



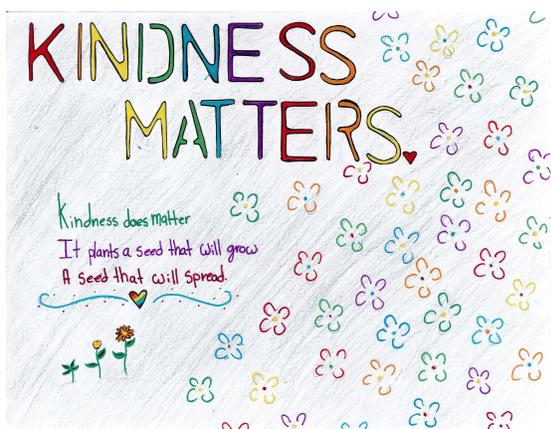
**Sheepscoot Valley RSU 12**  
**October 2022**  
**Superintendent's Report**  
**Information, Recognitions, and Celebrations**

**Superintendent Report**

**Below is the 2021-2022**  
**Bullying Prevention Poster Contest Winner.**

*The 2022-2023 Bullying Prevention Poster Contest has started!*

*Submit your Poster today! Contact your teacher about how to submit your poster.*



**October is National Bullying Prevention Month** and across the nation, everyone is encouraged to help to stop bullying by increasing awareness of bullying. Nationally, one in seven students is a bullying victim. Schools throughout the nation are actively implementing positive behavior frameworks to lower these bullying statistics and to improve school culture. Solid research has shown that the *Positive Behavior Interventions and Support (PBIS)* framework improves academic and social behavior outcomes for students by organizing resources and systems toward creating positive learning environments

and reducing bullying. Schools and school districts that are serious about the use of PBIS strategies have seen results! RSU 12 has also seen results.

1. Improvements in problem disciplinary behavior
2. Increasing results of academic achievement
3. Improvements in school climate
4. Greatly reduced student bullying behavior
5. Improvement in organizational health

All RSU 12 schools are serious about the use of PBIS strategies and have been using Positive Behavioral Intervention and Support (PBIS) strategies for over seven years. All RSU 12 schools are currently utilizing this proven approach, which seeks to define and reinforce clear expectations about how an individual student treats another and to celebrate and focus on all of the positive efforts students are making in this area. Building a school environment that is welcoming and safe is a key component of preventing bullying-related behaviors in school.

Schools that utilize Positive Behavioral Intervention and Supports (PBIS) strive to create positive, predictable environments for all students throughout the day.

All educators in RSU 12 are prepared to recognize and react to bullying events. Research shows that if adults respond consistently to bullying, it can stop bullying behavior over time. Students are receiving a clear message regarding bullying, and reports of mean and bullying behavior are addressed. Please continue to talk to your students and inform the teachers and the principal of issues they experience or know about. How do you know if it may be bullying?

### **Is it bullying?**

- **Joking Around** - Everyone is having fun. No one is getting hurt. Everyone is participating equally.
- **One Time Thing** - Someone is being mean unpurpose. It is a reaction to a strong emotion or feeling. It happens once and is not repeated.
- **Conflict** - Two people argue or disagree. A solution can usually be found.
- **Bullying** - Unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Can be social, physical, verbal, or cyber.

PBIS (Positive Behaviors, Interventions, and Supports) can be a game-changer for the classroom, and the whole school culture. Using PBIS helps to promote positive social behaviors and create an environment where it's difficult for bullying to flourish. Here are some of the steps that all the schools in RSU 12 have taken over the last seven years.

1. **PBIS Leadership Teams** at each school are monitoring the implementation of PBIS and bullying-prevention strategies. Each school has an identified **Student Support Specialist** who helps to coordinate and train PBIS activities and strategies. There is also a **District PBIS Leadership Team** that monitors the implementation of PBIS at all the schools. The School Board also has an **Anti-Bullying Committee** which monitors and supports the efforts in our schools
2. **Implementing strategies for Tier I, II, and III behaviors**. At Tier I, students are taught directly about positive social skills and rewarded for using those skills. At Tier II, students participate in targeted social skills instruction, monitoring, positive attention from adults, and regular daily feedback about their progress. At Tier III, students receive intensive individual academic and behavior intervention planning and possibly mental health support.
3. **Using Data Collection** at all schools with the SWIS database helps schools to identify areas of need and make data-based decisions about student behavior.
4. **Explicitly teaching routines** to create an environment where bullying is unwelcome.
5. **Specific Teaching** that encourages positive social skills, empathy, bullying prevention, cyberbullying prevention, and harassment prevention.

Thank you to staff, students, and the larger community for supporting our bullying prevention efforts. October is Bullying Prevention Month so we are holding a Bullying Prevention Poster Contest. Please submit your poster entry soon! See last year's winner above!

You can also see more runner-ups here,

<https://www.svrsu.org/page/bullying-prevention-poster-contest>

## **Curriculum and Technology Report**

The State of Maine recently announced the award of free mobile computer science labs to each school. RSU 12 schools will receive several virtual reality labs as well as robotics and coding labs. These will be used to help engage students in computer science education across multiple disciplines. The labs are expected to arrive in late fall - early winter.

RSU 12's 3rd through 8th graders are currently participating in Maine's required State testing and accountability program. All 3rd through 8th graders are tested in Math and in Reading. This year, once again, the State is using the Northwest Evaluation Association (NWEA) test. The district has used this test locally for years. The test allows teachers to measure achievement and growth and adjust instruction accordingly.

## **Westport Island Student Count Information**

*This will be available in November*

## **Alna Student Count Information**

*This will be available in November*

## **Somerville Student Count Information**

*This will be available in November*

## **Chelsea Elementary School Report**

It is hard to believe that we are in the second week of October already. Here at Chelsea Elementary we are preparing for picture day on the 12th and our first PBIS pride assembly is on Friday, the 14th. We are excited to bring back our first in person assembly since 2020!! Pride cards are being handed out to encourage the behaviors we want to see and our students are super excited to be filling their classroom buckets and earning rewards for their hard work.

Our school garden has seen a lot of growth this past month with Rosanna leading the way as our new FoodCorps Service member. Two more raised beds were installed and a hoop house is underway. The Chelsea Garden Committee will hold our first meeting on October 17. We will meet at the garden picnic table at 3:30 p.m. We'd love for parents and teachers to join us as we enter this exciting new phase of garden planning. All levels of garden experience are welcome!!



## **Palermo Consolidated School Report**



I have been very impressed with the work teachers and students have done to start the year with a focus on our PBIS expectations. This picture shows the 6th grade class working in groups to brainstorm what responsible behavior looks like and sounds like. They came up with positive examples and also included some examples of what responsibility does not include. These are important components to keeping kids engaged in the process and having an active role in their school community.

October is Anti Bullying Month. Students from our student council performed a skit during our monthly assembly to show what bullying can look like and how kids can handle bullying. The assembly also kicked off our Anti Bullying Poster Contest: This Place Is No Place For Bullying. During our social skills groups, students have already started working on their posters and we are also seeing students write some poetry and personal stories. We hope to utilize these stories into a Palermo Writer's Magazine later this year.



There are a lot of extra activities happening for students to help everyone find something they are interested in and become part of a group. Other activities which students are involved in include:

- \*Civil Rights Team- Meets weekly to send the message of accepting each other even if we are different.
- \*Student Council- meets weekly or more to develop new ideas for our school.
- \*French/German Club - Students interested in learning French/ German from our language teacher meet by zoom for more learning of languages.
- \*Walking Club- Our PE teacher runs a club for students to get some exercise while socializing with friends after school.
- \*Lunch recess card group - Students who want to share their love of card games.
- \*Drama Club- Student -directed acting group working on skits
- \* Chess Club - Mr. Randazza teaches students how to play chess.

## **Whitefield Elementary School Report**

The first month of school here at WHES has been both eventful and challenging. Slowly we are returning to a more typical sense of planning and operation; away from the constant focus on COVID and more to the standard issues of a public school. We recently held our first in-person PBIS Recognition Assembly in two and a half years which was welcomed by students, staff, parents and community members alike. Our National Junior Honor Society is making plans for a community-wide Harvest Fair and we've actually had a couple of middle school dances. This return to a more normal routine of school buoys everyone's spirits and is hopeful. However, COVID is not fully done with us. We have had a number of students and staff test positive and we still have protocols for responding when that occurs. COVID is not the singular

focus it once was but it still cannot escape our awareness. I wrote in my Principal's Message in the "Wildcat Weekly" a week ago of the difficulties we've faced with staff (myself included) testing positive and having to be away from school quarantining for the prescribed time. One week we had seven staff members out and very limited sub coverage available. A daunting challenge to say the least. My message to the parents, however, was to highlight the amazing response by the staff here at WHES to this dilemma. People moved away from their designated roles to fill the gaps created by absent staff members in order to assure that students' days were kept to normal routines and were as educational beneficial as possible. That demonstration of caring and sense of being a part of a positive whole school community is significant and noteworthy. I proudly report that to the board.

### **Windsor Elementary School Report**

The month of September has been full of activity at Windsor School. One of the things we value most at Windsor is providing experiences for students outside the classroom. Kindergarteners got to visit Bailey's Apple Orchard, and second graders traveled to Popham beach this month. We recognize that not all children have the same access to experiences and travel, so it is important for us to provide those opportunities. Wendy Watkins, a second grade teacher, wrote a grant to fund more field trips for our second graders. She recognized that so much of what we ask of students during writing is recalling special events or trips. With increased opportunities, we believe these kids will have more to pull from in their memory banks. The 7th and 8th graders also got to go on a special trip, spending three days and two nights at Tanglewood Science Camp. This is normally a 5th grade trip for our students, but these students had missed out on it due to covid.

Windsor sports teams are having fun competing in soccer and cross country. Both of our soccer teams are enjoying competitive seasons, as is cross country. One of our fifth graders has taken first place in all three meets so far this season!

Our commitment to becoming a Restorative Practices School is still as strong as ever. This year we asked students to get to school on time, revising a long-standing flexible late arrival time. Students are getting to school by 8:10 and engaging with their homerooms in circles, a crucial relationship-building experience every day.