

FIRST READ – SCHOOL BOARD – SEPTEMBER 2016

USE OF PHYSICAL RESTRAINT AND SECLUSION

The Board has adopted this policy and the accompanying procedures to implement the standards for use of physical restraint and seclusion with students, as required by state law and regulations, and to support a safe school environment. Physical restraint and seclusion, as defined by this policy, may only be used as an emergency intervention when the behavior of a student presents a risk of injury or harm to the student or others.

The Superintendent has overall responsibility for implementing this policy and the accompanying procedure, but may delegate specific responsibilities as he/she deems appropriate.

I. DEFINITIONS

The following definitions apply to this policy and procedure:

- A. **Physical restraint:** An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily.

Physical restraint does not include any of the following:

1. Physical escort: A temporary touching or holding inducing a student to walk to another location, including assisting the student to the student's feet in order to be escorted.
2. Physical prompt: A teaching technique that involves physical contact with the student and that enables the student to learn or model the physical movement necessary for the development of the desired competency.
3. Physical contact: When the purpose of the intervention is to comfort a student and the student voluntarily accepts the contact.
4. A brief period of physical contact necessary to break up a fight.
5. Momentarily deflecting the movement of a student when the student's movements would be destructive, harmful or dangerous to the student or others.
6. The use of seat belts, safety belts or similar passenger restraints, when used as intended during the transportation of a child in a motor vehicle.

7. The use of a medically prescribed harness, when used as intended; the use of protective equipment or devices that are part of a treatment plan prescribed by a licensed health care provider; or prescribed assistive devices when used as prescribed and supervised by qualified and trained individuals.
8. Restraints used by law enforcement officers in the course of their professional duties are not subject to this policy/procedure or DOE Rule Chapter 33.
9. DOE Rule Chapter 33 does not restrict or limit the protections available to school officials under 20-A M.R.S.A. § 4009, but those protections do not relieve school officials from complying with this policy/procedure.

B. **Seclusion:** The involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving, with no other person in the room or area with the student.

Seclusion does not include:

1. Timeout: An intervention where a student requests, or complies with an adult request for, a break.

II. PROCEDURES FOR IMPLEMENTING PHYSICAL RESTRAINT AND SECLUSION

The requirements for implementing physical restraint and seclusion, as well as incident notices, documentation and reporting are included in the accompanying procedure, JKAA-R.

III. ANNUAL NOTICE OF POLICY/PROCEDURE

The Brunswick School Department shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Superintendent/designee.

IV. TRAINING REQUIREMENTS

- A. All school staff and contract providers shall receive an annual overview of this policy/procedure.
- B. The Brunswick School Department will ensure that there are a sufficient number of administrators/designees, special education and other staff who maintain certification in a restraint and seclusion training program approved by the Maine Department of Education. A list of certified staff shall be updated

annually and maintained in the Superintendent's office, in each school office and in the Brunswick School Department's Emergency Management Plan.

V. PARENT/LEGAL GUARDIAN COMPLAINT PROCEDURE

A parent/legal guardian who has a complaint concerning the implementation of this policy/procedure must submit it in writing to the Superintendent as soon as possible. The Superintendent/designee shall investigate the complaint and provide written findings to the parent/legal guardian within twenty (20) business days, if practicable.

A parent/legal guardian who is dissatisfied with the result of the local complaint process may file a complaint with the Maine Department of Education. The Department of Education will review the results of the local complaint process and may initiate its own investigation at its sole discretion. The Department shall issue a written report with specific findings to the parent/legal guardian and the Brunswick School Department within 60 calendar days of receiving the complaint.

Legal Reference: 20-A M.R.S.A. §§ 4502(5) (M); 4009
Me. DOE Rule, Ch. 33 (April 2013)

Cross Reference: EBCA – Comprehensive Emergency Management Plan
JKAA-R – Procedures of Physical Restraint and Seclusion
JK – Student Discipline
KLG/KLG-R – Relations with Law Enforcement
(or KLG/KLG-R – Relations with School Resource Officers)

Adopted: _____

FIRST READ – SCHOOL BOARD – SEPTEMBER 2016

PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of the Brunswick School Department under state law/regulations and Board Policy JKAA governing the use of physical restraint and seclusion. These procedures shall be interpreted in a manner consistent with state law and regulations.

1. Definitions

For purposes of these procedures, the terms “physical restraint” and “seclusion” shall have the meanings defined in Policy JKAA. Definitions for other important terms in this procedure include:

- A. **Emergency:** A sudden, urgent occurrence, usually unexpected, but sometimes anticipated, that requires immediate action.
- B. **Risk of injury or harm:** A situation in which a student has the means to cause physical harm or injury to him/herself or others and such injury or harm is likely to occur at any moment, such that a reasonable and prudent person would take steps to protect the student and others against the risk of such injury or harm.
- C. **Dangerous behavior:** Behavior that presents an imminent risk of injury or harm to a student or others.
- D. **Serious bodily injury:** Any bodily injury that involves: (1) A substantial risk of death; (2) Extreme physical pain; (3) Protracted and obvious disfigurement; or (4) Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

2. Physical Restraint

To the extent possible, physical restraint will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated a physical restraint in an emergency, trained staff must be summoned to the scene to assume control of the situation if the emergency continues. This procedure does not preclude law enforcement personnel from implementing physical restraints in carrying out their professional responsibilities.

A. Permitted Uses of Physical Restraint

- 1. Physical restraint may be used only as an emergency intervention when the behavior of a student presents A risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.
- 2. Physical restraint may be used to move a student only if the need for movement outweighs the risks involved in such movement.
- 3. Prescribed medications, harnesses, and other assistive or protective devices may be used as permitted by Rule Chapter 33.
- 4. Parents may be requested to provide assistance at any time.

B. Prohibited Forms and Uses of Physical Restraint

1. Physical restraint used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Physical restraint used solely to prevent property destruction or disruption of the environment in the absence of imminent risk of injury or harm.
3. Physical restraint that restricts the free movement of a student's diaphragm or chest, or that restricts the airway so as to interrupt normal breathing or speech (restraint-related asphyxia).
4. Physical restraint that relies on pain for control, including but not limited to joint hyperextension, excessive force, unsupported take-downs (e.g., tackles), the use of any physical structure (e.g., wall, railing or post), punching and hitting.
5. Aversive procedures, and mechanical and chemical restraints.
 - a. Aversive procedures are defined as the use of a substance or stimulus, intended to modify behavior, which the person administering it knows or should know is likely to cause physical and/or emotional trauma to a student, even when the substance or stimulus appears to be pleasant or neutral to others. Such substances and stimuli include but are not limited to infliction of bodily pain (e.g., hitting, pinching, slapping); water spray; noxious fumes; extreme physical exercise; costumes or signs.
 - b. Mechanical restraints are defined as any item worn by or placed on the student to limit behavior or movement and which cannot be removed by the student. Prescribed assistive devices are not considered mechanical restraints when used as prescribed and their use is supervised by qualified and trained individuals in accordance with professional standards.
 - c. Chemical restraints are defined as the use of medication, including those administered PRN (as needed), given involuntarily to control student behavior. Prescribed medications are not considered chemical restraints when administered by a health care provider in accordance with a student's health care plan.

C. Monitoring Students in Physical Restraint

1. At least two adults must be present at all times when physical restraint is used except when, for safety reasons, waiting for a second adult to arrive is precluded by the particular circumstances.
2. The student must be continuously monitored until he/she no longer presents imminent risk of injury or harm to him/herself or others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Physical Restraint

1. The staff involved in the use of physical restraint must continually assess for signs that the student is no longer presenting a risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.
 - a. The time a student is in physical restraint must be monitored and recorded.
 - b. If physical restraint continues for more than ten (10) minutes, an administrator/designee shall determine whether continued physical restraint is warranted, and shall continue to monitor the status of the physical restraint every ten (10) minutes until the restraint is terminated.
 - c. If attempts to release a student from physical restraint have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

3. Seclusion

To the extent possible, seclusion will be implemented by staff certified in a training program approved by the Maine Department of Education. If untrained staff have intervened and initiated seclusion in an emergency, trained staff must be summoned to the scene as soon as possible.

A "timeout" where a student requests, or complies with an adult request for, a break is not considered seclusion under this procedure. Seclusion also does not include any situation where others are present in the room or defined area with the student (including but not limited to classrooms, offices and other school locations).

A. Permitted Uses and Location of Seclusion

1. Seclusion may be used only as an emergency intervention when the behavior of a student presents imminent risk of injury or harm to the student or others, and only after other less intrusive interventions have failed or been deemed inappropriate.
2. Seclusion may be achieved in any part of a school building with adequate light, heat, ventilation and of normal room height.
 - a. Seclusion may not take place in a locked room.
 - b. If a specific room is designated as a seclusion room, it must be a minimum of sixty (60) square feet; have adequate light, heat and ventilation; be of normal room height; contain an unbreakable observation window in a wall or door; and must be free of hazardous material and objects which the student could use to self-inflict bodily injury.

3. Parents may be requested to provide assistance at any time.

B. Prohibited Uses of Seclusion

1. Seclusion used for punitive purposes; as a therapeutic or educational intervention; for staff convenience; or to control challenging behavior.
2. Seclusion used to prevent property destruction or disruption of the environment in the absence of imminent risk of injury.

C. Monitoring Students in Seclusion

1. At least one adult must be physically present at all times to continuously monitor a student in seclusion. The adult, while not present in the room or defined area, must be situated so that the student is visible at all times.
2. The student must be continuously monitored until he/she no longer presents an imminent risk of injury or harm to him/herself or others.
3. If an injury occurs, applicable school policies and procedures should be followed.

D. Termination of Seclusion

1. The staff involved in the seclusion must continually assess for signs that the student is no longer presenting an imminent risk of injury or harm to him/herself or others, and the emergency intervention must be discontinued as soon as possible.
 - a. The time a student is in seclusion must be monitored and recorded.
 - b. If seclusion continues for more than ten (10) minutes, an administrator/designee shall determine whether continued seclusion is warranted, and shall continue to monitor the status of the seclusion every ten (10) minutes until the seclusion is terminated.
 - c. If attempts to release a student from seclusion have been unsuccessful and the student continues to present behaviors that create an imminent risk of injury or harm to him/herself or others, then staff may request additional assistance from other school staff, parents, medical providers, or other appropriate persons or organizations.

4. Notification and Reports of Physical Restraint and Seclusion Incidents

For the purposes of this procedure, an “incident” consists of all actions between the time a student begins to create a risk of harm and the time the student ceases to pose a risk of harm and returns to his/her regular programming.

A. Notice Requirements

After each incident of physical restraint or seclusion:

1. A staff member involved in the incident shall make an oral notification to the administrator/designee as soon as possible, but no later than the end of the school day.
2. An administrator/designee shall notify the parent/legal guardian about the physical restraint or seclusion (and any related first aid provided) as soon as practical, but within the school day in which the incident occurred. The administrator/designee must utilize all available phone numbers or other available contact information to reach the parent/legal guardian. If the parent/legal guardian is unavailable, the administrator/designee must leave a message (if the parent/legal guardian has a phone and message capability) to contact the school as soon as possible. The parent/legal guardian must be informed that written documentation will be provided within seven (7) calendar days.
3. If the physical restraint or seclusion incident occurred outside the school day, the notifications must be made as soon as possible and in accordance with the Brunswick School Department's usual emergency notification procedures.
4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, the Brunswick School Departments emergency notification procedures shall be followed and an administrator/designee shall notify the Maine Department of Education within twenty-four (24) hours or the next business day.

B. Incident Reports

Each use of physical restraint or seclusion must be documented in an incident report. The incident report must be completed and provided to an administrator/designee as soon as practical, and in all cases within two (2) school days of the incident. The parent/legal guardian must be provided a copy of the incident report within seven (7) calendar days of the incident.

The incident report must include the following elements:

1. Student name;
2. Age, gender and grade;
3. Location of the incident;

4. Date of the incident;
5. Date of report;
6. Person completing the report;
7. Beginning and ending time of each physical restraint and/or seclusion;
8. Total time of incident;
9. Description of prior events and circumstances;
10. Less restrictive interventions tried prior to the use of physical restraint and/or seclusion and, if none were used, the reasons why;
11. The student behavior justifying the use of physical restraint or seclusion;
12. A detailed description of the physical restraint or seclusion used;
13. The staff person(s) involved, their role in the physical restraint or seclusion, and whether each person is certified in an approved training program;
14. Description of the incident, including the resolution and process of returning the student to his/her program, if appropriate;
15. Whether the student has an IEP, 504 Plan, behavior plan, IHP (individual health plan) or any other plan.
16. If a student and/or staff sustained bodily injury, the date and time of nurse or other response personnel notification and any treatment administered;
17. The date, time and method of parent/legal guardian notification;
18. The date and time of administrator/designee notification.
19. Date and time of staff debriefing.

Copies of the incident reports shall be maintained in the student's file and in the school office.

5. **Brunswick School Department Response Following the Use of Physical Restraint or Seclusion**
 - A. Following each incident of physical restraint or seclusion, an administrator/designee shall take these steps within two (2) school days (unless serious bodily injury requiring emergency medical treatment occurred, in which case these steps must take place as soon as possible, but no later than the next school day):

1. Review the incident with all staff persons involved to discuss: (a) whether the use of physical restraint or seclusion complied with state and school board requirements and (b) how to prevent or reduce the need for physical restraint and/or seclusion in the future.
 2. Meet with the student who was physically restrained or secluded to discuss: (a) what triggered the student's escalation and (b) what the student and staff can do to reduce the need for physical restraint and/or seclusion in the future.
- B. Following the meetings, staff must develop and implement a written plan for response and de-escalation for the student. If a plan already exists, staff must review it and make revisions, if appropriate. For the purposes of this procedure, "de-escalation" is the use of behavior management techniques intended to cause a situation involving problem behavior of a student to become more controlled, calm and less dangerous, thus reducing the risk of injury or harm.

6. Procedure for Students with Three Incidents in a School Year

The Brunswick School Department will make reasonable, documented efforts to encourage parent/legal guardian participation in the meetings required in this section, and to schedule meetings at times convenient for parents/legal guardians to attend.

A. Special Education/504 Students

1. After the third incident of physical restraint and/or seclusion in one school year, the student's IEP or 504 Team shall meet within ten (10) school days of the third incident to discuss the incident and consider the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan), or amend an existing one.

B. All Other Students

1. A team consisting of the parent/legal guardian, administrator/designee, a teacher for the student, a staff member involved in the incident (if not the administrator/designee or teacher already invited), and other appropriate staff shall meet within ten (10) school days to discuss the incidents.
2. The team shall consider the appropriateness of a referral to special education and, regardless of whether a referral to special education is made, the need to conduct an FBA (functional behavioral assessment) and/or develop a BIP (behavior intervention plan).

7. Cumulative Reporting Requirements

A. Reports within the Brunswick School Department

1. Each building administrator must report the following data on a quarterly and annual basis:

- a. Aggregate number of uses of physical restraint;
- b. Aggregate number of students placed in physical restraint;
- c. Aggregate number of uses of seclusion;
- d. Aggregate number of students placed in seclusion;
- e. Aggregate number of serious bodily injuries to students related to the use of physical restraints and seclusions; and
- f. Aggregate number of serious bodily injuries to staff related to physical restraint and seclusion.

2. The Superintendent shall review the cumulative reports and identify any areas that could be addressed to reduce the future use of physical restraint and seclusion.

B. Reports to Maine Department of Education

1. The Superintendent shall submit an annual report to the Maine Department of Education on an annual basis that includes the information in Section 7.A.1 above.

Legal Reference: Me. DOE Reg., ch. 33 (April 2013)
Cross Reference: JKAA - Use of Physical Restraint and Seclusion
Adopted: 12/8/10
Revised: 10/10/12
Revised: _____

SECOND READ – SCHOOL BOARD – SEPTEMBER 2016

PHILOSOPHY/VISION OF THE BRUNSWICK PUBLIC SCHOOLS

Vision:

Our students embrace learning with joy, resilience, and empathy, reflecting the support and trust of our community; our staff are trusted, talented, and innovative professionals who work together to support, educate, and inspire our students; and our schools are the heart of our community.

Mission:

We provide a comprehensive, rigorous, and student-centered program. We equip students with the skills necessary to communicate effectively, to think critically and creatively, to confront challenges with resilience, and to engage with the larger world with thoughtfulness and empathy.

We offer a curriculum and programs that are responsive to the needs of individual students, we cultivate the talents of an outstanding staff, we sustain relationships that allow us to draw strength from our considerable community resources, and we encourage students to participate actively in their own education.

Core Values:

Student Success – Professional Excellence – Community Connections

Adopted: 1/19/82

Revised: 9/10/14

Reviewed: _____

SECOND READ SEPTEMBER – SCHOOL BOARD

AFFIRMATIVE ACTION PLAN

I. GENERAL POLICY STATEMENT

A. Statement of nondiscrimination

The Brunswick School Department does not discriminate on the basis of race, age, color, ancestry or national origin, religion, sex, sexual orientation, genetic information, or physical or mental disability in admission to, access to, treatment in or employment in its programs and activities. The School Board has adopted a nondiscrimination policy (see Appendix A).

B. Compliance with anti-discrimination laws

The Brunswick School Department recognizes its obligation to comply with the provisions of the Equal Employment Opportunity Act of 1972 (P.L. 92-261), amending Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e et seq.); Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.); the Maine Human Rights Act of 1972 as amended (5 M.R.S.A. § 4571 et seq.); Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq.); the Age Discrimination in Employment Act of 1967, as amended (29 U.S.C. § 623 et seq.); the Age Discrimination Act of 1975, as amended (42 U.S.C. § 6101 et seq.); Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 et seq.); the Americans with Disabilities Act of 1990, as amended (42 U.S.C. § 12101 et seq.); the Genetic Information Nondiscrimination Act (42 U.S.C. § 2000ff) and 20-A MRSA §6553 (Prohibition of Hazing).

C. Contacts for inquiries or complaints

To make an inquiry or file a complaint concerning the above statement, an individual may contact one of the following:

Jim Oikle and Pender Makin
Affirmative Action Officer
Brunswick School Department
46 Federal Street, Brunswick ME 04011
Telephone: 207-319-1900

Boston Office
Office for Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
Telephone: (617) 289-0111; TDD: (877) 521-2172

Maine Human Rights Commission
51 State House Station
Augusta, ME 04333
Telephone: (207) 624-6290

D. Complaint procedures

Employee and student complaint procedures are available which provide for the prompt and equitable resolution of complaints alleging discrimination and harassment based on race, age, color, ancestry or national origin, religion, sex, sexual orientation, genetic information, or physical or mental disability. Copies of the complaint procedures will be made available to any interested person upon request at the Superintendent or Affirmative Action Officer's office.

II. DISSEMINATION PROCEDURES: NOTICE AND POSTING

A. General notice and posting

Notice of the contents of the Affirmative Action Plan shall be provided to all employees and students at the beginning of each school year by means chosen by the Superintendent.

Notice of the Brunswick School Department's compliance with anti-discrimination laws shall be:

1. Posted in a conspicuous and accessible place in all school buildings of the Brunswick School Department;
2. Included on job postings, advertisements and application forms which are made available to applicants and on enrollment forms made available to students and their parents;
3. Distributed to all personnel responsible for recruiting and screening applicants, and selecting, hiring and promoting employees;
4. Published annually in the local newspaper.

B. Annual notice of employee harassment and sexual harassment policy/complaint procedure

A copy of the Employee Harassment and Sexual Harassment Policy and Complaint Procedure in Appendix B shall be distributed annually to all Brunswick School Department employees.

C. Posting on sexual harassment and employment discrimination

Workplace posters on sexual harassment and employment discrimination shall be posted in conspicuous and accessible places in school buildings where notices to employees are customarily posted.

D. Copies of Affirmative Action Plan available

A copy of this Affirmative Action Plan, including all appendices, shall be made available to any interested person upon request at the office of the Superintendent or Affirmative Action Officer.

III. TRAINING

A. Gender equity training

The Brunswick School Department is responsible for developing plans for in-service training programs on gender equity for teachers, administrators and the School Board.

B. Sexual harassment training

The Brunswick School Department shall conduct education and training programs on sexual harassment: (1) for all new employees within one year of commencement of employment, and (2) for supervisory and managerial employees within one year of commencement of supervisory or managerial employment status.

IV. RESPONSIBILITY FOR IMPLEMENTATION

A. The Superintendent of Schools holds ultimate responsibility for the operation, oversight and success of the Brunswick School Department's Affirmative Action Plan and nondiscrimination policies. These responsibilities will be delegated in whole or in part to an Affirmative Action Officer who is appointed by and reports directly to the Superintendent.

B. The responsibilities of the Affirmative Action Officer include, but are not limited to, the following:

1. Managing the organization and implementation of the Affirmative Action Plan;
2. Disseminating the required notices, policies and information regarding federal and state anti-discrimination laws to employees, applicants, students and parents, and others, where applicable;
3. Maintaining records, reports and documents required to comply with federal and state recordkeeping requirements;

4. Coordinating the Brunswick School Department's efforts to comply with and carry out its responsibilities under all applicable federal and state anti-discrimination laws (including serving as the Title IX/ADA/Section 504/Age Discrimination Coordinator as required by those laws);
 5. Conducting and/or coordinating the investigation of discrimination complaints based on race, age, color, ancestry or national origin, religion, sexual orientation, sex, genetic information, or physical or mental disability;
 6. Reporting to the Superintendent when necessary any findings and recommendations for ensuring compliance with the Affirmative Action Plan;
 7. Developing, coordinating and implementing plans for in-service gender equity training programs;
 8. Developing, coordinating and implementing sexual harassment training programs for employees and supervisors.
- C. Each person charged with recruiting, screening, selecting, hiring and/or promoting applicants or employees in [name of school unit] must adhere to the policy of nondiscrimination and equal employment opportunity established in the Affirmative Action Plan.

V. **ASSESSMENT OF CURRENT WORKFORCE: UTILIZATION ANALYSIS**

The Brunswick School Department shall periodically assess the numbers of minorities, women and persons with disabilities in its workforce, and determine where imbalances exist. Such assessment will determine whether there is underutilization of a particular gender or minority or of persons with disabilities in different job categories in the school unit.

The term "underutilization" is defined by the Office of Federal Contract Compliance as having fewer minorities or women in a particular job classification than would reasonably be expected by their availability in the job market where an employer can reasonably expect to recruit new employees. In determining whether underutilization in the workforce exists, the school unit shall consider relevant local workforce statistics, the school unit's workforce profile, the nature and validity of its job classifications, and the number, frequency and category of vacancies.

VI. GOALS, PROCEDURES AND TIMETABLES

If an assessment determines that imbalances exist in [name of school unit]'s workforce with respect to numbers of minorities, women and persons with disabilities, the school unit will develop realistic goals for necessary action and related procedures and timetables for correcting such imbalances.

The following goals, procedures and timetables have been adopted to increase the representation of minorities, women and disabled at all levels and in all segments of the Brunswick School Department's workforce where imbalances exist:

1. Recruitment:

It is the intent of the Brunswick School Department to ensure equal access to all employment opportunities.

Goal/Objective: The Brunswick School Department] will make continued efforts to recruit all segments of the population in the State of Maine, including women, minorities and the disabled. Responsibility: Affirmative Action Officer.

Timetable: Ongoing.

2. Selection:

Hiring of personnel is done through established policies and procedures, with interviews being monitored by the Affirmative Action Officer for compliance with the Affirmative Action Plan.

Goal/Objective: When vacancies arise in job classifications where women, minorities or the disabled are underrepresented, the Affirmative Action Officer will review interview questions prior to contacting candidates to ensure that the school unit presents an equal employment opportunity. Responsibility:

Affirmative Action Officer. Timetable: Ongoing.

3. Wage and Salary Standards:

Job classifications and wage and salary standards are based solely upon the knowledge, skills, and abilities required by the position.

Goal/Objective: Creation of new or upgrading of existing job classifications will be discussed with the Affirmative Action Officer prior to implementation.

Responsibility: Superintendent. Timetable: Ongoing.

4. Complaint Procedure:

Internal and external complaints of discrimination will be treated seriously and promptly by [name of school unit].

Goal/Objective: All discrimination complaints shall be processed in accordance with established complaint procedures. Responsibility: Affirmative Action Officer. Timetable: Ongoing.

5. Reasonable Accommodation for Disabled Applicants and Employees:

It is the Brunswick School Department's intent to provide reasonable

accommodation to applicants and employees with disabilities consistent with the requirements of the Americans with Disabilities Act and the Maine Human Rights Act.

Goal/Objective: Periodically review and assess hiring procedures and implementation of employee leave policies for compliance with the Americans with Disabilities Act and the Maine Human Rights Act. Responsibility: Affirmative Action Officer and Superintendent. Timetable: Ongoing.

VII. RECRUITING AND HIRING OF ADMINISTRATIVE STAFF PROCEDURE

The School Board has adopted a policy and procedure concerning the recruitment and hiring of administrative staff. The procedures are based upon the "Model Administrative Hiring Procedure" published by the Maine Department of Education in its "Final Report of the Equity Board," April 1991 (see Appendix E).

Cross References:

A – Nondiscrimination/Equal Opportunity and Affirmative Action

B - Harassment and Sexual Harassment of School Employees Policy/Complaint Procedure

C - Harassment and Sexual Harassment of Students Policy/Complaint Procedure

D - Hazing

E - Recruiting and Hiring of Administrative Staff/Procedure

Adopted: April 1977

Revised: _____

SECOND READ – SCHOOL BOARD – SEPTEMBER 2016

RECRUITING AND HIRING OF ADMINISTRATIVE STAFF

In response to An Act to Promote Equity of Opportunity for Women in Administrative Positions in the Public School System (PL 1990, Chap. 889), the Board affirms its commitment to the strict prohibition of discrimination in employment on the basis of race, national origin, religion, sex, age, or disability, and to the principle of affirmative action to obtain wide and representative candidate pools.

In accordance with 20-A MRSA, § 1001(13), the Superintendent shall prepare a procedure designed to ensure nondiscriminatory practice in recruitment and hiring for all positions requiring administrator certification, as well as to result in selection of the most qualified candidates. This procedure shall be attached hereto as GCFB-R, and shall be reviewed periodically.

Moreover, upon each occasion of administrative vacancy, the Superintendent shall review the procedure and make appropriate adaptations as may be warranted by special circumstances. In the case of a vacancy in the Superintendentcy, the Board shall review the procedure, adapting as appropriate.

In accordance with 20-A MRSA, § 4502 (4-A), the unit's Affirmative Action Plan shall include: a description of the status of the unit's nondiscriminatory administrator hiring practice; plans for in-service training programs on gender equity for teachers, administrators and the School Board; and the relationship of the above to the State's five-year goal for the employment of women in administrative positions.

Legal Reference: 5 MRSA § 4576
20-A MRSA §§ 6, 254 (8-10), 1001(13), 4502(4-A), 13011(6),
13019-B, 13019-C

Cross Reference: AC - Nondiscrimination/Equal Opportunity and Affirmative Action
GCFB-R - Recruiting and Hiring of Administrative Staff Administrative
Procedure

Adopted: 11/9/93

Revised: 6/11/08

Revised: _____

SECOND READ – SCHOOL BOARD – SEPTEMBER 2016

**RECRUITING AND HIRING OF ADMINISTRATIVE STAFF -
ADMINISTRATIVE PROCEDURE**

These procedures implement School Board policy GCFB and are designed to establish a thorough, efficient and nondiscriminatory practice for the recruiting and hiring of the most qualified candidates for administrative positions.

A. Job Description Development/Review

To ensure that a written role description of the vacant position accurately represents the current functions and needs, the Superintendent/designee (the Board in a Superintendent search) is to:

1. Conduct a review of (if none exists, develop) the job descriptions, with input from persons affected by this position;
2. Include the criteria (skills, knowledge, abilities) required to perform the duties/responsibilities of the position; and
3. List the minimum qualifications (training, education and experience) for the position.

B. Recruitment

To attract a strong pool of qualified candidates, the Superintendent/designee is to advertise (except in the circumstances described in K below) by:

1. Posting notice of the vacancy within the unit;
2. Placing a display advertisement in appropriate print media, considering at least one appearance in a major Maine weekend or Sunday newspaper; and
3. Identifying and notifying other possible sources of potential candidates, such as professional associations, educational administration programs and placement offices at colleges and universities in Maine and other states, and the Maine Department of Education.

C. Screening

To ensure that a fair and efficient screening process will occur, the Superintendent/designee is to:

1. Ensure that all applications are reviewed by more than one individual, with attention given to an unbiased regard for the criteria and qualifications in the job description;
2. Appoint a screening panel with representation as deemed appropriate to the particular vacancy;
3. Provide orientation on confidentiality and equity issues to screeners;
4. Eliminate all candidates who do not meet the minimum qualifications;
5. Conduct preliminary reference checks, as appropriate;
6. Select candidates for interview based on the degree to which they meet the criteria and demonstrate the skills, knowledge and abilities outlined in the job description; and
7. Notify applicants not selected for interview.

D. Interviewing

To ensure that the interview process will be conducted in a legal and proper manner, the Superintendent/designee is to:

1. Appoint an interview panel (may be the same persons who serve the screening function) with representation as deemed appropriate to the particular vacancy;
2. Provide orientation on the process including the function and extent of responsibility of the panel, the weighting of criteria and the nomination/hiring procedure; and
3. Conduct training to ensure that panel members are aware of the legal aspects of interviewing, including confidentiality and equity issues.

The interviewing panel is to:

1. Design interview questions which match the criteria and the duties/responsibilities outlined in the job description; and
2. Provide equal opportunity for the candidates to respond to the same questions/questioners.

E. Selection

The interview panel is to:

1. Individually assess the candidates according to their answers to the job description-related questions, rating and commenting on each using a specially prepared form corresponding to the questions/criteria; and
2. Submit a report to the Superintendent, including the individual rating forms as well as a list (usually 2 to 4) of candidates to be considered further for the position.

The Superintendent/designee is to:

1. Have reference contacts made, as appropriate, to check perceived strengths and weaknesses of the candidates;
2. Review the material on the finalist candidates to determine whether additional information is needed;
3. Conduct final interviews of any or all finalists, as deemed necessary;
4. Select the most qualified candidate who fits the criteria and the duties/responsibilities outlined in the job description, based on his/her own professional judgment along with those of the interview panel (or, reject all finalists, reopen the position and begin the process anew); and
5. Have any further reference checks made, as appropriate.

F. Nomination/Employment

The Superintendent is to:

1. Notify and obtain agreement of the successful candidate, pending Board approval;
2. Inform the interview panel; and
3. Nominate and employ the successful candidate in accordance with state law and local policies.

G. Notification

The Superintendent/designee may:

1. Notify the nominee of the Board approval and employ the administrator; and
2. Notify the other candidates interviewed.

H. Orientation and Support

To ensure that the new administrator is provided with the proper information about the system and job expectations, the Superintendent/designee is to provide an orientation that includes expectations of the duties/responsibilities of the position along with the policies and procedures of the Brunswick School Department.

I. Record Keeping

To ensure that the confidentiality of employee and applicant records are properly maintained, the Superintendent is to provide for the maintenance in secure files of all applications and documentation of the hiring, screening and interviewing process for a period of three (3) years.

J. Confidentiality

To ensure that confidentiality is maintained throughout and permanently following the hiring process, the Board, all employees involved, and any other participants are to maintain absolute confidentiality about candidates, including names, in accordance with state law (20-A MRSA § 6101). The Board is to assume responsibility through the Superintendent for providing adequate orientation at appropriate stages of the process, including at the completion.

K. Hiring of Current Employees

The Brunswick School Department may forego one or more of the steps set forth in sections B-E of this procedure and appoint a person who is currently employed by the Brunswick School Department to fill an administrative position only if the Superintendent, after consultation with the School Board, or the Board in a Superintendent search, determines that the following circumstances exist:

1. The currently employed candidate is exceptionally well qualified for the position; and
2. The decision to forego all or part of the recruitment and screening process will not detract from the goals of this policy.

Adopted: 6/11/08

Reviewed: _____

SECOND READ – SCHOOL BOARD – SEPTEMBER 2016

REFERRAL/PRE-REFERRAL OF STUDENTS WITH DISABILITIES

It shall be the policy of the Brunswick School Department to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time, and by professional school staff *regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals.* Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the Brunswick School Department on the date that the written referral is received by the Office of the Director of Special Services. It shall be signed and dated by the Director of Special Services or designee, thereby indicating the date of the receipt of that referral.

The Superintendent of Schools, in consultation with the Director of Special Services, may develop procedures for referral and the use of general education interventions within the Brunswick School Department, and may from time to time amend those procedures as necessary.

Legal Reference: Maine Department of Education Reg. Ch. 101, §§ II(16), III, IV(2)(D), (E), V(4)(A) (July 2015)

Cross Reference: IHBAC: Child Find
IHBAAR: Referral Procedures and General Education Interventions

Adopted: 7/9/08

Revised: 9/15/2011

Revised: _____

SECOND READ – SCHOOL BOARD - SEPTEMBER 2016

REFERRAL PROCEDURES AND GENERAL EDUCATION INTERVENTIONS

The Brunswick School Department shall refer to the IEP team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

Referrals by parents. A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Services. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the parent in making the referral in writing to the office of the Director of Special Services. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the Office of the Director of Special Services.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the Brunswick School Department's general education interventions. Those general education interventions shall continue during the referral process, however.

Referrals by staff. Any professional employee of the Brunswick School Department may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the Brunswick School Department. The Brunswick School Department may move directly forward with the referral process in those circumstances where the school department and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Director of Student Services.

Referrals by others. Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the Brunswick School Department. The Brunswick School Department may move directly forward with the referral process in those circumstances when the school department and parent agree

to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Director of Special Services.

Receipt of Referral. Regardless of the source of the referral, a referral is received by the Brunswick School Department on the date that the written referral is received by the office of the Director of Special Services. It shall be signed and dated by the special services director/designee, thereby indicating the date of the receipt of that referral.

Time Line for Processing Referral. Once the referral has been received in the office of the Director of Special Services, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the Brunswick School Department must send a "consent to evaluate" form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the Brunswick School Department shall send the parent its written notice form documenting that referral.

Once the office of the Director of Special Services receives the signed consent for evaluation back from the parent, the Brunswick School Department shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting or within 30 calendar days of determining that the student is eligible.

The Brunswick School Department shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

Transfer Students. Students who have already been identified as in need of special services and who transfer into the Brunswick School Department from another school unit *from outside of Maine* (and who had an IEP that was in effect in a previous school unit in another state) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the Brunswick School Department conducts an evaluation (if determined to be necessary by the Brunswick School Department) to determine whether the student is eligible for special education, and if so, develops, adopts and implements a new IEP.

If the transfer student's current IEP from his or her prior school unit is not available, or is believed to be inappropriate by either the parent or the school, the Brunswick School Department should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into the Brunswick School Department after the referral time line has begun in the previous school unit but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if the Brunswick School Department is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and school department agree to a specific time when the evaluation will be completed and the eligibility decision made.

General Education Interventions: General education interventions are general education procedures involving regular benchmark assessment of all children, using curriculum-based measurements, to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

The Brunswick School Department shall implement general education interventions. These interventions shall include:

- a. Documentation that every child, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 [ESEA]), appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
- b. A team-based decision-making process;
- c. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
- d. Data Analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
- e. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences;
- f. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
- g. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate based measurable data for both

specifying academic and behavioral concerns and monitoring child progress during general education interventions;

h. Documentation that parents were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions;

i. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated; and

j. Provisions for targeted general education interventions to continue during any subsequent special education referral.

The parent of a child receiving general education interventions may request that the Brunswick School Department conduct a full and individual evaluation for possible special education eligibility determination at any time during the Brunswick School Department's established general education intervention process.

The general education interventions developed through this pre-referral process shall continue in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

References: Maine Department of Education, Reg. ch. 101, §II(16), III, IV(2)(D), (E), V(4)(A)

Adopted: 4/10/13

Revised: _____

SECOND READ SEPTEMBER – SCHOOL BOARD – SEPTEMBER 2016

CHILD FIND

The Brunswick School Department seeks to ensure that all children within its jurisdiction are identified, located and evaluated who are school-age 5 through the school year in which they turn 20 and who are in need of special education and supportive assistance -- including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or 7 consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade.

The Brunswick School Department is responsible for child find for resident students attending private or public schools through public tuition payments or public contract and shall meet this duty either through appropriate arrangements with the receiving unit or through direct child find services by school personnel or contracted personnel.

The Brunswick School Department's child find responsibility shall be accomplished through a unit-wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This child find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills. The Brunswick School Department may schedule child find activities during its annual kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year. If screening occurs in the spring prior to school entry, the Brunswick School Department will refer the child to the regional CDS site within 10 school days.

If the child find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the school unit's pre-referral and referral policy.

References: 34 C.F.R. § 300.111 (2006); Me. Dep't of Educ. Reg. ch. 101, IV(2) (May 2012).

Cross Reference: IHBA: Referral and General Education Interventions
IHBA-R: Referrral Procedures and General Education Interventions

Adopted: 4/10/13

Revised: _____

SECOND READ – SCHOOL BOARD – SEPTEMBER 2016

SCHOOL VOLUNTEERS

The Brunswick School Board recognizes that community members can provide valuable services to the schools by sharing their time, talents and experience. An effective volunteer program allows students to benefit from individual attention, provides enrichment opportunities that supplement the regular educational program, allows teachers to focus on teaching and learning by relieving them of non-teaching tasks, provides interested community members an opportunity to become directly involved with education, and strengthens the relationship between school and community.

The Board approves the use of volunteers to support the Brunswick School Department system's instructional programs and extracurricular activities. The Board adopts this policy to provide direction for the Brunswick School Department's volunteer program.

For the purpose of this policy, a volunteer is a person who provides services, without compensation or benefits of any kind or amount, on an occasional or regular basis in the schools or in school activities.

All volunteers shall be at least 18 years of age unless their volunteer work is part of a class, is done to fulfill a service learning or community service requirement for graduation, or is done by a recognized student organization.

A volunteer coordinator will be identified at each school. If none are identified, it is assumed to be the building principals.

When volunteers work with children, their activities will be under the direct and immediate supervision of the classroom teacher, coach, activity adviser, or other designated employee.

Approval, continuation, or termination of volunteers shall be at the discretion of the building principal or designee.

Staff must have their use of volunteers approved in advance by the building principal or designee.

Volunteers are expected to abide by all Board policies, procedures and school rules when performing their assigned responsibilities. The building principal or designee shall make volunteers aware of applicable policies, procedures, and rules before they undertake their first assignment through a volunteer organization, volunteer handbook, or other means.

Volunteers should perform only those tasks that have been assigned.

Volunteers will not have access to confidential information in student records except as allowed by federal or state law or regulations and will be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer.

Brunswick Believes

A Strategic Framework

For Our Schools 2016-2021



September 14, 2016

Contents

| | |
|------------------------------|----|
| Brunswick Believes | 3 |
| Strategic Planning Process | 4 |
| Brunswick Schools: Key Facts | 5 |
| Strategic Framework | 6 |
| Student Success | 8 |
| Professional Excellence | 11 |
| Community Connections | 14 |
| Action Plan – What's Next | 17 |
| Acknowledgements | 20 |

How This Framework Will Be Used

To achieve the goals identified in this strategic framework, the Brunswick School Department must identify ownership, capacity, and ongoing support for implementation. We have identified what we want to accomplish (our goals and priorities). Next, we must identify how we will achieve our goals (our strategy) and how we will assess our progress (our measures).

The strategic framework will be used by our school board, administration, and staff to establish priorities and set specific goals. The framework is intended to be a living document – and as such, the specific objectives may be revised, as we reflect, review, and adjust, based on specific opportunities or changes in the environment. The values and goals, however, are intended to transcend yearly changes and guide the direction of the Brunswick School Department.

The school board will regularly discuss updates about specific goals in the strategic framework. The administration will provide a recommendation on the specific format and timing for these updates, including the most appropriate method to provide updates to the community.

The strategic framework is a 5-year plan, to be evaluated annually in the summer, and may be readjusted as appropriate if there are significant changes that may affect specific goals.



Brunswick Believes

Dear Friends,

On behalf of the school department, we are pleased to present this strategic framework - a document that reflects your collective hopes, concerns, feedback, and priorities for our schools - to guide and inform our district's ongoing and future work. This framework will help us to align plans, initiatives, and efforts, in a deeply values-centered way, providing the "True North" as our educators, staff, and administrative team, chart a course for educational excellence and continual improvement.

Themes woven throughout the framework emphasize three core values: Student Success, Professional Excellence, and Community Connections. Our team of expert educators and administrators will develop and breathe life into innovative plans that leverage multiple pathways, authentic learning experiences, and whole-student development as drivers of "Student Success". We are committed to fostering a vibrant professional culture of creative risk taking, and ask our community to support, trust, and celebrate the professional capabilities of our educators and school leaders. We are also committed to strengthening our connections with community partners and to developing a systemic approach to accessing the many unique and wonderful resources in and around Brunswick.

Thank you for your input, ideas, and efforts that have contributed to the development of this guiding document - and for your continued support as we embark upon this exciting new chapter for Brunswick Schools.

Sincerely,

Paul Perzanoski

Superintendent of Schools

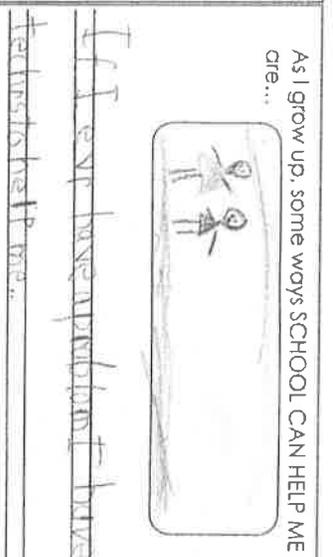
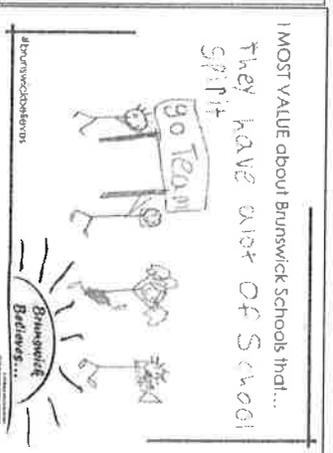
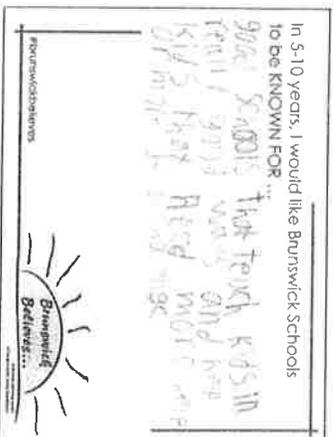
Pender Makin

Assistant Superintendent of Schools

Brunswick School Board

Strategic Planning Process

- Led by a strategic planning workgroup (including board members, staff, and community members) and facilitated by Good Group Decisions from September 2015 - March 2016.
- Community input shaped the priorities for the strategic framework:
 - facilitated community meetings;
 - written surveys available at the meetings;
 - discussion with all teaching staff;
 - student meetings at Coffin and Harriet Beecher Stowe;
 - online student survey for students in grade 6-12; and
 - online community surveys.
- Good Group Decisions reviewed and analyzed this input, summarized themes for the workgroup to consider, and facilitated multiple conversations with workgroup to build the framework.
- Input was thoughtful and relevant and we look forward to working with the Brunswick community to make the goals a reality.



Brunswick Schools - Key Facts

| | |
|---|---|
| <p style="text-align: center;">Our Schools Include</p> <p style="text-align: center;">2330 students 370 staff</p> <p style="text-align: center;">Operating budget of \$36.5 million (15-16)</p> | <p>We Serve 2330 Students with Diverse Needs</p> <ul style="list-style-type: none"> 10% represent minority groups 17% receive special education services 34% are economically disadvantaged <p>80%+ of high school students involved in an activity</p> <p>24% of high school students enrolled in optional higher-level math (Calculus BC, AP Statistics, etc)</p> |
| <p>We Manage 8 Buildings</p> <ul style="list-style-type: none"> • Coffin: K-2, 375 students • Harriet Beecher Stowe: 2-5, 700 students • Junior High: 6-8, 475 students • High School: 9-12: 775 students • Region 10 ("Tech 10"): 10-12, 275 students (92 from Brunswick) • REAL School: 3-12, Adventure-based Day Treatment • Hawthorne – Alternative 9-12 program ("Union School"), before/after programs, admin offices • Jordan Acres (not active facility) | <p>Our Students are Recognized for their Achievements</p> <ul style="list-style-type: none"> • National Honor Society • National Merit Finalists • New England Music Festival • National Art and Writing Awards • Rotary Service Interact Awards • Scholar Athlete Awards |
| <p style="text-align: center;">These numbers are approximate and are based on the 2015-16 school year.</p> | |

A Strategic Framework for Brunswick Schools

VISION: Where We Want To Be

Our students embrace learning with joy, resilience, and empathy reflecting the support and trust of our community; our staff are trusted, talented, and innovative professionals who work together to support, educate, and inspire our students; and our schools are the heart of our community.



MISSION: What We Do

We provide a comprehensive, rigorous, and student-centered program. We equip students with the skills necessary to communicate effectively, to think critically and creatively, to confront challenges with resilience, and to engage with the larger world with thoughtfulness and empathy.

We offer a curriculum and programs that are responsive to the needs of individual students. We cultivate the talents of an outstanding staff, we sustain relationships that allow us to draw strength from our considerable community resources, and we encourage students to participate actively in their own education.



CORE VALUES: *What We Believe In*
Student Success | Professional Excellence | Community Connections

Brunswick Believes In ...

- ✓ Student Success
- ✓ Professional Excellence
- ✓ Community Connections

Brunswick Believes in ... Student Success

Our students embrace learning with joy, resilience, and empathy reflecting the support and trust of our community.



- A. Meet all learners where they are and help them achieve their highest potential
- B. Strengthen early childhood education ages 4-7
- C. Honor whole student development
- D. Sustain a culture that provides cohesive social support
- E. Provide students with opportunities to gain real world readiness
- F. Build student independence and resilience

Student Success

Our students embrace learning with joy, resilience, and empathy reflecting the support and trust of our community.

A. Meet all learners where they are and help them achieve their highest potential

1. Continue to provide a rigorous course of study for all students
2. Enhance opportunities for all children to be well-known by the adults at school
3. Enhance teachers' expertise in developmentally-appropriate instruction and differentiation
4. Offer and encourage multiple pathways to demonstrate learning and growth
5. Measure and report student growth in meaningful ways

B. Strengthen early childhood education ages 4-7

1. Implement and support pre-kindergarten program
2. Support robust response to intervention programs
3. Raise community awareness of the importance of early childhood services
4. Improve coordination of system-wide support for students and their families

C. Honor whole student development

1. Support students' social, intellectual, emotional, mental, physical, and sensory development
2. Cultivate students' empathy so that they are happy, smart, and kind
3. Establish schedules, routines, and practices to help students find balance



Student Success

Our students embrace learning with joy, resilience, and empathy reflecting the support and trust of our community.

D. Sustain a culture that provides cohesive social support

1. Begin social-emotional programming at a young age and deliver it consistently year to year
2. Provide timely, coherent, and consistent social and academic supports for students
3. Consider community and consistency in class structure so that students can build on existing relationships every year
4. Connect students and families to community services
5. Students can identify and regularly use school resources that provide the support they individually need

E. Provide students with opportunities to gain real world readiness

1. Build career and college readiness
2. Inspire love for life-long learning
3. Teach students how to engage in the world, how to deal with adversity, and how to be good citizens
4. Offer extended learning opportunities and experiential learning

F. Build student independence and resilience

1. Design schedules, routines, and practices so that students have time to be on their own
2. Foster opportunities for healthy risk taking, to develop independence
3. Encourage students to build skills in group rule-making, negotiation, and time management



Brunswick Believes in ... Professional Excellence

Our staff are trusted, talented, and innovative professionals who work together to support, educate, and inspire our students.



- G. Continue to recruit, hire, and retain exemplary educators
- H. Maintain a work environment with a sense of community, positive energy, and well-being
- I. Strengthen competence and confidence through professional development and in-service learning activities
- J. Build trust and respect for our educators

Professional Excellence

Our staff are trusted, talented, and innovative professionals who work together to support, educate, and inspire our students.

G. Continue to recruit, hire, and retain exemplary educators

1. Establish and support a human resources director
2. Recruit widely and wisely
3. Showcase the outstanding achievements of Brunswick teachers and other staff to the professional education community
4. Recognize and reward teacher excellence and innovation
5. Continue and expand new teacher orientation and mentoring

H. Maintain a work environment with a sense of community, positive energy, and well-being

1. Thoughtfully evaluate and implement policies that are mindful of our values, particularly with respect to legislative mandates
2. Encourage and support professional development that inspires staff
3. Develop ongoing staff wellness opportunities
4. Improve communications and collaboration among teachers, school leaders, staff, and the community



Professional Excellence

Our staff are trusted, talented, and innovative professionals who work together to support, educate, and inspire our students.

I. Strengthen competence and confidence through professional development and in-service learning activities

1. Foster risk taking, experimentation, and continuous learning
2. Support development of leadership skills; leverage expertise and leadership of educators throughout the district
3. Support use of best practices
4. Honor individual strengths, passions, and needs
5. Expand use of alternative delivery systems of professional development and in-service learning activities

J. Build trust and respect for our educators

1. Celebrate and showcase the great work happening in Brunswick schools
2. Educate community members on established protocols to raise concerns and suggest ideas



Brunswick Believes in ... Community Connections

Brunswick Schools:
the heart of our community.



K. Facilitate open and ongoing conversations between the schools and community

L. Provide extended learning and experiential learning opportunities to students

M. Fully use and wisely steward our school buildings and grounds

N. Inspire and model leadership

Community Connections

Brunswick Schools:
the heart of our community

K. Facilitate open and ongoing conversations between the schools and community

1. Expand methods for communicating to the community about school events, successes, and challenges
2. Maintain a variety of opportunities for community members to share ideas for improvement
3. Engage the community in student learning activities

L. Provide extended learning and experiential learning opportunities to students

1. Engage community organizations to provide experiential learning opportunities
2. Build an understanding of the importance of serving the local and global community
3. Increase experiences outdoors
4. Build/expand partnerships with Bowdoin College, Southern Maine Community College, Mid Coast Hospital, Southern Midcoast Maine Chamber, and other institutions
5. Facilitate and promote community volunteerism in the schools



Community Connections

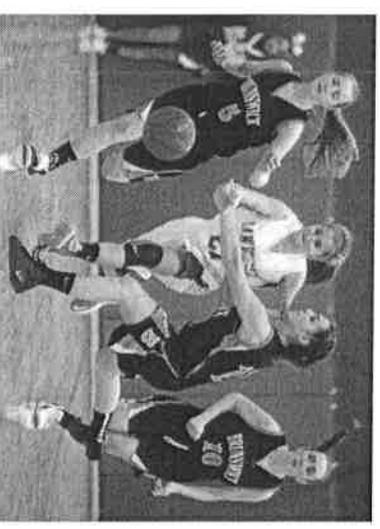
Brunswick Schools:
the heart of our community

M. Fully use and wisely steward our school buildings and grounds

1. Design, maintain, and manage safe, environmentally sustainable buildings and grounds that are flexible, well-matched to our Student Success and Professional Excellence goals, and foster a sense of community
2. Ensure that members of our community see maintenance and enhancement of our facilities as valuable investments, whether or not they have children in the schools
3. Encourage opportunities for community use of school buildings and grounds

N. Inspire and model leadership

1. Promote standards for how board members treat each other and handle community input
2. Facilitate board member roles as representatives of community views, ambassadors from the school to the community, and stewards of the schools on behalf of the community
3. Promote opportunities for school administrative leaders to foster positive and productive relations with community leaders



Brunswick Believes ...

GOOD
STORIES

So How Do We Get There?

Brunswick Schools Strategic Framework 2016-2021

VISION: In Brunswick, our students embrace learning with joy, resilience, and empathy reflecting the support and trust of our community; our staff are trusted, talented, and innovative professionals who work together to support, educate, and inspire our students; and our schools are the heart of our community.

| <h2>Student Success</h2> <p>Our students embrace learning with joy, resilience, and empathy reflecting the support and trust of our community.</p> | <h2>Professional Excellence</h2> <p>Our staff are trusted, talented, and innovative professionals who work together to support, educate, and inspire our students.</p> | <h2>Community Connections</h2> <p>Brunswick Schools: the heart of our community</p> |
|---|--|---|
| <ul style="list-style-type: none"> A. Meet all learners where they are and help them achieve their highest potential B. Strengthen early childhood education C. Honor whole student development D. Sustain a culture that provides cohesive social support E. Provide students with opportunities to gain real world readiness F. Build student independence and resilience | <ul style="list-style-type: none"> G. Continue to recruit, hire, and retain exemplary educators H. Maintain a work environment with a sense of community, positive energy, and well-being I. Strengthen competence and confidence through professional development and in-service learning activities J. Build trust and respect for our educators | <ul style="list-style-type: none"> K. Facilitate open and ongoing conversations between the schools and the community L. Provide extended learning and experiential learning opportunities to students M. Fully use and wisely steward our school buildings and grounds N. Inspire and model leadership |

Strategic Planning Key Dates

- Workgroup - Process Kick-Off Meeting - September 18
- Teacher Input Meeting - October 9
- Stakeholder Input Meetings - October 27-November 19
 - *Thornton Oaks, Midcoast Regional Redevelopment Authority, BSD Central Office, Region 10 Technical School, Curtis Memorial Library, Perryman Drive Community Center*
- Student Input Meetings and Survey - December
- Online Community Surveys – October to January
- Facilities Public Forum - January 23
- Workgroup – Findings and Strategic Direction Meeting - March 11
- Written Objectives and Strategies – Drafted for workgroup review
- Workgroup – Values and Goals Finalization Meeting - March 25
- Board Review and Validation of Values and Goals – July 16
- Board Approval of Strategic Framework – September 14

Good Group Decisions conducted the Stakeholder Input Meetings and the Facilities Public Forum and analyzed themes from those meetings. Brunswick School Department staff and AmeriCorps VISTA Volunteer Amanda Kierman conducted the student input meetings and survey, teacher input meeting, and online community surveys, and analyzed themes from those sources.

Strategic Planning Workgroup Participants

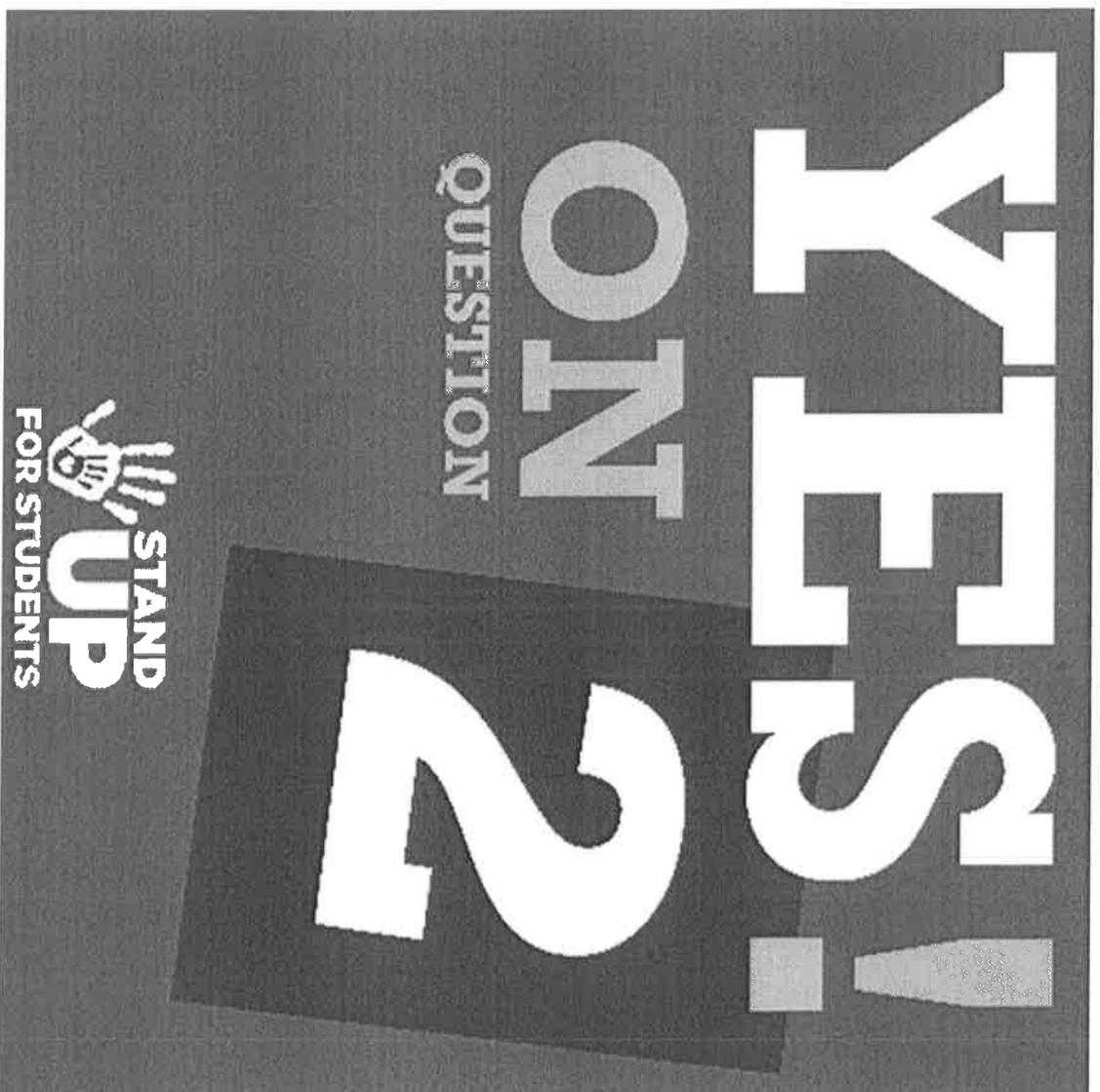
Strategic Planning Workgroup included the following participants (in alphabetical order):

- Amanda Kierman, AmeriCorps VISTA Volunteer
- Brenda Clough, School Board Member
- Jean Skorapa, Harriet Beecher Stowe School
- Joy Prescott, School Board Member, Workgroup Co-Chair
- Michele Joyce, Community Member
- Paul Perzaroski, Superintendent
- Pender Makin, Assistant Superintendent, Workgroup Co-Chair
- Rich Ellis, School Board Member
- Rick Wilson, Brunswick High School
- Shanna Crofton, Brunswick High School
- Steve Ciembroniewicz, Coffin Elementary School
- Steve Perkinson, Community Member
- Ted Wickwire, Community Member
- Teresa Gillis, School Board Member
- Walter Wallace, Brunswick High School

The Strategic Planning Workgroup was facilitated by Craig Freshley and Kerri Sands from Good Group Decisions.

Facilities Committee Plan for 2016-2017

| | | |
|--------------------|-----------|---|
| September 21, 2016 | 6:00 p.m. | Facilities Committee Meeting Town Hall |
| October 1, 2016 | 9:30 a.m. | Neighborhood Meeting / Open House TBD |
| October 5, 2016 | 6:00 p.m. | Facilities Committee Meeting Town Hall |
| October 19, 2016 | 6:00 p.m. | Special School Board Meeting and Public Hearing on Facilities Town Hall |
| November 5, 2016 | 9:30 a.m. | Public Forum on Facilities Plan Town Hall |
| November-December | | Town Council Public Hearing and Council Vote |
| December 7, 2016 | 6:00 p.m. | Facilities Committee Meeting Town Hall |
| January-June 2017 | | Community Presentations Site and dates TBD |
| June 13, 2017 | | Referendum |



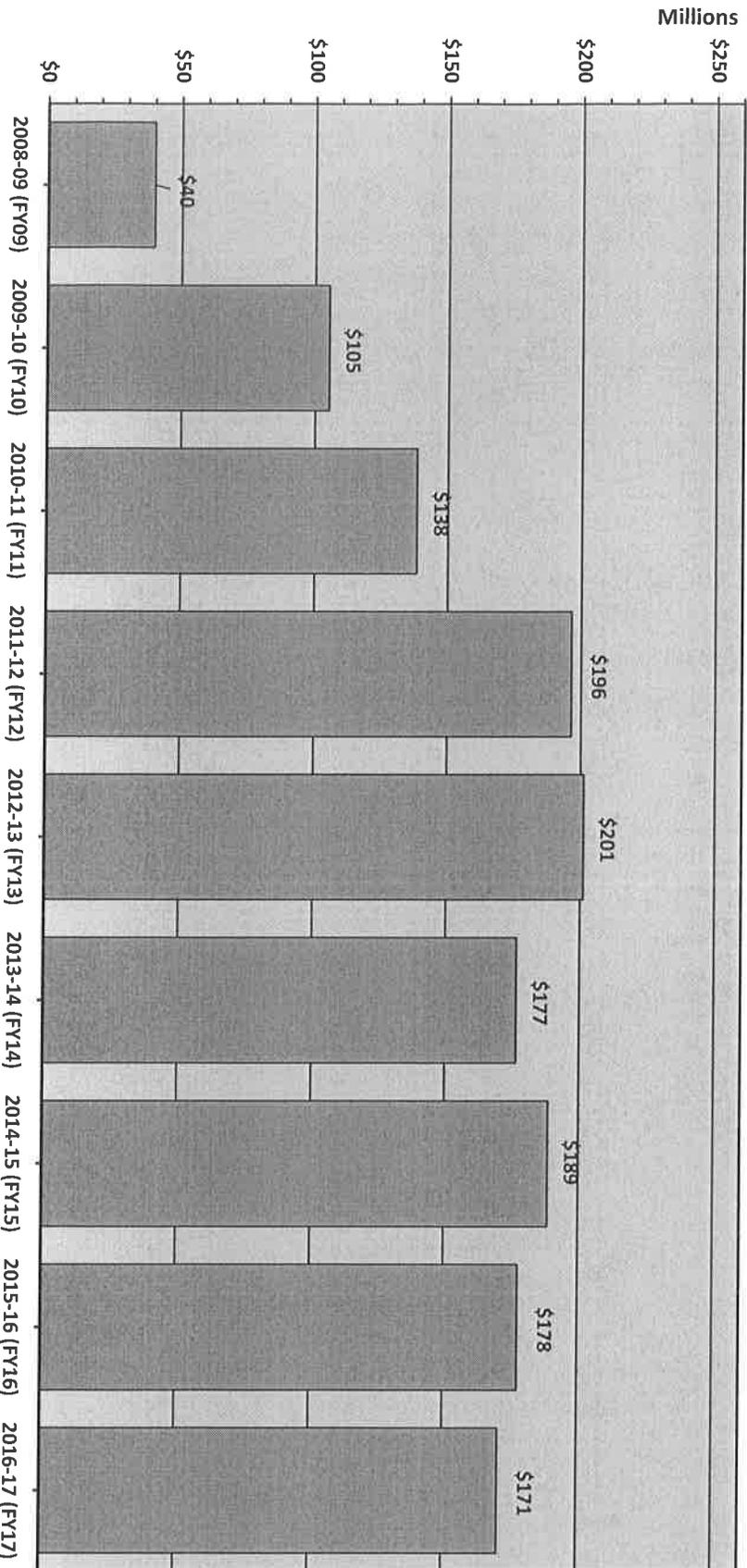
Presented by John Kosinski, Campaign Manager

Chronic Short-funding of Public Schools

- In the 2008-09 school year, the state contribution toward the cost of education was **\$983 million**. This represented nearly 54% of the total cost of public education.
- In 2015-16, the state contribution toward the cost of education is **\$983 million**. That now represents closer to 47% of the cost of education.
- Expressed in 2008 dollars, today's state contribution is closer to \$900 million.

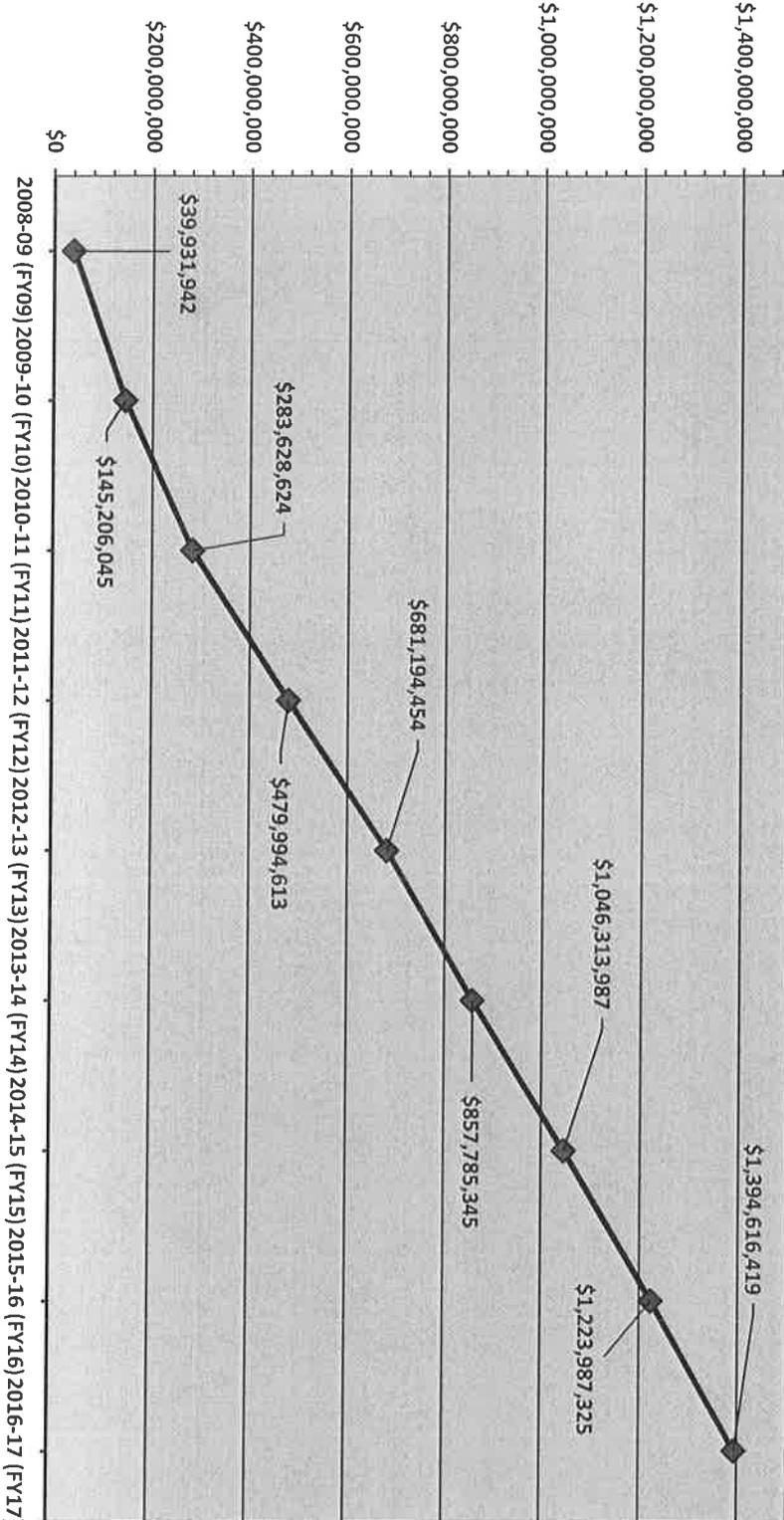
State's Failure to Fund 55%

55% - ANNUAL STATE SHORTFALLS



State Funding Down, Property Taxes Up

55% - CUMULATIVE STATE SHORTFALL



Maine Poverty on the Rise

- Nearly 1 in 5 children in Maine are living in poverty (18.2%)
- Over 46,000 Maine children are living in poverty
- In some areas of the state, child poverty may be higher than 30%

Maine Students Have Needs!

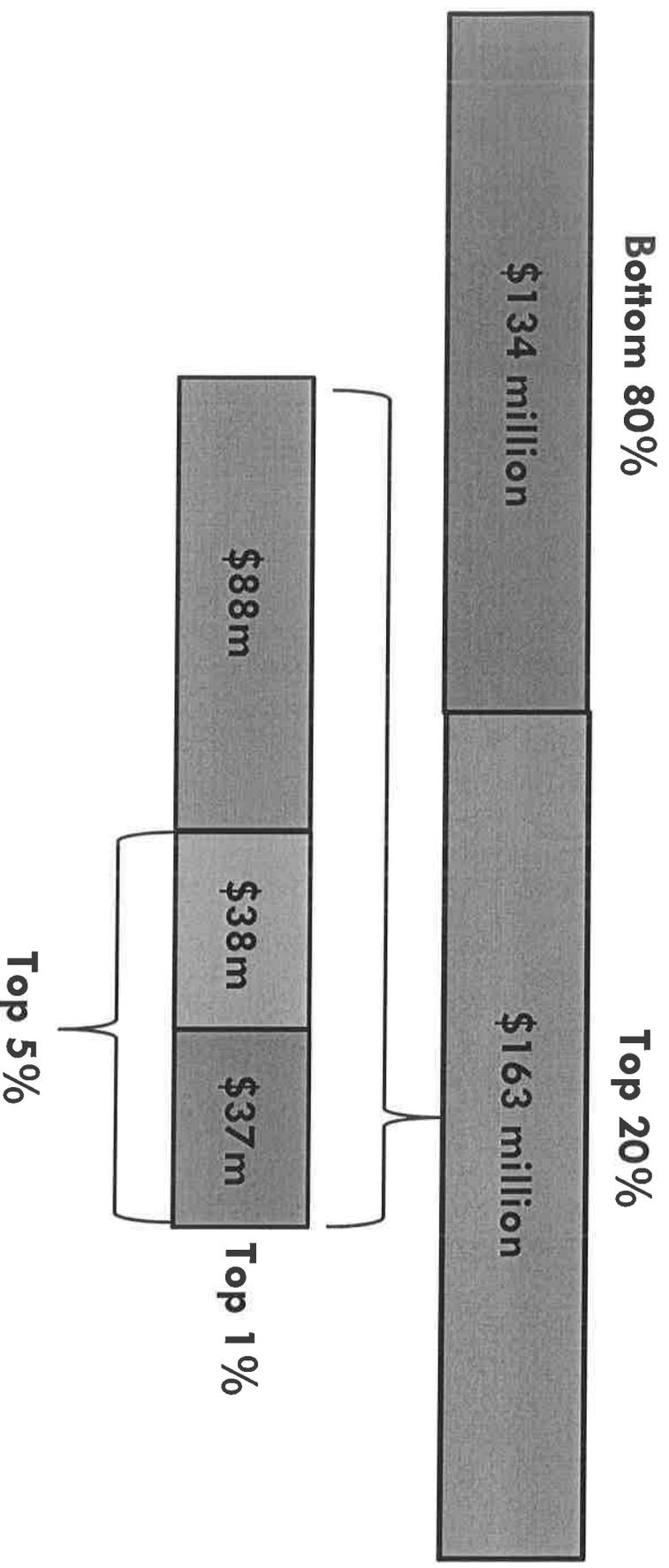
| School Year | Number Eligible for Free/ Reduced Lunch | Total Enrollment | Percent Eligible for Free/ Reduced Lunch |
|-------------|---|------------------|--|
| 2014-15 | 85,232 | 182,990 | 46.6 |
| 2013-14 | 82,671 | 184,367 | 44.8 |
| 2012-13 | 81,700 | 185,767 | 44.0 |
| 2011-12 | 81,556 | 186,556 | 43.7 |
| 2010-11 | 79,769 | 188,131 | 42.4 |
| 2009-10 | 78,101 | 190,251 | 41.1 |
| 2008-09 | 71,786 | 192,244 | 37.3 |
| 2007-08 | 68,770 | 195,446 | 35.2 |
| 2006-07 | 68,147 | 199,468 | 34.2 |

More with Less

- The State Legislature has continued to insist on many costly initiatives without providing the funding to support these new programs:
 - Common Core
 - New Testing
 - Proficiency Based Education
 - New Teacher Evaluation Systems
 - Others?

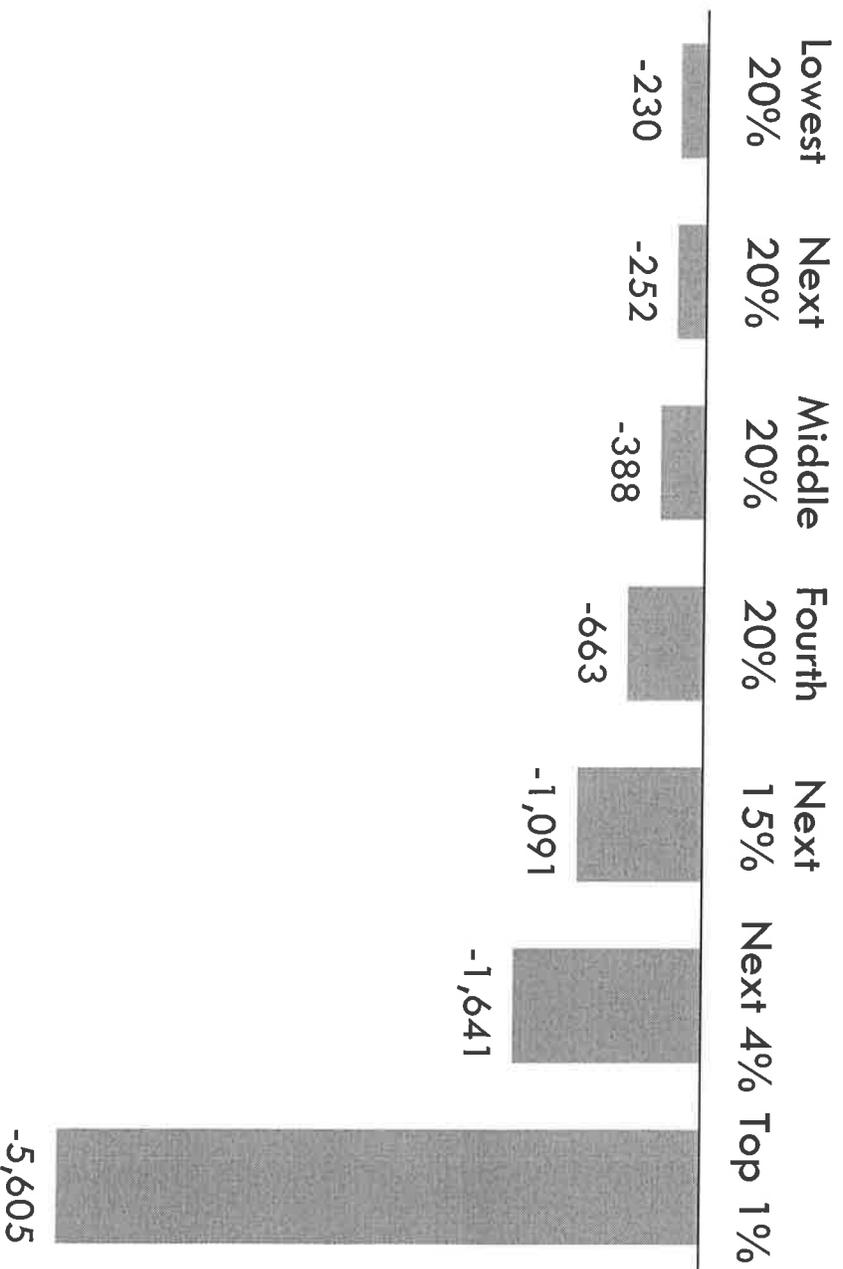
Costly and Poorly Targeted Tax Cuts

Recent tax cuts will cost the state \$297 million in 2017 with 55% of the benefits going to the wealthiest 20% of Mainers.



Wealthiest Mainers Overwhelmingly Benefit from Income Tax Cuts from 2011 and 2015

Average Tax Cut by Income Group



The Stand Up for Students initiative

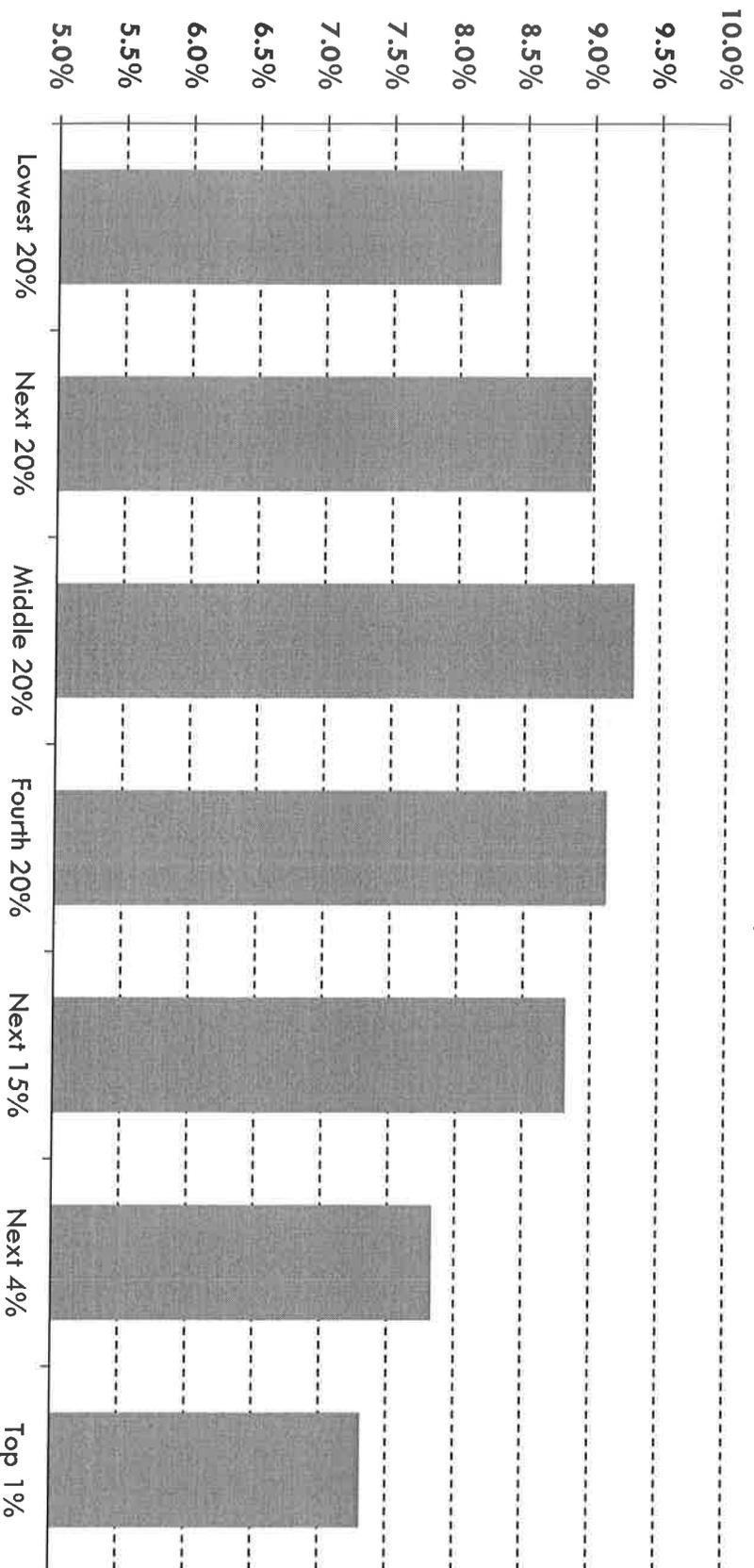
The Stand Up for Students ballot initiative increases state funding for public education for grades K-12 by creating a surcharge on households with income greater than \$200,000. The Stand Up for Students ballot initiative:

- ❑ Creates a 3% surcharge on household income over \$200,000 i.e. for every \$1,000 in income over \$200K, taxpayer pays \$30 additional dollars.
- ❑ Generates an estimated \$1.57 billion more for public schools statewide.
- ❑ Requires funding from the surcharge be used for direct classroom instruction, including teachers, school nurses and other critical public school personnel.
- ❑ Provides property tax relief while increasing school funding.
- ❑ Surcharge impacts approximately 2% of all Maine households.

Wealthiest 1% of Mainers Pay the Least

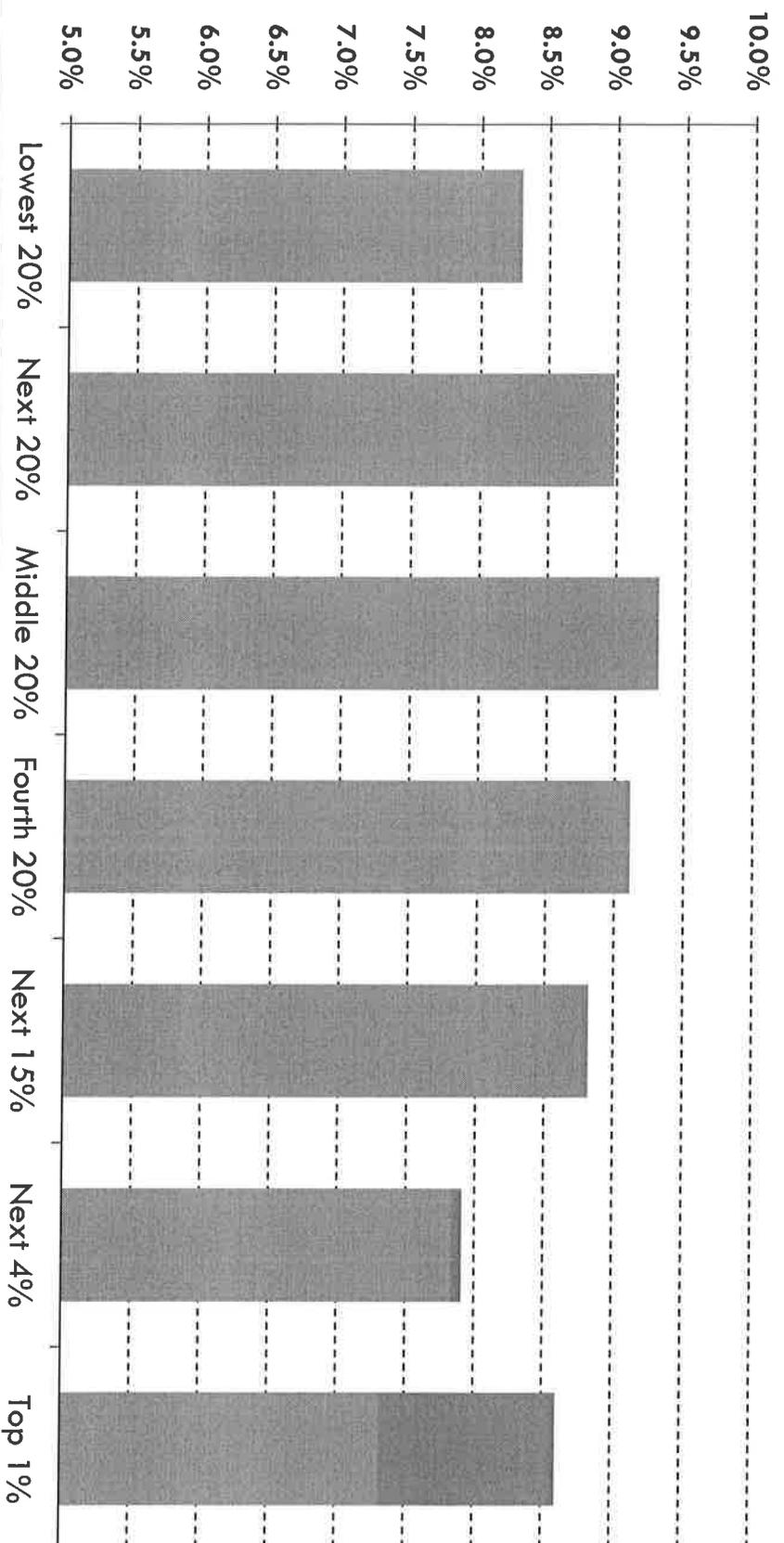
Maine's 2017 Tax Distribution

Total Effective Tax Rate by Income



SUFS Creates a Fairer Tax Code for Maine

Total Effective Tax Rate with SUFS



Voters will decide in November!

- 95,000 signatures in three months!
- Legislature sent to voters in March
- Vote by the People in November 2016

Vote YES for Stand Up for Students in
NOVEMBER 2016!

**Thank You for Your
Support of Public
Education!**

