

STUDENT / PARENT HANDBOOK

2025-2026

Boothbay Region Elementary School
Grades PK-8



Shawna Kurr, Principal
Kim Dionne, Assistant Principal

AOS #98 Rocky Channels School District
Boothbay Harbor, Maine
207-633-5097

<https://bres.aos98.net/o/bres>

****Find us on Facebook / Boothbay Region Elementary School****

Respectful-Responsible-Safe

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Boothbay Region Elementary School

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Dr. Shawna Kurr · Principal
Kim Dionne · Assistant Principal

Lacey Phelps, Guidance Counselor PK-8

Dear BRES Families,

On behalf of the staff of Boothbay Region Elementary School, I would like to take this opportunity to welcome you to the 2024-2025 school year! We are fortunate to work and play in such a beautiful community that provides our school with an outpouring of support. From the many community members near and far, family members, organizations, business owners, Set for Success, and countless others who endlessly give to our students and staff, we thank you.

Education at BRES is designed to meet the needs of our students as they work toward mastering state and local education standards, developing social skills, and experimenting with new areas of learning. Recently we have undertaken new curriculums to ensure alignment across the grades. For more information, please see the curriculum section of this handbook. Beyond curriculum and teaching, in order to increase the degree of educational success, it is imperative that teachers, families, and administration communicate openly, and frequently concerning the progress of students. We are all on the same team and can support each other for the growth of each child.

At BRES we encourage families and community members to get involved in our school. We love to share what we are doing within our walls and always need an extra hand! Please be in contact with your child's teacher on volunteer opportunities in the classroom and school. We encourage parents to become and stay involved in their child's education.

Please take the time to review this handbook so you understand our procedures and expectations on routine things like: what to do when your child is absent from school, cellphones in school, and health information.

We look forward to seeing your child on Tuesday September 2nd, ready for the new school year and all of the adventures that it will bring!

Let's make it a great year!

Dr. Shawna M. Kurr, BRES Principal



BRES 2025-2026 School Personnel

Administration Principal: Shawna Kurr Assistant Principal: Kim Dionne Office Staff Administrative Asst: Lisa Tilton Jessica Upham Student Support Staff Nurse: Kate Schwehm School Counselor : Lacey Phelps Magill Smith Social Worker: Tammy Blackman Sandy Timberlake Specialists Art: Jessica Nadeau GATE: Kristen Hanley Library: Music: Nancy Cole Band: Physical Education: Lauren Brown John Gosselin (health) Technology: Zachary Gray Special Education K-3 Resource Room: Charlinda Carlson 4-6 Resource Room: Ana Petroulis 7-8 Resource Room: Composite Room: Karen Farrington SELF program: Kristin Harmon Occupational Therapist: Kristin Cameron Speech Pathologists: Jennifer Hyson Erica Peck Physical Therapist: Intervention Staff Title I Coordinator: Lisa Sharp Reading Lab: Judy Coady Reading Lab: Deb Smart 5-8 Math Intervention: Sandy Wheeler 5-8 Literacy Intervention: Katie Clark Behavior Intervention: Kate Hossler District Staff Special Education Director: Julianne Hansbury Special Education Assistant: Casey Smith Adult Education: Rachelle Leonard Technology Director: Abby Manahan School Resource Officer: Larry Brown Transportation Director: Lyndon Roberts Athletics: Athletic Administrator: Dennis Dacus		Classroom Instruction Pre-K: Jessica Murray Kate Rice Kindergarten: Magen Chryplewicz 1st Grade: Jordan Delanol Sarah Wade 2nd Grade: Barb Carbone-Crocker Allison Crocker 3rd Grade: Jessica Lessner Skyler Davis 4th Grade: Jennifer Lassen Amanda Powell 5th Grade: Emelia Strainge Jeremy Phelps 6th Grade: Tom Craig Michelle Miclette 7th/8th Grade: Gray Ferris Hilary Flagg Cordelia Chase Elizabeth Tilton Soren Barker Alyssa Mitchell Educational Technicians Kara Bryer Jessica Doucette Anita Koplau Erika Landry Ronnie Frazier Amanda Scott David Lassen Kaitlin Orne Jasmine Alley Mary Pawlowski Heather Thompson Facilities/Maintenance Maintenance Director: Dave Benner Custodians: Linda Tibbetts Nate Stanley Karen Kusnierz Dale Robertson Maintenance: Scott Joyal Tom Dewey Eric Dunton Support Staff Food Service Director: Heidi Stevens Food Services: Stephanie Holbrook Sue Sprague Angelica Murray Alyssa Dunton Transportation: Lyndon Roberts Mike Drummond Steve Francis Martha Snow Mary Witwicki Peter Greenleaf	
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Boothbay-Boothbay Harbor CSD 2025-2026 Calendar

JULY

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

Boothbay – Boothbay Harbor Community School District

BOOTHBAY
SEAHAWKS

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	PD1	*PD2	29	30
31						

* All Staff Report

SEPTEMBER

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

*PK-9 ONLY/**All Students (Gr. PK-12)

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	PD3	11
12	H	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	PD4	H	12	13	14	15
16	17	18	19	20	21	22
23	24	25	PD5	H	X	29
30						

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	X	X	X	H	X	27
28	X	X	X			

JANUARY

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

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	H	X	X	X	X	21
22	23	24	25	26	27	28

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	PD6	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	X	X	X	X	25
26	27	28	29	30		

MAY

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

JUNE

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

* Graduation/11am dismissal

** last day with no emergency closure days/early dismissal

PD7 will be the day after the last student day

PD indicates Teacher Professional Development Day/No School

X indicates no school

H indicates a Holiday/no school

175 Student Days

7 Professional Development Days

175

Boothbay Region CSD Belief Statements

Education is a lifelong process which begins with our students and their families, extends to our schools, and encompasses our entire community. Our common goals are to create a safe environment, stress academic excellence, respect diversity, and promote self-awareness and an appreciation of the world. Shared high expectations lead all students to develop the knowledge and skills to participate constructively and creatively in society.

Each of our students will be expected to become:

An effective communicator who:

- Reads, listens to, and interprets information accurately
- Writes, speaks, and responds in a clear and purposeful manner

A lifelong learner who:

- Thinks and questions logically, critically, and relatively
- Locates, evaluates, and applies information
- Establishes and attains goals
- Develops new interests and skills
- Exhibits intellectual curiosity and aesthetic interest

A healthy individual who:

- Makes knowledgeable decisions regarding physical and mental well being
- Accepts responsibility for his/her own actions
- Demonstrates a positive self-concept
- Demonstrates an understanding of moral and ethical choices
- Reacts to adversity in responsible ways and adapts to challenging circumstances

A productive worker who:

- Completes tasks independently
- Collaborates with others
- Plans, creates, evaluates, and recognizes quality products
- Assumes accountability for their work
- Manages time, space, resources and technology

A responsible citizen who:

- Demonstrates awareness of current issues
- Understands and respects human diversity
- Understands historical and cultural heritages
- Participates in the local, national and world communities
- Applies sound environmental practices

A creative and practical problem solver who:

- Frames questions and designs data collection and analysis strategies from all the disciplines to answer those questions
- Identifies patterns, trends, and relationships that apply a solution to a problem

Parent Communication

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

BRES PTO — Parent and community involvement are very important to the success of the students in our schools. The BRES PTO connects parents, students, teachers, and staff to create a community with the shared goal of helping students succeed. Please like the Boothbay Region Elementary PTO Facebook page for regular updates and volunteer opportunities.
<https://www.facebook.com/groups/416061258572115/>

Current Officers:

- President- Katrina Dunsmore
- Treasurer- Breanna Davis
- Secretary- Heidi Spurgin

If you would like to get involved in the PTO, please contact Katrina Dinsmore, PTO President at katdunsmore99@gmail.com

Meetings with Teachers/ Grade Level Team — At any time during the year when parents have questions or concerns about their child they may arrange a meeting with the child's grade level team or individual teachers. This can be done via telephone or e-mail.

The BRES Website — The [website](#) communicates important dates and information about the school, upcoming events, useful articles, and important community events.

Friday Flash — This email is sent home weekly to all families. It provides a quick snapshot of upcoming events, school needs and important information about testing, changes in schedule or other important information. Please notify your student's teacher or the main office if you are not receiving this communication.

The [BRES Facebook Page](#) — Our Facebook page is updated multiple times a week with fun highlights of happenings around the school. We also use it as a tool to share important school and community updates.

Parent/Teacher Conferences — Parent communication is one of the highest priorities at BRES. For this reason, parent conferences are held in the fall and throughout the year as needed. More information to come on a conference schedule for this November.

Reporting Student Progress — Teachers are available to discuss student progress at any point in the school year. A combination of written reports and parent conferences are used to communicate student progress to parents. Report cards are sent out each trimester. Parents/guardians of 6th-8th grade students can also refer to PowerSchool for ongoing academic updates. Teachers will update PowerSchool on a weekly basis, unless there is a larger project that requires a longer period to grade.

Positive Culture and Connections

We continually review our Core Values (Respect- Safety- Responsibility) and what they mean to us as a school. All staff review the Core Values with students regularly and demonstrate what they look like and sound like in each of our school settings. Families can also play an important role in the teaching and reinforcement of our Core Values by taking family time to talk about what they look like and sound like at home and in the community.



WILDCAT WAY



CORE VALUES	BE RESPECTFUL	BE RESPONSIBLE	BE SAFE
Everywhere	<ul style="list-style-type: none"> • Use kind words and actions • Be aware of others • Use an appropriate voice 	<ul style="list-style-type: none"> • Own your actions and accept consequences • Follow direction 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Stay in control
In the Classroom	<ul style="list-style-type: none"> • Use Whole Body Listening • Focus on you • Wait your turn to talk • Follow voice volume rules 	<ul style="list-style-type: none"> • Be prepared • Do your best • Ask for help 	<ul style="list-style-type: none"> • Use materials appropriately • Keep personal space • Leave the classroom only with permission
In the Hallways	<ul style="list-style-type: none"> • Use a level 0 or 1 voice • Keep personal space • Respect others' belongings • Remember others' learning 	<ul style="list-style-type: none"> • Stay to the right • Go to expected location 	<ul style="list-style-type: none"> • Stay in line • Walk • Keep hallways clean
On the Playground	<ul style="list-style-type: none"> • Return equipment properly • Keep personal space • Include others 	<ul style="list-style-type: none"> • Play fair and be honest • Use appropriate words • Line up when the whistle blows 	<ul style="list-style-type: none"> • Stay within boundaries • Use structures and equipment safely
In the Cafeteria	<ul style="list-style-type: none"> • Wait your turn in line • Keep personal space • Eat your own lunch • Use a level 1 or 2 voice 	<ul style="list-style-type: none"> • Listen for adult directions • Raise hand for help • Take care of tray and trash 	<ul style="list-style-type: none"> • Keep your space clean • Stay seated until dismissed • Walk
In the Bathroom	<ul style="list-style-type: none"> • Give people privacy • Wait your turn • Use a level 2 voice 	<ul style="list-style-type: none"> • Clean up after yourself • Use time wisely 	<ul style="list-style-type: none"> • Wash Hands • Let an adult know of any problems
On the Bus	<ul style="list-style-type: none"> • Share your seat • Keep personal space • Use kind words and actions 	<ul style="list-style-type: none"> • Pick up your area • Keep a food/drink free zone • Report problems to driver 	<ul style="list-style-type: none"> • Use a level 1 or 2 voice • Listen for & follow directions • Stay Seated • Keep aisles clear

BRESWILDCATS.ORG

BRES Behavior Intervention

There are several practices at BRES that support our Core Values. Respect, Responsibility, and Safety. These are practiced, modeled, and reinforced throughout the year using strategies including guided discovery, community meetings, logical consequences, community recess, conflict resolution and restorative practices. Together, staff and students use these strategies, and more, to create a community of learners in every classroom.

Our staff continues to engage in training to become a [PBIS](#) (Positive Behavior Interventions & Supports) certified school. We may be changing our policies for responding to behavior throughout the year, as we participate in this new learning.

At BRES we use a system that identifies negative behaviors as minor or major.

Minor offenses, including negative gestures, threatening to exclude, offensive language, and unsafe play, require attention and correction by staff. Students are provided with time to reflect on the behavior and determine how the behavior affected others and determine what needs to change to be a positive member of the learning community.

Major offenses are the more serious behaviors and require deliberate intervention and/or consequences. School administration is involved with major student offenses.

Parents continue to be an important part of the success of our safe school community. Please refer to the school-wide positive behavior matrix above. We will continue to seek your support as we help all of our children learn age appropriate social norms, our Core Values, and how to contribute to our community in a positive way.

Aggressive Behavior/ Major Offense Progression — As a school we use multiple philosophies as a way of teaching that emphasizes social, emotional, and academic growth in a safe school community. We believe teaching social and emotional curriculum is just as important as the academic curriculum. At BRES we reinforce our Core Values and positive community by focusing on relationships, making helpful choices, peer influences, and appreciating differences; including how to respond when conflicts arise. Below is a sample of the process followed when a major offense occurs:

1. **Gather Information** - Conference with students involved individually or in a small group.
2. **Process** - Process what could have been done differently with involved students. During the conversation, Core Values and behavior expectations will be the focus of discussion.
3. **Future Planning** - Future planning is done by using an approach that focuses on building positive relationships, identifying the problem, and planning on how to fix the infraction/ problem. Students and staff make a plan of improvement and discuss possible logical consequences when appropriate.

4. **Making Things Right** - Follow through with the identified plan on how to fix the infraction. This might include a letter, face -to-face discussion, apology, and other forms of restitution. As we meet students where they are at, there is no specific timeline or expectation on when this happens.
5. **Notification** - Determine the best time to contact parents. This may be done through a letter, e-mail, or phone call. When staff contact parents there are different agendas depending on the information and process gone through. Staff may contact you to consult about the concern at hand and where to go next, by simply informing you, or may have your child speak to you.

Ongoing Infractions:

Students who do not respond to our usual progression of interventions will require further support, for example: behavioral support plan, social skills group, referral made to the MTSS team, consultation with the school counselor, time out of class or school, or a referral to special education services. We also work closely with therapists, pediatricians, and other outside agencies to provide appropriate school interventions as needed.

As always, age, developmental level and individual student/ family circumstances are taken into consideration during this entire process. At BRES we will continue to have clear expectations, focus on building caring, respectful relationships, and teach our young learners how to thrive in our social world.

Prevention of Bullying and Harassment — The structures outlined in this section are all important elements of any anti-bullying program. Guided by our core values, BRES has established a positive and welcoming school community. This creates a culture of kindness and respect that reduces incidents of bullying, teasing, and harassment.

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

- guidance curriculum
- social/emotional learning curriculum
- celebrations of inclusion and cultural diversity
- grade 7 experience at Camp Kieve (including our educator in residence from KIEVE November- March)
- annual grade level trainings in bullying prevention (through guidance and health curriculum)

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

When such behaviors are reported, we use school policies that are clearly delineated in our handbook. We investigate, document, and assign appropriate consequences for every report of bullying and harassment at BRES.

Building a Positive Connection With School —

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

Morning Meetings/Class Meetings: Teachers make the time throughout the day and week to host whole group discussions and play games together. Team building and talking through how the classroom is functioning as a whole is important to a positive classroom culture.

Whole School: We also have whole school and grade level assemblies, which take place regularly throughout the year on a variety of projects.

Spirit Week: Several times throughout the year BRES hosts spirit weeks to bring the school together with fun and silly activities. There are themed days that students participate in.

Wildcat Way: The Wildcat Way board is where students are celebrated for demonstrating our Core Values.

Academics

Programs

Art — The art program is based on the elements and principles of design: line, shape, color, texture, form, value, balance, variety, space, and symmetry. These concepts are taught through age appropriate art lessons. Concepts are introduced, then reinforced and expanded upon in successive grades. The program is sequential, allowing students to build on prior skills and knowledge. Every activity has structure without restricted outcome. The goal of the art program is to provide students with a wide range of visual art experiences.

Gifted and Talented — Our gifted and talented educational program (GATE) is designed to serve the students who excel or demonstrate the potential to excel beyond their peers in terms of general intellectual ability and/or a specific academic aptitude. Some students are more ready for advanced material, or may be able to understand material at a faster rate than their peers. Many of our students are twice-exceptional, meaning that they have an area in which special education support is needed and an area of strength requiring additional challenge.

GATE — is based on the premise that students with abilities that are significantly beyond the norm for their age must be helped to further develop those abilities and increase their knowledge and understanding of both the area of strength and of their own giftedness. We believe in providing gifted students with opportunities and tools to grow in knowledge and ability in their areas of strength. We believe in encouraging inquiry, introspection, and understanding of those areas. For more information, please visit our district [GT webpage](#).

Guidance — The school counselors work with students, staff, parents and the community. Counselors help students to deal with social problems and help them in identifying school and personal problems. They provide structured developmental guidance lessons designed to assist students in achieving desired competencies and to provide all students with the knowledge and skills for their developmental level. Counselors support the efforts of teachers and parents in promoting the educational, career, personal, and social development of students. If you are interested in contacting our Guidance Department, please contact Lacey Phelps or Magill Smith.

Health — The mission of Health Education is to help students attain the knowledge and skills to thrive physically, mentally, emotionally, and socially as outlined in the Maine Learning Results and ten content areas of Health. This knowledge should help students gain an understanding of the multiple challenges of growing up, in order to be successful and healthy adults. Health Education also includes a set of skills to empower students to better manage stress and conflict, to make better decisions in the face of conflicting messages, and to be improved, assertive communicators, thus assisting them to lead healthier lives. Kindergarten-Grade 5 health units are combined with academic and guidance units.

Library — The library is designated as a resource center to help students obtain a wide variety of information and to support the curriculum of the school. Students are taught library skills in grades K-5. As with any library, there is a need for cooperation in the care and use of books and for prompt return of borrowed materials. Parents are asked to help their children keep track of library materials, return them on time, and pay for books in the event they are lost or damaged.

Literacy — Grades K-6 classrooms offer a variety of programs and philosophies to create a comprehensive literacy program which includes: [Fountas and Pinnell](#), [UFLI](#), [Foundations](#), [Lexia](#) (CORE 5 and Power Up), [IXL](#), as well as other programs designed around best practice to meet the diverse needs of our learners. This comprehensive view on literacy instruction utilizes whole group, small group, and individualized instruction to engage students in the [Five Pillars of Literacy](#). K-4th grade students use the [Zaner-Bloser](#) handwriting approach, including instruction for cursive writing in 3rd-4th grade. Grades 7 and 8 use a teacher created literacy curriculum based on the Common Core State Standards. 7th and 8th grades also utilize [IXL](#) literacy software to supplement instruction.

Math — Our math curriculum for grades K-6 is [Eureka Math Squared](#). This program focuses on conceptual understanding of math material and utilizes consistent problem solving strategies and methods from grade to grade. Grades K-3 utilize [Dream Box](#) as a software supplement to increase math skill acquisition. Grades 7 and 8 use a teacher created math curriculum based on the Common Core State Standards. Grades 4-8 also utilize [IXL](#) math software for skill acquisition.

Music — The General Music Curriculum provides students the opportunity to actively engage in creative and imaginative processes to increase cognitive function and critical thinking. Students are immersed into a curriculum that enriches communication skills, creates cultural awareness, and develops musical literacy in order to cultivate exceptionally well-rounded students. [Quaver Ed](#) is utilized as an online engagement tool for music instruction.

Physical Education — Physical education is an important part of the educational experience at Boothbay Region Elementary School, which aims to provide all students with the skills, knowledge and habits necessary to live an active, healthy lifestyle. Developmentally appropriate physical activities will be taught in a fun and challenging environment that will help the students to develop movement competence.

Pre-K — Our PK curriculum utilizes the Get Set for School, [Learning Without Tears](#), program for all subjects. Get Set for School is a complete, developmentally appropriate Pre-K program that is expert-backed, research-based, and proven to be successful.

Science — We utilize two different curriculums for science. Students in Kindergarten and 3rd grade utilize [Go2Science](#) and students in grades K-5 will utilize [Mystery Science](#). Both of these programs are hands-on oriented to help students engage and connect with science concepts. Both of these programs are aligned with NGSS and Maine State Standards. Grades 6-8 will be using a teacher created science curriculum based on the Common Core State Standards and supplemented by [IXL](#).

Social Studies — Grades K-4 utilize the [Studies Weekly](#) program. Studies Weekly is an engaging and innovative curriculum program for teaching Social Studies Standards. Uses easy-to-use periodicals and an online learning platform make learning fun. Grades 5-8 utilize the [TCI Social Studies](#) program. This program utilizes interactive and engaging lessons to teach social studies skills and concepts to students. TCI lessons also include a focus on literacy skills. TCI is a standards aligned curriculum. The Social Studies curriculum in grades 7 and 8 are also supplemented with [IXL](#).

Social-Emotional Learning- We use two different curriculums for social-emotional learning. Grades Pre-K-5 will continue to use the Choose Love curriculum and Grades 6-8 will be using Habitudes. The [Choose Love](#) curriculum focuses on nurturing an environment that is welcoming, supportive, compassionate, and safe. Their core values taught in this program are courage, gratitude, forgiveness, and compassion-in-action. Grades 6-8 will be using an advisory structure for students and in the process of researching new framework).

Technology- Technology usage is taught by classroom teachers, library specialists, and technology integrators. At BRES we have access to a variety of technology resources within our school (laser cutter, 3D printers, coding robots). We have 1:1 computing capacity for grades K-8 with the use of iPads that are used for a variety of learning applications, engaging projects, communication, and organizational tools.

Internet Safety- Internet safety is clearly an important topic in the lives of our students in the 21st Century. In grade K-8 students learn about internet safety using parts of the [Common Sense Education](#) Curriculum. In grade 6 through 8 students learn appropriate online communication and comments, including cyberbullying.

Academic Procedures

Assessments — BRES teachers use assessments throughout the year to monitor student progress, inform classroom instruction, and to determine the need for interventions. We utilize [NWEA](#) testing 2-3 times a year for students in grades K-2 and [Maine's Through the Year Assessment](#) (NWEA platform based) in grades 3-8. We also utilize NWEA for a [Dyslexia Screener](#) in grades K-3. in addition to ongoing, formative, classroom assessments.

We also use the DRA Literacy Assessment for students in grades K-4 to identify students' independent reading level.

Daily Schedule — The school day begins at 7:50 a.m. Students who arrive after this time will be marked late. Students should not arrive at school before 7:30 a.m. as there is no supervision available. Dismissal begins at 2:30 p.m. Monday, Tuesday, Thursday, and Friday. On Wednesdays, dismissal begins at 1:15.

Grading and Reporting Systems — BRES is working on updated grading and reporting procedures for parents and students. We will be seeking your input throughout the year to help guide our decision making. This section will be updated in the future when we have a clear progression of grading and reporting for PK-6th grade. You can expect traditional report cards to be sent home each quarter and depending on the grade will have a mix of traditional (A-F) grading and/or standards based grading (1-4) with a key for further explanation. If you have questions after receiving your student's report card, please contact your child's teacher. Report cards will be sent home at the end of each trimester:

December 5th (13 weeks)

- Report cards go home on Dec 19th

March 20th (12 weeks)

- Report cards go home on April 3rd

June 12th (12 weeks)

- Report cards go home on the last day of school

Homework — Homework is an important link between home and school, keeping parents/guardians informed by reinforcing and extending school learning, experiences, and interests. Assignments have the following purposes:

- To reinforce, and extend concepts introduced in class
- To activate prior knowledge and assess student understanding
- To establish study habits and self-reliance
- To allow parents/guardians and teachers to monitor student progress

What to expect:

Reading- Every student should be reading each night. Teachers will assign or help your child pick out an appropriate book to bring home each night for reading.

Math- Every student should be practicing their math facts until they are secure. There may also be a worksheet assignment from our math program that is meant to practice or extend learning.

Science/Social Studies- There are times that activities or longer-term projects will be sent home to work on.

Other- If your child didn't complete an assignment in school (for a variety of reasons) you can expect that your child will bring that assignment home to complete.

You know your child and family best. If there is a time that your child is not able to get to their homework, please simply reach out to the teacher to let them know. There are also times that your child may struggle with an assignment that was sent home, please have them try their best, and let the teacher know if they are not able to finish the assignment. Kids and parents should not be struggling for hours over a homework assignment as that is not the intent. Communication about the assignments with the teacher is key.

It is generally expected that students spend 10 minutes/per grade level each night on homework assignments. For example, if the student is in 3rd grade they would be expected to engage in 30 minutes of homework and if they are in 7th grade they would be expected to engage in 70 minutes of homework each night. This is a general guideline and may fluctuate depending on the time of year, student need, and projects that are assigned.

If your child doesn't have homework, there are many activities you do outside of school that are proven to help your child succeed academically. You will find links to research based articles below. We would like families to focus on the following activities for their child's homework (if none is assigned):

- [Let your child play outside.](#)
- [Connect with your child over a healthy dinner.](#)
- [Read with your child every night.](#)
- Play [math games](#) with your child.
- Help your child take care of himself or herself with [basic self-care habits](#).
- Focus on an [early bedtime](#).

There are many activities that you engage in as a family that will positively impact your child's long-term school success. We do not expect that our students will engage in hours of homework each night as we want families to have the flexibility to engage in other interests outside of school and we want families to be in control of family time.

MTSS ([Multi-Tiered System of Supports](#)) — Grade level teams meet regularly to look at student progress. Students who are identified as not meeting grade level academic benchmarks or require additional support with behavior are referred for MTSS. Once identified, a plan may be created to provide tiered interventions and progress is then monitored by the team. You will be notified if your child requires intervention support through MTSS.

Special Services —

Section 504: A student is protected under Section 504 when a disability (defined as a mental or physical impairment which substantially limits one or more major life activities) is present. A student who qualifies under Section 504 has a right to access a free and appropriate education and a right to other accommodations that are necessary for the student to access services offered by the District. In order to address its obligation under Section 504, the CSD has a procedure that includes parental notice of due process safeguards, screening, evaluation, teaming, written documentation, and complete copy of the procedure will be made available upon request to the school. For more information, please contact the Guidance Department for the BRES Coordinator at 633-5097.

Special Education: Students may be referred for special education programs by their teachers or parents. All decisions regarding programs for these students are made by an IEP (Individual Education Plan) team only after a variety of classroom interventions have been attempted. There are a variety of programs available to students who qualify for special education. For more information, please contact the Student Services Director at 633-2874.

Title I Services: Title One federal funds, in combination with local funds, provide assistance to students identified as needing additional support in the areas of reading and/or math. Students are selected according to need based on assessment data. Student progress is monitored throughout the intervention and parents receive a report of progress with report cards.

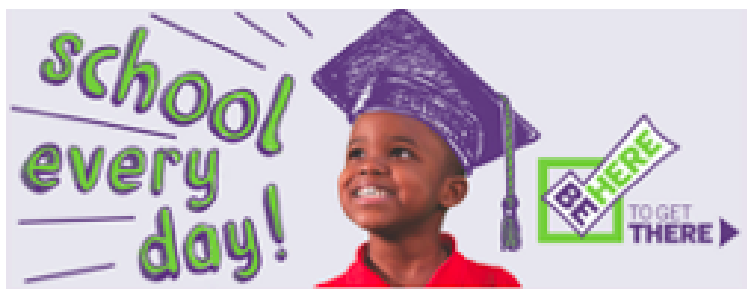
There is a [School Title I Parental Involvement Policy](#) and a Parent-School Compact which describe how the school and parents may work together to help students achieve. For more information, as well as the annual Notice to Parents of Participating Students click [here](#).

Programs, Services, and Procedures

Athletics — We are proud to offer a wide variety of extracurricular activities at BRES. Please read our [Athletics Handbook](#) for specific information and a full list of athletic offerings.

Attendance — Full-time school attendance is required of all children 6 years of age or older and under 17 years of age. Please refer to [School Board Policy](#) for additional information and exceptions.

Regular school attendance is a vital part of every student's education. The sense of responsibility and regimen of self-discipline that develop from regular school attendance are traits that will positively affect a student's entire life. When students are allowed to miss school for other than the most important of reasons, it not only deprives them educationally, but it also can impact directly upon their own developing senses of responsibility and self-discipline.



Parents are urged to strongly support regular daily attendance for all students. Failure to do so sends students the message that their education may not be all that important.

Absences — Due to the increased absences and trancies that we have been experiencing in our school over the last two years, we are in the process of establishing new procedures, including how we contact you if your child is absent. Every time your child is absent, whether planned or last minute, you must call or email the BRES office (bresoffice@aos98schools.org) before 8:15 am on the day your child will not be present to let the school know that the student will be absent and the reason why. If you do not contact the office, your child's absence will be recorded as unexcused and you will receive a notification from the BRES office.

*Any student who is absent cannot participate in any after school extracurricular activities without prior approval for extenuating circumstances.

The BRES staff views student attendance as the primary responsibility of each student and his/her parents. Students who are excessively absent from school cannot be expected to achieve at a rate consistent with grade level peers. The reasons why students can be absent from school are limited by Maine law. The following circumstances constitute "excusable absences":

- Personal illness
- Appointments with health professionals that must be made during the regular school day;

- Observance of recognized religious holidays when the observance is required during the regular school day;
- A family emergency;
- A planned absence for a personal or educational purpose, which has been approved.

Procedures for Students with Excessive Absences:

- After three unexcused absences, school personnel will reach out to discuss a plan for attendance.
- At any time a student is chronically absent or missing more than 10% of school, whether excused or unexcused, the school will send home a letter and may require medical documentation and/or a parent/guardian meeting with school personnel.
- Students whose attendance shows a pattern of repeated “one day” absences will be referred to either the guidance office or to the nurse’s office for help with improving their attendance pattern. The family may also be asked to meet with school administration.
- A student who is absent, for any reason, over 30 school days will be considered for retention and may be required to participate in summer school.

Truancy — Also refer to [School Board Policy](#)

A student is considered truant if he/she misses:

- Grades K-6 = Seven (7) full days or five (5) consecutive days of unexcused absences
- Grade 7-8 = Ten (10) full days or seven (7) consecutive days of unexcused absences

Truancy means that you will need to meet with administration or guidance to make an attendance plan. If the pattern continues after the meeting, the school will utilize a variety of strategies that may involve district administration, DHHS, and/or other community agencies.

Make-up Work Due to Health Absence —

- Students who are absent from school for one day are to check in with teachers to make-up for missed learning.
- In the case of longer medical absences, parents should contact the school and arrange to pick up homework assignments for the student to complete at home. This make-up work must be completed within one week of the student’s return to school unless other arrangements are made with the teacher(s).

Procedures depending on the length of the absence —

One to twenty days:

- Parent notifies Principal and Teacher(s)
- Teachers have the following options for missed work:
 - Provide assignments before departure.
 - Assign an alternative assignment.
 - Require the student to make up work upon his/her return.
 - Assign online learning materials to be completed while absent or within one week of the student’s return back to school.

Over twenty days:

- For a planned absence of more than 20 consecutive days, parents may elect to unenroll and home school their child.

Planned Family Absence — When a family plans an absence from BRES for more than 3 consecutive school days, the family must notify the Teacher(s) and an administrator in writing or by email prior to the absence.

Tardy Procedures — Our day starts at 7:50. Students who arrive after 7:50 will need to sign in at the office. Students who arrive after 10:00 a.m. will be considered present for a half-day. Students who are dismissed after 10:00 a.m. will be marked present for a half-day. Students who enter school after 1:00 p.m. will be marked absent for the entire day.

Procedures for Students with Excessive Tardies — If a student is tardy 20 times, the principal or assistant principal will contact parents via letter or phone to remedy the situation. A meeting may follow to develop a plan to improve school attendance.

Early Dismissal Procedures — Please contact your child's teacher or the front office if you plan to dismiss your child early.

Breakfast and Lunch —

School meals are a great value and a huge convenience for busy families. Our school cafeteria meets federal nutrition standards for breakfast and lunch, ensuring that meals are healthy and well balanced. We are always working to offer students healthier and tastier choices.

The breakfast and lunch service will continue to provide balanced, nutritious meals free to any student. The Maine DOE has made the School Nutrition meals program free going forward. All meals will be free for all students during this school year and for the foreseeable future. Students may continue to bring lunches and snacks from home.

Breakfast/lunch menus are available on our [school nutrition website](#). Please understand that menus are subject to change based on availability.

Please direct any questions or concerns to the Director of Food Services at 633-7131 or hstevens@aos98schools.org.

Breakfast/ Lunch Time Procedures

A sign for 'Wildcat Way' with a blue header and footer. The background is white with a faint blue Wildcat head watermark. A blue square icon with a white spoon and fork is in the top right. The text is in bold, sans-serif fonts.

WILDCAT WAY

IN THE CAFETERIA...

- Wait your turn in line
- Keep personal space
- Eat your own lunch
- Use a level 1 or 2 voice
- Listen for adult directions
- Raise hand for help
- Take care of tray and trash
- Keep your space clean
- Stay seated until dismissed

RESPECT | RESPONSIBILITY | SAFETY

Field Trips — Educational field trips are an important part of the school program. All students will be transported by district buses/vans. Families will be notified of field trips their child(ren) will be taking in advance of the trip. Permission is required for any off campus field trips taken.

Fit Kids After School Program — The YMCA will continue to provide the Fit Kids After School Program. Contact Lindsay Senecal at the YMCA for more information.

Insurance — School accident insurance is made available early in the school year. Parents have the option of coverage during school hours only, year-round 24-hour coverage at home and school, or no coverage at all. Insurance claim forms are available from the school office or on our [website](#).

Invitations — Celebrating a child's birthday with a party attended by friends/classmates is a tradition in many families. However, when students bring invitations to school for only a few members of their class, it is hurtful for those children who are not invited to the party. Therefore, our policy is that unless all of the students in the class are invited, invitations may not be handed out at school.

Lost and Found — A lost and found collection area will be maintained throughout the year. Lost and found items are displayed near the front office. Unclaimed items will be donated to local charitable organizations. Families should put their child's name on any clothing items that may be removed during the school day (sweatshirts, coats, hats, boots, lunch boxes, etc.) so they can be returned.

Personal Items — We recognize that it is often very tempting for students to bring personal items from home, including toys. At times students are given the opportunity to bring items in for "share". With any item brought from home, we ask that parents and students take a moment to consider the risk of that item being lost, broken, or stolen, as well as consider the distraction to learning that may result from bringing the item to school. All shares/toys are brought at your own risk. Personal items should be kept in the student's backpack during the school day unless otherwise approved by the teacher. Students are prohibited from bringing violent materials to school. These items include but are not limited to toy swords, guns, and "army men."

Recess — At BRES we recognize that recess is an important part of our day. We value students having down time, fresh air, and being able to socialize and play. Staff may restrict "free time" with friends at recess for negative, repeat, and/or aggressive behavior or to engage in restorative activities and conversations.

Students are expected to go outside for recess — weather permitting. This requires proper clothing and footwear. Winter clothing (snow pants, boots, hats and mittens/gloves) is required when the weather is cold. Exceptions to recess participation for health reasons will be made upon written parental permission. Parents are not permitted to take their students from the playground. They must check in at the school office and their students will be dismissed from the playground to meet them in the lobby.

Cold weather guidelines: On days when the weather does not allow for an outdoor recess, students will have indoor recess in their classroom. On days when the wind chill temperature is lower than 10 degrees, teachers will use discretion on taking students out for a partial recess or staying inside for recess.

Playground Procedures and Use of Equipment

We ask all organizations and parents who use our playground to observe these rules. This will ensure that students do not get confused by separate rules for the same space.



School Cancellations — In the event that weather, power failure, or threats to the building should cause the cancellation or early closing of school, the district will notify local media outlets including online news, TV, and radio. Please note that our district might be listed by town or under AOS 98. For your convenience, you may sign up for the Instant Alert at www.aos98schools.org.

On occasion, we may be required to dismiss students early or delay our opening due to inclement weather. In the event we have a delayed school opening, the following procedures will be observed:

1. Buses will pick up students two hours later than their usual time.
2. When school has a delayed opening, school will begin at 9:45 a.m.
3. Students should arrive at school by 9:45 a.m. Please do not drop off your child earlier than 9:30 a.m.

If delayed opening is called for and the road conditions have not improved by the time buses are scheduled to travel, school will then be canceled and an update will be sent.

In the event of a delayed start on a Wednesday, we will extend the day to the regular dismissal time of 2:30.

There may be times that we choose to do a Remote School Day instead of canceling school all together. Please use this link to the [REMOTE SCHOOL DAY HANDBOOK](#) for detailed explanation of expectations by grade level.

Transportation — All students are eligible to ride the school bus to and from school. All students in grades PK-3 must take the bus home unless the office is notified of alternative arrangements. It is your responsibility to make arrangements for someone to meet your child at his/her destination.

Any students in grades Pre-K through grade 2 will not be dropped off without a parent or guardian visibly present at the bus stop, or without prior written permission from parents that has been given to the school's main office. If no one is at the bus stop for your child, your child will be brought back to the school to be picked up there.

Parents/guardians must observe the following procedure when altering a student's method of transportation:

Students (K-3) who will not be riding the bus home must have a note from their parent/guardian. These notes are to be given to their homeroom teacher.

BRES Drop Off Procedures



Traffic Flow

Arrival Procedures

- Before arriving in the drop off circles students should have backpacks and school materials next to them and ready to get out of the car (good-byes should be already said before getting in the car drop off loop)
- All parents should stay in their vehicles while dropping students off, unless a child needs assistance with a 5 point harness car seat
- All parents should enter through the main campus entrance and continue straight past BRHS to the back parking lot and up the hill to the loop in front of BRES- this is a single file line and parents should not go around other parents who are dropping their child off
- Parents will then exit in front of BRHS and merge back into the main entrance
- If you want to walk your child to the front doors, please park in visitor parking in the lower parking lot and walk up the staircase to the front doors (parents should drop their child at the front door, not inside the school)

****Please note that buses are turning at the first turn and going in front of BRHS. Parents need to pay special attention to rounding corners and traffic merging at all times- buses have the right of way!**

All students:

- Drop off on the peach x location (in front of the BRES front entrance)
- Pull all the way forward to drop your child off

****Pay attention to the adults directing traffic**

BRES Pick Up Procedures



Traffic Flow

Dismissal Procedures Grades PK-4th grade

- Parents park in visitor parking in the lower parking lot, walk up the stair to the front lobby and wait for your child to be released from their classroom

Dismissal Procedures Grades 5th-8th grade

- Parents park in visitor parking in the lower parking lot and either walk up the walkway to the front lobby and wait for your child to be released from their classroom or wait in your vehicle, when walkers are dismissed, your child can walk to the lower parking lot by themselves

Once you have picked up your child, continue around the lower parking lot and go out past BRHS to the main entrance the way you came in.

Student Health and Safety

Boothbay Region School Based Health Center — The Boothbay Region Health Center is running again this year. We are fortunate to offer a broad range of health services to our students. Our nurse practitioner, Anne Barker is available Monday 8-12:00, Tuesday 8-10:30 and Thursday 8-10:30 by drop in or scheduled appointment in the school based health center. To make an appointment call Mindy Lebreque at the School Based Health Center Monday-Friday from 7:30-3:00 at 633-1934 or the FCC 633-7820. [Online registration](#) is also available. Social work services are provided on campus by referral through Maine Behavioral Health.

The following services are available:

- Sports/new student physicals
- Immunizations
- Diagnosis and treatment of common illnesses
- Evaluation of sports injuries and Physical Therapy referrals
- Mental Health referrals
- Annual health assessment
- STD testing/treatment
- Contraception
- Other services as indicated
- Dental Screenings

Several payment options are available, for further information, please contact Mindy Labrecque at 633-1934.

School nursing is available during all school hours. Our nurse is on call at the high school and easily accessed by all students PK -12 in the office in the elementary school. Feel free to contact the nurse with any questions or concerns: 633-9814 or kshwehm@aos98schools.org.

Contagious Diseases — You must notify the school if your child contracts the following: chicken pox, measles, mumps, scarlet fever, hepatitis, meningitis, scabies, impetigo or head lice.

Health Screenings — The Boothbay Region School Health Program facilitates the healthy growth and development of school age children. Health screenings of vision and hearing are provided at intervals recommended by the State of Maine. Vision is screened at grades K,1,3,5,7 & 9. Re-screening can be done any time at teacher or parent request. Hearing screening is done at K,1,3, &5. Parents will be contacted via referral with unusual findings.

Illness Guidelines — Students who become ill during the school day will be assessed by the school nurse and receive appropriate care and supervision in the nurse's office. The

school nurse will dismiss the student only after a parent or other responsible adult has been contacted. **Please keep your child's emergency contact information up-to-date.**

In accordance with Maine Department of Health and Human Services guidelines, a child should not attend school if he/she exhibits one or more of the following symptoms or infections:

- Fever – fever is defined as having a temperature of 100 degrees F or higher.
- Diarrhea – watery, foul smelling, runny and/or bloody stools.
- Vomiting – one or more times in the last 24-hour period.
- Nasal discharge – runny, yellow-greenish mucus accompanied by fever, vomiting or diarrhea.
- Sore throat, vomiting, earache or irritability accompanied by a fever.
- Pinkeye – drainage from the eye or inflammation of the conjunctiva/mucous membranes of the eye. Children may return to school after receiving medication for 24 full hours.
- Rash – an unexplained rash with fever or behavioral change. Child can return to school if a physician has determined the illness is not communicable and the fever is gone.
- Strep Throat/Impetigo and other bacterial infections requiring antibiotics. A student with strep throat must remain home until they have been on their antibiotics for a full 24 hours.

Students with these symptoms cannot comfortably participate in program activities and will unnecessarily expose others to their illnesses; they should stay home for at least 24 hours before returning to school. **Students should be fever-free without the aid of fever-reducing medication, such as Acetaminophen or Ibuprofen, for 24 hours before returning to school.**

Immunization Requirements — Maine School Immunization Laws require that all students produce certification of immunization prior to school attendance for the following:

- 5 doses of DTAP (4 if the 4th dose given after 4th birthday)
- 4 doses of Polio vaccines (3 if 3rd dose given after 4th birthday)
- 2 doses of MMR (first dose on or after first birthday)
- 2 doses of Chickenpox vaccine or proof of immunity.
- 1 Tdap for all students entering 7th grade
- 1 Meningococcal (MCV4) for all students entering 7th grade
- 2nd Meningococcal (MCV4) for all students prior to entering 12th grade

Maine law states that a student who does not meet these requirements may not attend school until the parent or guardian provides a **physician's written statement** that immunizations may be **medically inadvisable**.

Please note there is **NO GRACE PERIOD for these immunization requirements per Maine state law** and that the waiver must be signed and returned immediately at the beginning of the school year.

Medication at School — It is the Boothbay Region School Department's [policy](#) that medications are given at home whenever it is medically feasible. In exceptional cases when the child needs the medication in order to be in school, the prescribing physician can order it during school hours. This policy was developed with the safety of your child in mind. If medication is necessary the following policy must be followed:

1. Medication will be sent in the original bottle.
2. Written instructions with the following information:
 - a. Name of child
 - b. Name of medication
 - c. Reason for medication
 - d. Dosage
 - e. Time to be administered
 - f. Possible side effects
 - g. Termination date of medication
3. Parents will provide a signed informed consent.
4. Parents will provide a signed informed consent from the prescribing physician.
5. Parents must bring controlled substances to the health room.
6. Parents will be responsible for informing the school nurse of any medication change.
7. Medication will be stored in a secure space in the health room.
8. Students cannot carry or self-administer any medication at school except for inhalers, epipens, and insulin. In order to carry these medications, the student must first meet with the school nurse to review the administration of the medication in a manner directed by the physician. The student must be able to assess their medical need for the medication and understand any necessary follow up post administration.

Sugary/Caffeinated Beverages — Students are encouraged to bring water to school to stay hydrated throughout the day and ready to learn. Sugary or caffeinated beverages, including energy drinks, are not permitted as they do not meet the guidelines of our [wellness policy](#).

Gum Chewing — Students are not permitted to chew gum in school unless given prior teacher permission. If a teacher allows gum chewing students must dispose of the gum before leaving the classroom to move to another location. Students may also be asked to dispose of the gum if it is becoming a distraction to other students or their own learning.

Unsolicited Food/Drink — BRES does not accept unsolicited food items at school (i.e., birthday cupcakes). This is to better manage our district's wellness policy guidelines, food allergy safety and to prioritize non-food* rewards and treats. (*Regarding birthdays, BRES

announces each student's birthday.) Rest assured, that we recognize how special this day is to our children and reach out to give them this special recognition.

Your child's classroom teacher will inform you when classroom celebrations will be occurring and what type of snacks are sought to provide healthy options and perhaps a sweet or two. In accordance with district nutrition policies, all food brought in for class parties must include a healthy option.

MIDDLE SCHOOL ADDENDUM

2024-2025

Boothbay Region Middle School
Grades 7-8



MIDDLE SCHOOL PHILOSOPHY

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

The National Middle School Association believes...

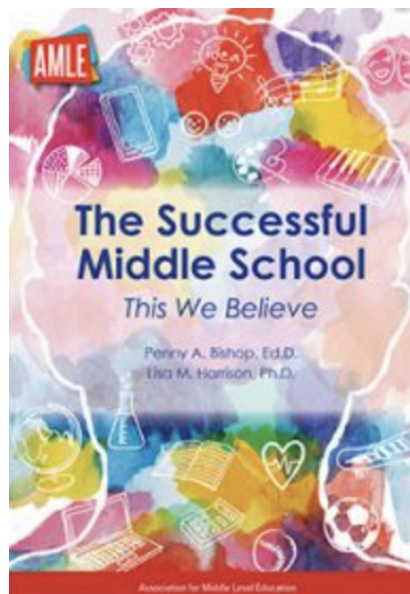
- Successful Schools for young adolescents are characterized by a culture that includes...
- Educators who value working with this age group and are prepared to do so
- Courageous, collaborative leadership
- A shared vision that guides decisions
- An inviting, supportive, and safe environment
- High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

Therefore, successful schools for young adolescents provide...

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

At BRES we strive to create a positive middle school experience so that students leave us confident in who they are and where they are going!

Source: *This We Believe... Successful Schools for Young Adolescents*
National Middle School Association, 2020



Habits of Work and Learning for Students (HOWLS)

Grit

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

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

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

Responsibility

I take responsibility for my learning

I can actively participate in class.

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

I can arrive to class on time.

I can arrive to class prepared and organized.

I can collaborate with others during group work.

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

I can meet deadlines and complete assignments on time.

Self-Control

I demonstrate self-control

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

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

Kindness

I show kindness and respect towards my community

I can demonstrate inclusion towards others.

I can demonstrate kind communication when working with adults.

I can demonstrate kind communication when working with peers.

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

EXTRACURRICULAR OPPORTUNITIES

Boothbay Region Middle School offers many opportunities for students to be involved during, after, and before school.

By participating in extracurricular activities, students can:

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

Our sports, clubs, and other activities:

Student Leadership

Student Support Groups

Chorus

School Announcements

Band

Cross Country

Field Hockey

Soccer

Baseball

Basketball

Football

Track

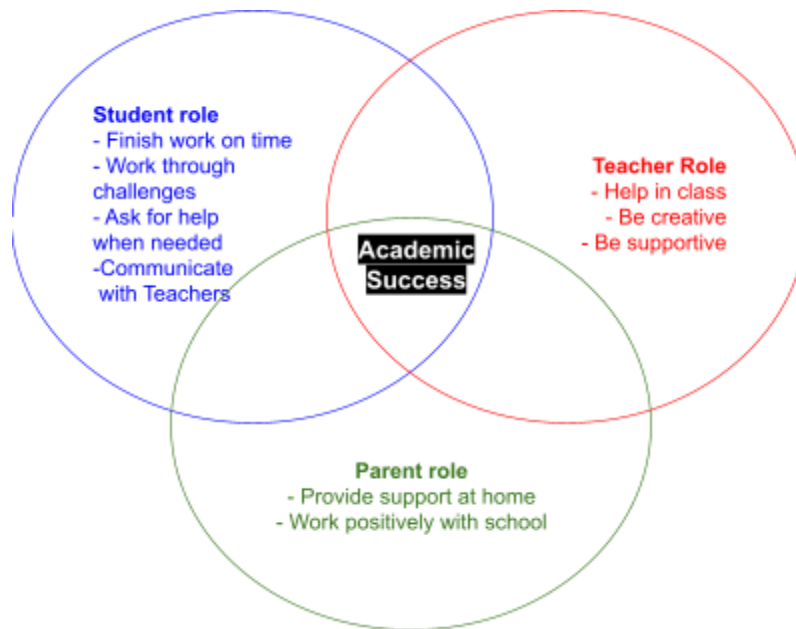
“Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.”

- Mark Twain 1835-1910

ACADEMICS

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

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



Middle School Daily Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HOMEROOM 7:30 - 8:00	HOMEROOM 7:30 - 8:00	HOMEROOM 7:30 - 8:00	HOMEROOM 7:30 - 8:00	HOMEROOM 7:30 - 8:00
ACADEMIC 1 8:00 - 9:10	ACADEMIC 1 8:00 - 9:10	ACADEMIC 1 8:00 - 9:10	ACADEMIC 1 8:00 - 9:10	ACADEMIC 1 8:00 - 9:10
ALLIED ARTS 9:15 - 10:00	ALLIED ARTS 9:15 - 10:00	ALLIED ARTS 9:15 - 10:00	ALLIED ARTS 9:15 - 10:00	ALLIED ARTS 9:15 - 10:00
SNACK 10:00 - 10:10	SNACK 10:00 - 10:10	SNACK 10:00 - 10:10	SNACK 10:00 - 10:10	SNACK 10:00 - 10:10
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LUNCH 12:30 - 1:00	LUNCH 12:30 - 1:00	LUNCH 12:30 - 12:50	LUNCH 12:30 - 1:00	LUNCH 12:30 - 1:00
RECESS 1:00 - 1:30	RECESS 1:00 - 1:30	RECESS 12:50 - 1:20	RECESS 1:00 - 1:30	RECESS 1:00 - 1:30
ADVISORY/MTSS /SEL 1:30 - 2:30	ADVISORY/MTSS /SEL 1:30 - 2:30	DISMISSAL	ADVISORY/MTSS SEL 1:30 - 2:30	ADVISORY/MTSS SEL 1:30 - 2:30

*Subject to change

Class Schedules

BRES 7-8 classes meet daily. Science and Social Studies rotate on a "blue/white" alternating schedule. Wednesday is a modified day.

Middle School Grading System

Students are assessed according to Graduation Standards, which are aligned with state and national standards for each grade level. The expected outcomes represent skills and competencies that each child should be able to do as a result of learning in a particular course.

Each standard will be rated on a 10 point scale 90-100= A, 80-89.5= B and so forth. The performance scores do not incorporate any behaviors (tardiness, disruption, work ethic, effort). Habits of Work and Learning (HOWLS) are also reported, as these qualities can be just as important to a student's future success as academic performance. Separating academics from work habits shows parents an accurate picture of their child's skills and competencies.

On the report card, you will see the reporting standards listed below each subject

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

HOWL scores also appear on the report cards. Those standards reflect behavior expectations – the qualities that support learning and citizenship in middle school.

EXPLANATION OF REPORTING SYMBOLS: HABITS OF WORK AND LEARNING STANDARDS

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

Academic Progress / Power School — The middle school uses an online grading program called Powerschool. Middle school parents are able to keep up to date with their child's academic progress using Powerschool. At the beginning of each year, parents (and students) are issued a username and password to access their child's academic progress on Powerschool. Teachers will update records regularly (within a week of an assignment being due, unless it's a larger project and takes more time to grade). If you have a question about a score on an assignment, please contact your child's teacher.

We will expect students to:

1. Complete work for assigned dates
2. Make up missed work and 2nd try assessments within a one week period
3. Stay for mandatory after school help with a teacher if their work is not completed on time, to complete their work or redo an assessment
4. Miss extracurricular events if they are not upholding their academic obligations.

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

Missing Work or Missed Deadlines: Students can be asked to come to school early or stay after school to make up work or learning time.

Extracurricular Restrictions and Work Habits: If students do not hand in assignments on time or have missing work, they may not be allowed to participate in social or extra-curricular events at school. If students complete work with good effort in the after/before school time the teacher can release them to participate in that day's activities. Missing work can be viewed online at any time on PowerSchool and Google Classroom.

BRES Behavior Rules and Policies

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

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

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

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

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

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

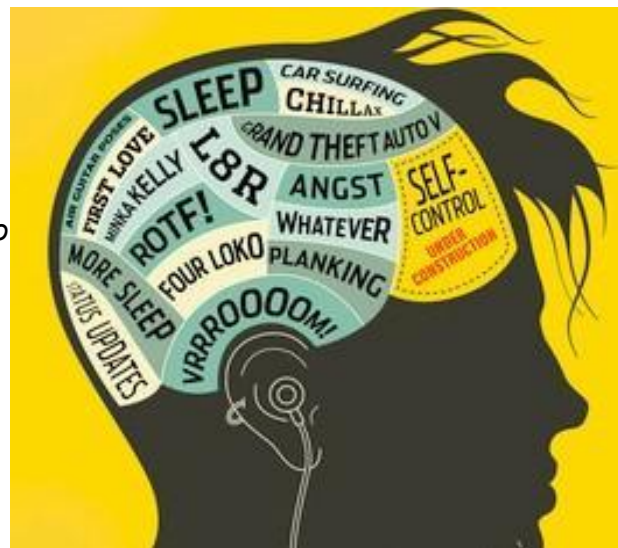
BRES rules and policies are outlined in the following pages. In addition to these rules, individual teachers may have other individual classroom rules posted. All school rules apply to off-campus school-sponsored events. In addition, BRES students attending other schools' events are subject to BRES policies, as well as the host school's policies. All of the relevant policies for AOS98 are available online via the AOS98 website (<https://www.aos98schools.org/>).

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

[AOS Policy Code – JKA](#)

REMINDER - PROTOCOL FOR SCHOOL INCIDENTS:

If your child tells you about a problem they have had at school with another student or staff member, we ask that parents contact an adult at school (typically the adult who is directly involved) before coming to any



conclusions about the incident.

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

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

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

CONSEQUENCES (Reference [AOS98 Schools Policy Code – JKB](#)):

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

CONSEQUENCE DEFINITIONS:

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

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

Behavior slips are given to students when repeated redirections were given for misbehavior **and/or** because the misbehavior was disruptive to their class, interfered with the ability to teach, or maintain a safe environment. When a behavior slip is given, a more formal consequence (e.g. an after-school restorative conversation) may also be applied, if needed. Behavior slips must be signed by the student, referring teacher, and a parent/guardian and

returned to the referring teacher the next day. Failure to return the slip or complete the reflection on the back of the form may lead to an additional consequence.

QUICK VALUE CHECK: A “quick value check” is a discussion to help a student understand the impact of their actions on those around them, and reiterate our expectations of behavior in school based on our core values. QVCs take place after class, during a break or lunch, or after school. The QVC will last as long as the conversation needs. If a student is taking a bus home after school or has a scheduled appointment, the staff member will give 24 hours notice to the student before keeping them after school if that is the only time available. A behavior slip will be sent home for parent signature when a QVC occurs with a student after school.

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

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

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

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

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

BEHAVIOR CONTRACT: Behavior contracts are most often used when unkind or unwanted behaviors are repeated and reciprocal. In these cases, students may need more support than the typical consequences provided in order to stop the behavior. When this is the case, we draft behavior contracts that both parties agree to and sign. The contracts generally state that the students agree to leave one another alone and may include specific

behaviors. We have found this to be an effective deterrent when other measures have not been successful.

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

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

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

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

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

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

STUDENT SUPPORT TEAM: In addition to the formal consequences outlined above, a student who demonstrates repeated behavior issues might be referred to our Student Support Team. This team is composed of teachers, the social worker, school counselor and school administrator(s). Once referred to the Student Support team, a student's case will be examined for the most suitable interventions to support their behavioral needs. Interventions include: assigning a behavior plan, implementing a check-in/check-out system, completing a 6-week behavior intervention program. Team meetings may include parents and/or students.

BRES RULES FOCUSED ON CORE VALUES

BRES Rules Focused on RESPONSIBILITY:

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

Applied to All Students:

- Students are required to wear clothing that covers undergarments and private areas (bra straps showing under clothing is not a violation). Shirts, bottoms, and shoes must be worn at all times.
 - Bathing suits, pajamas, and costumes are not suitable for daily wear and should only be worn when applicable by the activity
- Shirts should meet the top of pants when standing

- Any clothing or accessory with an inscription, symbol or design promoting or depicting illegal substances, alcohol, tobacco, illegal or indecent activity or profanity is not acceptable attire for school.
- Hoods are to be removed upon arriving at school and be off until needed for outside wear.
- Students are permitted to wear hats throughout the school day unless otherwise directed by BRES staff. Costume-style hats (e.g. sombreros, helmets, hats that light up or have moving parts, etc.) are not school appropriate.

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

- **First incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). Warning.
 - **Second incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). In addition, students will attend a restorative conversation.
 - **Third incident:** Students will be sent to the office for determination of a violation and required to change (student may have additional clothing or parent will need to bring a change of clothing). In addition, students will attend a restorative conversation with parents and may lose school privileges.
 - **Fourth and each subsequent incident:** Students will be sent to the office for determination of a violation, required to change clothing, and may have a morning check-in at the office for a determined amount of time to ensure clothing meets dress code.
4. **Playground:** All students are expected to behave in a responsible and safe manner on the playground. Students who are not acting responsibly on the playground will be subject to the following consequences:
- **Each offense:** Quick value check or removal from the playground and lunch in the office as appropriate.
 - **Repeated offenses that involve safety concerns:** referral to Student Support Team.
5. **Cafeteria/Kitchen/Lunch Time:** Students are expected to act in an orderly manner in the cafeteria/kitchen/lunch room at all times. Any student behaving in a disorderly fashion, throwing food, cuts in line, shouts, runs or leaves debris will be subject to the following consequences:
- **Each offense:** Quick value check, loss of recess, cafeteria clean up duty, and/or lunch in the office as appropriate.
6. **Hallways:** Hallways are extensions of the classroom. Students are asked to walk on the right-hand side of the hallway to ensure safe traffic flow and maintain an ordered environment. Students are also expected to move from one place to another quietly and in a controlled manner. Students may not run or “hang out” in the hallways.
- **Each offense:** Quick value check and/or removal from the hallway during regular passing time as appropriate.
 - **Repeat offenses:** Restorative conversation or other consequences as deemed appropriate by the administration.

7. **Personal Electronic Devices:**

Students are prohibited from bringing personal electronic devices or games to school or on the school bus unless approved by a school employee. These devices and their components are costly and if brought to school, are done so at the student's own risk. The School and/or District will not be held liable for lost, stolen or damaged electronics. Electronic devices include, but are not limited to : cell phones, laser pointers, iPods, iPads, AirPods, bluetooth headphones, watches, electronic games, etc.

- Students in grades 6-8 are expected to place their phone, Bluetooth headphones (such as AirPods), and Smartwatch into a lockable cabinet during school hours.
- Every 6th-8th grade homeroom will have a lockable cabinet to store student devices and electronics.
- Students will be expected to turn off and lock devices and electronics in their homeroom cabinet upon entering school in the morning and will be able to unlock it at dismissal (either at the end of the day or if they are being dismissed early). Students who fail to do so will follow the ladder of consequences listed below.

BRES Cell Phone/Smartwatch & Personal Device Ladder of Consequences		
1st Offense	Offense Examples: Seen using phone or watch Not truthful about location of devices	<ul style="list-style-type: none"> • Student sent to the office and receives 1/2-hour detention • Document in student record • Phone remains in office for remainder of the day and can be picked up at dismissal
2nd Offense	Use of other devices not locked in cabinet/ multiple devices	<ul style="list-style-type: none"> • Student sent to the office and receives 1-hour detention • Document in student record and parent notification • Phone remains in office for remainder of the day and can be picked up at dismissal
3rd Offense	Use of personal laptop - texting, social media, etc. Etc.	<ul style="list-style-type: none"> • Student sent to the office and receives 1-hour detention • Document in student record and parent notification • Phone remains in office for remainder of the day and needs to be dropped off at arrival and picked up at dismissal in the office for 1 week
4th Offense		<ul style="list-style-type: none"> • Student sent to the office and receives 1-hour detention • Document in student record and parent notification • Phone remains in office for remainder of the day and needs to be dropped off at arrival and picked up at dismissal in the office for remainder of year
Refusal to follow plan		<ul style="list-style-type: none"> • Parent meeting required

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

- **First offense:** Restorative conversation.
- **Second and subsequent offenses:** Restorative conversation, and may also require a meeting with an administrator and parents.

9. **Cheating:** Also refer to policy [EGAD](#) and [EGAD-R](#). Students are expected to do their own work. Homework and tests should not be copied from other students. Papers need to be written in the student's own words, and no part can be copied and pasted (in part or whole)

from the Internet without proper footnoting. Downloading a paper from the Internet is plagiarism and is a serious offense. Students may not receive or share information about tests with other students.

- **Each offense where a student has copied or received information from another student:** The student will need to complete an alternative, equivalent assignment and attend a restorative conversation. Parents will be notified.
- **Each offense where a student has provided information about the content of an assessment to another student:** The student will be required to take part in a restorative conversation.

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

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

11. **Possession of a Gun:** *Also refer to Appendix for Policy on Weapons, Violence, and School Safety, ref [JICIA](#).* Possession of a gun (whether loaded or unloaded) at school is a violation of Federal and State Law. Any student who brings a gun to school will face the following consequences:

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

12. **Possession or Use of Illegal Drugs or Alcohol:** *Also refer to policy [JICH](#).* These substances are prohibited (use and possession of substance and paraphernalia) and are illegal.

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

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

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

BRES Rules Focused on RESPECT:

1. **Mean-spirited behavior:** All students are expected to treat other students with appropriate kindness, respect, and courtesy. Mean spirited behavior includes teasing, exclusion, spreading rumors about others, name-calling, and rude and disrespectful

behavior that does not meet the definition of bullying under policy [JICK](#). Students who are mean spirited toward others will be subject to the following consequences in an effort to prevent bullying and harassment:

- **First offense:** Restorative conversation.
 - **Second offense:** Formal education class.
 - **Third and subsequent offenses:** Restorative conversation with parents, loss of school privileges, and referral to Student Support Team.
2. **Disrespect toward staff/Non-cooperation:** Students who purposefully defy the directions of a staff member, raise their voice or use unkind words towards staff, or interfere with our ability to establish a safe and peaceful learning environment will be subject to the following consequences:
- **First offense:** Restorative conversation after school.
 - **Second offense:** Formal education class after school with guidance, and parent notification.
 - **Third and subsequent offenses:** Referral to Student Support Team and consequences that could include: restorative conversation with parents, implementing a behavior plan, loss of some school privileges, one hour of student service.
3. **Swearing or use of vulgarities toward a staff member:** Students who swear directly at a staff member will be subject to the following consequences:
- **Each offense:** Immediate suspension pending a parent conference. The student will be expected to attend a restorative conversation with the staff member involved.
4. **Swearing or use of vulgar language:** Students are not permitted to swear or use vulgar language in any way at any time and will face the following consequences:
- **Each offense:** Quick value check with the teacher involved.
 - **Repeated offenses:** Parent conference, possible suspension, possible referral to Student Support Team.
5. **Violation of a Student or Staff Member's Civil Rights:** Students who engage in conduct that violates a fellow student or staff member's protected civil rights will be subject to the following consequences:
- **First offense:** Immediate removal from the classroom. Formal lesson on Civil Rights violations and their impact during recess or after-school detention. Restorative conversation with those impacted will be utilized, as appropriate. Possible suspension, depending on severity.
 - **Repeated offenses:** Parent conference, possible suspension, possible referral to Student Support Team.

BRES Rules Focused on SAFETY

1. **Bullying/harassing other students:** *Also refer to School Board Bullying and Harassment Policies for definitions, ref [JICK](#) and ACAA.* Bullying is detrimental to the school environment and student learning, achievement and well-being. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

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



Boothbay Region Elementary School Reflection Form

Name: _____

Date: _____

Directions: Complete this form and return it to the referring staff member. Review form with a staff member after completion for approval. Take the completed and approved form home and get a parent/guardian signature. Please return this form on the next school day, an email will also be sent home with a scanned copy to your parent/guardian to review.

Explain the event that led to this reflection in your own words.

What were you feeling when this was happening? (circle all that apply)

ANGRY	FRUSTRATED	EMBARRASSED	ANNOYED	CONFUSED	DISAPPOINTED
SILLY	EXCITED	IMPULSIVE	PROVOKED	POWERLESS	SKEPTICAL
ANXIOUS	REJECTED	BORED	ANIMATED	SAD	INDIFFERENT

What would have helped you? What did you need? (circle and explain)

Ask for a break Seek adult help Walk away Think before I speak/act Move on

How were you impacted? (circle and explain)

Loss of learning time Trust broken Relationship harmed Felt unsafe/hurt Felt disrespected

How were other students impacted? (circle and explain)

Loss of learning time Trust broken Relationship harmed Felt unsafe/hurt Felt disrespected

How were staff impacted? (circle and explain)

Loss of learning time Trust broken Relationship harmed Felt unsafe/hurt Felt disrespected

What will make it right? (circle all that apply)

Verbal apology Written apology Restorative conversation Action to improve our school

Individual written agreement Problem solving parent meeting Other: _____

What could have been done differently?

Your signature: _____

Referring staff signature: _____

Parent signature: _____

iPad Policies & Procedures Contract Boothbay Region Elementary School (Student License)

Student Name _____ Graduation Year _____

BRES teachers have worked very hard to align their curriculum utilizing 1-1 student devices as they have become an important tool, as well as a privilege, for K-8 students to use for learning. As with all school materials it's the students responsibility to take care of all equipment issued as part of their education. This includes an iPad, case, bag, charging brick, and charging cord. It's the expectation of all BRES staff and administrators that students abide by the guidelines set forth regarding the use of technology.

Violations will include, but may not be limited to the following

1. Internet/Mail Access

- 1A.** Accessing the internet and/or websites that are not assigned by the "classroom teacher" (the person in charge of the class/space they are currently in). No Teacher present than no use of the internet, during the regular school day 7:30am-2:30pm.
- 1B.** Accessing outside communication systems including, but not limited to, email not approved by BRES Admin, Discord, or any other communications outside of that assigned by the classroom teacher during the school day.
- 1C.** Creating/Sending inappropriate or threatening content as deemed by BRES administrators
- 1D.** Gaming without teacher permission.
- 1E.** Accessing information, apps, etc using another person's username and or password.

2. Altering Hardware

- 2A. Changing usernames/passwords from the cheat sheet without permission from Mr. Gray.
- 2B. Changing iPad preferences without teacher permission.
- 2C. Student issued school devices use a passcode only. (No Touch ID).
- 2D. Logging into the iPad with another AppleID

3. Care, Control and Custody

- 3A.** Leaving your school issued iPad unattended or anywhere other than its storage area while at school.
- 3B.** Causing Harm or physical damage to any of the hardware (iPad, charger, case) including but not limited to:
 - Keep Food/Liquids at least an arms length away from school issued devices
 - Scratching, poking, marking, or breaking the screen
 - Damaging ports, chargers, cords, case and or bag
 - Putting stickers on the device/case, or using sticky substances near the device.
- 3C.** This Student License and the student cheat sheet(password sheet) must be available upon request at all times.
- 3D.** Leaving the school issued iPad at home.
- 3E.** Not starting the day with a fully charged iPad.

4. Miscellaneous Violations

- 4A.** Printing violation - (printing without permission, not picking up what was printed that day, or wasting paper)
- 4B.** Miscellaneous-teacher please record any non-listed violation on the back with an explanation

If any of these violations occur, the teacher will make a record of your violation on the back of this licence contract. Consequences may be applied upon need and severity of the violation. A meeting with parents, teacher(s), student, and possibly administrators may be warranted as a result of any violation. It's our goal to not remove the use of the school issued iPad, but should gross negligence occur by a student, the school's only recourse may be to remove any or all equipment until the situation can be looked into.

It will be the responsibility of the teacher in charge at the time of the violation to: record infraction, date, and initial. Comments may be added if needed. Violations can be added to SWIS If the device needs to be removed, it will be given to Mr. Gray for safekeeping until a resolution is made at a parent, teacher, and student meeting. Grades 5+6 Five infractions = a consequence. Grades 7+8 3 infractions = a consequence.

[illegible]

1. Use only when supervised by an adult place(table/desk)
2. Carry iPads with two hands
3. Be Careful
4. Keep away from glue, food, drinks, and pets
5. Use at a safe indoors
6. Plug it in when finished
7. Please use common sense

School and District Policies

Click each underlined title to view the district policy.

Bullying — The BRES school community is committed to providing a safe and positive school climate. School rules dictate that there will be no bullying behavior. We define bullying as repeated negative or aggressive behavior creating a victim, due to an imbalance of power. We ask you to please help others if you see bullying by speaking out and by getting adult help. All students are to be included in activities at our school.

Bomb Threats — Determining whether a bomb threat is legitimate is difficult. Therefore, every threat will be treated seriously and investigated to the greatest degree possible in conjunction with appropriate law enforcement officials. In the event that evacuation is necessary, students will exit the building to predetermined evacuation locations. Individuals found to be responsible for making bomb threats will be referred to law enforcement officials.

Child Find — All AOS98 schools seek to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 and under the age of 22 and who are in need of special education and supportive assistance. This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. School staff, parents, agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

Custody Issues — We ask that parents who have court documents regarding sole custody, provide a copy signed by the judge. Without this document in your child's file, we cannot deny either parent from requesting the child be dismissed into his/her custody. Please feel free to contact the school secretary with any questions.

Discrimination — Discrimination against and/or harassment of students or staff because of race, color, sex, sexual orientation, gender identity, religion, ancestry, national origin, age, familial status or disability violate school board policy and state and federal laws.

Each student and employee has the right to learn and work in an atmosphere free of intimidation, hostility, and offensiveness. Students who believe they are victims of discrimination/harassment should report such occurrences to a teacher, counselor or administrator.

Dress Code — We believe that well-reasoned guidelines on student dress are essential for the good order and decorum of any safe and successful school dedicated to high student

achievement. The primary responsibility for a student's attire rests with the student and their family. At BRES, the dress code is in place to provide guidance that allows students to participate effectively in ALL activities and experiences we provide within our active learning environment. Students must meet the dress code during the school day and at school-sponsored events. Students must meet the dress code while standing, seated, and participating in all activities within any classroom, in the gym, the hallways, at recess, and all school activities. The administration reserves the right to deem other clothing inappropriate for the school environment if it is not consistent with the spirit of this dress code.

Applied to All Students:

- Students are required to wear clothing that covers undergarments and private areas (bra straps showing under clothing is not a violation). Shirts, bottoms, and shoes must be worn at all times.
 - Bathing suits, pajamas, and costumes are not suitable for daily wear and should only be worn when applicable by the activity
- Shirts should meet the top of pants when standing
- Any clothing or accessory with an inscription, symbol or design promoting or depicting illegal substances, alcohol, tobacco, illegal or indecent activity or profanity is not acceptable attire for school.
- Hoods are to be removed at lockers/cubbies upon arriving at school and be off until needed for outside wear.
- Students are permitted to wear hats throughout the school day unless otherwise directed by BRES staff. Costume-style hats (e.g. sombreros, helmets, hats that light up or have moving parts, etc.) are not school appropriate.

Drugs/Alcohol/Tobacco — The use of, or possession of, alcoholic beverages, tobacco or drugs on school grounds, or at any school- sponsored event, on or off school grounds (including field trips, athletic events, etc.) will result in the student immediately being removed from school ground. Local law enforcement will be contacted regarding the possession of, or use of illegal substances at school or any school sponsored event. This may result in suspension and/or expulsion following the completion of an investigation and consultation with parent/guardian.

Hazing — Maine statute defines hazing as “any action or situation that recklessly or intentionally endangers the mental health or physical health of a student enrolled in a public school”. Therefore, hazing activities of any type are prohibited. Failure to abide by this policy will result in disciplinary action.

Electronic Devices — Students are prohibited from bringing personal electronic devices or games to school or on the school bus unless approved by a school employee. These devices and their components are costly and if brought to school, are done so at the student's own risk. The School and/or District will not be held liable for lost, stolen or damaged electronics.

Electronic devices include, but are not limited to : cell phones, laser pointers, iPods, iPads, AirPods, bluetooth headphones, watches, electronic games, etc.

- Students in grades PreK-5 are expected to keep their devices turned off and in their backpack or with their homeroom teacher.
- Students in grades 6-8 are expected to place their phone, Bluetooth headphones (such as AirPods), and Smartwatch into a lockable cabinet during school hours.
- Every 6th-8th grade homeroom will have a lockable cabinet to store student devices and electronics.
- Students will be expected to turn off and lock devices and electronics in their homeroom cabinet upon entering school in the morning and will be able to unlock it at dismissal (either at the end of the day or if they are being dismissed early). Students who fail to do so will follow the ladder of consequences listed below.

BRES Cell Phone/Smartwatch & Personal Device Ladder of Consequences		
1st Offense	Offense Examples: Seen using phone or watch Not truthful about location of devices	<ul style="list-style-type: none"> • Student sent to the office and receives 1/2-hour detention • Document in student record • Phone remains in office for remainder of the day and can be picked up at dismissal
2nd Offense	Use of other devices not locked in cabinet/ multiple devices	<ul style="list-style-type: none"> • Student sent to the office and receives 1-hour detention • Document in student record and parent notification • Phone remains in office for remainder of the day and can be picked up at dismissal
3rd Offense	Use of personal laptop - texting, social media, etc. Etc.	<ul style="list-style-type: none"> • Student sent to the office and receives 1-hour detention • Document in student record and parent notification • Phone remains in office for remainder of the day and needs to be dropped off at arrival and picked up at dismissal in the office for 1 week
4th Offense		<ul style="list-style-type: none"> • Student sent to the office and receives 1-hour detention • Document in student record and parent notification • Phone remains in office for remainder of the day and needs to be dropped off at arrival and picked up at dismissal in the office for remainder of year
Refusal to follow plan		<ul style="list-style-type: none"> • Parent meeting required

Student Conduct on Buses — Boothbay Region Elementary School strives to transport students safely to and from their destinations. Our goal is to conserve comfort, safety and welfare of the pupils while riding the bus and having responsible drivers that have control over the conduct of pupils while they are riding the bus. Riding a school bus is a privilege and not a student right.

Student Searches — Schools have the right to ensure a safe and orderly environment conducive to the educational process. Therefore, school officials may conduct reasonable searches of students when, in their judgment, there is reasonable grounds for suspecting that the search will reveal evidence that the student has violated, or is violating either the law, or

policies or regulations of the school. Lockers are school property that students are provided for convenient storage. The school retains the right to open and to inspect lockers and its contents at any time for any reason. Therefore, students should not expect that items stored in their lockers will be kept private.

Student Records — Boothbay Region Elementary School adheres to all aspects of the Family Rights and Privacy Act (FERPA). Parents have the right to inspect, to request copies, and to appeal the inclusion of some materials. There are some public school specific guidelines regarding the maintenance of records and access to those records.

Technology Use and Safety — We are pleased to offer one to one devices to every student in grades K-8. Technology is used to supplement and extend learning for our students. It is the expectation that the user will follow all guidelines outlined in our [Acceptable Use Policy](#).

Video Surveillance (transportation) — With careful consideration balancing the need for safety and discipline with student privacy, the board supports the use of video cameras on school transportation vehicles. In an effort to reduce student behavior violations, the cameras may be used to monitor student behavior during transport to and from school and extracurricular activities and field trips.

Video Surveillance (School Property) — The school has a responsibility to maintain order and an appropriate learning environment in and around schools to ensure the safety of staff and students. In consideration of this responsibility, BRES utilizes video surveillance cameras on school grounds and in areas of common use within the buildings. Areas of common use include but may not be limited to parking lots, school entrances, hallways, cafeterias, libraries and gymnasiums.

Weapons, Violence, and School Safety — At BRES we take the safety of our community very seriously. We have emergency plans for fires, lockdowns, bomb threats, natural disasters, chemical spills, deaths, assaults and hostage situations. We work closely with the Police Department and Fire Department to practice drills for emergency procedures during the school year. We have locks on all classroom doors, an efficient system to disseminate information, clear check-in procedures in our office, and locked exterior doors during the school day. We take school safety seriously and are always seeking to improve our policies, procedures and implementation with help from local emergency services. If you have questions or concerns, please contact the head of our Safety and Security Department (Kyle Canada) or our Assistant Principal (Julianne Hansbury).

In an effort to ensure a safe environment for students and employees, all persons are prohibited from the following conduct at all times on school premises, in any school vehicle, or at any school sponsored activity: Possession or use of articles commonly used or designed to inflict bodily harm and/or to intimidate other persons. Examples of such articles include, but

are not limited to: firearms, ammunition, explosives, switchblades, butterfly knives, chains, clubs, brass knuckles and Kung Fu stars. Use of any object as a weapon, although not necessarily designed to be a weapon, to inflict or threaten bodily harm and/or to coerce, or harass another person. Examples of such articles include, but are not limited to: belts, pencils, files, compasses, scissors, or replicas of weapons (including toys). Administrators shall take the appropriate action against any individual violating this policy, including but not limited to disciplinary procedures and/or action by law enforcement officials.

For a link to all of the district policies, click [here](#).

Handbook Disclaimer

- The Student Handbook is a general reference guide only and is designed to be in harmony with board policy and the Student Code of Conduct. Please be aware that it is not a complete statement of all policies, procedures, or rules that may be applicable in a given circumstance.
- In the case of conflict between board policy (including the Student Code of Conduct) and any provisions of Student Handbooks, the provisions of board policy and the Student Code of Conduct are to be followed.
- Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy or other rules that affect Student Handbook provisions will be made available to students and parents through newsletters or other communications.
- The district reserves the right to modify provisions of the Student Handbook at any time, whenever it is deemed necessary. Notice of any revision or modification will be given as is reasonably practicable under the circumstances.
- Although the Student Handbook may refer to rights established through law or district policy, the Student Handbook does not create any additional rights for students and parents. It does not, nor is it intended to, create contractual or legal rights between any student or parent and the district. If you or your child has questions about any of the material in this handbook, please contact school administration.