs.

4. Substance Use:

Drug or alcohol possession or consumption and the use of tobacco products, including electronic cigarettes, are prohibited on school property. (see policy JICH)

5. Cancellation of an Event:

The MSAD Superintendent, or his/her designee, has sole authority to determine whether the facilities should be closed for reasons of public safety. Notification will be made as soon as possible. Contracts in force for periods during which the school is closed for reasons of public safety are automatically cancelled without penalty to either party. However, every effort will be made to reschedule any canceled event to a mutually acceptable date.

6. Long-Term Use:

Long-term facilities use will be considered to be two or more successive weeks. Long-term rental of facilities will be considered after it is first ascertained that there will be no detriment to existing programs from this use. If space is available without detriment, space may be rented to groups whose activities are most consistent with the other activities taking place in the building. Therefore, service agencies, educational groups, and youth oriented activities would have preferences.

7. School Equipment and Furniture Usage:

Use of school equipment (i.e. projection equipment, sports equipment) and furniture must be booked in advance. Use of equipment is dependent on availability and rental charges may apply.

8. Animals:

No animals are allowed on school property without prior arrangement.

BISBEE THEATER

1. Fire and Safety

The use of any pyrotechnical stage devices is forbidden. Use of open flames (i.e. candles) and fog machines must be approved in advance by the House Manager. Any electrical equipment that does not belong to the school must be inspected and approved for use in the facility.

2. Ushers

The lessee must provide ushers in a ratio of one for every 100 people in attendance. Ushers must remain in the auditorium during the performance and intermissions. They will ensure that members of the audience behave appropriately and do not abuse the facility or detract from the performance.

3. Auditorium Rules of Use

- a. School lighting and sound equipment may only be operated by authorized technicians. The lessee may supply operators, but the light booth will not be available without the services of an authorized theater technician.
- b. School authorities have access to the auditorium at all times and may cancel or terminate an event at any time if, in their opinion, the event represents a danger to the facility or public safety, or if it is considered unacceptable for a public performance.
- c. School authorities have the right to remove unruly persons and enforce all building rules.
- d. No sales of any kind are permitted without permission of the Principal.
- e. The lessee will only have use of those areas of the building, which are under

- contract.
- f. Set construction or painting is permitted in approved areas only with advance permission.
 - g. No nails, screws, or tape may be attached to the walls or floors without advance permission.
 - h. Spike or gaff tape is the only tape that will be approved for use on the stage floor.
 - i. No school property may be removed from the auditorium without advance permission.
 - j. All sets, props, and costumes must be removed from the premises within one day after the last performance under the contract unless permission has been previously granted by the House Manager. The school accepts no responsibility for articles left on school property by the lessee or their attendees.
 - k. Photographing, videotaping, filming, and recording are permitted only by special permission of the Principal.
 - l. FOOD, BEVERAGES AND CHEWING GUM ARE NEVER PERMITTED IN THE AUDITORIUM.
 - m. BOTTLED WATER IS PERMITTED.
 - n. No glitter is allowed at any time in the facility.
 - o. The use of any weapons as stage props must be approved in advance by the CRMS Principal/designee.
 - p. The school will not take responsibility for any equipment shipped to the lessee unless prior arrangements are made.

Rental and Services Fees

The Daily Rental Fees are based on an 8-hour day. For shorter periods of time, the fee is determined on an hourly rate equal to 1/8 of the daily fee. Please see KFB-C for rates.

*Subject to availability of staff

History:

Adopted: 03/16/11, 03/21/12, 11/14/12, 05/10/16, 12/20/17, 12/15/21

Reviewed: March 18, 2026

MSAD 28 POLICY

DISTRIBUTION OF NON-SCHOOL MATERIALS

The Board wishes to minimize intrusions on the teaching and learning time of students and staff. While there are many worthy activities in the communities served by MSAD 28 that are sponsored by various non-profit organizations, the Board believes that students should not be used to distribute or carry home flyers, brochures, or other materials that are not directly related to school programs, school curriculum, or school-related activities.

Only the following materials may be distributed to students:

1. Communications from the Board, Superintendent, school administrators, and school staff such as newsletters, letters to parents, announcements of meetings or events, school forms, and classroom information;
2. Information and notices concerning school-sponsored activities and programs for students and/or parents;
3. Information and notices concerning activities and programs offered by groups affiliated with the school, such as parent-teacher organizations and booster groups; and
4. Information and notices from municipal, state and federal agencies concerning programs available to students.

POSTING OF NON-PROFIT/COMMUNITY MATERIALS

The building administrator may designate a bulletin board or other specific location where notices regarding non-profit community activities or events that may be of interest to students and/or parents may be posted. In order to make sufficient space available, building administrators may establish rules for the size of notices/flyers and the length of time they may be posted. Any local non-profit group may submit such materials. All materials must include a statement that the activity or program is not affiliated with or endorsed by MSAD 28. Community materials may not be posted without the prior approval of the building administrator.

Materials that interfere with the instructional process or the operation of the school, that are lewd or obscene, libelous, that are discriminatory or infringe upon the rights of others, promote illegal activities or are in violation of any Board policy will not be posted.

Cross reference:

- KHB – Advertising in the School

History: Adopted: 02/08/17

Reviewed: March 18, 2026

MSAD #28 POLICY

VISITORS TO THE SCHOOLS

The School Board encourages the active interest and involvement of parents and citizens in the public schools. In order to avoid interruption of the instructional program and to promote the safety of students and staff, building principals shall institute administrative procedures concerning visitors to the schools. Such procedures shall be subject to the approval of the Superintendent. ~~It is understood that procedures may vary from school to school due to differing considerations such as the age of the students and building layout and location.~~

The following general guidelines shall be incorporated in all building-level administrative procedures concerning visitors.

1. The term "visitor" shall apply to any person on school grounds or in school buildings who is not an employee or student of the school unit.
2. During normal school hours all visitors shall report to the main office upon arrival at the school. This section shall not apply to parents or citizens who have been invited to the school for an open house, performance or other preplanned school program.
3. All visitors who wish to visit classrooms, observe aspects of the instructional program or meet with staff members are expected to schedule such visits in advance. Teachers and other staff may not use instructional time to discuss individual matters with visitors.
4. Individual School Board members shall follow the same procedures as other visitors, and state whether they are visiting the schools on personal business or in connection with Board duties.
5. Visitors shall comply with all applicable Board policies and school rules. Visitors who violate these policies/rules and/or disrupt the safe and orderly operation of the school shall be asked to leave the premises.
6. The building administrator/designee has the authority to refuse entry to school grounds or buildings to persons who do not have legitimate, school-related business and/or who may disrupt the operations of the schools. This may include, but not be limited to, the news media, profit-making businesses, fundraisers and other organizations seeking access to students and/or staff.
7. School staff shall report unauthorized persons on school grounds or in school buildings to the building administrator/designee. Unauthorized persons shall be directed to leave the premises immediately.
8. The building administrator/designee may request the assistance of law enforcement as necessary to deal with unauthorized persons or violations or the law by visitors to the schools.

Cross Reference:

- BCA - Board Member Code of Ethics

- EBCA -Emergency Management Plan
- ECA - Buildings and Grounds Security
- JLIB - Student Dismissal Precautions
- JLF - Reporting Child Abuse and Neglect
- KLG - Relations with Law Enforcement Agencies

History: Adopted: 12/17/08

Reviewed: March 18, 2026

MSAD 28 POLICY

RELATIONS WITH LOCAL, COUNTY AND STATE LAW ENFORCEMENT AUTHORITIES

The School Board recognizes that a cooperative relationship with law enforcement authorities is desirable for the protection of students and staff, maintaining a safe school environment, and safeguarding school property.

School administrators and staff shall have the primary responsibility for maintaining proper order in the school and for disciplining students for violations of Board policies and school rules. However, the Board authorizes the Superintendent/administration to seek the assistance of law enforcement authorities when they believe there is a substantial threat to the welfare and safety of the school, students and/or staff. The Superintendent/ administration shall also inform law enforcement authorities when they have reason to suspect that a student or staff member may have violated a local, state or federal law.

The Board strongly discourages law enforcement authorities from using the school as a venue to arrest and/or interrogate students for activities not related to or affecting the school. The Superintendent/administration retain the authority to deny law enforcement access to students for non- school-related investigations.

The Board authorizes the Superintendent and administration to work with local law enforcement authorities to develop administrative procedures to guide interactions between the school and law enforcement. Such procedures should safeguard the rights of students and parents, be consistent with Board policies, and minimize disruptions to the instructional program. These administrative procedures are subject to the approval of the Board.

The Superintendent shall include law enforcement authorities in the development and implementation of the school's crisis response plan. The Board also encourages the Superintendent/administration to include law enforcement authorities in the development and/or implementation of instructional programs/activities related to student safety.

Cross Reference:

- KLG-R - Relations with Law Enforcement Authorities Administrative Procedures
- EBCA - Crisis Response Plan
- JICIA - Weapons, Violence and School Safety
- JIH - Questioning and Searches of Students
- JRA - Student Records

History: Adopted: 02/08/07

Reviewed: March 18, 2026