

Stand Alone Repair Project

Brunswick School Dep

Brunswick Junior High School 1959

Grades 6-8

600 Students 98,834 sf

(165 sf/student.)

Item 1: Construction			
1.1 Repairs @ Coffin		\$0	
1.2 Repairs @ Junior High		\$4,630,214	
1.3 New 12 classroom modular		\$0	
Subtotal		\$4,630,214	\$4,630,214
Item 2: Admin. Costs and Reserves			
2.1 Site Purchase		\$0	
2.2 Furnishings & Moveable Equipment 6%		\$0	
2.3 Technology 3%		\$0	
2.4 Advertising, Insurance, Legal, Printing		\$10,000	
2.5 Contingency (5 % of Item 1)		\$231,511	
2.6 % for Art		\$0	
Subtotal		\$241,511	\$241,511
Item 3: Fees and Services			
Basic Services			
3.1 Architect New (Item 1 x State of ME Fee)	\$4,630,214 @	10.0 %	\$463,021
3.2 Architect Reno(Allocatted Reno 1.2 above)			\$0
3.3 Reimbursables & Permits			\$30,000
Special Services			
3.4 Environmental Permitting			\$20,000
3.5 Survey, Soils and Wetlands			\$0
3.6 Construction Testing			\$40,000
3.7 Special Inspections			\$20,000
3.8 Clerk			\$75,000
3.9 Commissioning			\$25,000
3.10 Owner's Representative			\$0
			\$0
Subtotal		\$673,021	\$673,021

Total Project Cost **\$5,544,746**

2017 3 % escalation **\$5,711,088**



New Elementary School 660 Students
Grades PK-2 660 Students

Brunswick School Department

Spring 2018 Construction Date

Jordan Acres Location

2 House Scheme with reduced program by BSB June 2016

Item 1: Construction			
1.1 New Construction	89115 sf	\$210.05	\$18,718,960
1.2 Demolition	54718	\$ 8.43	\$461,273
1.3 Haz-Mat Abatement			\$109,436
1.4 Site Development-			\$1,647,150
1.5 Off-Site Improvements			\$100,000
1.6 Alternate Energy Investments Geothermal		\$ 700,000	\$700,000
1.7 Playgrounds (\$160/stud.)		\$ 105,600	\$105,600
1.8 Inflation to Feb. 2018 2.5 % (3.75 annual)	\$ 0.02500		\$ 543,420
Subtotal			\$22,385,839
Item 2: Admin. Costs and Reserves			
2.1 Site Purchase			\$0
2.2 Furnishings & Moveable Equipment 4%	(of line1.1)	\$682,245	\$748,758
2.3 Technology 3%			\$561,569
2.4 Advertising, Insurance, Legal, Printing			\$40,000
2.5 Contingency (10% of Item 1)			\$2,238,584
2.6 % for Art			\$0
Subtotal			\$3,522,398
Item 3: Fees and Services			
Basic Services			
3.1 Architect New (Item 1 x State of ME Fee)	\$22,385,839 @	6.8 %	\$1,522,237
3.3 Reimbursables & Permits			\$60,000
Special Services			
3.3 Environmental Permitting			\$50,000
3.4 Survey, Soils and Wetlands			\$50,000
3.5 Construction Testing			\$60,000
3.6 Special Inspections			\$10,000
3.7 Clerk			\$160,000
3.8 Commissioning			\$50,000
3.9 Owner's Representative			\$50,000
			\$0
Subtotal			\$2,012,237
Total Project Cost			\$27,920,474

Meeting Summary Notes
ELEMENTARY SCHOOL @ JORDAN ACRES -CONCEPT

Title	School Board Public Hearing @ Town Hall
Date	19 October 2016 – 6:00pm
Attendees	Public, School Board, Sarah Singer, Joy Prescott, Jim Grant, Corrine Perrault, William Thompson, Teresa Gillis, Brenda Clough, Rich Ellis, Janet Connors Paul Perzanoski, Pender Makin, Scott Smith Lyndon Keck, Chad Reed, PDT Architects
Purpose	<ul style="list-style-type: none"> Public Presentation

Topic	Notes	Action
Opening	1. Brief overview /history behind project given.	
Site	2. Discussion of Site Layout / organization a. Traffic / Parking / Drop offs / Bikes / walkways presented with the bus drop separated from parent drop area. Charles court too narrow to allow bus traffic and two way vehicle movement. 16-17 busses to be accommodated. b. Play Areas with shared athletic across street. c. Safety / fencing discussed. 3. Service and emergency access to rear of school.	
Plans	4. Walk through features and program – two schools within a school concept for 660 students. PK-2 currently designed for with flexibility to change configuration in the future. 5. Travel Distance comparisons shown with comparatives to Coffin, HBS and the proposed new school. 6. Plan layout reviewed highlighting cafeteria (incorporating “discovery space” with added counter and sink areas) the music and combined stage opening to the elementary school sized gym. The classrooms on the first floor are double loaded corridors with PK,K and First grade on the first level and second grade on the upper floor.	
Elevations / Exterior	7. Presentation of Exterior views with use of materials. Renderings show various views with red and brown brick along with bands of precast and composite panels. 8. Brick is more expensive, while alternative siding systems could be close to half the cost. 9. South facing sloped roofs are shown at classroom wings that would be “PV ready” to take advantage of the orientation. There are some areas of flat roof that will be internal drained, while sloped will have overhangs and drip strips below. The flat roof is not actually flat given these are generally pitched ¼” per foot to drains to always keep the water moving.	
Geothermal Update	10. Geothermal to be utilized with supplemental boiler. 11. The School Board has decided to include Geothermal.	



Topic	Notes	Action
LEED Strategy	12. LEED Checklist/ scorecard <ul style="list-style-type: none"> a. School Board to request waiver on LEED Documentation. This additional documentation would be estimated to cost \$50,000. b. There are various rating levels within the LEED structure, target here is to attain certification. c. There are incremental costs associated with a LEED building. 	
Budget	13. Comprehensive update including BJHS and exterior changes. (see handouts) <ul style="list-style-type: none"> A. More precast and brick shown, offset by removing some glass areas at light monitor. B. Site development costs have gone up by \$200,000. C. Geothermal adds \$700,000. D. Playground adds \$105,600. E. Inflation now shown through Feb 2018 14. Timeframes- Construction documents take time to develop and get through permitting. This is concept where it is half of schematic level development of the design and enough work is done to pull costs together for referendum. So after a June referendum another 9-10 months which includes Planning boards, Army Corps of Engineers and DEP approvals. <ul style="list-style-type: none"> 15. DEP can take up to 6 months after submission. 16. Early sitework/ demolition could take place in August. 17. 10% contingency must be carried. 	
Other Items	18. BJHS Repair Project discussion- Fire alarm, sprinkler, structural repairs and ADA have been ongoing and the updated amount moving forward is \$5,711,088. For the remaining items. <ul style="list-style-type: none"> 19. Teacher comments received (SB) <ul style="list-style-type: none"> a. Question of library size- this matches state allowable. b. Sense of community for the teachers? – Teacher planning spaces are provided through out the facility. c. Concern with second grade separated- although on the second floor, this still aligns within the school within a school. School board has endorsed this concept of an ideal learning community under 350 students. The second floor connector was explored and very expensive. This approach gives reasonable access to common elements. Although different from running four separate schools years ago this approach is what is right for the kids. 	
Public Q&A	20. General questions include; <ul style="list-style-type: none"> a. PK program and necessity b. Concern with geothermal payback period c. Need for A/ C?- Anticipated programming during summer as well as community uses. d. Can design be trimmed down? – this has been done, as square footage reductions have taken place. This group has been very attentive to cost. e. In favor of the two learning communities. 	



Topic	Notes	Action
	<ul style="list-style-type: none"> f. Please include a sounds system for performances. g. Portables experience and long waits for playground equipment detailed by parent calling out the overcrowding a Coffin today. h. Investment needs to be made. i. Question asked if this is enough PK space. j. HBS is fully utilized and the best use of tax dollars as it helps generate revenue. k. BJHS "needs a lot of love", "don't be short sighted". 	
	21. Coffin is beyond rehab.	
Timeline / Public Process	22. Review Timeline - what are the next steps Nov 1 st – Facilities Meeting Nov 9 th - School Board Vote Dec 5 th - Presentation to Town Council	

cc.



STUDENT LIAISON TO THE SCHOOL BOARD

The Brunswick School Board recognizes the value of a student voices in the governance of the school system and encourages student participation through the position of student liaison between the student body and the School Board.

The Board will have ~~one~~ two student liaisons, and no student may serve more than two years. To qualify, the student must be enrolled full time at Brunswick High School, meet and maintain standards for eligibility to participate in extracurricular activities, and have sufficient credits to qualify as a junior.

Selection of candidates for the student liaison positions will be the responsibility of a selection committee, with one representative from the Brunswick School Board as chosen by the Chair, and school personnel as determined by the Superintendent and/or his designee. The candidates for student liaison will be chosen by the selection committee at the beginning of each September and elected by the high school's student body by October 1. Upon being elected as liaison, the student will be given a Board mentor chosen by the Chair to provide orientation and support.

The student liaisons will have a seat at the table of all Board meetings, and ~~he/she~~ will have access to all non-confidential meeting materials. The student liaisons will be allowed to share ~~his/her~~ their viewpoints at the discretion of the Chair. The student liaisons ~~is~~ are not permitted to attend executive sessions, participate in personnel discussions, or attend confidential meetings. Although the student liaisons will have the privilege to vote on non-confidential matters, ~~his/her~~ their vote will not be considered binding. The student liaisons also ~~has~~ have a seat ~~at~~ on all Board sub-committees if ~~he/she~~ they wish to attend, ~~and as his/her schedule permits.~~

Adopted: 11/10/10

Revised: 9/12/12

Proposal for Foreign Educational Trip to Nicaragua & Costa Rica
April 13 – 21, 2018

(Maine Learning Results are referenced in red, 21st Century School-Wide Learning Expectations are referenced in blue)

a. Objectives: Students will be able to practice their Spanish in a variety of situations, with classmates, native speakers and their teachers. (Communication: A1 Interpersonal, A2 Interpretive)

Students will experience undertaking every-day activities (meals, travel, sightseeing) within a foreign culture. (Cultures: B2 Products and Perspectives, B3 Comparisons with Own Culture)

Students will be able to compare schools in Costa Rica and schools in the U.S.. They will see first hand the differences between a rural Central American school and Brunswick High School. (B3 Comparisons with Own Culture)

Students will experience the powerful effect of hearing and using Spanish in real-life situations. (Communities: D1 Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning)

Students will enjoy being part of a group of fellow explorers. (21st century School-Wide Learning Expectations:

Academic Expectations: 2: Students will be able to effectively engage and demonstrate critical thinking skills and problem-solving abilities,

Social Expectations 1: Students will demonstrate an ability to work collaboratively, as well as independently,

2: Students will consistently be respectful of themselves, of others and of the school,

3: Students will be encouraged to participate in extra-curricular activities as they strive to become well-rounded and purposeful individuals)

a. Expected learning outcomes:

Students will have a real-life context for learning the travel and nature vocabulary presented in all Spanish courses. (Often our students have not travelled, and thus have no experience from which to develop a matrix for the 'travel vocabulary unit'). (Communities: D1)

Students will be more comfortable using Spanish within limited situations. (Communication: A1)

Students will experience the value of knowing a second language when in a non-English environment. (Communication: A1)

Students will develop a sense of accomplishment in being able to put their language study to use in an authentic setting. (Communication: A1, Communities: D1)

Students will compare the concept of 'history' in the Nicaraguan and American cultures by visiting important sites in Granada, the first European city in North America. (Connections: C1, C2 Distinctive viewpoints)

b. Learning activities:

Our Priority Graduation Standards will be considered in the activities planned for our students. This trip will offer opportunities to meet some of the Standards.

Examples : **Students will engage in conversation about familiar topics.*
 **Students will understand and interpret written and spoken language on a variety of topics.*
 **Students will learn about and understand other cultures.*

Students will negotiate meaning from encounters with native speakers in social settings of ordering food, purchasing items, requesting information, asking for, and following directions within the target language (Spanish). (Communication: A1)

Students will identify: Granada, Lake Nicaragua, San Juan del Sur and Guanacaste on a map. (Connections: C1)

Students will explain, in written and spoken language, how one travels to/from and between the destinations listed above. (Communication: A1, A3, Presentational, Cultures: B1)

Students will keep a diary/record of their daily interactions, which will be discussed in group-wide evening debriefing sessions using Spanish. (Communication: A2, A3, A4 Language Comparisons)

We would like to organize a Service Learning component working with Mr. Wilson's Community Connections course and a school or community in Nicaragua or Costa Rica. A collection of sporting equipment or personal supplies could be donated to, or books could be donated to a school or library, for example.

c. Estimated number of students and grade levels:

We would take 12 students of Spanish, grades 10-12. Levels III and above.

d. Estimated cost per pupil:

\$2,484 to include airfare, lodging, insurance, 2 meals a day and excursions. Incidental costs for each student for souvenirs and lunches will vary.

d. Estimated cost per chaperone:

Money for incidentals, not included in trip as listed above.

e. Estimated source of funding:

Students and families will self-pay.

f. Means of transportation:

Bus to and from Portland Jetport, round-trip air travel to Nicaragua and returning from Costa Rica, coach travel to destinations.

g. Itinerary:

This trip would be coordinated through Explorica Tours. (explorica.com) (1-888-310-7112)

Please see attached for sample itinerary, or see attachment for itinerary.

h. Arrangements for meals and lodging:

Included in the tour.

i. Names of proposed chaperones:

Julie Mason, Spanish teacher Brunswick High School
Margaret Nulle, Spanish teacher Brunswick High School


j. Plans for providing information to parents and chaperones:

There is a tour company phone number. 1-888-310-7112

Mrs. Mason and Mrs. Nulle, along with students, will post daily updates to a blog for parents.

The tour company provides an Online Tour Diary at their website with highlights of each day.

k. Plans for emergencies:

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(/)

TEACHERS **+**

STUDENTS **+**



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Nicaragua & Costa Rica

with optional White Water Rafting Adventure Extension

LENGTH: 9 - 10 DAYS

Get a little closer with this immersive Latin American tour, in which you will horseback ride in the shadow of a volcano, visit the deaf community at the Cafe de las Sonrisas, and zipline through the rainforest. Your adventure awaits.

RECENT TOUR DIARIES:

- May 11, 2016 - May 19, 2016 (/tour-diarles/yfs/nicaragua-costa-rica-tour-11may16)
- March 25, 2016 - April 2, 2016 (/tour-diarles/82x/nicaraguacostarica-trip-25mar16)
- July 27, 2015 - August 4, 2015 (/tour-diarles/mvl/costa-rican-tour-03aug15)

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Itinerary

Price this T

Day 1 Hola Managua

Meet your tour director and check into hotel

Travel to Granada

Day 2 Granada and Masaya

Granada guided sightseeing tour
Plaza de la Independencia, Monastery of San Francisco , Church of La Merced , Plazuela de los Leones, Casa de los Tr
Lunch at Café de las Sonrisas
Educational workshop at Café de las Sonrisas
Masaya Market visit
Masaya Volcano Museum visit
Masaya Volcano evening tour

Day 3 Granada and Lake Nicaragua

Bike ride to El Rayo
Lake Nicaragua Isletas boat tour
Isletas local school visit
Lake Nicaragua Isleta visit
Travel to San Juan del Sur

Day 4 San Juan del Sur

Canopy tour
San Juan del Sur beach time

Day 5 San Juan del Sur--Rincón de la Vieja

Travel to Costa Rica
Rincón de La Vieja Volcano Park guided excursion

Day 6 Rincón de la Vieja

Horseback ride
Hot springs visit

Day 7 Rincón de la Vieja--Guanacaste

Travel to Guanacaste Beach
Visit the craft village of Gualtíl

Day 8 Guanacaste

Palo Verde boat tour

Day 9 End tour

OR

Day 9 Start river rafting extension

Whitewater rafting guided excursion

Day 10 End tour



TOUR INCLUDES:

- Round-trip airfare
- 8 overnight stays (9 with extension) in hotels with private bathrooms
- Breakfast, lunch and dinner daily
- Full-time services of a professional Tour Director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Tour Diary™
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Please visit our Fees FAQ page to see what is included in the cost of your tour.

[SITE MAP \(/SITEMAP.ASPX\)](#) [PRIVACY POLICY \(/PRIVACY-POLICY.ASPX\)](#) [TERMS OF USE \(/TERMS-OF-USE.ASPX\)](#)

Explorica Inc. 145 Tremont St., 6th Floor, Boston, MA 02111
Teachers: 1.888.310.7120
Travelers: 1.888.310.7121

FIRST READ – SCHOOL BOARD – NOVEMBER 2016

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 Brunswick School Board to provide all students with an equitable opportunity to learn. To that end, the Board 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 Board'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 Board does not condone and will take action in response to conduct that interferes with students' opportunity to learn, the educational mission of the schools, and the operation of the schools.

II. Prohibited Behavior

The following behaviors are prohibited:

1. 1. Bullying;
2. 2. Cyberbullying;
3. 3. Harassment and Sexual Harassment (as defined in board policy ACAA);
4. 4. Retaliation against those reporting such defined behaviors; and
5. 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. (a) Physically harming a student or damaging a student's property; or

- a. (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. (a) Creating an intimidating or hostile educational environment for the student; or
- a. (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. 1. Repeated or pervasive taunting, name-calling, belittling, mocking, put-downs, or demeaning humor;
2. 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. 3. Non-verbal threats and/or intimidations such as use of aggressive, menacing, or disrespectful gestures;
4. 4. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally or in writing;
5. 5. Blackmail, extortion, demands for protection money, or involuntary loans or donations;
6. 6. Blocking access to school property or facilities;
7. 7. Stealing or hiding books, backpacks, or other possessions;
8. 8. Stalking; and
9. 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. 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. 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. 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. 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. 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 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 [OR: within ___ days] 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. 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.

IX. Assignment of Responsibility

- A. The superintendent 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.
 4. Oversight, implementation, and enforcement of this policy and its procedures;
 5. Designating a school principal or other school personnel to administer the policies at the school level;
 6. Developing a procedure for publicly identifying the superintendent's designee or designees for administering the policies at the school level;
 7. 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;
 8. 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;
 9. 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;

10. 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]
11. Filing the SAU policy that addresses bullying and cyberbullying with the Maine Department of Education; and
12. 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

Adopted: 9/13/06
Revised: 2/13/13
10/2016-in process

FIRST READ – SCHOOL BOARD – NOVEMBER 2016

BULLYING AND CYBERBULLYING RESPONDING FORM
Bullying and Cyberbullying Responding Form

To be completed by the school principal or superintendent’s designee within 5 days 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
- ___ Gender
- ___ Sexual orientation
- ___ 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: _____

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:

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:

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

Details of communication: _____

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:

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

Details of communication: _____

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:

A report was filed with law enforcement: _____ yes _____ no

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:

Determination of Bullying:

Refer to the definition of bullying in policy JICK

Behavior(s) had the effect of:

- _____ Physically harming a student or damaging a student's property; or
- _____ Placing a student in reasonable fear of physical harm or damage to the student's property

OR

Behavior(s) interfered with the rights of a student by:

- _____ Creating an intimidating or hostile educational environment for the student; or
- _____ Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provide by a school

OR

_____ None of the above

Summary of Investigation: (use additional sheet)

Outcomes: (use additional sheet)

All findings and results shall be reported to the superintendent.

Is this a substantiated incident of bullying?

yes no

If yes, refer to the Remediation Form (JICK-E3) to indicate specific nature(s) of the incident, the consequences, and actions taken for the student who has bullied. This substantiated incident is to be reported to the superintendent, and to the Maine Department of Education.

If no, refer to the district-wide code of conduct and disciplinary policies for student behavior.

_____ Date: _____
Signature and title of investigator

If the investigator 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

Adopted: 2/13/13

Revised: