

**SANFORD SCHOOL DEPARTMENT  
SANFORD SCHOOL COMMITTEE  
MEETING AGENDA  
Monday, September 26, 2016 ~ 6:00 pm**

Note: Meeting will be held in City Council Chambers, 3<sup>rd</sup> Floor, City Hall Annex

Members present: Jon Mapes, John Roux, Thomas Miscio, Scott Sheppard, Kendra Williams

Student Reps present: Summer Korpaczewski  
Cole A. Jones

Staff present: David Theoharides, Superintendent  
Matt Nelson, Assistant Superintendent  
Gwen Bedell, Business Administrator  
Bernie Flynn, Curriculum Director  
Stacey Bissell, Special Education Director

Guests present:

A. Call to Order Time: \_\_\_\_ pm

B. Pledge of Allegiance

C. Adjustments

D. Approval of Minutes

1. September 12, 2016, Regular Meeting, 6 pm (Attachment D.1.)  
**Recommendation:** to approve the minutes as presented

E. Public Comments

F. Communications None

G. Committee Reports

1. Construction Updates

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H. Superintendent's Report

1. Student Representatives' Reports
2. Field Trips
  - i. SRTC FFA to Indianapolis, Indiana from 10/18 – 10/23/16
  - ii. SHS Boys Soccer to USM on 10/2/16

I. Directors' Reports

1. Business Administrator Gwen Bedell
2. Assistant Superintendent Matt Nelson
  - i. Attendance Protocols and Forms (**Attachment I.2.i**)
3. Director of Curriculum Bernie Flynn
  - i. Presentation by Sanford schools' library media specialists
4. Director of Special Education Stacey Bissell
  - i. Math Worlds data (**Attachment I.4.i**)

J. New Business

None

K. Old Business

1. New Class Rank Proposal for Sanford High School

L. Resignations

1. Superintendent Theoharides will announce the following resignations:

Lynn Gnade	Foodservice District Mgr.	District	Eff. 10/19/16
Patricia Fougere	Childcare worker	SCAE	Eff. 10/10/16

M. Staff Appointments

1. Superintendent Theoharides will announce the following appointments:

Tiffani Bourque	KIDS Club	Activities/Homework	Eff. 9/20/16
Hannah Burgess	KIDS Club	Activities/Homework	Eff. 9/20/16
Leah D'Amour	KIDS Club	Activities/Homework	Eff. 9/20/16
Jamie Folsom	KIDS Club	Activities/Homework	Eff. 9/20/16
Madalynn Gagne	KIDS Club	Student	Eff. 9/20/16
Connie Hand	KIDS Club	Activities/Homework	Eff. 9/20/16
Corinne Lawrance	KIDS Club	Student	Eff. 9/20/16
Ryan Legere	KIDS Club	Activities/Homework	Eff. 9/20/16
Rebecca Levasseur	KIDS Club	Activities/Homework	Eff. 9/20/16
Rebecka Morton	KIDS Club	Activities/Homework	Eff. 9/20/16
Tiffani Noel	KIDS Club	Activities/Homework	Eff. 9/20/16
Kristen O'Connor	KIDS Club	Activities/Homework	Eff. 9/20/16
Vicki Payeur	KIDS Club	Activities/Homework	Eff. 9/20/16
Rebecca Perez	KIDS Club	Activities/Homework	Eff. 9/20/16
Tori Poisson	KIDS Club	Activities/Homework	Eff. 9/20/16
Wanda Richard	KIDS Club	Activities/Homework	Eff. 9/20/16
Jed Russell	KIDS Club	Activities/Homework	Eff. 9/20/16
Joyce Scally	KIDS Club	Activities/Homework	Eff. 9/20/16
Janelle Schulkind	KIDS Club	Activities/Homework	Eff. 9/20/16
Lisa Silva	KIDS Club	Activities/Homework	Eff. 9/20/16
Kathy Spencer	KIDS Club	Activities/Homework	Eff. 9/20/16
Michelle Sprague	KIDS Club	Activities/Homework	Eff. 9/20/16
Kathy Toth	KIDS Club	Activities/Homework	Eff. 9/20/16
Lisa Tu	KIDS Club	Activities/Homework	Eff. 9/20/16
Spencer Wilkinson	KIDS Club	Activities/Homework	Eff. 9/20/16
Odyssey Willow	KIDS Club	Student	Eff. 9/20/16

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2. Superintendent Theoharides will announce the following stipend appointments:

Brent Coleman	Coach, Varsity Wrestling	SHS
Rossie Kearson	Coach, Varsity Boys Tennis	SHS
Rachel White	Yearbook Co-Advisor	SJHS
Sue Bedell	Yearbook Co-Advisor	SJHS
Jessica Allen	Student Council Co-Advisor	SJHS
Erin Barry	Student Council Co-Advisor	SJHS
Adam Bellefeuille	Drama Club Advisor	SJHS
Sara Nason	STEM Advisor	SJHS
Ann MacEachern	Art Club Advisor	SJHS
Rachel White	Math Club Co-Advisor	SJHS
Sue Bedell	Math Club Co-Advisor	SJHS
Carol Baker Roux	Jazz Band Director	SJHS
Carol Baker Roux	Band Director	SJHS
Nancy Neubert	Chorus Director	SJHS
Anders Larson	Social Studies Dept. Head	SJHS
Carla Mueller	Math Dept. Head	SJHS
Sue Coveney	ELA Dept. Head	SJHS
James Cantara	Science Dept. Head	SJHS
Kathy Camire	Special Education Dept. Head	SJHS
Judy Martin	Allied Arts Dept. Head	SJHS

N. Staff Transfers

1. Superintendent Theoharides will announce the following transfers:

Pat Brunner	From Title I teacher at MCS and CJL Schools	To Title I teacher at CJL School	Eff. 9/7/16
Kim Conway	From Title I teacher at Lafayette & Willard	To Title I teacher at Lafayette	Eff. 9/7/16
Barbara Dumont	From Ed Tech III at MCS Library	To Ed Tech II at SJHS Special Ed	Eff. 10/11/16

O. Staff Nominations

1. Superintendent Theoharides will nominate the following professional staff for first year probationary contract(s):

Kathy Hall	3/5 FTE as a Title I teacher	St. Thomas and CJL Schools	Eff. TBD
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**Recommendation:** to approve the nomination(s) as presented.

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P. Policies

(Attachment P.)

1. Executive Summary for 9.26.16
2. First Reading – JICK revision – Bullying and Cyberbullying Prevention in Schools

**Recommendation:** to accept the first reading of revised policy JICK as presented.

3. First Reading – JICK-R revision – Bullying and Cyberbullying Prevention Administrative Procedure

**Recommendation:** to accept the first reading of revised policy JICK-R as presented.

4. Recommended Procedure Forms: JICK-E1, JICK-E2 and JICK-E3

Q. Items for Future Agenda(s)

1. Naming Rights Policy – tentative date 10/3/16
2. Performing Arts Group Presentation – tentative date 10/17/16
3. Technology Plan – tentative date 12/5/16

R. Calendar Announcements

1. Upcoming School Committee meetings are as follows:

Monday, October 3, 2016	Regular Meeting	6:00 pm	City Council Chambers
Monday, October 17, 2016	Regular Meeting	6:00 pm	City Council Chambers

S. Adjournment

**Recommendation:** to adjourn at \_\_\_\_ pm.

**SANFORD SCHOOL DEPARTMENT  
SANFORD SCHOOL COMMITTEE  
MINUTES  
Monday, September 12, 2016 ~ 6:00 pm**

Note: Meeting was held in City Council Chambers, 3<sup>rd</sup> Floor, City Hall Annex

Members present: Jon Mapes, John Roux, Thomas Miscio, Scott Sheppard, Kendra Williams

Student Reps present: Summer Korpaczewski  
Cole A. Jones

Staff present: David Theoharides, Superintendent  
Matt Nelson, Assistant Superintendent  
Gwen Bedell, Business Administrator  
Bernie Flynn, Curriculum Director

Guests present: Steve Carriere  
Elena Searles

A. Call to Order Time: 6:07 pm

B. Pledge of Allegiance Said

C. Adjustments None

D. Approval of Minutes

1. August 29, 2016 Summer Meeting, 6:00 pm (Attachment D.1.)
2. August 29, 2016 Executive Session, 5:30 pm (Attachment D.2.)
3. August 29, 2016 Executive Session, 5:00 pm (Attachment D.3.)

Mr. Miscio made a motion **to approve the minutes as presented.**

Mr. Sheppard seconded the motion. Motion carried 5 – 0.

E. Public Comments None

F. Communications

1. Phone call from parent of a private school student requesting to participate in fall athletics
  - i. **20-A MRSA §5021-A, sub-§1, ¶A**, as enacted by PL 2011, c. 456, §1, is amended to read:
    - A. The student or the student's parent or guardian, on behalf of the student, applies in writing to and receives written approval from the principal of the school or the principal's designee. The principal or the principal's designee may withhold approval only if the school does not have the capacity to provide the student with the opportunity to participate in the co-curricular activity.
2. Bill in the amount of \$5,290.00 received from City of Sanford for second school budget referendum held on August 23, 2016

## School Committee Meeting Minutes

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## G. Committee Reports

1. Elementary Construction Projects Update
  - i. Public Information Session on Thursday, September 15, 2016 at 6:00 pm in MCS gymnasium (Attachment G.1.i.)
  - ii. Supt reviewed proposal for reuse of existing high school, and addition for MCS.
    - i. DOE gave “green light” to further develop concept
    - ii. Sanford approved for two additional projects - Emerson and Lafayette
  - iii. Study done by Harriman reviewed several options on how to best use existing buildings and provide equity across city for programs and facilities K-6.
  - iv. Plans and memo are available on school website - [www.sanford.org](http://www.sanford.org)
  - v. Goals
    1. Create three PK to 4 elementary schools with similar programs, facilities and opportunities for students.
    2. Reduce transitions PK to 4
    3. 5-8 Middle School
    4. Reduce operating costs and improve efficiencies.
    5. **SHS** would become a true middle school of grades 5-8 with each grade level in a separate wing of the building. Building would receive minor code renovations and expanded kitchen. Remove 11 modular units containing 22 classrooms.
    6. **SJHS** would become an in-town PK to 4 school for about 500 students. Minor renovations.
    7. **MCS** would be renovated and expanded to accommodate 500 PK to 4 students - basically doubling the size of the building. Athletic field and additional play areas. Remove two modular units containing 4 classrooms.
    8. No changes to **CJL**.
    9. Close **Lafayette** and **Willard** and consolidate students into three elementary schools. Memorial Gym would revert to the city.
2. **High School and Tech School Project**
  - i. Work progressing on schedule; there was a 3 hour construction administration meeting today.
  - ii. Steel will be arriving within next month
  - iii. Masons will begin laying block this week.
  - iv. Currently exploring alternatives to crumb rubber including EPDM which was just used by Massabesic HS renovation of field
  - v. Drone videos available on site

## School Committee Meeting Minutes

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## H. Superintendent's Report

1. Student Representatives' Reports - none
2. School Opening Update
  - i. New Teacher Orientation on August 31, 2016
  - ii. Staff Meeting Kick-off on September 1, 2016 at SHS
    1. Included Wellness Fair organized by Shay Ahlquist, HR
  - iii. Off and Running! A very successful first week of school with classes for grades 1-12 starting on Tuesday, 9/6 and K students starting on Thursday, 9/8. All elementary schools and junior high school have held open houses with huge turn outs of parents and community members. Many comments received regarding how good the schools look. Special thanks to our custodial and maintenance staff for their hard work over the summer getting classrooms cleaned and ready for the new school year. Teachers have also worked hard to prepare classrooms and make them inspiring learning environments. We have a great, dedicated staff. 2016-17 promises to be another outstanding year for our schools.
3. Enrollment Update
  - i. Opening Day Student Counts (Added Attachment H.3.i.)
    1. Total enrollment potentially down 33 students; waiting for official numbers as of October 1, 2016
    2. Largest drop in grades K, 5, 8 and 11; significant increased in grades 2, 7 and 10.
    3. Total opening day enrollment 3,130 students
    4. SRTC enrollment increased from 472 to 487, partially due to new Law Enforcement Program
4. Field Trips
  - i. SHS Boys Soccer Team to Foxboro, MA on 10/23/16

## I. Directors' Reports

1. Business Administrator Gwen Bedell
  - i. Summer Maintenance Projects
    1. New roof at Willard
    2. Condensate tank replacement at Willard
    3. Café tables and hall carpeting at MCS
    4. Septic system pump at SJHS
    5. Classroom at Lafayette
    6. Office subdivision at SJHS
    7. Ramp entryways at SHS
    8. Paving at First Steps Childcare (SCAE)
    9. Doors at MCS, CJL, SJHS, SHS, Memorial Gym, Maintenance
    10. All buildings received a thorough cleaning
  - ii. CJL Playground donation
    1. CJL PTA donated \$14,125 for a new playground at CJL to be installed in late September

## School Committee Meeting Minutes

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2. Assistant Superintendent Matt Nelson
  - i. Technology Procedures update
    1. Reviewed new policy and steps taken to educate parents and students.
    2. It has been a challenging project.
    3. The parent meeting component is new.
    4. Approximately half the parents at both SHS and SJHS attended parent meetings.
    5. There will be a video option for parents who did not attend a parent meeting.
    6. We have “locked down” the computers by taking away the app store and managing apple ID’s; students cannot use their own.
    7. The computers are not ready to be delivered due to the refresh and the state being late in getting the updated software delivered in August; hoping to have the majority delivered by Sept. 16th at SHS
    8. Potential storage issue at SHS if a lot of students choose not to take them home.
  - ii. Staff training
    1. Annual required training – bullying/cyberbullying, FERPA (confidentiality of student information), sexual harassment, blood borne pathogens, restraint and seclusion, mandatory reporting
      - a. New staff will receive more in-depth training in these areas through Target Solutions.
      - b. Food service employees, custodians and maintenance received required training prior to the opening of school.
  - iii. Transportation
    1. Encouraged parents to utilize free app (SafeStop) to track student’s bus. Parents should contact their child’s school for information on how to sign up.
    2. Bussing is better this year in comparison to previous years.
    3. There are more student transfers this year.
    4. Student counts appear to be higher than last year and according to Ledgemere ridership is about 85% - 90%.
    5. Ledgemere is running 18 regular busses and 6 smaller buses (same as last year).
    6. Criteria used to determine walkers is Google maps (1.5 miles for SHS, 1.0 mile for SJHS, and .5 mile for elementary)
    7. Ledgemere will be getting a new routing software by the middle of October



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## iv. Dismissal procedures

1. Discussed revised and updated procedures regarding dismissing students from school.
2. Parents are asked to submit a written note or phone call to the office by 8:30 AM on the day of the dismissal.
3. Requests may be verified by phone at the school's discretion.
4. Anyone dismissing a student must be listed on their emergency card or named in the written request; students will not be dismissed to unauthorized persons.
5. Staff will not dismiss students without building principal or designee approval.
6. Parents and authorized people dismissing students must go to the main office and provide identification.
7. If the school has NO communication in writing or through a phone call from parent regarding the dismissal, the student will be sent home his/her usual way

## 3. Director of Curriculum Bernie Flynn

## i. Curriculum update

- i. Efforts made to ensure consistent curriculum across district via summer training for teachers
- ii. Lucy Caulkins Writing currently used K - 8
- iii. Lucy Caulkins Reading piloted in elementary schools
- iv. Math - Algebra 1 and 2, plus geometry books have been replaced this year
  - In 2017-18 will complete all new math materials K-12
- v. Cursive instruction being reintroduced at elementary schools
- vi. Financial Literacy being introduced at high school for all students
- vii. Entrepreneur class starting this year with Ed Boyce
- ii. 13 teachers currently enrolled at USM in Gifted/Talented certification program
- iii. Summer professional development
  - i. 25 different trainings offered this summer to staff
  - ii. Reviewed participation rate by school
  - iii. Evaluation was conducted and responses were positive
  - iv. High demand for technology training

## J. New Business

## 1. Athletic trainer contract with SMHC

Mr. Roux made a motion **to enter into negotiations with Southern Maine Health Care to provide athletic trainer services.**

Mr. Miscio seconded the motion. Motion carried 5 – 0.

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## K. Old Business

1. Class Rank – SHS
  - i. SHS will facilitate two parent meetings to discuss Class Rank on September 19th at 3pm and at 6pm. An instant alert will be sent to inform parents about these informational meetings. On September 16th, a student informational Spartan Time session on Class Rank will be facilitated by Marianne Sylvain and Demetria McKaig to solicit student feedback.

## L. Resignations

1. Superintendent Theoharides announced the following resignations:

Laurie Bjorn	8 <sup>th</sup> Grade Girls Basketball Coach	SJHS	Eff. January 2016
Tyler Moul	Maintenance, part time	Maintenance	Eff. 9/16/16
Keith Noel	7 <sup>th</sup> Grade Boys Basketball Coach	SJHS	Eff. January 2016
Bettie Smith	Accounts Payable Clerk	District	Eff. 12.31.16

## M. Staff Appointments

1. Superintendent Theoharides announced the following appointments:

Ashley Burton	Special Education Ed Tech II	CJL	Eff. 9/1/16	Replacement
Karen Cheche	PT Evening Receptionist	SCAE	Eff. 9/2/16	Replacement
Jennifer Clark	Special Education Ed Tech I	SJHS	Eff. 9/1/16	Replacement
Amy Demers	Special Education Ed Tech II	CJL	Eff. 9/1/16	New
Nathan Mann	8 <sup>th</sup> Grade Boys Soccer Coach	SJHS	Eff. 9/5/16	Replacement
Chelsea McGown	Kitchen Personnel	MCS	Eff. 8/29/16	Replacement
Janelle Shulkind	Special Education Ed Tech II	CJL	Eff. 9/1/16	New
Brittany Thyng	Special Education Ed Tech I	SHS	Eff. 9/1/16	Replacement
Vicky Treadwell	Special Education Ed Tech II	MCS	Eff. 9/1/16	Replacement
Patrick Vote	7 <sup>th</sup> Grade Boys Soccer Coach	SJHS	Eff. 9/5/16	Replacement
Marilyn Weltin	Special Education Ed Tech II	SHS	Eff. 9/1/16	Replacement

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2. Superintendent Theoharides announced the following co-curricular appointments:

Mock Trial	Darrell Works
Youth in Government	Paul Auger
Art Club	Lucy Sargeant
Class Advisors, Grade 9	Rossie Kearson, Mark Boissonneault
Class Advisors, Grade 10	Laurie Works, Stephanie Boissonneault
Class Advisors, Grade 11	Matt McKeown, Scott Kenney, Lauren Levesque
Class Advisors, Grade 12	Nick Ericson, Mark Camire
Future Educators of America	Kelly Tibbetts, Kristie Baker
Drama – one play	Nicole Clarke
French Club	Jennifer Hunter
Math Team	Katelyn Kimball
Band Director	Josh Champagne
Jazz Band	Josh Champagne
Marching Band	Josh Champagne
Asst. Marching Band	Yovana Karakitukova
Auxiliary Advisor	Heather Hastings
March Band Percussion	Scott Eugley
Pep Band	Josh Champagne
Chorus	Jane Kirton
Musical Director	Jane Kirton
National Honor Society	Sandra Thompson, Laurie Works
Pep Club	Shannon Farnsworth
Student Council	Liz White, Heather English
Peer Helpers	Beth Letourneau
Distaff Advisor	Kelly Tibbetts
Distaff Business Manager	Anne L'Heureux
Environmental Club	Beth Marass
Anime (Intramural)	Kathryn Peppe
Health & Wellness Club	Kevin Way
Odyssey of the Mind	Nicole Leonard
504 Coordinator	Trey Pariseau
Early Hall Monitor	Matt McKeown
Class Accounts	Joanne Bourassa
School Treasurer	Adam Soule
Spartan Time Co-Supervisors	Sandra Thompson, Barbara Perry
NEASC Steering Committee Co Chairs	Liz White, Tracy Gibson
Dept. Chair ELA	Kelly Tibbetts, Liz White
Dept. Chair Health/PE	Diana Walker
Dept. Chair Math	Mark Camire
Dept. Chair Modern/Classical Languages	Clarice Kralovec
Dept. Chair Science/Technology	Beth Marass
Dept. Chair Social Studies	Barbara Perry
Dept. Chair Family/Consumer Sciences	April Morrison, Maggie Warner
Dept. Chair Visual/Performing Arts	April Morrison, Maggie Warner
Dept. Chair Guidance	Demetria McKaig
Dept. Chair Special Ed	Alex Munro
Dept. Chair Alternative High School	Karen McGehee

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## N. Staff Transfers

1. Superintendent Theoharides announced the following transfers:

Heather Murley	From Special Education Ed Tech II at CJL	To Special Education Ed Tech III at CJL	Eff. 9/1/16
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## O. Staff Nominations

1. Superintendent Theoharides nominated the following professional staff:

Aryln Boulard	Grade 2 Teacher	Willard	Eff. 9/1/16
Jeff Enman	Resource Room Teacher	Lafayette	Eff. 9/1/16
Tibbett Merusi	ELL Teacher	SHS	Eff. 9/1/16
Tipper Thornton	Law Enforcement Instructor	SRTC	Eff. 9/1/16

## P. Policies

None

## Q. Items for Future Agenda(s)

1. Technology Plan – tentative date 9/26/16
2. Librarian’s Presentation – tentative date 9/26/16
3. Naming Rights Policy – tentative date 9/26/16
4. Performing Arts Group Presentation – tentative date 10/17/16
5. Athletic Survey for future activities (need Committee)

## R. Calendar Announcements

1. Upcoming School Committee meetings are as follows:

Monday, September 26, 2016	<i>Potential</i> Workshop followed by Regular Meeting	City Council Chambers	6:00 pm
Monday, October 3, 2016	Regular Meeting	City Council Chambers	6:00 pm
Monday, October 17, 2016	Regular Meeting	City Council Chambers	6:00 pm

## S. Adjournment

Mr. Miscio made a motion to adjourn at 8:50 pm.  
Mr. Roux seconded the motion. Motion carried 5 - 0.

Respectfully submitted,

Jonathan Mapes, School Committee Chair

David Theoharides, Superintendent

# Attendance Protocols and Forms

Dear Parent/Guardian:

Welcome Back! As we begin the school year, I want to welcome you as our partner in your child's education. We value, appreciate, and seek out your involvement and collaboration for the success of your child.

Our goal this year is to ensure that every student attends school regularly. Positive attendance is a key ingredient to keeping students on track academically and in engaging them in all aspects of school life.

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life.

We realize some absences are unavoidable due to health problems or other circumstances. But, we also know that when students miss too much school— regardless of the reason – it can cause them to fall behind academically. Your child is less likely to succeed if he or she is chronically absent—which means missing 18 or more days over the course of an entire school year. Absences can add up quickly. A child is chronically absent if he or she misses just two days every month!! Research shows:

- Children chronically absent in kindergarten and 1<sup>st</sup> grade are much less likely to read at grade level by the end of 3<sup>rd</sup> grade.
- By 6<sup>th</sup> grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9<sup>th</sup> grade good attendance can predict graduation rates as well as success in college.

**Clearly going to school regularly matters!**

When our students are not at ( )School, we notice because we care!

We don't want your child to fall behind in school and get discouraged. Please ensure that your child attends school every day and arrives on time. Please make sure you are familiar with the school calendar to assist in your family scheduling for vacations and medical appointments. We have also listed additional tips to assist families to help improve attendance on the back of this letter.

Let us know how we can best support you and your children so that they can show up for school on time every day. We want your child to be successful in school! If you have any questions or need more information please do not hesitate to contact us at 324-\_\_\_\_\_.

Sincerely,

Principal

## Attendance Tips

Attachment I.2.i.

1. Set out a regular bedtime and morning routine.
2. Lay out clothes and pack backpacks the night before so that in the morning all your student needs to do is get up and go!
3. Avoid extended family trips when school is in session.
4. Last and most importantly, communicate with the school about barriers that keep your student from getting to school. Is bullying an issue? Is it a transportation issue? The more we know what the specific barriers are, the more equipped we are to find solutions together.

## Sanford School Department Truancy Remediation Protocol

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

	<b>Action</b>	<b>By Whom</b>	<b>Date</b>	<b>Comment</b>
Step 1	Irregular attendance is noted (5 cumulative days or 3 consecutive days)	Attendance Secretary		
	Phone call is made to the parents to determine cause of the absences and express importance of attendance. (If unable to contact by phone, send attendance officer to the residence)	Administrator or School Counselor		
Step 2	If irregular attendance continues (7 cumulative days or 5 consecutive days) a formal letter is sent home.	Principal		
Step 3	If student misses more than 10 cumulative days or 7 consecutive days a phone call is made to set-up a meeting with parents.	Administrator		
	Meeting is held to develop an attendance plan	Parents Administrator Counselors Teachers SRO		



Step 4	If the plan is not working, the Assistant Superintendent is notified	Administrator		
	Letter sent to parents reminding of truancy laws and requesting a meeting at Central Office with Assistant Superintendent	Assistant Superintendent		
Step 5	Notify DHHS if irregular attendance continues	Administrator or School Counselor		
	Contact Police by working through Sanford Public Safety at 324-3644	Principal		
	Facts of the case are given to the police	Administrator or Assistant Superintendent		

## Sanford School Department

# Student Attendance and Truancy Form

*This form will be used when a student is identified as having an attendance issue.*

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date Form Started: \_\_\_\_\_

- Carl J. Lamb School                       Lafayette School  
 Margaret Chase Smith School            Willard School                       Sanford Jr. High School  
 Sanford High School                       SRTC

**Attach Student's Attendance Report**

**Date(s) parents were called:** *(Parent will be called the day the student is absent)*


**Date(s) Attendance Officer was sent to the home:**


**Date Attendance Letter was sent home:** \_\_\_\_\_

## PARENT MEETING

**After ten (10) unexcused absences** in one school year, parents will be notified and asked to attend a meeting that includes the student, the principal or designee, and the guidance counselor in order to develop an attendance plan for the student tailored to his/her specific circumstances.

- Set Meeting Date: \_\_\_\_\_  
 Send Letter to Parent - Date: \_\_\_\_\_                       Notified by Phone (if needed) – Date: \_\_\_\_\_  
 Copy of Attendance Plan attached.  
 Assistant Superintendent notified – Date: \_\_\_\_\_

**This form will be placed in the student's cumulative record**

Monday, Day, Year

Parent name  
Parent Address  
Sanford, ME 04073

Dear Parent/Guardian:

Sanford Schools are working in partnership with families to ensure all students develop and maintain good school attendance habits. As a district, Sanford is committed to improving student achievement, so we are concerned when a child misses school for any reason. Frequent and/or extended absences affect your child's opportunity to learn. This letter serves to be informative and to express our desire to work with you to make school a positive experience for you and your child. The school counselor or Assistant Principal who works with your child has reached out to you to personally discuss this important matter with you.

I am writing to express my continued concern regarding STUDENT'S attendance at school this year. Since the beginning of school, STUDENT has \_\_\_\_ unexcused absences. As a result, your child is now considered truant pursuant to Maine State Law section 5051-A. As a parent, you have the right to inspect HIS/HER attendance record. The enclosed record confirms the number of days your child has missed since the beginning of this school year.

School attendance laws require parent notification any time a student becomes truant pursuant to Maine State Law section 5051-A. As part of the attendance protocol for Sanford Schools, an intervention directed at improving attendance is required through our Response to Intervention (RTI) Process. For any intervention to be successful, parental participation is vital. The Student Services Team will be in touch with you soon to discuss this further.

In the meantime, if STUDENT is missing school due to legitimate medical reasons, documentation from a medical professional must be provided to the school indicating that HE/SHE is unable to attend. If documentation is not provided, STUDENT will be considered truant.

We believe that your child's success in school is best achieved when parents and the school work together. Please do not hesitate to contact your child's guidance counselor ( ) or Assistant Principal ( ) to discuss any concerns or barriers that are standing in the way of your child attending school and being successful. We will help in any way we can to support your child and their learning.

Sincerely,

Principal

Cc: David Theoharides, Superintendent of Schools; Matt Nelson, Assistant Superintendent of Schools; ( )Assistant Principal; ( ), School Counselor; ( ), Outreach Worker,

**David Theoharides**  
*Superintendent*

**Matt Nelson**  
*Assistant Superintendent*

**Gwen Bedell**  
*Business Administrator*

# Sanford School Department

917 Main Street, Suite 200, Sanford, Maine 04073  
Tel: 207-324-2810 Fax: 207-324-5742  
[www.sanford.org](http://www.sanford.org)

**Attachment 1.2.i.**  
**Bernie Flynn**  
*Curriculum Director*

**Stacey Bissell**  
*Special Education Director*

<Date>

<Parent Name>  
<Parent Address>  
Sanford, ME 04073

Dear <Parent Name>,

I was disappointed when I didn't hear from you concerning the attendance meeting scheduled for <student name> on <date of meeting>. Addressing this issue as soon as possible will be in <student's name> best interests so we do not have to involve DHHS or the Sanford Police Department. Please call me at your earliest convenience so that we may schedule a discussion regarding a plan for your <son or daughter> As I mentioned in earlier correspondence, we want <student name> to experience a productive and positive school year...and regular attendance is an important part of the equation.

I look forward to hearing from you. I can be reached at 324-2810.

Sincerely,

Matt Nelson  
Assistant Superintendent

Copy: <School Administrators>

David Theoharides  
Superintendent

Matt Nelson  
Assistant Superintendent

Gwen Bedell  
Business Administrator

# Sanford School Department

917 Main Street, Suite 200, Sanford, Maine 04073  
Tel: 207-324-2810 Fax: 207-324-5742  
www.sanford.org

Bernie Flynn  
Curriculum Director

Stacey Bissell  
Special Education Director

**Student's Name:**

**Student's School:**

**Student's Grade:**

**Meeting Date/time:**

**In attendance:**

**Measures identified to address \_\_\_\_\_'s attendance issues:**

1.
2.
3.
4.
5.

Matt Nelson, Assistant Superintendent

Date

TO: Sanford School Committee  
FROM: Stacey L. Bissell, Director of Special Education  
DATE: September 20, 2016

We are beginning the third year of the Number Worlds math program as the instructional curriculum for grades K to 8. To provide continuity in the instruction of mathematics for Special Education students, the use of Number Worlds has been expanded into Sanford High School and the Bridge program.

Here is a snapshot of student progress from 2014-15 to 2015-16. These numbers are from student scores on the Number Knowledge Test, a standardized assessment developed by McGraw-Hill to measure a student's conceptual knowledge of mathematics or number sense. The assessment is an oral test given 1 – 1, teacher to student. A student taking the test can score from 1 to 30, 30 denoting a perfect score.

Progress in students' conceptual knowledge:

- Student conceptual understanding increased by an overall mean of 27.8%
- The median percent increase in scores was 11.5%
- The average ( mean ) improvement in scores by grade were
  - Grade 1 145.2%
  - Grade 2 39.2%
  - Grade 3 20.7%
  - Grade 4 2.5%
  - Grade 5 28.3%
  - Grade 6 8.1%
  - Grade 7 -2.5%
  - Grade 8 -3.5%
- From 2014-15 to 2015-16, 63% of the students increased their raw scores.

# Policies for Consideration

Matt Nelson, Assistant Superintendent  
September 26, 2016

Policy Updates  
**Executive Summary – September 26, 2016**

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The following policies and recommended procedures will be presented for a “**First Reading**”  
on September 26, 2016

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- 1. Policy JICK: Bullying and Cyberbullying Prevention in Schools** - The model bullying and cyberbullying prevention policy, first adopted in 2013 as a result of An Act to Prohibit Bullying and Cyberbullying in Schools (PL 659), has been revised to include comprehensive, detailed, and user-friendly procedural forms as well as an administrative procedure. All school administrative units' school boards are to ensure that their policies and procedures are consistent with this revised model policy and procedures. The Maine Department of Education recommends that all school personnel be made aware of the law's requirements so to ensure schools are in compliance and provides this policy to be used by school administrative units. Every SAU unit will:
- provide their written policy and procedures to students, parents, volunteers, administrators, teachers, and school staff,
  - post their policy and procedures on the SAU's website, and
  - include in the student handbook a section that addresses the SAU's policy and procedures in detail.

**1. Policy JICK-R: Bullying and Cyberbullying – Administrative Procedure**

This is the commissioner's model procedure for school principals or superintendents' designees to use as guidance in responding to alleged incidents of bullying, including the reporting procedure that students, school staff members, parents/guardians and others utilize, and remedial steps needed after an alleged incident has been determined to be substantiated. These procedures must include written documentation of reported incidents, outcomes of the investigation and/or how the incident was remediated. School administrative units must report substantiated incidents of bullying and cyberbullying to the Maine Department of Education on an annual basis.

Provided here are the model procedures that align with the revised model bullying policy.

**JICK-E1: Bullying and Cyberbullying Reporting Form** - This is the MDOE's model procedure for students, school staff members, parents/guardians and others to report alleged incidents of bullying or to report that bullying was believed to have happened. Reporting forms can be handwritten or electronic but also reporting can be done in person without the use of a form. All SAUs must establish procedures for students, school staff members, parents and others to report incidents of bullying, either in writing, in person, and with the option of being anonymous.

**JICK-E2: Bullying and Cyberbullying Responding Form** - The school principal or a superintendent's designee will promptly investigate and respond to allegations of bullying behavior. This is the MDOE's model procedure for school principals or superintendents' designees to complete throughout the investigation process. All alleged reports of bullying are to be responded to and investigated promptly, and written documentation of alleged reports and outcomes of the investigation is to be included in the procedural process of responding and investigating. The principal or superintendent's designee must



communicate to the parent or guardian of the student who was believed to have been bullied, the measures being taken to ensure the safety of the student who has been bullied and to prevent further acts of bullying. It is also encouraged that the principal or superintendent's designee communicate with the parent or guardian of the alleged bully the positive and restorative interventions and other appropriate discipline measures being taken throughout the investigation.

**JICK-E3: Bullying and Cyberbullying Remediation Form** - If it is determined that there was a substantiated incident of bullying, the school principal or superintendent's designee will identify the specific nature(s) of the incident, apply disciplinary actions, and consequences. This is the commissioner's model procedure for school principals or superintendents' designees to complete when it's been determined that the alleged incident is a substantiated incident of bullying. If it was not determined to have been a substantiated incident of bullying, the principal or superintendent's designee is to refer to the district-wide code of conduct and disciplinary policies for student behavior. This form should be used when the substantiated incident of bullying is entered into the Report of Substantiated Incident of Bullying in the MDOE's NEO data reporting system.

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**Recommended Motions**

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1. Motion to accept the first reading of revised **Policy JICK: Bullying and Cyberbullying Prevention in Schools**
2. Motion to accept the first reading of revised **Policy JICK- R: Bullying and Cyberbullying – Administrative Procedure**
3. **Recommended Procedures included for your reference:**
  - JICK-E1: Bullying and Cyberbullying Reporting Form**
  - JICK-E2: Bullying and Cyberbullying Responding Form**
  - JICK-E3: Bullying and Cyberbullying Remediation Form**

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## Bullying and Cyberbullying Prevention in Schools

### I. Introduction

It is our goal for our school[s] to be a safe and secure learning environment for all students. It is the intent of the Sanford School Committee to provide all students with an equitable opportunity to learn. To that end, the School Committee has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to teaching and learning.

Bullying and other forms of peer mistreatment are detrimental to the school environment as well as student learning, achievement and well-being. Peer mistreatment interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying and other forms of peer mistreatment affect not only students who are targets but also those who participate in and witness such behavior. These behaviors must be addressed to ensure student safety and an inclusive learning environment.

It is not the School Committee's intent to prohibit students from expressing their ideas, including ideas that may offend the sensibilities of others, or from engaging in civil debate. However, the School Committee does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the Sanford schools, and the operation of the schools.

### II. Prohibited Behavior

The following behaviors are prohibited:

1. Bullying;
2. Cyberbullying;
3. Harassment and Sexual Harassment (as defined in board policy ACAA);
4. Retaliation against those reporting such defined behaviors; and
5. Making knowingly false accusations of bullying behavior.

Any person who engages in any of these prohibited behaviors that constitutes bullying shall be subject to appropriate disciplinary actions.

### III. Bullying and Cyberbullying Defined

"Bullying" and "Cyberbullying" have the same meaning in this policy as in Maine law:

A. "Bullying" includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

- (1) Has, or a reasonable person would expect it to have, the effect of:
  - a) Physically harming a student or damaging a student's property; or
  - b) Placing a student in reasonable fear of physical harm or damage to the student's property;

**OR**

- (2) Interferes with the rights of a student by:
  - a) Creating an intimidating or hostile educational environment for the student; or
  - b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;

**OR**

(3) Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above. (These behaviors might also meet the criteria for harassment as defined in board policy ACAA: Harassment and Sexual Harassment of Students.)

Examples of conduct that may constitute bullying include, but are not limited to:

1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
2. Behavior that is likely to harm someone by damaging or manipulating his or her relationships with others, including but not limited to gossip, spreading rumors, and social exclusion;
3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
6. Blocking access to school property or facilities;
7. Stealing or hiding books, backpacks, or other possessions;
8. Stalking; and
9. Physical contact or injury to another person or his/her property.

B. "Cyberbullying" means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

Examples of conduct that may constitute cyberbullying include, but are not limited to the following actions on any electronic medium:

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;
2. Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the targeted student;
3. Impersonating or representing another student through the use of that other student's electronic device or account to send e-mail, text messages, instant messages (IM), phone calls or other messages on a social media website;
4. Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target's e-mail account, IM account, or cell phone; and
5. Using a camera phone or digital video camera to take and/or send embarrassing or "sexting" photographs of other students.

C. "Retaliation" means an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" also includes knowingly falsely reporting an act of bullying.

D. "Substantiated" means that the outcomes of the investigation on the Responding Form (JICK-E2) provide clear evidence to prove that bullying or cyberbullying, as defined in policy, did occur.

E. "Alternative discipline" means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while

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retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student's misbehavior.

#### **IV. Application of Policy**

A. This policy applies to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation, all of whom have the responsibility to comply with this policy.

B. This policy applies to bullying that:

1. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. "School grounds" also includes school-related transportation vehicles.
2. Takes place while students are being transported to or from schools or school-sponsored events;
3. Takes place at any school-sponsored event, activity, function, program, instruction or training; or
4. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in this policy's definition of bullying.

#### **V. Reporting**

*Refer to the Reporting Form – JICK-E1*

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel.

A. School staff, coaches and advisors for extracurricular and cocurricular activities are required to report alleged incidents of bullying to the school principal or other school personnel designated by the superintendent. Any other adult working or volunteering in a school will be encouraged to promptly report observed or suspected alleged incidents of bullying to the building principal or school personnel designated by the superintendent.

B. Students who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.

C. Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behavior to a staff member or school administrator.

D. Acts of reprisal or retaliation against any person who reports an alleged incident of bullying are prohibited. Any student who is determined to have knowingly falsely accused another of bullying shall be subject to disciplinary consequences.

#### **VI. Responding**

*Refer to the Responding Form – JICK-E2*

The school principal or a superintendent's designee will:

A. Promptly investigate and respond to allegations of bullying behavior;

- B. Keep written documentation of all allegations of bullying behavior and outcomes of the investigations, and report alleged and substantiated incidents to the superintendent;
- C. Inform parent(s) or guardian(s) of the student(s) who was alleged to have bullied AND of the student(s) who was believed to have been bullied that a report of an alleged incident of bullying has been made;
- D. Communicate to the parent(s) or guardian(s) of a student(s) who was believed to have been bullied the measures being taken to ensure the safety of the student(s) who was believed to have been bullied and to prevent further acts of bullying;
- E. Inform parent(s) or guardian(s) of the students involved the findings of the investigation and actions to be taken;
- F. Communicate with local or state law enforcement agency if it's believed that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate.

## **VII. Remediation**

*Refer to the Remediation Form – JICK-E3*

The school principal or a superintendent's designee will:

- A. Identify the specific nature(s) of the incident.
- B. Apply disciplinary actions, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances. Alternative discipline includes, but is not limited to:
1. Meeting with the student and the student's parents/guardian;
  2. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
  3. Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option;
  4. Counseling;
  5. Anger management;
  6. Health counseling or intervention;
  7. Mental health counseling;
  8. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
  9. Community service; and
  10. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.
- C. Remediate any substantiated incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, which may include referring the victim, perpetrator or other involved persons to counseling or other appropriate services.

## **VIII. Appeal**

Notification shall be provided to parent(s), guardian(s) and students of the right to appeal a decision of a school principal or a superintendent's designee related to taking or not taking

remedial action in accordance with this policy. The appeals procedure must be consistent with other appeals procedures established by the school board and may include an appeal to the superintendent.

### **IX. Assignment of Responsibility**

A. The School Committee is responsible for:

1. Annually providing written versions of this policy and related procedures to students, parent(s) and guardian(s), volunteers, administrators, teachers and school staff;
2. Posting this policy and related procedures on the school administrative unit's publicly accessible website; and
3. Including in student handbooks a section that addresses in detail this policy and related procedures.

B. The superintendent is responsible for:

1. Oversight, implementation, and enforcement of this policy and its procedures;
2. Designating a school principal or other school personnel to administer the policies at the school level;
3. Developing a procedure for publicly identifying the superintendent's designee or designees for administering the policies at the school level;
4. Ensuring that the prohibition on bullying and retaliation and the attendant consequences apply to any student, school employee, contractor, visitor or volunteer who engages in conduct that constitutes bullying or retaliation;
5. Ensuring that any contractor, visitor, or volunteer who engages in bullying is barred from school grounds until the superintendent is assured that the person will comply with the policies of the school board;
6. Ensuring that any organization affiliated with the school that authorizes or engages in bullying or retaliation forfeits permission for that organization to operate on school grounds or receive any other benefit of affiliation with the school;
7. Providing professional development and staff training in the best practices in prevention of bullying and harassment and implementation of this policy;  
[NOTE: The law requires "training and instructional materials related to the policy" be posted on the Maine Department of Education's website. See "Bullying Prevention Resources" at <http://www.maine.gov/doe/bullying/resources/> for further information]
8. Filing the SAU policy that addresses bullying and cyberbullying with the Maine Department of Education; and
9. Ensuring that substantiated incidents of bullying and cyberbullying are reported to the Maine Department of Education on at least an annual basis.

Legal Reference: 20-A M.R.S.A. § 254 (11-A)  
20-A M.R.S.A. § 1001(15), 6554  
Maine Public Law, Chapter 659

Cross Reference: AC - Nondiscrimination, Equal Opportunity  
ACAA - Harassment and Sexual Harassment of Students  
ACAA-R – Student Discrimination and Harassment Complaint  
Procedure  
ACAD – Hazing  
AD – Educational Philosophy/Mission  
ADAA – School System Commitment to Standards for Ethical and  
Responsible Behavior  
CHCAA - Student Handbooks  
GCI – Professional Staff Development  
IJNDB – Student Computer and Internet Use and Internet Safety  
JI - Student Rights and Responsibilities  
JIC - Student Code of Conduct  
JICC - Student Conduct on Buses  
JICIA - Weapons, Violence and School Safety  
JK - Student Discipline  
JKD - Suspension of Students  
JKE - Expulsion of Students  
JRA-R – Student Education Records and Information Administrative  
Procedures  
  
KLG - Relations with Law Enforcement Authorities

Adoption date: December 4, 2006

Effective date: December 4, 2006

Revision date: February 25, 2013

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**BULLYING and CYBERBULLYING – ADMINISTRATIVE PROCEDURE**

This procedure is intended as guidance for the school principal or superintendent's designee to address an alleged bullying incident. Definitions, as well as steps for reporting, responding to, and remediating allegations of bullying, are provided.

Behavior alleged to be based on a targeted student's actual or perceived race, color, sex, sexual orientation (including gender identity and expression), religion, ancestry or national origin, or disability should be addressed under the Student Harassment and Sexual Harassment procedure (ACAA).

**Definitions**

The following terms are defined in Maine Public law, Chapter 659 and 20-A M.R.S.A. §6554:

A. "Bullying" includes, but is not limited to, a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

- (1) Has, or a reasonable person would expect it to have, the effect of:
  - a. Physically harming a student or damaging a student's property; or
  - b. Placing a student in reasonable fear of physical harm or damage to the student's property;

**OR**

- (2) Interferes with the rights of a student by:
  - a. Creating an intimidating or hostile educational environment for the student; or
  - b. Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;

**OR**

- (3) Is based on a student's actual or perceived race, color, national origin, ancestry, religion, physical or mental disability, gender, sexual orientation, or any other distinguishing characteristic, or is based on a student's association with a person with one or more of these actual or perceived characteristics, and that has the effect described in subparagraph (1) or (2) above.

"Bullying" includes cyberbullying.

B. "Cyberbullying" means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device and personal digital assistant.

C. "Retaliation means" an act or gesture against a student for asserting or alleging an act of bullying. "Retaliation" can also include knowingly false reporting of bullying.

D. "School grounds" means a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. "School grounds" also includes school-related transportation vehicles.



E. "Alternative discipline" means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student's misbehavior.

### **Reports of Bullying**

Bullying or suspected bullying is reportable in person or in writing (including anonymously) to school personnel using the school unit's Reporting Form (JICK-E1).

School staff, coaches and advisors for extracurricular and cocurricular activities are required to report alleged incidents of bullying to the school principal or other school personnel designated by the superintendent. Any other adult working or volunteering in a school will be encouraged to promptly report observed or suspected alleged incidents of bullying to the building principal or school personnel designated by the superintendent.

Students who are believed to have been bullied or are aware of incidents of bullying are strongly encouraged to report this behavior to a staff member or school administrator.

Parents and other adults who believe that an incident of bullying has occurred are encouraged to report this behavior to a staff member or school administrator.

Acts of reprisal or retaliation against any person who reports an incident of bullying are prohibited. Any student who is determined to have knowingly falsely accused another of bullying shall be subject to disciplinary consequences.

Reports of alleged bullying may be made anonymously, except by school staff, coaches and advisors, but in no instance will disciplinary action be taken against any person or organization affiliated with the schools solely on the basis of an anonymous report.

The school principal or superintendent's designee will forward a copy of the completed Reporting Form to the superintendent.

### **Safety Measures**

The school principal or superintendent's designee will communicate to the parent(s) or guardian(s) of the student(s) who was believed to have been bullied the measures being taken to ensure the safety of the student who was believed to have been bullied and to prevent further acts of bullying.

These measures are documented on the Responding Form (JICK-E2)

**[NOTE: School personnel should be careful to respect the confidentiality of student information when communicating with the parent(s) or guardian(s) of a student who was believed to have been bullied. It should be sufficient to inform the parents of what the school is doing to protect the student from further alleged bullying behaviors and to convey that the incident will be investigated and appropriate actions will be taken, without providing details that would be considered a violation of FERPA or an invasion of privacy.]**

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**Responding/Investigation**

The school principal or superintendent's designee will:

- Ensure that all reports of alleged bullying are investigated and responded to promptly and that documentation of the investigation is provided to the superintendent within a reasonable period of time using the Responding Form (JICK-E2).
- Inform parent(s) or guardian(s) of the student(s) who was alleged to have bullied AND of the student(s) who was believed to have been bullied that a report of an alleged incident of bullying has been made;
- Communicate to the parent(s) or guardian(s) of a student(s) who was believed to have been bullied the measures being taken to ensure the safety of the student(s) who was believed to have been bullied and to prevent further acts of bullying;
- Inform parent(s) or guardian(s) of the students involved the findings of the investigation and actions to be taken;
- Communicate with local or state law enforcement agency if it's believed that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate.

**Remediation**

If it is determined that there is a substantiated incident of bullying, the school principal or superintendent's designee will:

- Determine the specific nature(s) of the incident, alternative discipline actions, and appropriate consequences;
- Complete the Remediation Form (JICK-E3);
- Provide a copy of the Remediation Form to the superintendent; and
- Assure that the substantiated incident of bullying is reported to the Maine Department of Education.

**Appeal**

The parent(s) or guardian(s) and student must be notified of the right to appeal the school principal's or superintendent's designees' decision related to taking or not taking remedial action as identified in the appeals procedure established by the school board.

Cross Reference:    ACAA-R – Student Harassment and Sexual Harassment Procedure  
                          JICK – Bullying  
                          JRA-R – Student Education Records and Student Information

Adopted: February 25, 2013



Please provide a description of incident(s) and include any supporting documentation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(use additional pages, if needed)

I agree that the information on this form is accurate and true to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of person reporting (optional) Date: \_\_\_\_\_

\*\*\*\*\*

Received by: \_\_\_\_\_ Date: \_\_\_\_\_  
Position/title: \_\_\_\_\_

Copy to school principal on: \_\_\_\_\_  
Date

Copy received: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of school principal

Copy to superintendent on: \_\_\_\_\_  
Date

Copy received: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of superintendent

## Bullying and Cyberbullying Responding Form

**To be completed by the school principal or superintendent's designee promptly from the time that the Report Form is received.**

Date the alleged incident of bullying was reported: \_\_\_\_\_

Name of school principal or superintendent's designee investigating the report of alleged incident(s) of bullying: \_\_\_\_\_

Position/title: \_\_\_\_\_

### **Details:**

Person(s) reporting the alleged incident(s) of bullying (if indicated, but required if school staff, coaches or advisors): \_\_\_\_\_

Person who completed the Reporting Form (if indicated): \_\_\_\_\_

The person(s) reporting the alleged incident of bullying is: student parent  
grandparent guardian school staff coach advisor other \_\_\_\_\_

Name of the student(s) or adult(s) who was believed to have been bullied:  
\_\_\_\_\_

Was the behavior related to the targeted student's actual or perceived (as indicated in the description of the alleged incident on the Reporting Form):

\_\_\_\_ Race/color

\_\_\_\_ Sex

\_\_\_\_ Sexual orientation (including gender identity and gender expression)

\_\_\_\_ Religion

\_\_\_\_ National origin/ancestry

\_\_\_\_ Disability

If so;

- refer to Board policy ACAA: Harassment and Sexual Harassment of Students,
- include the SAU's Affirmative Action Officer in this investigation, and
- if the behavior includes threats, violence, and/or property damage, it may be enforceable under the Maine Civil Rights Act and should be referred to local law enforcement.

Does the student have a 504 plan? yes no

Does the student have an IEP? yes no

*If yes to either above questions, please refer to student's 504 plan or IEP.*

Is the student in the referral process for either? yes no

If the student receives Special Education services, when was the Director of Special Education or 504 Coordinator made aware of this situation? date: \_\_\_\_\_

Name of the student(s) or adult(s) who is alleged to have bullied: \_\_\_\_\_

The reported alleged incident(s) occurred:

- \_\_\_\_\_ on school grounds
- \_\_\_\_\_ on the school bus
- \_\_\_\_\_ at a school sponsored activity
- \_\_\_\_\_ through the use of technology – at home at school
- \_\_\_\_\_ elsewhere – (be specific) \_\_\_\_\_

Date(s): \_\_\_\_\_

Time(s)/time(s) of day: \_\_\_\_\_

Additional details known: \_\_\_\_\_

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Have there been prior reports of alleged incidents of bullying or substantiated incident(s) of bullying involving the student(s) and/or adult(s)? yes no

If yes, please include details and outcomes:

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Evidence of allegation(s) of bullying provided to the school or in the school's possession used in this investigation:

_____ school video cameras	_____ letters
_____ school bus camera	_____ phone conversation notes
_____ cell phone video	_____ written statements
_____ electronic photos	_____ hospital reports
_____ printed photos	_____ police reports
_____ email(s)	_____ other (specify) _____

**Communication:**

When did you contact the parent(s) or guardian(s) of the student(s) who was believed to have been bullied?

Date of communication(s): \_\_\_\_\_

Details of communication:

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The school principal or superintendent's designee met with the student(s) who was believed to have been bullied on: \_\_\_\_\_

Details of communication: \_\_\_\_\_

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When did you contact the parent(s) or guardian(s) of the student(s) who was alleged to have bullied?

Date of communication(s): \_\_\_\_\_

Details of communication:

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The school principal or superintendent's designee met with the student(s) alleged to have bullied on: \_\_\_\_\_

Details of communication: \_\_\_\_\_

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Did the person(s) reporting the alleged incident identify any witnesses?    yes    no

Name(s) of witness: \_\_\_\_\_

Did the school identify any witnesses?    yes    no

Name(s) of witness: \_\_\_\_\_

If yes, the school principal or superintendent's designee met with the witness(es) on:

\_\_\_\_\_ Details of communication: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Safety Measures:**

Local or state law enforcement will be contacted for potential:

- \_\_\_\_\_ criminal charges
- \_\_\_\_\_ civil action under the Maine Civil Rights Act
- \_\_\_\_\_ N/A

What measures are being taken throughout the investigation to ensure the safety of the student who was believed to have been bullied? \_\_\_\_\_

*Attach safety measures (ie. Student Support & Safety Plan) to this Responding Form.*

When was there communication with the parent(s) or guardian(s) of the student(s) who was believed to have been bullied about these safety measures?

Date of communication(s): \_\_\_\_\_

Details of communication:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





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**Bullying and Cyberbullying Remediation Form**

*The intent of remediating a substantiated incident of bullying is to counter the negative impact of bullying and to reduce the risk of future bullying incidents.*

This remediation is in reference to the alleged incident of bullying reported on:

\_\_\_\_\_

Name of student who was found to have bullied (do not report name of student or any personally identifying information to the Maine Department of Education):

\_\_\_\_\_

Delineate the specific nature(s) of the incident:

- \_\_\_\_\_ Cyberbullying
- \_\_\_\_\_ Electronic expression
- \_\_\_\_\_ Physical act or gesture
- \_\_\_\_\_ Retaliation
- \_\_\_\_\_ Verbal/Oral
- \_\_\_\_\_ Written

Alternative discipline imposed for this student (actions taken):

- \_\_\_\_\_ Meeting with the student and the student's parent(s) or guardian(s)
- \_\_\_\_\_ Reflective activities, such as requiring the student to write an essay about the student's misbehavior
- \_\_\_\_\_ Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option
- \_\_\_\_\_ Counseling
- \_\_\_\_\_ Anger management
- \_\_\_\_\_ Health counseling or intervention
- \_\_\_\_\_ Mental health counseling
- \_\_\_\_\_ Participation in skills building and resolution activities, such as social emotional cognitive skills building, resolution circles and restorative conferencing
- \_\_\_\_\_ Community service

The student received/will receive the following discipline actions (consequences):

- \_\_\_\_\_ Alternative Discipline
- \_\_\_\_\_ Detention
- \_\_\_\_\_ Weekend Detention
- \_\_\_\_\_ In-school suspension
- \_\_\_\_\_ Out-of-school suspension
- \_\_\_\_\_ Expulsion/Recommended for expulsion

Was the student referred to law enforcement? yes    no

Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional details of disciplinary actions taken: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**[DOCUMENTATION OF ALL REMEDIATION ACTIONS MUST RESPECT CONFIDENTIALITY OF STUDENT INFORMATION AS PROVIDED BY FEDERAL AND MAINE LAW AND REGULATIONS]**

\_\_\_\_\_  
Date: \_\_\_\_\_  
Signature of principal or superintendent’s designee completing this form

\_\_\_\_\_  
Title of superintendent’s designee

If this person is not the school principal, copy to school principal on: \_\_\_\_\_  
Date

Copy received: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of school principal

Copy to Superintendent on: \_\_\_\_\_  
Date

Copy received: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Superintendent

**This substantiated incident of bullying was reported to the Maine Department of Education *without personally identifying information* on: \_\_\_\_\_ initialed by: \_\_\_\_\_**

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## Bullying

The Sanford School Committee believes that bullying, including cyberbullying, is detrimental to student well-being and to student learning and achievement. 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 in and witness such behavior.

### Bullying Prohibited

Bullying, including “cyberbullying,” is not acceptable conduct in the Sanford School Department and is prohibited.

Retaliation for the reporting of incidents of such behavior is also prohibited.

In adopting this policy, it is not the School Committee’s intent to prohibit students from expressing their ideas, including religious, political and philosophical views that may offend the sensibilities of others, or from engaging in civil debate. However, the School Committee does not condone and will take action in response to conduct that directly interferes with students’ rights at school under applicable laws or with the educational mission, operations, discipline or general welfare of the schools.

### Definition of Bullying

“Bullying” and “cyberbullying” have the same meaning in this policy as in Maine law:

#### Bullying

“Bullying” includes, but is not limited to a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

- A. Has, or a reasonable person would expect it to have, the effect of:
  - a. Physically harming a student or damaging a student’s property; or
  - b. Placing a student in reasonable fear of physical harm or damage to his/her property;
  
- B. Interferes with the rights of a student by:
  - a. Creating an intimidating or hostile educational environment for the student;  
or
  - b. Interfering with the student’s academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school;  
or
  
- C. Is based on:
  - a. A student’s actual or perceived characteristics identified in 5 MRSA § 4602 or 4684-A (including race; color; ancestry; national origin; sex; sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status);  
or

- b. A student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics;

and that has the effect described in subparagraph a. or b. above.

### **Cyberbullying**

“Cyberbullying” means bullying through the use of technology or any electronic communication, including but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant.

### **Application of Policy**

This policy applies to bullying that:

- A. Takes place at school or on school grounds, at any school-sponsored or school-related activity or event or while students are being transported to or from school or school-sponsored activities or events; or
- B. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in the definition of “bullying.”

### **Consequences for Policy Violations**

#### **Students**

Students who violate this policy may be subject to disciplinary action which may include suspension, expulsion or a series of graduated consequences including alternative discipline or other behavioral interventions.

The School Committee retains the right to impose disciplinary consequences for bullying and other conduct that occurs at any time or place that substantially disrupts the instructional program, operations of the schools or welfare of students.

Any student violating this policy may also be subject to civil or criminal penalties.

#### **School Employees and Others**

Administrators, professional staff and all other employees who violate this policy may be subject to disciplinary action up to and including dismissal, and in accordance with any applicable collective bargaining agreements.

Volunteers, contractors and visitors who violate this policy will be barred from school property until the Superintendent is satisfied that the person will comply with Maine's bullying law and this policy.

Any person violating this policy may also be subject to civil or criminal penalties.

Any school-affiliated organization that authorizes or engages in bullying or retaliation is subject to forfeiture of School Committee approval/sanctioning and/or suspension or revocation of its permission to operate on school grounds.

**Staff Training**

The Sanford School Department will provide professional development and staff training in bullying prevention and response.

**Delegation of Responsibility**

The Superintendent will designate the school principal and/or other school personnel to be responsible for implementation/enforcement of this policy and associated procedures on the school level.

The Superintendent/designee will be responsible for developing and implementing procedures in accordance with applicable law to implement this policy.

**Dissemination of Policy**

This policy, any associated administrative procedures and the names of the person(s) responsible for implementing the policy/procedure at the school level will be provided, in writing to students, parents, school employees and volunteers in handbooks, and on the school unit’s website and by any such other means (if any) as may be determined by the Superintendent.

Legal reference: 20-A MRSA § 1001(15), 6554

Cross-reference: AC – Nondiscrimination, Equal Opportunity  
ACAA – Harassment and Sexual Harassment of Students  
ACAD – Hazing  
ADF – Commitment to Learning Results  
JF – Student Rights and Responsibilities  
JIC – System-Wide Student Code of Conduct  
JICIA – Weapons, Violence and School Safety  
JG – Student Discipline  
JGD – Student Suspension/Expulsion  
KLG – Relations With Law Enforcement Authorities

Adoption date: December 4, 2006

Effective date: December 4, 2006

Revision date: February 25, 2013

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## BULLYING – ADMINISTRATIVE PROCEDURE

This procedure is intended as guidance for school administrators in carrying out their responsibilities when bullying is alleged to have occurred. It provides important definitions as well as steps for reporting, investigating and responding to allegations of bullying.

Bullying behavior alleged to be based on race, color, ancestry, national origin, sex, sexual orientation, religion or disability should be addressed under the procedures set forth in the Student Harassment and Sexual Harassment procedure, ACAA-R, rather than under this procedure.

### Definitions

The following terms are defined in Maine law (20-A MRSA § 6554):

#### **Bullying**

“Bullying” includes, but is not limited to a written, oral or electronic expression or a physical act or gesture or any combination thereof directed at a student or students that:

- A. Has, or a reasonable person would expect it to have, the effect of:
    - 1. Physically harming a student or damaging a student’s property; or
    - 2. Placing a student in reasonable fear of physical harm or damage to his/her property;
  - B. Interferes with the rights of a student by:
    - 1. Creating an intimidating or hostile educational environment for the student; or
    - 2. Interfering with the student’s academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or
  - C. Is based on:
    - a. A student’s actual or perceived characteristics identified in 5 MRSA § 4602 or 4684-A (including race; color; ancestry; national origin; sex; sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or
    - b. A student’s association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics;
- and that has the effect described in subparagraph A. or B. above.

#### **Cyberbullying**

“Cyberbullying” means bullying through the use of technology or any electronic communication, including but not limited to, a transfer of signs, signals, writing, images,

sounds, data or intelligence of any nature transmitted by the use of any electronic device including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant.

For the purpose of this policy, bullying does not mean mere teasing, put-downs, “talking trash,” trading of insults, or similar interactions among friends, nor does it include expression of ideas or beliefs so long as such expression is not lewd, profane or does not interfere with students’ opportunity to learn, the instructional program or the operations of the schools. This does not preclude teachers or school administrators from setting and enforcing rules for civility, courtesy and/or responsible behavior in the classroom and the school environment.

The determination whether particular conduct constitutes bullying requires reasonable consideration of the circumstances, which include the frequency of the behavior at issue, the location in which the behavior occurs, the ages and maturity of the students involved, the activity or context in which the conduct occurs, and the nature and severity of the conduct.

### **Retaliation**

“Retaliation means” an act or gesture against a student for asserting or alleging an act of bullying. “Retaliation” also includes reporting that is not made in good faith on an act of bullying (i.e., the making of false allegations or reports of bullying).

### **School Grounds**

“School grounds” means a school building; property on which a school building or facility is located; and property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training. “School grounds” also includes school-related transportation vehicles.

### **Alternative Discipline**

“Alternative discipline” means disciplinary action other than suspension or expulsion from school that is designed to correct and address the root causes of a student’s specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student’s misbehavior.

## **Bullying Reports**

### **Students and Parents/Guardians**

Students who believe they have been bullied, or who have witnessed or learned about an act of bullying should report this behavior to the building principal.

Parents/guardians may report bullying on behalf of their children or when they have witnessed or are aware of the occurrence of bullying.

Reports of bullying may be made anonymously, but no disciplinary action shall be taken against a student solely on the basis of an anonymous report.

Any student who has been determined to have made a false report of bullying will be subject to disciplinary consequences.



### **School Employees**

For the purposes of this procedure, “school employees” includes coaches, advisors for cocurricular or extracurricular activities and volunteers.

All school employees are expected to intervene when they see acts of bullying in progress and are required to report incidents of bullying they have witnessed or become aware of to the building principal as soon as practicable.

School employees who fail to report bullying or who have made a false report of bullying will be subject to disciplinary consequences up to and including termination, in accordance with any applicable collective bargaining agreement.

### **Others**

Contractors, service providers, visitors or community members who have witnessed or become aware of bullying are encouraged to report such incidents to the building principal.

### **Form of Reports**

Complaints or reports of bullying may be made orally or in writing, but all reports will be documented in writing by school personnel authorized to receive complaints or reports, using the school department’s reporting form.

School employees are required to make reports of bullying to the principal in writing. Although students, parents and others, as identified above, may make bullying reports anonymously, all persons reporting incidents of bullying are encouraged to identify themselves.

Bullying reports may be made anonymously, but in no instance will action be taken against any person or organization affiliated with the schools solely on the basis of an anonymous report.

The building principal will forward a copy of the report to the Superintendent by the end of the next school day.

### **Interim Measures**

The building principal may take such interim measures as he/she deems appropriate to ensure the safety of the targeted student and prevent further bullying and will inform the parents of the targeted student of measures taken.

### **Investigation**

The principal will ensure that all reports of bullying and retaliation are investigated promptly and that documentation of the investigation, including the substance of the complaint or report and the outcome of the investigation is prepared and forwarded to the Superintendent within a reasonable period of time.

### **Response to Bullying by Students**

If bullying has been substantiated, the building principal or designee as appropriate under the circumstances will determine the appropriate disciplinary consequences, which may

include detention, suspension or expulsion; alternative discipline; remediation; and/or other intervention.

Alternative discipline includes but is not limited to:

- A. Meeting with the student and the student's parents;
- B. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
- C. Mediation when there is mutual conflict between peers, rather than one-way negative behavior, and when both parties freely choose to meet;
- D. Counseling;
- E. Anger management;
- F. Health counseling or intervention;
- G. Mental health counseling;
- H. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
- I. Community service; and
- J. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.

If the bullying behavior appears to be a criminal violation, the building principal will notify local law enforcement authorities.

If bullying has been substantiated, the building principal will provide written notification to:

- A. The parents/guardians of the targeted student, including the measures being taken to ensure the student's safety; and to
- B. The parents/guardians of the student found to have engaged in bullying, including the process for appeal.

All communications to parents must respect the confidentiality of student and employee information as provided by federal and Maine law and regulations.

## Appeals

Any appeal of the building principal's decisions in regard to consequences for bullying must be submitted, in writing, within 14 calendar days of the parental notification. The Superintendent will review the investigation report and actions taken and decide whether to sustain or deny the appeal. The Superintendent's decision shall be final.

Cross Reference:     ACAA-R – Student Harassment and Sexual Harassment Procedure  
                           JICK – Bullying  
                           JRA-R – Student Education Records and Student Information

Adopted: February 25, 2013