MORSE STREET SCHOOL
FAMILY HANDBOOK
2025-2026

21 Morse Street
Freeport, ME 04032

Tel: (207) 865-6361
Fax: (207) 865-2903

http://mss.rsu5.org/

Kindness, curiosity, and creativity inspire excellence & joyful learning

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MORSE STREET SCHOOL
21 Morse Street, Freeport, Maine 04032
Tel. (207) 865-6361, Fax (207) 865-2903
Julie Nickerson, Principal
nickersonj@rsu5.org

Dear Morse Street Families,

Welcome to Morse Street School. This is a wonderful school where students are supported by a community of teachers, support staff, administrators, parents and community members who ensure our school is a safe, welcoming and inclusive environment where students and adults are encouraged to be curious and love to learn. This handbook has several purposes. It is designed to serve as a guide to families in understanding our school procedures, routines and expectations. It also contains a number of RSU No. 5 district policies as a point of reference. You can find all RSU No. 5 policies located on the district website under the RSU Board tab. We hope this will be a helpful tool as you and your child navigate the PK-2 experience.

If there is an inadvertent conflict between this handbook and the RSU 5 District Policies, District Policies prevail. Morse Street School has the right to make changes in the Family handbook at any time without prior notice. An updated copy of the handbook will be maintained on the Morse Street website and in the main office at the school. The RSU 5 School Board conducts its regular meetings on the 2nd and 4th Wednesday of each month at Freeport High School. Meetings convene at 6:30 P.M. and the public is cordially invited to attend. Special meetings will be announced through school messenger, school websites and social media.

At Morse Street School we pride ourselves on creating a strong community that emphasizes social, emotional, as well as academic growth. In addition to the information in this handbook, you will receive regular Morse Street School newsletters, as well as other communication from district administrators, individual teachers and staff, the Freeport Elementary Parent Teacher Club (PTC) and the Freeport, Durham and Pownal Education Foundation (FPaD). Most communication will be sent via e-mail or text so please watch for newsletters and notices so that you can remain fully informed of special events and important school news. We do have a social media presence so follow us on Facebook and Instagram for reminders, updates and celebrations. A newsletter archive is maintained on the Morse Street School website, so that you can reference previously sent updates. All staff encourage direct communication as the best way to partner with families to support our students. We are excited for a new year of learning!

Sincerely,
Julie Nickerson, Principal

RSU No.5 EDUCATIONAL MISSION AND VISION

To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

RSU No. 5 Vision:

- Our Students: In RSU No. 5, learners become healthy, empathetic, and responsible citizens who contribute to their local and global communities. Students are creative problem solvers and critical thinkers who communicate effectively in an evolving world.
- Our Learning: RSU No. 5 responds to individual needs and prepares students to thrive in their personal and professional lives. Learning is personalized to challenge students and explore their passions. Students choose from a variety of diverse and engaging experiences, including opportunities for active, experiential, real-world learning.
- Our Culture/Community: In RSU No. 5, students learn in joyful environments that are physically and emotionally safe. The school culture fosters well-being, respect, and curiosity while challenging students with clearly defined and rigorous expectations. Partnerships involving parents and community inspire and support enriched learning for all students.

Students graduate as compassionate, honest, and respectful citizens who learn and contribute to their communities for life.

Legal Reference: TITLE 20-A MRSA SEC. 4511.3,
A Adopted: April 28, 2010
Reviewed: December 8, 2010
Reviewed: November 20, 2013
Revised: February 6, 2019

ABOUT MORSE STREET SCHOOL

Kindness, curiosity, and creativity inspire excellence & joyful learning

Our school is part of RSU No.5 We collaborate with schools in Durham and Pownal. We support approximately 325 students in grades Pre-K to Second grade. Our Mission is to create a positive, safe and respectful environment for our community of learners. We strive to provide an enriching academic experience that meets the needs of each child, while consistently providing opportunities for creative, physical, social and emotional development.

Our dedicated teachers and support staff work collaboratively together to establish a solid foundation for academic growth, together with social-emotional development. We are a school that is committed to the *Responsive Classroom* philosophy. The *Responsive Classroom* approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. It is a widely used research-based approach to elementary education that increases academic achievement, decreases problem behaviors, and improves social skills. *Responsive Classroom* practices help educators build competencies in four key domains - each of which enables and enriches the others:

Engaging Academics Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.

Positive Community Teachers nurture a sense of belonging, significance, and emotional safety so that students feel comfortable taking risks and working with a variety of peers.
Effective Management Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
Developmentally Responsive Teaching Teachers base all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical and cognitive development.

(Information provided by Center for Responsive Schools)

Our students receive classroom-based instruction in core curriculum areas of Literacy, Mathematics, Science and Social Studies. Our Specialist teachers provide weekly instruction in Art, Music, Physical Education, Library/Media Center and STEM. Our school counselor provides invaluable in-class instruction on a regular basis. This provides the necessary support our students need to navigate new experiences and build long-lasting problem solving skills. On a short term basis individual and small group support can also be provided throughout the school year.

Morse Street School is fortunate to have an active Parent Teacher Club (PTC). We are extremely grateful for their support and endless fundraising. Money raised enables us to offer enriching learning opportunities for our students. In addition to the PTC, RSU No.5 schools are supported by The Freeport, Pownal and Durham Education Foundation (FPaD), who generously support school endeavors that reach beyond the parameters of the school budget.

Morse Street School Staff 2025-2026

Principal:
Julie Nickerson

Assistant Principal:
Amanda Marsden

Administrative Secretary:
Michelle Bosse
Beth Wunder

School Nurse:
Brooke Rich, RN
Shannon Sampson, RN

School Counselor:
Kelley Ryder-Herzog

Social Worker:
Cindy Kivler
Beth Rankin

Pre-K:
Amber Harrison
Aja Stephan
Patti Drew (Ed-Tech)
Jonathan Rhoads (Ed-Tech)

Early Intervention Team:
Hannah Reidman (OT)
Katie Broadbent (SLT)
Leah Campbell (Special Ed)

Kindergarten:
Claire Bowen
Olivia Glatter
Jill Grogan
Lydia MacDonald

First Grade:
Diane Acousti
Abigail Hunt
Jillian Merrill
Deb Sears

Second Grade:
Julianna Kiley
Meghan Taylor
Marissa Organ
Genevieve Flynn
Anna Warren*

Literacy Specialist:
Melissa Gadbois

Math RTI Teacher:
Aja Darak

ESOL Teacher:
Lana O'Shea

Ed-Techs:
Grace Marley
Kristy McKibben
Anne-Marie Spizzuoco
RTI-B (TBD)

Special Education:
Kelly Barton
Bethany Howard
Kelsey Williams

Speech Pathologist:
Caitlin Hecox

Occupational Therapist:
Anna Brown

Physical Therapist:
Sarah Burtchell

Special Ed-Techs:
Ashley Corliss
Nicole Cummings
Ashley Harris
Linda Farwell
Pam Gee
Francine Mukamama
Whitney Scott

Art:
David Whiting

Library/Media Specialist:
Emma Egan
Cynthia Lunt (Ed-Tech)

Music:
Rachel Domin

Physical Education:
Katie Lutts

STEM:
Renee Turcotte (Bucknell)

Strategists:
Susan Dee*
Elizabeth Neuts (Special Ed)

Food Services:
Gloria Schultz
Nancy Aloisio

Custodians:
Nadia Dinganga
Patricio Ngoma
Joe Pace

All staff may be contacted using last name and first initial followed by @rsu5.org or calling 865-6361 to leave a voicemail if not immediately available.

ROUTINES AND PROCEDURES AT MORSE STREET

OFFICE HOURS:

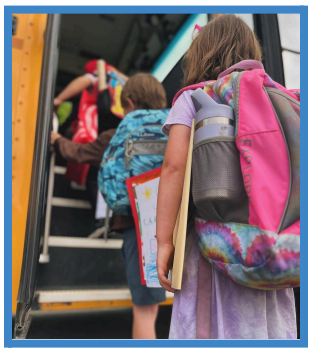
The school office is open from 8:00 a.m. to 4:30 p.m. Monday through Friday. During the summer Mrs. Nickerson is available by appointment most days and Mrs. Bosse, our Administrative Assistant, is in the office on Tuesdays.

Voicemail messages may be left for staff members 24 hours a day. Staff members will return your phone call when they are not working with students. In order to keep disruptions to the learning environment to a minimum, calls will not be put through to a classroom during the school day except in case of an emergency. For non-emergency matters, staff members are also available by email, and will respond to you within 24 hours as far as possible. E-mail addresses are accessible through the school's website.

SCHOOL SCHEDULE:

Students may go to their classrooms at the 8:25 a.m. instruction begins at 8:35a.m. Students are expected to have their morning responsibilities (e.g. lunch sign-up, coats and backpacks put into lockers, etc.) completed by 8:35a.m. Students who arrive after 8:35a.m. will be considered tardy and will need to sign in at the office. Students should arrive in the lobby no earlier than 8:20a.m. as there is no supervision available before that time.

Students are dismissed starting just before 3:15p.m. Please call the school prior to 2:15 p.m. with any changes to your child's end of day transportation or pickup needs.



ARRIVAL AND DISMISSAL:

Your children are expected to be in their classrooms to start their classroom instruction at 8:35a.m. Buses arrive around 8:25 a.m. Drop off in the morning usually begins around 8:20a.m. If you are dropping your child off, there is an adult on outside duty starting at 8:20 a.m. We have a drop off loop, you can drive up and your child will be greeted and helped out of the car and guided to their classroom. The children may go to their classrooms when the 8:25a.m. bell rings. In order to foster independence please say goodbye to your child in the car. If you need to come into the school for any reason, please go to the office, sign in and wear a visitor badge. Parents must come into the school office to sign students out.

Dismissal time starts just before 3:15pm for children who are being picked up at school. Parents and caregivers may line up in the circle with their cars and students will be brought to you. Buses will be loaded and ready to start their bus runs by 3:15pm.

PRE-K ARRIVAL AND DISMISSAL:

Pre-k students join with the rest of the school for beginning and end of day arrival and dismissal. In the middle of the day morning session students are dismissed at 11:20am either to parents in cars at the front of the school or bus. Afternoon session arrives at 12:30pm and parents will be met at the front of the school or the bus will be greeted.

Morning session: 8:35am - 11:20am
Afternoon session: 12:30pm - 3:15pm

EARLY DISMISSALS:

If your child needs to leave school early, due to a medical or other appointments that cannot be made outside of school hours, please send a note with your child or contact the office at the beginning of the school day. Students will only be dismissed to a parent, guardian or designated emergency contacts, unless special written permission is provided. Without notification of a change in plans, we will assume that your child is taking their regular mode of transportation at the regular dismissal time.

Scheduled half day dismissals happen occasionally and students will be dismissed at 11:50a.m. Any half-day is noted on the school calendar. Special arrangements for childcare need to be made known to the school either by note or phone call, otherwise we will assume your child is taking his/her typical route home.

If an unforeseen event requires Morse Street School to be closed early for the day an attempt will be made to contact families by e-mail or by phone. If we are unable to reach you, we will notify the contacts on your emergency card. Please be sure you have an emergency plan in place for your family and update the school office with changes as they occur.

SCHOOL CANCELLATIONS/EARLY RELEASE:

When school must be canceled, delayed, or dismissed early due to inclement weather, cancellation notices can be heard on local radio and television stations. If you have chosen to participate in the school messenger service, you will also receive an automated call from the school department informing you of the cancellation. In the event of a delayed start to the school day, bus pick up times will be adjusted to match the delay. For example, in the case of a two hour delay, school start times and bus pick-up times are pushed back exactly two hours.

When school is closed for the day or dismissed early, all PreK-8 after-school and evening school-sponsored activities and community uses of school facilities will be canceled or postponed. Cancellation of high school after-school and evening school-sponsored activities will be decided by the building administrator/designee.

DISMISSAL PRECAUTIONS POLICY:

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

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

ATTENDANCE

RSU5 School Calendar 2025-2026

AUGUST/SEPTEMBER				
M	T	W	TH	F
25	PLD	PLD	PLD	29
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

21

8/26,27,28 Professional Learning Days
9/1 No School (Labor Day)
9/2 First Student Day PreK-9
9/3 All PreK-12 Students

OCTOBER				
M	T	W	TH	F
		1	2	3
6	7	8	9	PLD
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

21

10 Professional Learning Day
13 Indigenous People's Day

NOVEMBER				
M	T	W	TH	F
3	4	5	6	7
PLD	11	12	13	14
17	18	19	20	21
24	25	PC	27	28

15

10 Professional Learning Day
11 Veterans Day
26 Professional Compensation Day
27-28 Thanksgiving Break

DECEMBER				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

15

22-31 Winter Vacation

JANUARY				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

19

1 -2 Winter Vacation
19 Martin Luther King, Jr. Day

FEBRUARY				
M	T	W	TH	F
2	3	ER	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

15

4 Early Release - Half Day
16 Presidents' Day
17-20 February Vacation

MARCH				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	PLD
16	17	18	19	20
23	24	25	26	27
30	31			

21

13 Professional Learning Day (1/2)
(No School for Students)

APRIL				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	PC
20	21	22	23	24
27	28	29	30	

16

17 Professional Compensation Day
20 Patriots' Day
21-24 April Vacation

MAY				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	ER	14	15
18	19	20	21	22
25	26	27	28	29

20

13 Early Release - Half Day
25 Memorial Day

JUNE				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	~~16~~	17*	18*	19
22*	23*	24*	25	26
29	30			

12

14 Graduation
16 Last 1/2 Day If No Snow Days
* Storm Make up Days (17-24)
19 Juneteenth Natl. Independence Day

175

NO SCHOOL - Holiday/Vacation

PLD PROFESSIONAL LEARNING DAY - No Students (5 1/2)

Students are expected to be in school every day. Regular attendance is closely linked to academic success. Ensuring your child's regular attendance helps to communicate a strong message that education is important. <u>If a student is absent, the parent must phone the office by 9:00 a.m.</u>

A student absence will be marked excused for the following reasons:

- personal illness
- appointment with a health professional that can only be scheduled during school hours,
- observance of a recognized religious holiday when the observance is required during the school day,
- family emergency, or
- planned absence for a personal or educational purpose

In the event that your student must miss school for a planned absence for a personal or educational purpose, the absence must be approved prior to the absence to be excused. This practice aligns with State of Maine Law and our district attendance policy. Please utilize our school "Planned Absence Request" form (both available online and in the school office) for these requests.

If a student is out three or more consecutive days for illness, a note from a doctor is required to excuse the absence after the third day.
(See: Compulsory Attendance Policy NEPN/NSBA Code JEA)

ABSENCE FOR PERSONAL PURPOSE:

School attendance is extremely important. Whenever possible we ask that vacations be scheduled during school breaks (see above school calendar). The dynamics of the classroom and additional preparation make it a burden on teachers to request student work before going on a preapproved trip. Teachers will not provide make-up assignments, as it is difficult to replicate the quality of assignments and instruction that result from daily classroom interactions. Should you plan personal absences outside of the school breaks, a Planned Absence form ahead of time.

TARDINESS:

Students who report to school after 8:35 a.m. will be considered tardy. Please be aware that frequent tardiness can have a negative impact on your child's learning and can be disruptive to the classroom environment, as well as your child's ability to socially connect and settle smoothly into his/her day. Students who arrive at school after 8:35 a.m. must sign in at the front office. This allows us to keep accurate records and to know the whereabouts of your child for safety reasons.

TRUANCY:

We monitor student attendance closely. Students that are at least six years of age who have seven or more unexcused absences, or five unexcused consecutive absences may be considered truant and their parent(s)/guardian(s) will be contacted by administration or a representative assigned by the superintendent to develop a plan to support student attendance. (See: Truancy, Policy JHB)

TRANSPORTATION

BUS PROCEDURES:

Bus routes are posted on the RSU5 website. Go to Departments: Transportation: then click on the attachment link in the middle of the page. http://rsu5.org/transportation

Any change in your child's transportation plan for the end of the day requires a note to your child's teacher. Any after school activities that include a child staying at school for a community education activity, etc. requires a note to the teacher every day that your child attends the activity. Please include these notes in your child's green home/school folder. Do NOT send an email to your child's teacher regarding after school plans as the teacher might not have time during the day to check emails.

If you have an emergency change in your child's transportation plan that takes place after your child has left for school, please call the office as soon as possible to inform the office of the change. A note will then be sent to your child's classroom. We do ask that you call before 2:15p.m. as the last hour of the day is a very busy time in the office.

If you are not at your child's appointed bus stop at the time the bus arrives, the bus driver will keep your child on the bus and bring your child back to school. Do not panic if you are going to be late, call the office. The office has radio contact with the buses. The bus driver will not let your child off the bus until he/she makes eye contact with you or a responsible adult. If someone else is going to meet your child at the appointed bus stop, please let the bus driver know ahead of time, send a note with your child or call the school. Please, please, please keep the teacher or the office informed. For safety reasons it is important that your child rides his/her assigned bus. Any changes to that plan need to go through the transportation office for approval.

BUSSING:

Students are picked up and dropped off at assigned bus stops when they live more than one mile from the school (more than ½ mile if the child attends Pk or kindergarten). Children who are not riding their assigned buses or who are not getting off the bus at their assigned stop must have a note from their parents. Big objects may not be brought on the school buses without prior arrangement with the bus driver. (See: Student Transportation Services, Policy EEA)

STUDENT CONDUCT ON SCHOOL BUSES:

The law does not relieve parents of students from the responsibility of supervision before the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus – and only at that time – does he/she become the responsibility of the school system. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that the bus is an extension of the classroom, the Board of Directors requires children to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct him/herself properly on a bus, such instances are to be brought to the attention of building administration by the bus driver. The school administrator will inform parents immediately of the misconduct and request their cooperation in checking the child's behavior.

Children who become a serious disciplinary problem on the bus may have their riding privileges suspended by the school administrator. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely. (See: Student Conduct on School Buses, Policy EEAEC)

NUTRITION AT SCHOOL

SNACK:

We have snack time each morning. Please send your child with a healthy snack each day. Some of our classrooms are 'peanut free' - your teacher will let you know if this is the case for you. We ask that you refrain from sending snacks that contain peanuts, but your child is free to eat peanut products in the lunchroom. If your child is bringing a lunch from home, be sure to let your child know which items are intended for snack and which for lunch.

BREAKFAST AND LUNCH:

Both breakfast and lunch are offered daily at no charge to any child. The RSU5 School Nutrition

Program provides meals that align with the USDA Child Nutrition regulations. The lunch/breakfast menu offers a varied choice and includes milk and a visit to the fruit and vegetable bar. Each student is encouraged to take food in a full portion, try many new items and eat the food they take on their trays to provide them with essential nutrition to fuel their bodies for learning. A lunch menu can be found on the district website and is sometimes sent home with your child.

LUNCH FROM HOME:

You may always choose to pack a lunch from home. Please send in a lunch box labeled with your child's name. If your child would like to purchase milk to accompany their lunch from home, the payment can also be deducted from your account.

FREE AND REDUCED LUNCH ELIGIBILITY:

Breakfast and lunch are free to all students, and every meal that RSU 5 serves meets or exceeds the standards set by the National School Breakfast and Lunch programs. A choice of entrees are available daily, including choices within all of the major food groups, along with salad and milk. Monthly menus can be viewed on the Nutrition program's page under "Departments" at www.rsu5.org.

While meals are free for all children, we ask all families who qualify for free or reduced meals to please complete the confidential meals application. The Department of Education still uses free and reduced data to determine the district's eligibility for educational subsidies, grants for schools and summer programming, and other important funding sources. You will receive an application at the beginning of the school year, which you can complete and return to your child's teacher in an envelope marked "School Nutrition," or you can complete the application online from the link on the Nutrition program's page under "Departments" at www.rsu5.org.

Milk, when not taken as part of a complete meal, is considered an a la carte item and is only available for purchase ($0.65) with cash in hand or with a credit on a student's account. Student accounts can be created and funded at www.myschoolbucks.com (fee-based), or you can send cash or a check in with your child in an envelope marked "School Nutrition."

Pre-ordered bagged lunches will be available on early release days, including the last day of school, and order forms will be sent home with your child in advance of these days.

HEALTH & SAFETY

In order to maintain your child's optimum performance at school, we offer a comprehensive program for health promotion, disease and injury management, health education, and interaction in a healthful environment.

IMMUNIZATIONS:

Immunizations are required according to state law. Contagious diseases (chicken pox, conjunctivitis, impetigo, mononucleosis, ringworm, scabies, strep throat, etc.) must be reported to manage school wide infection. (See: Immunization of Students, Policy JLCB)

MEDICATION:

Morse Street School does not provide aspirin or any nonprescription drugs. School policy states that if a child's prescription or over the counter medication is required during school hours, the nurse or designee will administer medication to the child. Students shall not be permitted to carry and self-administer medicine in school except under very special circumstances – as requested and prescribed by the student's physician and approved by the school nurse. A parent must sign and provide the name and purpose of the medication, prescribed dosage, time to be administered, termination date, possible side effects, written order of the prescribing physician, and the physician's signature. Medication cannot be sent to school with your child. Any medication must be brought to school in the original container by a parent/guardian. (See: Administration of Medication, Policy JLCD)

VISION/HEARING SCREENING:

Vision and hearing screening tests are done yearly on all students in grades K and 1. Additional screenings will be done at any time if a parent, teacher, or physician has concerns. Dental screening is offered in grades 1 and 2. Physical exams by a physician and a health history are required for students entering kindergarten, third, sixth and ninth grades. Health records are maintained on all children. Any known health problems should be reported to the nurse. The information is handled confidentially to ensure the child's needs will be addressed or anticipated. Counseling and education on health related problems are provided to students, families and staff.

Parents and schools share a common goal to promote lifelong health for all children. Our support and educational efforts can help them learn to make responsible decisions and develop daily health habits for exercise, nutrition, rest, safety and personal growth. We ask that you refrain from sending candy, soda, gum or highly sugared foods to school with your child. Your interest and cooperation are appreciated and will help your child develop healthy habits.

ACCIDENTS:

In spite of our caution, accidents sometimes happen at school. Accidents and illnesses, which occur at school or at a school function, are reported to the office and recorded. Minor accidents will be handled at school. If they are considered serious, the school nurse will notify parents. If the parents cannot be contacted, the person or physician designated on the Student Information Card will be notified. The school is not liable for accidents that happen at school, on school vehicles, or at school functions.

ILLNESS PROCEDURES:

If a child is ill, he/she should stay home and/or be taken to a physician. Contagious diseases (chicken pox, conjunctivitis, impetigo, mononucleosis, lice, ringworm, scabies, strep throat, etc.) must be reported to manage school wide infection. (See: Communicable/Infectious Diseases, Policy JLCC). If your child is going to be absent, please notify the school of the absence and symptoms or disease. A message can be left at the office anytime (day or night) by calling 865-6361 x1. We do ask that you please notify the office by 9:00 a.m. before we start making safety calls.

In the event your child becomes injured or ill during the school day, he/she will be assessed by the nurse or designated school personnel. Parents will be notified if a child requires medical attention or dismissal. It is important to keep an up-to-date telephone number on file with the office and an emergency number where the parents can be reached.

SAFETY PROCEDURES:

Morse Street School has established a safety plan under the guidance of the RSU No.5 District Safety Committee. All personnel and visitors are asked to wear identifying badges. Teachers are asked to keep classroom doors locked. Emergency drills that include fire drills, medical emergency drills, lock down, and evacuation are performed regularly so that everyone knows how to respond in a crisis.

'NUTS AND BOLTS'

DRESS CODE:

Students are required to dress appropriately while attending school. Appropriate attire is that which is safe (flip flops in warmer months can cause multiple problems, please do not send your child to school wearing flip-flops), does not call undue attention to the wearer and does not cause disruption to the learning environment. We do, however, have many activities, which can be messy. We encourage your child to dress comfortably. Since playground activities are a regular part of our

school day, we encourage your child to dress appropriately for the weather (e.g. warm clothing, hats, mittens and boots in cooler weather). Please send in two complete dry change of clothes including socks and underwear to be stored in your child's locker. Please label your children's outerwear so that we may more effectively help them keep track of their clothing.

State laws prohibit bare feet in public buildings. If students are not appropriately dressed for school, as determined by school administration, their parents will be called to bring a change of clothes.

In addition to clothing of a practical nature, appropriate attire is that which does not distract others, interfere with the instructional programs or otherwise cause disruption. Examples of attire that would be considered inappropriate include clothing that displays profane language, drugs, tobacco or alcohol advertisements, sexual innuendos and derogatory symbols such as swastikas or Confederate flags.

COLD WEATHER GUIDELINES:

Time spent outdoors is an important part of our school day. When properly clothed, elementary school-aged children can participate in safe, vigorous play in most weather conditions. During the winter months when the days are short we want to make the most of opportunities to be outside during the day. When the temperature is 10°F or higher, children will play outside. Please make sure that your child has adequate boots, snow gear, hats, mittens/gloves to enjoy the outdoors.

CELEBRATIONS:

Staff members at Morse Street School recognize the importance of birthdays and other celebrations. In an effort to respect the diverse population at the Morse Street School, students will not be allowed to bring food to Morse Street School for birthday celebrations. Classrooms will recognize/celebrate birthdays in a way determined by each teacher and class. Some examples of these celebrations may include songs, crowns, cheers, favorite books, games/ activities, etc.

The staff has decided that teachers will hand out birthday invitations only if the entire class is invited to the celebration. Also, teachers will not deliver invitations to other classrooms at any time. This decision was made after lengthy conversations and consideration of many factors including the feelings of students who may not be invited to a party. If you have any questions or concerns, please contact your child's classroom teacher.

LOST AND FOUND:

An area for lost and found items will be maintained in the building, outside of the gym. Several times a year the unclaimed items are donated to a local charity. Please label your child's clothing, lunchboxes, and backpacks.

VALUABLES:

Students are asked not to bring money and/or items of value to school. Card collections, electronic games and devices should be left at home. The school will not be responsible for items brought to school. Students are prohibited from buying, selling and trading items at school.

ELECTRONIC DEVICES:

In order to minimize disruptions to the learning environment - Cell Phones, (including texting) and tablets, and any other electronic devices are not allowed at school. The school is not responsible for lost or stolen items. In case of emergencies during the school day your child may be reached by contacting the school office.

Electronic devices used during the school day will be confiscated and returned to the student at the end of the school day for the first offense. A second violation will lead to the device being confiscated and kept in the office until parents meet with school Administration and pick up the device. Further incidents of violating this procedure could result in disciplinary action.

LOCKERS:

Student use of all school storage facilities, including but not limited to lockers, desks and parking lots used by students for the storage of their personal items are school property and shall remain at all times under the control, custody and supervision of the school authorities. Students may not use locks on their locker. The school has absolute discretion whether or not to make lockers available to students for storage of personal items. School administrators/designees have the authority, at any time and without prior notice, to inspect and search storage facilities and their contents. (See: Questioning and Searching of Students, Policy JIH)

STUDENT RECORDS

Morse Street School may disclose directory information (please refer to Policy JRA for a list of directory information) if it has provided notice to parents and has not received timely written notice refusing permission to designate such information as directory information. Identifying information, including name, grade level, etc. will not be published on the Internet without parent/guardian prior written consent.

In a health or safety emergency, education or health records may be disclosed to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals without prior written consent.

In accordance with Maine law, Morse Street School will send student education records to the school unit to which a student applies for transfer, including disciplinary records, attendance records, special education records and health records (except for confidential health records for which consent for dissemination has not been obtained).

The Family Educational Rights and Privacy Act ("FERPA"), provides that parents may inspect and review the student's education records within 45 days of making a request. Such requests must be submitted to the building principal or Superintendent in writing and must identify the record(s) to be inspected. (See: Student Records and Information, Policy JRA and Annual Notice of Student Records and Education Rights, Policy JRA-E)

TRANSFER STUDENTS:

Morse Street School, in accordance with 20A M.R.S.A. 6001-B, shall request all of a transfer student's education and disciplinary records from the school he/she is transferring from. Morse Street School may also request oral or written reports from the previous school as to whether the student has been expelled or suspended, or withdrew from school before an expulsion hearing or suspension, the student will not be allowed to enroll in Morse Street School until the Superintendent has made a determination as to whether to admit the student and if so, under what condition.

If an applicant is allowed to enroll in Morse Street School pending receipt of education and disciplinary records, such enrollment shall be considered conditional until the superintendent has made a determination as to the student's disciplinary status in the previous school. (See policy JFAA)

SCHOOL-WIDE DISCIPLINE

As a school, the Morse Street staff has made a commitment to the Responsive Classroom approach. This is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Our school wide Responsive School Discipline plan is based on the following:

Four Domains:

1. Positive Community
2. Engaging Academics
3. Effective Management
4. Developmentally Responsive Teaching

Guiding Principles

1. The social and emotional curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. Great cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control.
5. Knowing the children we teach - individually, culturally, and developmentally - is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

Center for Responsive Schools

"The Responsive School Discipline approach is a way of creating a school climate that enables optimal academic and social growth in students." (Wood & Freeman 2015)

Goals of Responsive School Discipline Plan

- Children feel physically and emotionally safe in school so they can learn

- Children develop self-discipline and the skills for working and learning cooperatively with others.
- Children feel safe, challenged and joyful.

Our Belief Statement:
Discipline is about teaching and not about controlling children. When children make mistakes, they should consistently experience a respectful adult response that helps them to restore positive behavior.

We will proactively teach discipline by:
- Building a positive classroom community
- Providing clear and explicit expectations
- Using positive teacher language
- Using Interactive Modeling

Schoolwide Rules:
- Be Safe
- Be Respectful
- Be Responsible

Behavior Expectations for Common Areas

Hallway:
The hallways of our school are the place that reflects the climate of the school the most. The behavior in the hallways should reflect a climate of friendliness and respect. There are potentially many variables that impact hallway behavior.

Goals:
- Children will move from one place to another safely
- Children will move from one place to another respecting other learners
- Children will move from one place to another responsibly

Playground:
We believe that recess is an opportunity for children to enjoy physical activity and self-directed play, to connect with the natural world, to interact with a diverse peer group, and to practice essential social skills. We believe that children will monitor their own level of risk and will be encouraged to challenge themselves safely.

Goals:
- Develop children's social competencies
- Foster children's imagination
- Meet children's needs for physical movement while being safe and having fun.

Lunchroom:
Lunch is a part of the school day that provides opportunities beyond eating. Lunch provides an opportunity for children to enjoy their friends, make new friends, relax and recharge for the afternoon's lessons, try out new social skills, and practice making choices from food to conversation topics.

Goals:

- Eat a balanced healthy meal
- Build social skills that can be useful at school as well as transferred to home, and restaurants

Bus:

Our students' school day begins and ends on the bus and can set the tone for their whole school experience. We owe it to students to support the creation of a positive climate on the bus, to maximize learning at school. Riding the bus provides an opportunity for children to enjoy their friends, make new friends, relax and recharge before or after a day of learning, try out new social skills, and practice making choices from where to sit to conversation topics.

Goals:

- Children will ride on the bus safely and comfortably
- Children will build social skills that they can use on the bus and in other situations in real life.

Responding to misbehavior in common areas:

- Reminding language
- Redirecting language
- Logical consequences: loss of privilege, take-a-break
- Physical aggression or danger - send for the Principal or School Counselor

Morse Street School Common Area Expectations

	Hallway	Stairway	Bathroom	Playground	Lunchroom	Bus
Be Safe (Be careful so people don't get hurt or feel scared)	Stay to the right Walk Safe body	stay to the right Walk. Look Ahead 1 hand on the rail Step on each step Safe body	Walk Wash hands with soap and water Keep floor dry and clear of trash	Stay on playground Use equipment safely Safe body	Walk Use Hand sanitizer Eat your own food Stay seated Safe body	Sit with back against the seat Sit with bottom on the seat Face forward Enter and exit one at a time Safe body
Be Respectful (Be polite and kind to all)	Use quiet voice Use quiet feet Enjoy displays with eyes only	Use quiet voice Use quiet feet	Use quiet voice Knock if unsure Flush the toilet Clean any mess	Use KIND words Include others Use words to solve problems	Use a quiet voice Use KIND words Clean any mess	Use quiet voice Use KIND words Listen to the driver
Be Responsible (Do what you're supposed to do When and How you're supposed to do it)	Go directly to destination Take care of belongings quickly, neatly and quietly	Go directly to destination	Wait in hallway if all stalls are in use Go straight back to class	Go directly to the playground Return equipment to the shed Line up quickly at the bell	Raise hand if you need help	Sit in the next seat Keep the bus clean and tidy

Goals of Responding to Student Misbehavior

- Maintain safety and order and return to positive behavior as quickly as possible
- Help students be accountable for and fix their mistakes
- Help students develop internal control of their behavior

Response Protocol:

1. Address the misbehavior with a simple response right when it starts
2. Use a logical consequence if needed
3. Principal and/or School counselor are used to support/consult and provide more intensive supports if needed
4. Have the child leave the classroom for an extended period if needed

Response to Serious Misbehavior

During pre-kindergarten through second grade children are learning how to solve their problems productively and peacefully. The principal will respond to each incident and take it seriously. No child deserves to feel hurt or scared at school. Learning about behavior is equally as important as academics. The principal will view each mistake as a learning opportunity; students will take responsibility for their actions, identify the specific problem they were trying to solve and then discuss different ways to solve the same problem next time.

When one of these behaviors is reported to the principal, the principal will investigate the situation to make sure all facts are considered and the following response will happen. District Policy will be followed at all times (*See: System Wide Code of Conduct, Policy JIC*)

Behavior	1st Time	2nd Time	3rd Time	After the third time a student demonstrates any of these behaviors,or in the first instance of extreme behavior, a SAT team will convene to discuss a more intensive support plan that includes additional instructional support. Parents will be included in the development of this plan.
Hitting, kicking, biting, grabbing, spitting, and other physical actions that are likely to hurt or scare others	1.Complete 'Taking Responsibility for my Choices' Form	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Loss of privilege	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Additional Loss of privilege	
Knocking over furniture or throwing things (food, rocks, snowballs, etc.) that are likely to hurt or scare others	1.Complete 'Taking Responsibility for my Choices' Form	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Loss of privilege	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Additional Loss of privilege	
Name calling or other behaviors based on race, religion, culture, disability or gender	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home. 3. Educate child and family around significance of action	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Loss of privilege	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Additional Loss of privilege	
Unkind verbal aggression toward others.	1.1.Complete 'Taking Responsibility for my Choices' Form.	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home	

		3. Loss of privilege	3. Development of a plan/mediation.	
Swearing at someone	1.Complete 'Taking Responsibility for my Choices' Form	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Loss of privilege	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Additional Loss of privilege	
Taking things that belong to others	1.Complete 'Taking Responsibility for my Choices' Form	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Loss of privilege	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Additional Loss of privilege	
Touching private areas of others	1.Complete 'Taking Responsibility for my Choices' Form	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Loss of privilege	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Additional Loss of privilege	
Verbal, written or physical threats	1.Complete 'Taking Responsibility for my Choices' Form	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Loss of privilege	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Additional Loss of privilege	
Vandalizing school property or another's belongings	1.Complete 'Taking Responsibility for my Choices' Form	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Loss of privilege	1.Complete 'Taking Responsibility for my Choices' Form 2. Call home 3. Additional Loss of privilege	

Note: The School counselor may respond in the absence of the principal. *In extreme cases our Crisis Team will be called in and we will meet as a team immediately to formulate a support plan.

BULLYING:

Morse Street School follows the RSU5 Bullying Reporting, Investigation and Intervention/Resolution Process. Should there be any reason to submit a bullying report, please use this form and submit it to the administration. The sooner we are made aware of a situation we are better prepared to prevent further escalation. Please contact your child's teacher, our school counselor, principal, or assistant principal as soon as anything arises.

CURRICULUM

READING:

The Readers' Workshop model of instruction is used in all classrooms at Morse Street. Through a combination of direct instruction, small group work and individual conferences, our teachers provide instruction that is responsive to each child's needs. Teachers plan to provide opportunities for readers to read, talk about books and interact with text while simultaneously addressing all elements of reading instruction: comprehension, accuracy, fluency, phonemic awareness, phonics and vocabulary.

WRITING:

The Writers' Workshop model of instruction is used in all classrooms at Morse Street. In a similar way to reading, our teachers provide instruction that is responsive to each child's needs using a combination of direct instruction, small group work and individual conferences. Students work at developing the writing process and hone the craft of being a writer using various techniques and writing for different purposes, audiences and using different genres.

PHONICS/SPELLING:

The Phonics workshop is used in grades K, 1 and 2. Our teachers provide phonics instruction that supports the work of reader's and writers workshops. Progress is assessed frequently throughout the year. Spelling skills tend to progress through stages. Teachers use this information to design appropriate phonics instruction and groupings.

MATH:

Everyday Mathematics 4 is the primary source for math instruction at Morse Street. Students are taught mathematical content and practices, through interactive and engaging routines and taught games to practice the skills and concepts taught. *Everyday Mathematics 4* is a spiral curriculum that continually reinforces abstract math concepts through concrete real-world applications. Teachers plan opportunities for students to become mathematical thinkers and problem solvers by explaining their thinking and strategies.

SCIENCE & SOCIAL STUDIES:

We focus on 'hands on' learning opportunities tied to science standards. The focus of all science units is on using inquiry to learn through observation and experimentation. Each grade level will study a science unit from each of the three sciences: Earth, Physical and Life. Teachers also work to extend literacy skills when teaching science and social studies, or use science and social studies content when teaching literacy.

SPECIALS:

At Morse Street we value the arts and all students at Morse Street have weekly classes in art, music, physical education, library and STEM. Teachers collaborate to make learning meaningful and connect with skills that students are learning in the classroom.

HOMEWORK:

We do not assign formal homework at this level. Children are invited to do at home practice and this is one part of your child's education. At home practice time provides opportunities for students and teachers to maximize classroom instruction, families to become more involved with their children's education, and for students to share their learning at home. These opportunities are limited at the K-2 level and are intended as a way for parents to be engaged with their child's learning at school. The amount assigned will gradually increase as your child ages through the schools. (See: Homework, Policy IKB)

ASSESSMENT & REPORTING

ASSESSMENT:

Starting with Incoming Pre-K and Kindergarten Screening, we use different tools to assess each child's skills and progress. The information we gather from periodic assessments allows us to adjust our instruction to meet each child's needs and ensure that we are providing necessary support to make sure each child is making expected annual growth in all academic areas.

REPORTING TO PARENTS:

Formal Parent/Teacher conferences are scheduled in the fall and spring. We value a collaborative approach to learning and so encourage parents and teachers to call a conference at any time during the year when either party feels the need to discuss some aspect of the student's development.

Student progress reports are provided to parents three times a year on paper and can also be accessed electronically through the PowerSchool Portal. These reports include information pertaining to your child's learning and the progress he or she is making against grade level standards. We use a 1 through 4 scale for reporting progress.

PROMOTION:

The staff at Morse Street School strives to provide the utmost academic support to all students. In order to be promoted to the next grade level, students must meet a minimum standard of achievement. Retention is an action of last resort. However, in some cases, promotion can place a student in a situation where even minimal success is improbable. Parents will be notified as early in the academic year as feasible regarding a student's risk of retention. The faculty and staff at Morse Street School are deeply committed to ensuring success for each individual student.

PLACEMENT:

At Morse Street we put a considerable amount of time and thought into creating balanced and cohesive learning communities that provide equal learning opportunities for all students. As learning needs are a priority we cannot guarantee preferred friendship groupings, students will be placed with a familiar positive learning peer. We do not accept requests for specific teachers. However, if you have information that you would like to share about your child's learning style and any other pertinent information that you feel would be helpful to us as we try to match student needs with teacher strengths your perspective is welcomed.

COMMUNITY INVOLVEMENT

VOLUNTEER OPPORTUNITIES:

There are many ways for parents and community members to become involved at the school – PTC, volunteering in the classroom or elsewhere, chaperoning field trips, etc. Each classroom teacher will communicate his/her volunteer needs directly to families. In order to maximize the volunteer experience for all concerned, please do not show up unannounced or bring siblings while you are volunteering. Volunteers are asked to respect the confidential nature of working in a school environment. In order to ensure confidentiality, volunteers must sign a confidentiality form annually and complete an informal training prior to volunteering for the first time in the classroom.

VISITING THE SCHOOL:

Parents are always welcome at the school. Mrs. Nickerson is always available by appointment to provide tours of the school or to discuss your child, answer questions or receive feedback about the school in general. If you would like to visit the classroom or meet with your child's teacher please schedule the visit in advance with the classroom teacher. To help ensure the safety of our students, all visitors must register at the office each time upon entering the building and obtain a Visitor Pass. Visitors must return their passes when they sign out for the day.

STUDENT RESOURCES

Morse Street School provides many services to students in an effort to ensure success.

GUIDANCE:

Our school counselor, Kelley Ryder-Herzog, provides in-class guidance lessons to all PK-2 classes throughout the school year. Her lessons aim to foster healthy peer relationships, address common social issues, promote expected student behaviors and build problem-solving skills. In addition to whole class lessons, she meets with individuals and small groups for short-term interventions and also is a resource for parents. Kelley works collaboratively with administrators, teachers, and support staff to ensure that our students are supported here at school.

RESPONSE TO INTERVENTION (RTI):

Response to Intervention is a proactive process for monitoring and responding to students' progress in academics and behavior. Instead of waiting for students to fail we are closely monitoring with formative assessments and observations to ensure that all students are making adequate progress. Our Response to Intervention program allows us to provide direct instruction, varying degrees of intense intervention, using evidenced based instruction to meet specific targeted goals. This systemic tiered approach to responding to student needs takes place prior to assessment for determination of special education eligibility.

The RTI process works on the premise that if a student responds to intervention, it is likely the student does not have a disability. If a student does not respond, then our Student Assistance Team (SAT) may determine that the student is eligible for special education assessment and possible services. Response to Intervention is a way of determining which students are not performing at grade level benchmarks due to a lack of appropriate intervention instruction and which students require special education services due to a disability.

STUDENT ASSISTANCE TEAM (SAT):

Morse Street School has a Student Assistance Team (SAT) that is a collaborative team made up of teachers, specialists and administrators. The SAT meets weekly to review student data, discuss observations and make decisions about interventions for students who may benefit from support for academics, social-emotional and/or behavioral expectations. Support is provided through a three-tiered framework. Depending upon individual Student Intervention Plan (SIP), a student may receive support within the classroom and/or through pull-out interventions. Through the oversight of the team guidance and support is given to both students and classroom teachers.

ENGLISH AS A SECOND LANGUAGE LEARNERS (ESOL):

At Morse Street School students with limited English proficiency are fully included in general education classrooms. Upon entry to RSU5 English proficiency is diagnosed using language proficiency assessments. Depending upon their respective levels of English proficiency, students may be identified to receive additional support from our ELL teacher. Translators for parents of ELL students may be arranged when necessary for parent teacher conferences and for ELL student progress meetings that are held to discuss a student's programming and progress.

INSTRUCTIONAL SUPPORT:

A full continuum of Special Education services for students with identified disabilities is available at Morse Street School in accordance with Maine Special Education Regulations and the Individuals with Disabilities Education Act (IDEA). We strive for an inclusive environment where all children can be supported within his/her general education classroom. More information regarding Special Education may be obtained by calling the Director of Instructional Support or the Superintendent's Office.

SPECIAL EDUCATION REFERRAL PROCESS:

Students suspected of having a disability that requires special education will be referred to the IEP Team for an evaluation in all suspected areas of disability. Referral of a student to the IEP team may be made by parents, professional school staff, and/or other individuals or agency representatives with knowledge of the child. Parent permission is required to proceed with the IEP referral process. (See: Referral/Pre-Referral of students with disabilities, Policy IHBAA)

SECTION 504/ADA PROCESS:

All programs or activities offered by the RSU No. 5 School Department when viewed in their entirety shall be readily accessible to individuals with disabilities.

Information relating to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities can be obtained by contacting the ADA/504 Compliance Coordinator whose name, address and telephone number is listed below:

Director of Instructional Support
17 West Street
Freeport, ME 04032
865-0928

Individuals who need auxiliary aids for effective communication in programs and services are invited to make their needs and preferences known to the ADA/504 Compliance Coordinator.

This notice is available in large print and on audiotape from the ADA/504 Compliance Coordinator.

PARENT RIGHT TO REQUEST QUALIFICATIONS OF STUDENT'S TEACHERS

As a parent, you have the right to request the professional qualifications of your child's teachers. This notification is part of our obligations under the "Parents' Right to Know" requirements of the federal No Child Left Behind Act (NCLB). All teachers in Title 1 schools must meet general qualifications as well as the specific requirements of the subject they are teaching.

POLICY / PROCEDURE APPENDIX

The following are the policies referenced in the MSS Family Handbook. All of the RSU5 policies are listed on the RSU5 website. The RSU5 Board of Directors are always reviewing and updating policies. The most up to date policy will always govern, not what is in the handbook. If you would like a paper copy of any policy, please come into the MSS office to request a copy.

Regional School Unit 5

Durham · Freeport · Pownal

"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Dear RSU 5 Families, Guardians, and Caregivers,

Since 2018, there have been more than 100 school shooting incidents per year in our country and those numbers have steadily increased. In addition, nearly 20 percent of all childhood deaths are caused by firearms. Proper firearm storage is one preventative action we can take to keep members of our school community safe. When firearms are stored safely, it can help prevent them from getting into the hands of children and teens, who may use them, intentionally or unintentionally, to harm themselves or others.

On July 1, 2021 the state of Maine amended the child endangerment laws to include unauthorized access to firearms for children under 16. The intention of the law is to protect children from death and injury from loaded firearms by enforcing the use of safe storage. Individuals found in violation of the law can face criminal charges.

Effective firearm storage practices include:

- Safely storing unloaded firearms in a tamper proof locked cabinet, box, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.
- Safely storing ammunition in a separate, tamper-proof locked cabinet, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.
- Securing firearms using trigger locks or cable locks to prevent a firearm from firing.

Recognizing that safe firearm storage can help prevent and minimize the risk of firearm-related deaths and injuries, the RSU 5 Board of Directors adopted the *Secure Storage Notification Resolution on June 15, 2022*. RSU 5 remains committed to helping ensure the safety of our students and community. Together, we can help to reduce the risk that weapons get into the wrong hands and avoid the tragedy that shootings of any kind cause in the spaces in which we live, learn, work and play.

For more information on safe gun storage, visit *Reducing Gun Violence* at the U.S. Department of Justice website.

Sincerely,

Jean M. Skorapa, Superintendent of Schools

RSU5 Policies Referenced in the Student Handbook

Required Policies to share are listed alphabetically below

- Nondiscrimination: Equal Opportunity and Affirmative Action AC
- Harassment and Sexual Harassment of Students ACAA
- Student Discrimination and Harassment Complaint Procedure ACAA-R
- Hazing ACAD
- Tobacco Use and Possession ADC
- Tobacco Use and Possession Procedure ADC-R
- Bomb Threats EBCC
- Student Transportation Services EEA
- Student Conduct on School Buses JICC
- Staff Conduct with Students GBEBB
- Referral and General Education Interventions Policy IHBAA
- Student Computer and Internet Use and Internet Safety IJNDB
- Student Computer and Internet Use and Internet Safety Acknowledgement Form IJNDB-E
- Student Computer and Internet Use and Internet Safety Rules IJNDB-R
- Homework IKB
- Compulsory Attendance JEA
- Truancy JHB
- System-Wide Student Code of Conduct JIC
- Student Conduct on School Buses JICC
- Drug and Alcohol Use by Students JICH
- Weapons, Violence, and School Safety JICIA
- Bullying JICK
- Bullying -Administrative Procedure JICK-R
- Questioning and Searches of Students JIH
- Questioning and Searches of Students Administrative Procedure JIH-R
- Student Fundraising Activities JJE
- Use of Physical Restraint and Seclusion JKAA
- Procedures on Physical Restraint and Seclusion JKAA-R
- Disciplinary Removal of Students with Disabilities JKF
- Students Wellness JL
- Immunization of Students JLCB
- Communicable/Infectious Diseases JLCC
- Administering Medication to Students JLCD
- Student Education Records and Information JRA
- FERPA Notice JRA-R, JRA-E
- Relations with Law Enforcement Authorities KLG