



Cornville Regional Charter School
Early Childhood Center

Request for Proposal and Charter School Application
For School Opening 2017



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE, INDEPENDENT, HAPPY, CURIOUS LEARNERS

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A.1 Mission, Vision, identification of targeted student population and the community the school hopes to serve

Mission and vision

The mission of the Cornville Regional Charter School is to create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

One area where CRCS has grown leaps and bounds is the successful execution of the mission of CRCS. We have worked diligently and purposefully to customize the learning experience for every learner which affords us the opportunity to walk the talk when it comes to our mission. These are not mere words that sit on the shelf or are painted on a wall somewhere. Everything that we do during our day directly relates to that mission and drives our approach.

Our success has been a direct result of our ability to abandon industrial age structures and redefine how we provide the ideal learning experience for every learner. We define the Ideal Learning Experience as:

... THE IDEAL LEARNING EXPERIENCE

INTRINSIC MOTIVATION

Every hour of every day . . .each learner (simultaneously)

- ✓ *Is met at his/her level of learning*
- ✓ *Is using one of his/her best learning styles*
- ✓ *Is learning skills and concepts with content of high interest to him/her*
- ✓ *Understands the relevancy of what he/she is learning*
- ✓ *Is challenged and successful*
- ✓ *And, looks forward to coming back tomorrow*

As we move forward with implementing our mission and vision, we are looking to continue impacting learners at other age levels and growing our programming to fulfill a need within the general community and our own families. That is why we are pleased to submit this change of program proposal to to the Maine Charter School Commission.

Cornville Regional Charter School (CRCS) Early Childhood Center seeks to open its doors in 2017 to serve children in a preschool setting. Maine's charter school law provides a mechanism for introducing choice, diversity, and parental involvement into public education. As the first elementary charter school, we hope to continue to pave the way to bring new educational opportunities and school choice to central Maine.

We see education as a partnership between faculty, parents, our Board of Directors and the community. We are wholeheartedly committed to providing an outstanding educational experience to each one of our learners within a culture of shared values and collaboration. As a community, we expect to be partners with other professionals and institutions of higher learning in order to provide the very best for our children, sharing our best practices in other educational settings.

We are continually challenging ourselves to develop and refine our programs. CRCS Early Childhood Center is willing to be open and flexible as we go through the process of meeting all of our learners' needs. Together, we are building a school that will meet the needs of individual learners in a way that inspires and involves them in meaningful education.

Our Philosophy

The belief of CRCS is to:

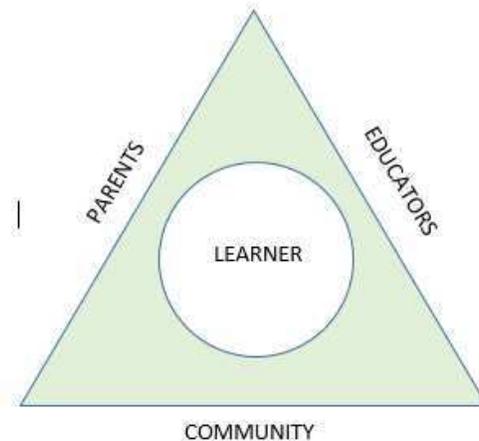
- instill creativity and critical thinking
- build character, knowledge and leadership skills
- create independent self-expressive learners
- develop clear and effective communicators
- produce cooperative and collaborative team members
- reinforce learning through proficiency-based education
- encourage appreciation and respect for the arts and diversity
- emphasize fun and meaningful learning
- instill self-confidence and respect for others
- prepare learners for integration into future learning environments
- create an exciting learning environment
- provide a rich individualized executive function environment
- provide content experts and skilled professionals to support classroom instruction

At the CRCS Early Childhood Center, we recognize children have already begun a journey of lifelong learning before they join our facility. As they move beyond their primary family unit, the learners within our early childhood family are encouraged to broaden their understanding of the world around them with the guidance and support of their teachers. Collaborative planning is an essential element that allows teachers to tailor lessons to the developing interests and skill set of each learner. Teachers plan activities based on a close personal knowledge of each learner's unique strengths and focus areas. Learning must be personalized and engaging on an individual level with instruction carefully scaffolded. Authentic, meaningful learning builds success for each individual learner. Social and emotional skills must be nurtured to create a joyful school experience. We want our children to be active learners and creative thinkers. We want them to work hard, make good choices and be kind. We want children to love coming to school each day!

Educational Foundation

The CRCS Early Childhood Center foundational beliefs resemble a triad comprised of the parents, the educators, and the community, all of which are interdependent upon one another to promote school success. Lying at the the center of the triad is the learner, the nucleus of the

learning experience. Each component of the triad plays a significant role within the school's climate and culture and are inextricably linked.



Learning at the CRCS Early Childhood Center takes place through highly integrated work and play involving multiple subject areas and modalities. Often a thematic, project-based approach is employed, involving children in an interdisciplinary experience connecting language, math, science, social studies and the arts. This practice allows learners to explore concepts in a richer, more authentic way and helps them better see the connections to their immediate world.

The CRCS Early Childhood Center promotes positive growth for young children through active play and focused inquiry. The school aims to ensure that a child's initial exposure to learning is a positive and happy one. The CRCS Early Childhood Center is aligned with Gesell's maturational-developmental theory of ages and stages, supplemented by the Responsive Classroom approach to behavioral functioning and community building, which is consistent with our philosophy and beliefs about learning and young children. In order for learners to maximize their learning potential, they need exposure to lessons and activities which are explicitly designed and aligned to developmental standards while also allowing for individualization within those lessons.

Daily documentation of children's work guides and directs subsequent learning. This documentation gives teachers, trained observers of children, a window into the progression of the children's thinking and helps influence curricular decisions reflective of each individual in the program. Learners' opinions, ideas, work process and products are just a few of the areas documented during their time at the CRCS Early Childhood Center. Documentation helps us understand children's thinking, and ultimately their learning. This documentation takes many forms, not limited to work samples, artifacts, observation records, and individual and group digital portfolios. It provides context for ongoing discussion and collaboration amongst teachers, learners, and parents, as well as a means of evaluating learners' growth and development. Reviewing the documentation helps guide the direction of the curriculum.

Part of this knowledge is derived from a critical component of a learner's future success - our partnerships with parents. Parents are provided traditional and nontraditional opportunities to participate in their children's learning and are regularly informed of their child's progress. The CRCS Early Childhood Center's vision to provide an authentic and positive preschool experience for all requires that the children are viewed as the heart of the school.

There is an unmet need for preschool opportunities in the surrounding area of the CRCS Early Childhood Center. A recent mill closure and continuing economic downturns in the Skowhegan area have adversely impacted families as corresponding child care facilities also go out of business. Local school-based preschools operate at full capacity, typically with children on a waiting list at any given point in the school year. Many preschoolers are cared for by family members, who may or may not be able to offer enriched learning experiences. The affected geographical area surrounding Skowhegan is rural in nature, with very limited resources available for three and four year olds. As a result, transportation to any existing preschool facilities or recreational activities has always been problematic. In addition, the percentage of families falling within poverty guidelines currently hovers at around 70%. CRCS Early Childhood Center provides parents and learners with another viable option for high quality preschool education in the Skowhegan area.

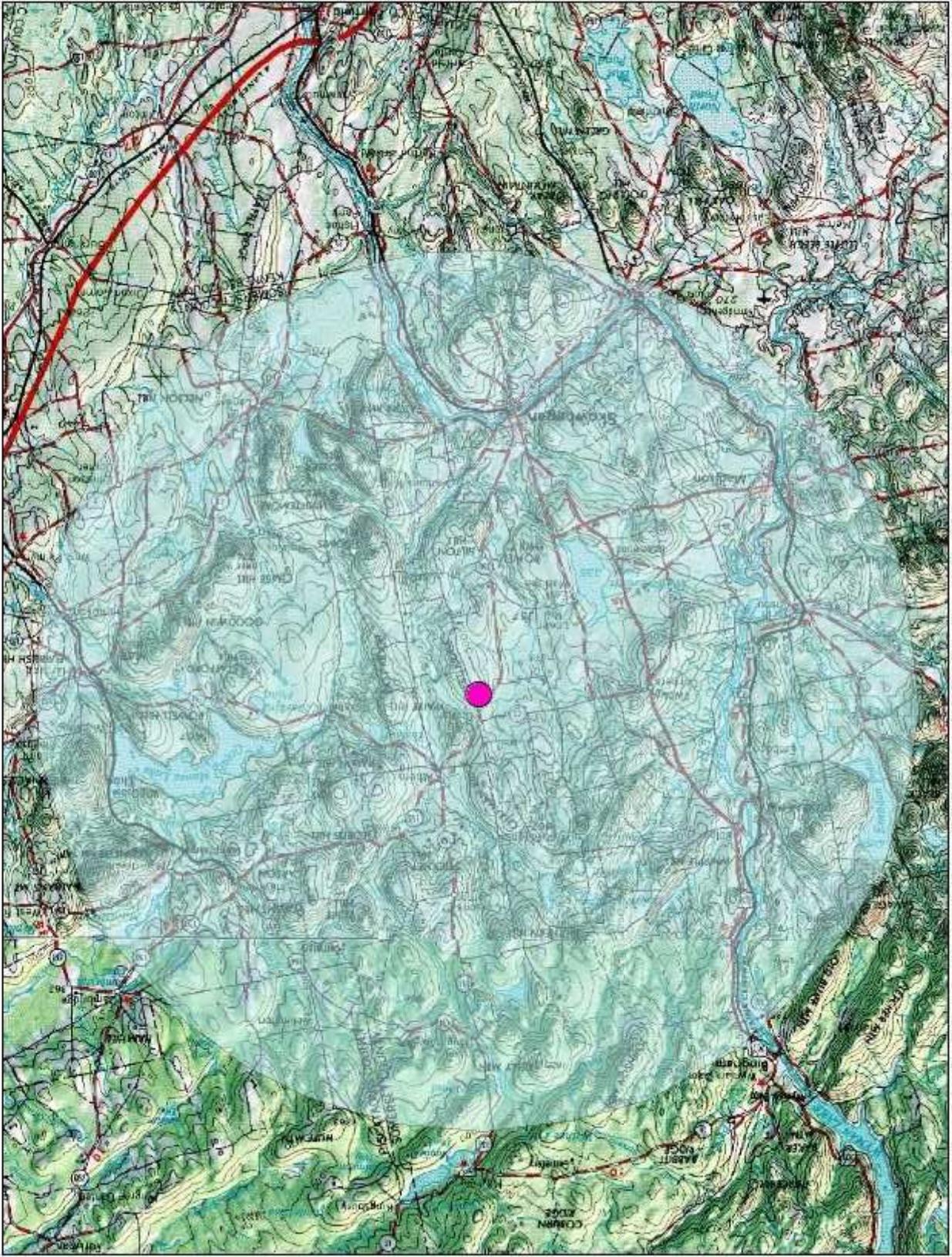
In 5-10 years, the measure of success will be read by the achievements of the learners as responsible, independent, happy, curious learners. These learners will be invested supporters of their community who are connected to their environment. The playground will be full of laughs and supportive team building and effective communication skills. The classrooms will be bright and colorful, displaying learners' achievements and artwork. The school will be financially stable, enrollment will be full and promising for the upcoming years, and employment will be desirable to potential staff. Parents and families will be satisfied and appreciative of theirs and their child's involvement and growth at CRCS Early Childhood Center by eagerly enrolling at the Cornville Regional Charter School, and suggesting the school to their closest friends and family. The town will be excited and proud to be hosting a charter preschool, and benefitting financially from its prosper.

CRCS Early Childhood Center will restore people's dreams of a small rural school that participates strongly in the strength of humanity, where learners proudly take part in the betterment of their school and gain responsibility for the proper care of their community and their planet.

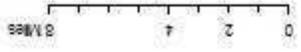
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1. Map showing outline of catchment area.

Cornville Regional Charter School Area of Catchment



- Legend**
- Area of Catchment
 - school
 - edges



A.2 Academic Program

WHAT MAKES US UNIQUE?

Our curriculum fits the needs of the learner rather than have the learner conform to the curriculum.

The facilitators at CRCS Early Childhood Center possess a thorough understanding of child development and work collaboratively to design a curriculum and program that is responsive to the children's' natural curiosity for learning. Full advantage is taken of staff members' special talents and experiences. The facilitators' background in developmental theory and dedication to those educational principles are evident. Children are viewed as competent and capable and, in turn, the facilitators provide learners with opportunities for exploration and self-expression through multiple modalities. With these experiential moments comes ample time for learners to work independently or with others in a play-based format. All curriculum is interwoven with multiple opportunities for language and vocabulary acquisition. Teachers formulate learning activities that align with the Maine Early Learning and Development Standards as well as Gesell's developmental descriptors for this age level.

At the CRCS Early Childhood Center, learners are valued participants of a supportive learning community. Teachers act as facilitators as children explore their interests and begin to construct their own knowledge. The developmental capabilities and needs of the learners influence curriculum decisions. Teachers set developmentally appropriate educational, social, emotional, and physical goals for each learner and regularly revisit those goals for modification.

LANGUAGE ARTS- LISTENING, SPEAKING, WRITING AND READING

Learners are immersed in a language-rich literacy environment. Each area of the classroom contains ample opportunities to access books, charts, markers, crayons, pencils, paint and paper. Teachers read daily to children, children explore books (illustrations and text), children reread familiar books to themselves and to one another, learners learn to draw for meaning and communication, staff assists with collaborative group stories while teaching children the beginning mechanics of letter formation, all while enhancing their receptive and expressive vocabulary. Children view themselves as emergent readers and writers and develop a love for literacy. Some specific language arts activities include morning sign-in, listening center, class-created stories, environmental print, puzzles, and alphabet activities and manipulatives.

Listening Targets

- Listen and respond appropriately to others.
- Follow single and two step directions.
- Hear and remember stories; recall details.
- Enjoy stories, poetry, rhyming, and playing with sounds of language.

Speaking Targets

- Exhibit ability to verbalize own needs.

- Share ideas and experiences.
- Recite songs and poetry with the group.
- Dictate stories.
- Ask and answer relevant questions in conversation.
- Ask and answer relevant questions when engaging with books.

Writing Targets

- Develop an interest in writing and drawing.
- Understand print conveys meaning.
- Communicate by drawing or writing.
- Begin to write some letters.
- Begin to print their name.
- Begin to develop appropriate grip.

Reading Targets

- Develop an interest in books.
- Dictate a story based on own drawing, photo or illustrations.
- Retell a story.
- Retell a familiar class book.
- Begin to identify some letter names.
- Begin to associate some consonant sounds with letters.
- Recognize name in various contexts.

MATHEMATICS

The CRCS Early Childhood Center believes that math is best learned through authentic experiences and manipulation. Children are engaged in a rich learning environment using a wide range of manipulative materials, so they may build a strong, broad-based understanding of math concepts and relationships. Concepts are introduced and practiced at the concrete level with hands-on work; abstract representations are then learned through projects, games, and recording work. Math is woven into all aspects of the day and concepts are reinforced as they arise. Some examples of this include counting out snacks, lining up in pairs, joining a learning area that has a specific maximum number of children, observing and recording the weather, sorting manipulatives as they are put away, and constructing and building houses as a read aloud extension.

Mathematics Targets

- Understand that numbers have many uses (games, cooking, prices, ages, time).
- Count by ones.
- Count using one-to-one correspondence.
- Understand that numbers refer to quantity (the numeral 5 represents five items).
- Gain experience using manipulatives for math purposes.
- Gain experience with concepts of length, weight, volume, and size.
- Classify and identify shapes.

- Identify same/different, more/less/equal.
- Recognize and create simple patterns.

ART

Learners participate in a wide range of activities to encourage and expand creative expression through the use of varied art materials. Effort and exploration are valued more than specific product outcomes. Participation in discussions surrounding the art process are encouraged. The major goal for early childhood learners in art is to develop creative expression and understand that art can be used as a form of communication.

Art Targets

- Explore a range of art manipulatives.
- Use art materials and tools safely and responsibly.
- Draw and recognize a variety of lines and simple shapes.
- Talk about their artwork.

HEALTH AND MOVEMENT

Promoting a healthy lifestyle is a goal that CRCS Early Childhood Center's staff members are committed to undertaking in various ways throughout the school day. Young children love to move and are physically active at this age. They begin to learn that their choices can affect their health. Establishing good health habits and daily activity allows them to function at peak capacity physically, mentally, emotionally, and socially.

Health And Movement Targets

- Learn and demonstrate personal hygiene skills (proper way to wash hands, cough into elbow, use a tissue, etc.)
- Differentiate between safe and harmful substances found at home and school.
- Differentiate between healthy and unhealthy foods.
- Practice fine motor skills (sorting small objects, stringing beads, puzzles, zipping, buttoning)
- Practice gross motor skills (run, jump, climb, hop, balance, throw, catch)
- Explore and learn using all senses.
- Apply coping strategies when feeling overly excited, anxious, or angry.

MUSIC

Learners at the CRCS Early Childhood Center are exposed to a variety of music and musical instruments. Dramatic play performances, dance for self-expression, and basic music

appreciation take place through active, creative participation in individual and group experiences.

Music Targets

- Develop self-expression through music.
- Learn how music and dance express ideas and feelings.
- Use motions with songs.
- Participate in singing activities.
- Experiment with a variety of instruments.

SOCIAL STUDIES

CRCS Early Childhood Center values the interconnectedness of its learners, their respective families and the surrounding community. To help learners develop an understanding of the world around them and how they fit into that world, emphasis in the social studies curriculum is focused on inquiry and understanding of the people and places in their family unit and community as a whole. Teachers incorporate local community resources into the classroom and through excursions beyond the walls of the school. Parents and family are welcomed as opportunities for exposure to varied backgrounds and cultures. The nature of this curriculum lends itself to thematic, project-based learning and has its roots firmly established in an authentic use for developing language and interpersonal skills. Building on their own existing knowledge, learners begin by studying themselves and move outward to family, school, and community.

Social Studies Targets

- Understand self as part of a family, class, community and culture.
- Honor diversity in family composition.
- Understand how members of a community help one another.
- Understand the purpose of rules and communication.
- Begin to see a purpose for a map and globe.
- Learn and respect traditions from various families and cultures.

SCIENCE

Children are natural observers of their world. Staff at CRCS Early Childhood Center seek to encourage this natural curiosity through experiential activities. The process of scientific inquiry is applied to many learning opportunities within the preschool day as children investigate, construct, observe, ask questions, make and revise predictions, experiment and reflect. Teachers provide the proper language, materials, and environments for scientific exploration. Science is integrated with other curricular areas and embedded into the day.

Science Targets

- Explore a variety of science tools.
- Participate in experiences involving natural elements (sun, water, sand, snow, wind)
- Explore concepts of movement, force, and magnetism.

- Observe and compare different types of plants and animals.
- Observe the development of plants over time.
- Investigate how seasonal changes affect living things.
- Establish a foundation in environmental awareness through observation, nature exploration, field trips and outdoor class time.
- Participate in cooking activities.
- Talk about their questions and discoveries.

SOCIAL SKILLS

Children need a safe, caring and nurturing environment to thrive and function at their potential. Learners feel secure with a strong sense of belonging in our supportive environment. The CRCS Early Childhood Center staff work hard to help children build the comfort and confidence they need to interact with the world around them. Self-regulation, problem solving, resolving conflicts, dealing with disappointments, decision-making, meaningful communication- all of these are the foundational skills which drive learning. All social skills targets are age-appropriate and cross-referenced with Gesell's developmental descriptors.

Social Skills Targets

Begin to:

- Recognize and name his/her own emotions.
- Verbalize his/her own needs.
- Seek adult help when needed.
- Demonstrate increasing capacity to follow expectations.
- Interact appropriately with adults and peers.
- Work and play cooperatively.
- Develop friendships.
- Accept consequences.
- Adjust to new situations.
- Respond to disappointment with resilience.
- View self as capable.

COMMUNICATION

Communication and collaboration with parents are important aspects of the CRCS Early Childhood Center. Whenever possible, parents will be encouraged to share their expertise of a talent, skill, hobby or experience with the learners in order to further solidify the interconnectedness of the learning triad. Staff invites families to participate in this process by

reviewing their child's documentation and portfolio to better understand what they are learning at the center, as well as to identify personal connections to the concepts under study as inspiration to extend the learning at home. Informal, face-to-face communication occurs daily during drop-off and pick-up times in addition to scheduled conferences.

COLLABORATION

Collaborations extend beyond the boundaries of the CRCS Early Childhood Center to include learning resources available in the surrounding area. This is the third component of the learning triad, the community. Educators at the CRCS Early Childhood Center know that, for authentic learning to take place, children require opportunities to branch beyond the walls of the preschool. Regular, relevant, exploratory visits in the surrounding area are built into the curriculum, providing depth to classroom lessons and learning topics. Some examples of those visits include trips to the apple orchard, fire department, maple sugar shack, Skowhegan Public Library, and local hiking trails.

Teachers work within the curriculum to offer preschool learners numerous "guest teachers", members of the surrounding community who share their vocation and talents. Such guest teachers include firefighters, dental hygienists, park rangers, veterinarians, chefs and musicians.

CRCS preschool staff also facilitates visits with the Cornville Regional Charter School in Cornville when school wide presentations are applicable to the youngest learners.

ENVIRONMENT/FACILITY

The CRCS Early Childhood Center is thoughtfully designed to best use the physical space to support learning and curriculum planning that guide experiences of open-ended discovery. The teachers take into consideration how children move through space in addition to how they use space. They have designed their environment with content areas that offer a sense of organization, flow and purpose. The layout consists of an entrance foyer for coats and cubbies, opening into two large connected rooms. Furniture within the two rooms is arranged to provide areas for larger movement, the arts, language, science, and math exploration as well as construction and dramatic play. Both rooms allow for whole group, small group and individualized work and play. There is space for approximately 32 learners. The space includes two entrances from the playground, a small kitchen area, storage, an office nook, ADA equipped bathroom facilities and classroom sinks to be installed. Children have access to the playground directly off the rear of the classrooms which includes climbing equipment, swings, sand, as well as abundant space for free exploration. The fenced play area includes areas for sun and shade activities.

Children have a vested interest in their learning at the CRCS Early Childhood Center. Self-care and independence are taught, as well as playful exploration. This is an initial school experience for many of the children, so working to set expectations for learning is important. Play is integral to learning at this age so play drives a good portion of the work in the classroom. Learners

move fluidly between real and fantasy worlds at this age; the teaching staff celebrates their imagination while introducing them to the tools necessary to investigate the real world. Language acquisition- both expressive and receptive- are the foundational underpinnings of deeper inquiry and knowledge content. Encouraging children to explore their own questions with teacher guidance throughout the process is fundamental to the CRCS Early Childhood Center.

Outdoor Play - Counting Petals

Adapted from Courtney Nagler

<http://www.education.com>

MAINE'S EARLY LEARNING AND DEVELOPMENT STANDARDS:

- Counts using 1:1 correspondence with increasing accuracy
- Uses art materials safely and appropriately
- Uses objects for other than their intended purpose to create representations of real life objects or activities
- Uses fingers, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles)

Materials and Preparation

- Grocery bags (1 per student)
- Green paint
- Paintbrushes
- White paper
- Glue
- Flower addition sheet
- Spring flowers worksheet

Introduction (5 minutes)

- Explain to your class that they will be going on an outdoor scavenger hunt for flowers. Instruct them to collect their own flowers to create beautiful art and count petals.
- Ask for a volunteer to explain what a flower is. Explain that a petal is like a colored leaf on a flower.
- Pass out grocery bags to each student, and head outside.

Related Books and/or Media

- VIDEO: Counting Petals <https://www.youtube.com/watch?v=HsfJ95BHeWY>

Explicit Instruction/Teacher Modeling (20 minutes)

- Instruct your students to collect at least two flowers.
- Once each student has collected flowers, go back inside the classroom, and direct your students to count the petals on the flowers they have.
- Demonstrate what the art project will look like. You may want to do one yourself so that you can show them what you want it to look like.

Guided Practice/Interactive Modeling (5 minutes)

- Practice gluing the flower petals onto a piece of paper to show your students so that they understand the process.
- Count the number of petals aloud.

Independent Working Time (25 minutes)

- Ask your students to pluck the petals off of the flowers and glue the petals to the white paper, creating their own new flowers. Once the petals have been glued on, instruct them to add a center, a stem, and other outdoor features with the paint.
- Have them count and either write or paint the number of petals above each of their flowers.

Differentiation:

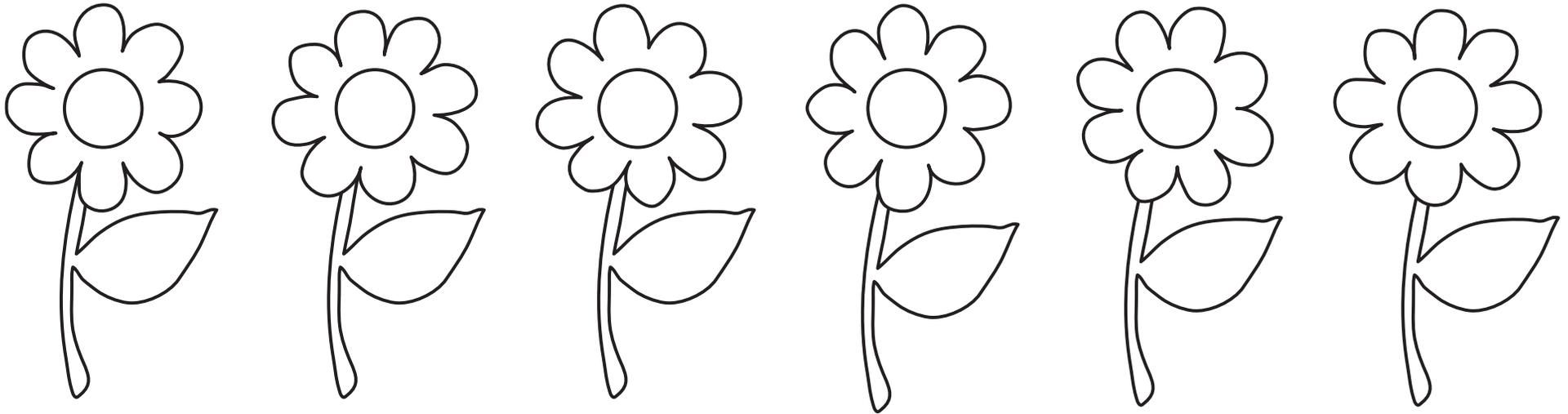
- Enrichment: Give your students the Flower Addition worksheet to count additional flowers. Alternatively, have your students add up the total number of petals from their collected flowers, and direct them to write the total number on their papers.
- Support: Work with students independently with flashcards. Give your students the Spring Flower worksheet to practice identifying order and numbers.

Review/Assessment (10 minutes):

- Walk around and make sure that the number of petals corresponds to the written number.
- Have the students show their illustrations to the rest of the class.
- Ask your students to say how many petals they had. Go around the classroom.

Spring Flowers

Spring brings many colorful flowers. Read the directions and color the flowers the correct colors.



Color the second flower blue. Color the fifth flower yellow.

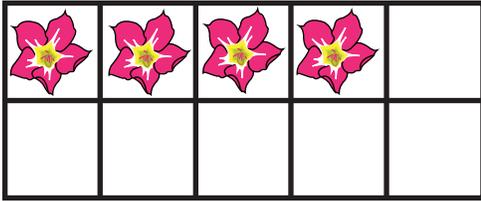
Color the third flower purple. Color the first flower red.

Color the fourth flower orange. Color the sixth flower pink.

Flower Addition

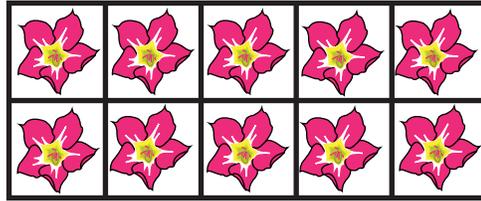
How many of each flower do you see?
Add them up and write the number in the box!

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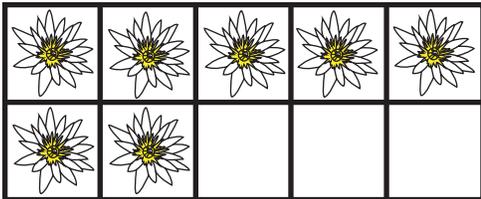
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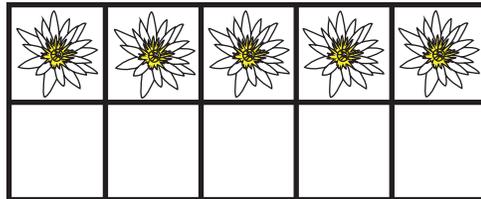
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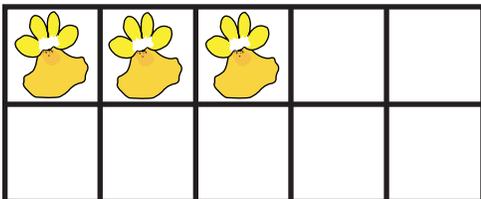
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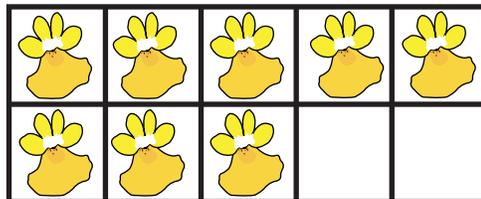
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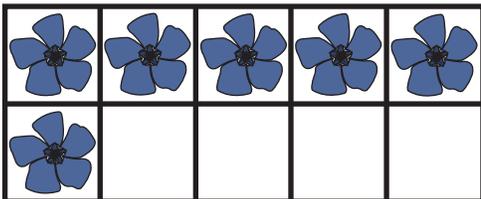
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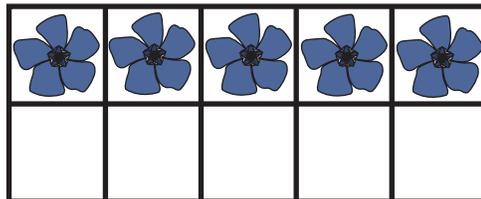
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Mixing Colors

Adapted from Alexandra Parlamas
<http://www.education.com>

MAINE'S EARLY LEARNING AND DEVELOPMENT STANDARDS:

- Matches and groups similar objects
- Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason

Materials and Preparation

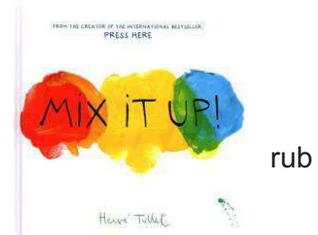
- Red, yellow, and blue paint (1 bottle of each per class)
- Sandwich bags (1 per student)
- Mix It Up! by Herve Tullet
- Small bucket of different colored buttons
- Empty egg cartons (1 per student)
- Venn diagram handout
- Crayon boxes (1 per student)

Introduction (5 minutes)

- Tell students that today they will be conducting experiments using colors.
- Have each student take turns going around the room and identifying the color of one object in the room, such as a clock or a book.
- Ask each student to tell you his favorite color.

Explicit Instruction/Teacher Modeling (15 minutes)

- Read *Mix It Up!* by Herve Tullet.
- Have students take turns participating throughout the book. For instance, when the book asks for students to touch the blue paint and rub the yellow blob of paint, have a student come up, it, and make a prediction as to what color they think yellow and blue will make.
- Next, tell the class that they will have the chance to mix real paint.



Guided Practice/Interactive Modeling (10 minutes)

- Seat each student at a table with one empty sandwich bag in front of him.
- Have them select the colors they wish to mix.
- Ask them to predict what color they think their paint choices will create.
- Walk around the class, and help students squirt two primary colors into the bag and seal it tightly.

Independent Working Time (10 minutes)

- Invite students to squish the paint around the bag until it is thoroughly mixed.

- Ask students to identify the color that is created.
- Then, give each student a Venn diagram and a crayon box.
- Have the class put the two primary colors in the outer circles of the diagram and put the color they created in the middle. Instruct students to color the circles in.

Differentiation:

- Enrichment: Give students various fingerprint colors and have them mix them on paper. Ask them to identify the colors that they came up with.
- Support: Have students use food coloring to mix colors into water to see what can be created.

Review/Assessment (10 minutes):

To conclude the lesson, give each student an egg carton that has different colors painted in each hole. Give students a handful of buttons and ask them to sort the buttons into the right color hole. Check each student's egg carton to make sure they placed buttons in the right spot.

A.3 Special Student Populations

CRCS Early Childhood Center believes that all children can learn; all children should be challenged and supported in their learning; all children have abilities and talents that are worthy of being recognized and developed; and all children benefit when they are held to clear and appropriate expectations. CRCS Early Childhood Center connects with the strengths and passion for learning of each child by providing a meaningful and engaging education. All children, especially those with special needs, can achieve high standards with effective practices that promote a responsible learning environment.

CRCS Early Childhood Center's educational program and curriculum is based on the Maine Early Learning and Development Standards. The goal of the CRCS Early Childhood Center educational program will be to support all learners as they gain skills and competencies through this play based -based progression. Whenever possible, learners will be engaged in authentic learning opportunities that support the learning needs of all learners and will be especially important to at-risk learners providing opportunities to use skills that suit their unique learning styles and strengths.

Federal laws, including the Individuals with Disabilities Education Act (IDEA), apply to public charter schools in the same manner as they apply to other public schools. A public charter school must allow special education students to attend. In addition, Maine law specifically states that students may not be discriminated against in enrollment on the basis of mental or physical disability. This also applies for students with limited English proficiency and students with 504 plans. A charter school authorized by the Charter School Commission must see to it that students requiring special education services are provided those services in a manner consistent with IDEA and is responsible itself for providing and funding special education services. CRCS Early Childhood Center fully understands that the learning needs of all students must be met with full adherence to the law.

Child Find

Child Find is a component of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 that requires States and Local Education Agencies (school districts and charter schools) to identify, locate, and evaluate all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services (34 CFR§ 300.111). Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and evaluate children with disabilities who are in need of Early Childhood Intervention Programs or Special Education and Related Services.

A child with a disability is a child having a cognitive disability, hearing impairment (including deafness), visual impairment (including blindness), a speech or language impairment, a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities.

CRCS Early Childhood Center recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have a

disability so that a free appropriate public education can be provided. To ensure compliance with the Child Find provisions of IDEA, the charter school will put in place the following processes:

When a parent/guardian is informed that his/her child has a place on the school's roster, that parent/guardian will be advised that any child who has an IEP or may be suspected of having a disability is entitled to special services and that the school's principal/special services coordinator should be made aware of the child's circumstances. A letter will be sent home and include:

- Records Release Form to authorize CRCS Early Childhood Center to obtain the student's records from his/her prior school
- Request for a copy of the IEP and all special education documents CRCS Early Childhood Center will contact the appropriate school district administration to obtain records for each enrolled student.

CRCS Early Childhood Center will also send to the appropriate school district's Special Education Director a list of the enrolled students from that district to determine if there are any students with IEPs or suspected of having disabilities. This will ensure that no student "falls between the cracks," as we work collaboratively with Child Developmental Services (CDS) to provide the most appropriate services.

CRCS Early Childhood Center will include in its professional development training in the days prior to the school's opening explicit instruction on Child Find provisions including guidelines and instructions for early identification of children who might be suspected of having a disability.

Pre- Referral Activities

Pre-Referral procedures are general education procedures involving regular benchmark assessments of all children, using Response to Intervention (RTI) 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 responsible for the implementation of the intervention with the collaboration of parents, primary care physicians and other important stakeholders.

There are many benefits to using RTI. It helps teachers plan effective instruction as well as document and communicate with parents about student progress. Moreover, this data can help teachers improve the academic growth of at-risk students or students with learning difficulties who may need a change of instruction or additional services. RTI follows a three-tiered approach to address student needs. Tier I provides high-quality, research based core curriculum instruction that is differentiated to meet each student's needs in the general education setting. Tier II provides targeted interventions for students who need additional support in addition to core instruction. Tier III provides intensive interventions for students with significant academic or behavioral needs.

At CRCS Early Childhood Center, the RTI process is integrated within the school's philosophy of personalized learning for all learners. Staff will meet regularly to work collaboratively determining new ways to help shape individual instruction. CRCS Early Childhood Center will work to identify learners who are at risk for poor learning outcomes, monitor learner progress, provide research--based interventions and adjust the intensity and nature of those interventions depending on the learner's responsiveness.

In our RTI model, all learners are screened and monitored for specific educational outcomes. Learners needing additional assistance are provided intervention and their progress is carefully monitored. Movement between tiers is a collaborative decision between the parent and teacher. Learners who make limited progress despite intensifying degrees of support are referred to determine eligibility for special education services.

Parents play a critical role in the center as well as in the RTI process. CRCS Early Childhood Center believes that the parent's influence in their child's education is a major factor of their learner's success, both social-emotional and academic. Parents and staff are expected to have ongoing, open discussions about each learner's progress on a regular basis. When a concern about a learner's progress is determined, either as a result of assessments or observations, interventions will be discussed.

Policies and Practices to Identify Students Who May be Eligible for Special Education and Related Services

In some cases, intervention is not successful and a referral for special education is deemed necessary. Even in these cases, the prior period of intervention is valuable. Prior intervention will illustrate that a referral is appropriate (as required by law) and it will help inform the IEP team about strategies that have or have not produced success when it comes time to develop the written IEP.

School employees who are making a referral shall do so by contacting the CRCS Early Childhood Center principal/special services coordinator and by filling out the appropriate referral forms. Referrals may be made by:

- A. Any professional employee of the school;
- B. The learner's parent(s); or
- C. Professional members of the community, i.e., physicians, preschool coordination site personnel or agency representatives who have knowledge of the learner.

Parents may, at any time, refer their child to the IEP Team if they have reason to believe that the student may require special education and supportive services. Regardless of the source of the referral, a referral will be considered received by the school on the date that the written referral is received by the principal/special services coordinator. It shall be signed and dated by the principal/special services coordinator, thereby indicating the date of the receipt of that referral.

Within 15 school days of the receipt of the referral a review of existing evaluation data will occur to determine the need for additional evaluations. That review may occur either at an IEP meeting or through other discussions that fully include the parent. If IEP members are unable to reach agreement on necessary evaluations outside of an IEP meeting, an IEP meeting shall be held to discuss the issue. Within 15 school days of receiving the referral, the school department should send to the parent a consent for initial evaluation form. When the school receives that consent form back from the family with the appropriate signatures, CRCS Early Childhood Center has 45 school days to complete the evaluation and to hold an IEP 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 IEP Team should develop an Individualized Education Program (IEP) for that child within 30 days of the determination that the student is eligible.

Plan for Addressing Needs of Students who enter the Charter School with an Existing IEP from Another School

As part of the school's Child Find Plan, CRCS Early Childhood Center recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have a disability so that a free appropriate public education can be provided to all children. Maine's Unified Special Education Regulations explicitly state what schools must do to address needs of students who transfer. Since charter schools are public school, CRCS Early Childhood Center will be held to the same statutes and rules.

IEPs for Children Who Transfer SAUs in the Same State:

If a child with a disability (who had an IEP that was in effect in a previous SAU in the same State) transfers to a new SAU in the same State, and enrolls in a new school within the same school year, the new SAU (in consultation with the parents) must provide FAPE to the child (including services comparable to those described in the child's IEP from the previous SAU), until the new SAU either adopts the child's IEP from the previous SAU; or develops, adopts, and implements a new IEP that meets the applicable requirements in 300.320 through 300.324. [34 CFR 300.323(e)]

IEPs for Children Who Transfer From Another State:

If a child with a disability (who had an IEP that was in effect in a previous SAU in another State) transfers to a SAU in a new State, and enrolls in a new school within the same year, the new SAU (in consultation with the parents) must provide the child with FAPE (including services comparable to those described in the child's IEP from the previous SAU), until the new SAU Conducts an evaluation pursuant to 34 CFR 300.304 through 300.306 (if determined to be necessary by the new SAU); and Develops, adopts, and implements a new IEP, if appropriate, that meets the applicable requirements in 34 CFR 300.320 through 300.324. [34 CFR 300.323(f)]

Transmittal of records:

To facilitate the transition for a child described in clause:

- The new school in which the child enrolls must take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous SAU in which the child was enrolled, pursuant to section 99.31(a)(2) of Title 34, Code of Federal Regulations; and
- The previous SAU in which the child was enrolled shall take reasonable steps to promptly respond to such request from the new school. [34 CFR 300.323(g)] Education records must follow students who transfer to a school in another school administrative unit in the State.

CRCS Early Childhood Center will make all attempts to ensure the timely delivery of all IEP records so that the student can be provided with a free appropriate public education, including services comparable to those described in the previously held IEP, in consultation with the parents, until such time as CRCS Early Childhood Center adopts the previous IEP or develops, adopts, and implements a new IEP that is consistent with Federal and State law.

Engagement of Certified Professionals to Provide Special Education and Related Services Through On- Staff or Contracted Service

At this time, the CRCS Board of Directors is unsure of the exact number of students who will be attending or how many of those students will need special education services. CRCS Early Childhood Center will budget money for services to meet the needs of all special education students. CRCS Early Childhood Center has the ability to utilize existing resources through Cornville Regional Charter School's original K-8 programming such as the resource room, OT, PT, speech and language, etc, as well as collaborating with CDS.

Budgeting and Staff to Meet the Needs of the Special Student Population Through On-Staff or Contracted Service

CRCS Early Childhood Center is unsure of the exact number of students who will need special education services or to what extent. CRCS Early Childhood Center will budget \$20,000 for the possible hiring of one special education technician to meet the needs of special education students. We also have budgeted for contracted services through the K-8 programming.

Assurance that Every Student will be Served in the Least Restrictive Environment and Continuum of Placements to Eligible Students

As part of the IDEA, the least restrictive environment is identified as one of the principles that govern the education of students with disabilities and other special needs. By law, schools are required to provide a free appropriate public education (FAPE) in the least restrictive environment that is appropriate to the individual student's needs.

"Least restrictive environment" (LRE) means that a student who has a disability should have the opportunity to be educated with non- disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-

disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers. Should the nature or severity of his or her disability prevent the student from achieving these goals in a regular education setting, then the student would be placed in a more restrictive environment, such as a special school, classroom within the current school, or a hospital program. Generally, the less opportunity a student has to interact and learn with non-disabled peers, the more the placement is considered to be restricted.

To determine what an appropriate setting is for a student, an IEP team will review the student's strengths, weaknesses, and needs, and consider the educational benefits from placement in any particular educational setting. With the differences in needs and Individual Education Plans varying broadly, there is no single definition of what an LRE will be.

Example of a Continuum of Alternative Placements Least Restrictive

Example of a Continuum of Alternative Placements Least Restrictive



- Regular education with weekly monitoring from a special education provider
- Regular education with daily consultation from a special education provider
- Regular education with special education services and supports included in that setting which are aligned with the general curriculum (utilizing such strategies as flexible groupings, universally-designed curriculum, overlapping curriculum, cooperative learning, peer tutoring, parallel or alternative instruction, team teaching)
- Regular education with special education services provided for part of the day in a resource room or a special education classroom
- Self-contained special education classroom
- Special day school (outside the school environment)
- Residential treatment facility
- Hospital
- Detention facility
- Homebound

CRCS Early Childhood Center will program for students with disabilities in the least restrictive educational environment that can appropriately address the student's needs. CRCS Early Childhood Center will ensure that, to the maximum extent appropriate, students with disabilities are educated with children who are not disabled, and that special education, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily even with the use of supplementary aids and services.

Determinations regarding programming in the least restrictive environment will be made by the student's IEP team and will draw upon a multi-disciplinary assessment of the student's needs. CRCS Early Childhood Center will make available as appropriate the full continuum of

educational placements when making placement determinations. This may include staff traveling between programs as well as the child traveling to other locations depending on their individual need and LRE.

Students with Limited English Proficiency

CRCS Early Childhood Center's English Language Learners (ELL) program is designed to identify, to assess the needs of, and to insure equal educational opportunity for students of non- English or limited English language skills. Federal law mandates equal educational opportunity for non- English or limited English proficient students.

A Language Assessment Committee (LAC) will be established to oversee the educational program of ELL students at The CRCS Early Childhood Center's English LAC will consist of an administrator, the teacher, the special education teacher, the parents and the student (where appropriate). Other paraprofessionals may be included when necessary.

The LAC meetings will be scheduled and conducted by the special education teacher in conjunction with the principal. The LAC's responsibilities will include:

- identification of potential ELL students from Home Language Surveys, referrals from parents, teachers, or other methods (i.e. Special Ed. testing)
 - to administer multi- criteria evaluations to potential ELL students annually (parents will be notified in a language they understand)
 - create and maintain a record keeping system for language assessments for each student identified as a potential ELL student
 - to make recommendations about ELL students' programs or related services in regards to amount of services, time and delivery of services, and types of programs (pull- out, classroom, etc.)
 - to meet at least annually (more if necessary) to monitor students' language and academic progress
 - to make recommendations for placement and program for the next school year
 - to recommend modification of ELL support services or reclassification of a student from Limited English Proficiency (LEP) to Fluent English Proficiency (FEP)
 - to monitor students who have been reclassified to FEP over a 2 year period
- Identification and Placement

Students will be identified as ELL through the following methods:

- Home Language Survey (developed by the State of Maine DOE)
- parent/student interviews
- teacher referrals
- school records
- other school personnel

Students will be identified as quickly as possible upon registering. Students will be placed in age appropriate mainstream classrooms. The instructional program type is Sheltered English Instruction, an approach to teaching English language learners which integrates language and content instruction. The dual goals of Sheltered English Instruction are:

1. to provide access to mainstream, grade- level content, and
2. to promote the development of English language proficiency.

Assessment

Assessments may be made: upon entry into the program, while in the program, to determine proficiency levels and areas of strength and weakness; and/ or as criteria to establish reclassification or exiting ELL services.

Each LEP student will participate in an annual WIDA administered secure test (ACCESS for ELLS) that will measure English language proficiency in mathematics, science, and Language Arts. Accommodations or alternate assessments may be required for some students.

The following assessment will be used annually:

- ACCESS for ELLS (adopted by State of Maine, April 2005)

Delivery of Services

All identified students who are limited in their English language skills (reading, writing, speaking and listening), will receive appropriate ELL services in terms of amount of service, type of program, and appropriate instructional strategies. It is basic to second language acquisition that students be proficient in all communication skill areas including reading, writing, listening, and speaking. Content- area reading can be a very difficult skill for a second language learner even if he/she appears to have achieved oral fluency. The type of instruction will be Sheltered English Instruction.

Reclassification/Exit Criteria

Exit and partial exit decisions of students from ELL services will be based on multi- criteria assessments including but not limited to ACCESS for ELLS that will review language skills in speaking, listening, reading and writing as well as performance in all content areas. Students will demonstrate fluency/proficiency on these assessments. Exit from services will occur when the student is able to competently perform in a mainstream setting.

Students who have been exited or partially exited will be monitored for two years. If at any time during those two years the student experiences difficulty with language or contents skills, the students may re- enter ELL services if deemed necessary by the LAC.

Levels of proficiency as defined by ACCESS for English Language Learners are as follows:

- Level 1 – Entering
- Level 2 – Beginning
- Level 3 – Developing
- Level 4 – Expanding

- Level 5 - Bridging

Record Keeping

A separate ELL file will be maintained by the special education teacher. It will contain assessment information, student work, records from the LAC meetings, correspondence between home and school, summary or program at the time the student exits the ELL program, and other pertinent information regarding the ELL student. A note will be placed in the student's permanent file indicating the location of this file.

Program Evaluation

The effectiveness of the program will be illustrated by the level of English language acquisition of enrolled students, parental involvement, maintenance of information about the student's, degree of collaboration with the mainstream teachers, ELL attainment of Maine's Learning Results, and progress in acquiring English as measured by ACCESS for ELLs.

Non- Participation

In the event that parents/guardians refuse ELL services for their child, a signed letter of refusal will be placed in the student's file. These ELL services will be offered yearly and a letter of refusal must be signed annually.

How Progress will be Monitored

CRCS Early Childhood Center will implement proficiency standards for the teaching of English language arts and mathematics. The very nature of the general education program at CRCS Early Childhood Center will be to support all students as they gain skills and competencies through a proficiency based progression. IDEA requires a student's individualized education plan (IEP) must include a statement of present levels of academic and functional performance with measurable annual goals.

Progress monitoring processes that are focused, clearly defined, and complete will ensure meaningful educational programs for students with disabilities. It is the ongoing process of collecting and analyzing data to determine student progress that should be used to make instructional and service decisions based on student performance. Compiling data is a critical component in progress monitoring, ultimately saving time and providing the IEP team with useful reference points in time. At the student's annual review IEP meeting all data collected will be considered to answer the following:

- Did the student make the progress expected by the IEP team?
- How does the student's performance compare with the performance of general education students?
- Will work in the goal be continued or be dismissed from this goal area?

Student progress will be monitored through direct, indirect and authentic measurement.

Direct Measurement

- Behavior Observation provides first hand evidence of student performance as it occurs and can be documented as observation narratives, data charts of frequency, duration and interval recording, and time sampling
- Formative assessments such as chapter and norm referenced tests including state assessment, which teachers will use when writing achievement reports and as comparisons to local and national students at other public schools
- Subjective assessment including portfolios, personal learning plans, conferences, observations, and presentations to inform their instruction and assist with planning
- Curriculum Based Measure (CBM) that are brief, standardized samples usually fluency based on accuracy and time

Indirect Measurement

- Interviews provides a summary of student performance on a given behavior in a structured format; regular education teachers or other school personnel can informally conference with the teacher in charge of data collection; conferences are then summarized and added to the progress monitoring file
- Student Self- Monitoring documents student behaviors and performance

Authentic Measurement

- Work samples provide evidence through actual student work such as writing pieces, math papers, projects, pictures, and audio recordings of student performance
- Student Interviews assess student performance through informal conferences between the teacher and student; conversations are then summarized and included in the progress monitoring file

CRCS Early Childhood Center, in partnership with parents and learners, will assess progress to ensure that all learners are noticed and valued. At CRCS Early Childhood Center achievement will be reflected through a variety of assessment strategies. These include but are not limited to formative assessments and norm referenced tests. Teachers would also use subjective assessment including portfolios, personal learning plans, conferences, observations, and presentations to inform their instruction and assist with planning.

In addition, each learner will develop a Personal Learning Plan (PLP) that ensures that teachers and parents have the data they need to know how learners are progressing. By using a PLP, learners are aware of their academic strengths and set goals to work toward improving their areas of need. Teachers, parents and learners work together as a team to celebrate successes and establish targets as learners gain proficiency.

The PLP contains two main sections. The first section relates to the proficiency standards developed using the scope of measurement topics for language arts and mathematics based on the Maine Early Learning and Development Standards. The teacher, with the learner whenever appropriate, will assess each child within the topics to be covered. Once the teacher assesses the current level, he/she will help the learner set a goal for that topic.

The second part of the PLP addresses the social-emotional descriptors necessary for success. Learners will become self-motivated, competent lifelong learners assessed through teacher

observations, conferences and performance tasks. The skills will include: respect, interpersonal relationships, cooperation, collaboration, goal setting, reflecting and evaluating their own learning. Performance assessments will be evaluated with the use of benchmarks and rubrics created by the learner or teacher.

Learner progress will be shared with parents through regular meetings in which achievement reports based on their PLP are discussed. All learners and the school as a whole will be monitored for continual academic growth. Understanding areas of learners' needs will provide an opportunity for ongoing professional development. This professional development will enable teachers to finely craft the subsequent instruction and make informed instructional decisions. Other professional development opportunities will help to acquire and hone instructional techniques that enhance learning. In addition, teachers will consult with counselors, nurses, and other resource specialists as needed and as determined by Individual Educational Plans.

Required Tabs

2. Special Education Procedural Safeguards.
3. Referral/Pre-Referral of Students with Disabilities Policy.
4. Referral/Pre-Referral Procedures.
5. Child Find Policy.
6. Grievance Procedure for Persons with Disabilities Policy.
7. Notification of Rights under FERPA

APPENDIX 1

Notice of Procedural Safeguards

In the Individuals with Disabilities Improvement Act of 2004 (the reauthorization of the IDEA, 2004), the Congress required the U.S. Department of Education to publish and widely disseminate 'model forms', that are "consistent with the requirements of [Part B of the IDEA]" and "sufficient to meet the requirements." This notice of procedural safeguards has been provided to the states.

NOTE: Italicized text signifies State requirements. Non-italicized Time Roman text signifies federal statutory or regulatory requirements.

Opportunity to examine records; parent participation in meetings.
34 CFR § 300.501

(a) *Opportunity to examine records.* The parents of a child with a disability must be afforded, in accordance with the procedures of §§ 300.613 through 300.621, an opportunity to inspect and review all education records with respect to—

- (1) The identification, evaluation, and educational placement of the child; and
- (2) The provision of FAPE to the child.

(b) *Parent participation in meetings.*

(1) The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to—

- (i) The identification, evaluation, and educational placement of the child; and
- (ii) The provision of FAPE to the child.

(2) Each public agency must provide notice consistent with § 300.322(a)(1) and (b)(1) to ensure that parents of children with disabilities have the opportunity to participate in meetings described in paragraph (b)(1) of this section.

(3) A meeting does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

(c) *Parent involvement in placement decisions.*

(1) Each public agency must ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child.

(2) In implementing the requirements of paragraph (c)(1) of this section, the public agency must use procedures consistent with the procedures described in § 300.322(a) through (b)(1).

(3) If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the public agency must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.

(4) A placement decision may be made by a group without the involvement of a parent, if the public agency is unable to obtain the parent's participation in the decision. In this case, the public agency must have a record of its attempt to ensure their involvement.

Communication of Procedural Safeguards

34 CFR §300.504

(a) A copy of the procedural safeguards available to the parents of a child with a disability *or an adult student with a disability* must be given to the parents *or the adult student* only one time a school year, except that a copy also must be given to the parents –

(1) Upon initial referral or parent request for evaluation;

(2) Upon receipt of the first State complaint and upon receipt of the first due process *hearing request*;

(3) In accordance with discipline procedures (*see Procedures When Disciplining a Child with Disabilities, below*); and

(4) Upon request by a parent *or adult student*.

(b) Internet Web site. *The School Administrative Unit (SAU)* may place a current copy of the procedural safeguards notice on its Internet Web site if a web site exists.

Sources the parent may contact for assistance in understanding the parent's rights include the Due Process Office of the Maine Department of Education (207-624-6644), Maine Parent Federation (1-800-870-7746), the Disability Rights Center (1-800-452-1948) and Southern Maine Parent Awareness (1-800-564-9696), and KIDS LEGAL (1-866-624-7787).

A parent may file a dispute resolution request with the Maine Department of Education if the parent believes the school administrative unit (SAU) has violated a requirement under the Maine Special Education Regulations. (See Dispute Resolution Section below.)

Parental Participation

As the parent of a child who has or may have a disability, you are entitled to participate in meetings regarding your child's eligibility determination, initial evaluation or reevaluation, educational placement or the provision of early intervention services for your child age birth through 2 years or the provision of a free appropriate public education for your child age 3 through 20 years. If you are an adult student, you have the right to participate in meetings regarding your eligibility determination, initial evaluation or reevaluation, educational placement or the provision of a free appropriate public education.

WRITTEN NOTICE

34 CFR §300.503

Notice

Your school administrative unit (SAU) must give you written notice (provide you certain information in writing), *at least 7 days prior to the date the school administrative unit:*

1. Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of *early intervention services for your child age birth to 2 years, or a free appropriate public education (FAPE) to your child age 3 through 20 years; or*
2. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of *early intervention services for your child age birth through 2 years, or a FAPE to your child age 3 through 20 years.*

Content of notice

The written notice must:

1. Describe the action *regarding the referral, evaluation, identification, programming or placement* that your SAU proposes or refuses to take;
2. Explain why your SAU is proposing or refusing to take the action;
3. Describe each evaluation procedure, assessment, record, or report your SAU used in deciding to propose or refuse the action;
4. Include a statement that you have protections under the procedural safeguards provisions in Part B of the IDEA;
5. Tell you how you can obtain a description of the procedural safeguards if the action that your SAU is proposing or refusing is not an initial referral for evaluation;
6. Include resources for you to contact for help in understanding *your rights under Part B of the IDEA, such as and the Due Process Office of the Maine Department of Education (207-624-6644), the Maine Parent Federation (1-800-870-7746), and Southern Maine Parent Awareness (1-800-564-9696)*
7. Describe any other choices that your child's individualized education program (IEP) Team, *which includes the parent, considered and the reasons why those choices were rejected;*
8. Provide a description of other reasons why your SAU proposed or refused the action.
9. *Include a summary of comments made by the parents, including the parents' description of their child's progress; and*
10. *Names and titles of each member.*

Notice in understandable language

The notice must be:

1. Written in language understandable to the general public; **and**
2. Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

If your native language or other mode of communication is not a written language, your SAU must ensure that:

1. The notice is translated for you orally by other means in your native language or other mode of communication;
2. You understand the content of the notice; **and**
3. There is written evidence that 1 and 2 have been met.

Native Language

34 CFR §300.29

Native language, when used with an individual who has limited English proficiency, means the following, including the translation of the procedural safeguards:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child's parents;
2. In all direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

Electronic Mail

34 CFR §300.505

If your SAU offers parents the choice of receiving documents by e-mail *and takes the necessary steps to ensure that there are appropriate safeguards to protect the integrity of the process*, you may choose to receive the following by e-mail:

1. Written notice;
2. Procedural safeguards notice; **and**
3. *Advance written notice*;
4. *IEP*;
5. *Progress reports*; **and**
6. *Notices related to a due process hearing request*.

Parental Consent - Definition

34 CFR §300.9

Consent

Consent means:

1. You have been fully informed in your native language or other mode of communication (such as sign language, Braille, or oral communication) of all information about the action for which you are giving consent.
2. You understand and agree in writing to that action, and the consent describes that action and lists the records (if any) that will be released and to whom; **and**
3. You understand that the consent is voluntary on your part and you may withdraw your consent at any time.

Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Parental Consent

34 CFR §300.300

Consent for initial evaluation

Your SAU cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your written consent as described under the heading **Parental Consent**.

Your SAU must make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability.

Your consent for initial evaluation does not mean that you have also given your consent for the SAU to start providing special education and related services to your child. If your child is enrolled in public school or you are seeking to enroll your child in a public school and you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, your SAU may, but is not required to, seek to conduct an initial evaluation of your child by utilizing the Act's mediation or due process *hearing request*, resolution meeting, and impartial due process hearing procedures (unless required to do so or prohibited from doing so under State law). Your SAU will not violate its obligations to locate, identify and evaluate your child if it does not pursue an evaluation of your child in these circumstances, unless State law requires it to pursue the evaluation.

Generally, either parent may grant consent. In the case of divorced parents with shared parental rights and responsibilities either parent may grant consent. However, in the event that one parent grants consent and the other parent refuses, the school administrative unit is obligated to initiate the action for which consent has been granted.

Special rules for initial evaluation of wards of the State

If a child is a ward of the State and is not living with his/her parent —

The SAU does not need consent from the parent for an initial evaluation to determine if the child is a child with a disability if:

1. Despite reasonable efforts to do so, the SAU cannot find the child's parent;
2. The rights of the parents have been terminated in accordance with State law; **or**
3. A judge has assigned the right to make educational decisions and to consent for an initial evaluation to an individual other than the parent.

Ward of the State, as used in the IDEA, means a child who, as determined by the State where the child lives, is:

1. A foster child;
2. Considered a ward of the State under State law; **or**
3. In the custody of a public child welfare agency.

Parental consent for services

Your SAU must obtain your informed written consent before providing special education and related services to your child for the first time.

The SAU must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, your SAU may not use the procedural safeguards (i.e., mediation, *State* complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services (recommended by your child's IEP Team) may be provided to your child without your consent.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent and the SAU does not provide your child with the special education and related services for which it sought your consent, your SAU:

1. Is not in violation of the requirement to *provide appropriate services (for a child age birth through 2 years)* or make a free appropriate public education (FAPE) available to your child (*age 3 through 20 years*) for its failure to provide those services to your child; **and**

2. Is not required to have an individualized education program (IEP) meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Parental consent for reevaluations

Your SAU must obtain your informed consent before it reevaluates your child, unless your SAU can demonstrate that:

1. It took reasonable steps to obtain your consent for your child's reevaluation; **and**
2. You did not respond.

If you refuse to consent to your child's reevaluation, the SAU may, but is not required to, pursue your child's reevaluation by using the mediation, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child's reevaluation. As with initial evaluations, your SAU does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

Documentation of reasonable efforts to obtain parental consent

Your school must maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation and to locate parents of wards of the State for initial evaluations. The documentation must include a record of the SAU's attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; **and**
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

Other consent requirements

Your consent is not required before your SAU may:

1. Review existing data as part of your child's evaluation or a reevaluation; **or**
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

Revisions to Parental Consent effective December 31, 2008:

§300.300 Parental consent.

1. If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services, the public agency-
 - a. May not use the procedures in subpart E of this part (including the mediation procedures under § 300.506 or the due process procedures under §§300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child;
 - b. Will not be considered to be in violation of the requirement to make FAPE available to the

child because of the failure to provide the child with the special education and related services for which the parent refuses to or fails to provide consent; and

c. Is not required to convene an IEP Team meeting or develop an IEP under §§300.320 and 300.324 for the child.

2. If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency-

a. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with §300.503 before ceasing the provision of special education and related services;

b. May not use the procedures in subpart E of this part (including the mediation procedures under §300.506 or the due process procedures under §§300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child;

c. Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and

d. Is not required to convene an IEP Team meeting or develop an IEP under §§300.320 and 300.324 for the child for further provision of special education and related services.

Independent Educational Evaluations

34 CFR §300.502

General

As described below, you have the right to *request* an independent educational evaluation (IEE) of your child *at no cost to you* if you disagree with the evaluation of your child that was obtained by your SAU.

If you request an independent educational evaluation, the SAU must provide you with information about where you may obtain an independent educational evaluation and about the SAU's criteria that apply to independent educational evaluations.

Definitions

Independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the SAU responsible for the education of your child.

Public expense means that the SAU either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

Parent right to evaluation at public expense

You have the right to an independent educational evaluation of your child at public expense if you disagree with an evaluation of your child obtained by your SAU, subject to the following conditions:

1. If you request an independent educational evaluation of your child at public expense when you disagree with a school evaluation of your child, your SAU must, *within 30 days*, either: (a) File a due process *hearing request* to request a hearing to show that its evaluation of your child is appropriate; or (b) Ensure that an independent educational evaluation is provided at public expense, unless the SAU demonstrates in a hearing that the evaluation of your child that you obtained did not meet the SAU's criteria.
2. If your SAU requests a hearing and the final decision is that your SAU's evaluation of your child is appropriate, you still have the right to an independent educational evaluation, but not at public expense.
3. If you request an independent educational evaluation of your child, the SAU may ask why you object to the evaluation of your child obtained by your SAU. However, your SAU may not require an explanation and may not unreasonably delay either providing the independent educational evaluation of your child at public expense or filing a due process *hearing request* to request a due process hearing to defend the SAU's evaluation of your child.

You are entitled to only one independent educational evaluation of your child at public expense each time your SAU conducts an evaluation of your child with which you disagree.

Parent-initiated evaluations

If you obtain an independent educational evaluation of your child at public expense or you share with the SAU an evaluation of your child that you obtained at private expense:

1. Your SAU must consider the results of the evaluation of your child, if it meets the SAU's criteria for independent educational evaluations, in any decision made with respect to the provision of a free appropriate public education (FAPE) to your child; **and**
2. You or your SAU may present the evaluation as evidence at a due process hearing regarding your child.

Requests for evaluations by hearing officers

If a hearing officer requests an independent educational evaluation of your child as part of a due process hearing, the cost of the evaluation must be at public expense.

SAU criteria

If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the SAU uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an independent educational evaluation). Except for the criteria described above, a SAU may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

Confidentiality of Information

Definitions

34 CFR §300.611

As used under the heading **Confidentiality of Information**:

- Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- Education records means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
- Participating agency means any SAU, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.

Personally Identifiable

34 CFR §300.32

Personally identifiable means information that has:

- (a) Your child's name, your name as the parent, or the name of another family member;
- (b) Your child's address;
- (c) A personal identifier, such as your child’s social security number or student number; **or**
- (d) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

Notice to Parents

34 CFR §300.612

The State Educational Agency must give notice that is adequate to fully inform parents about confidentiality of personally identifiable information, including:

1. A description of the extent to which the notice is given in the native languages of the various population groups in the State;

2. A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
3. A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; **and**
4. A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations in 34 CFR Part 99.

Before any major identification, location, or evaluation activity (also known as “child find”), the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the State of the activity to locate, identify, and evaluate children in need of special education and related services.

Access Rights

34 CFR §300.613

The participating agency must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by your SAU under Part B of the IDEA. The participating agency must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an individualized education program (IEP), or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.

Your right to inspect and review education records includes:

1. Your right to a response from the participating agency to your reasonable requests for explanations and interpretations of the records;
2. Your right to request that the participating agency provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; **and**
3. Your right to have your representative inspect and review the records.

The participating agency may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.

Record of Access

34 CFR §300.614

Each participating agency must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Records on More Than One Child

34 CFR §300.615

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

List of Types and Locations of Information

34 CFR §300.616

On request, each participating agency must provide you with a list of the types and locations of education records collected, maintained, or used by the agency.

Fees

34 CFR §300.617

Each participating agency may charge a fee for copies of records that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records.

A participating agency may not charge a fee to search for or to retrieve information under Part B of the IDEA.

Amendment of Records at Parent's Request

34 CFR §300.618

If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the participating agency that maintains the information to change the information.

The participating agency must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request.

If the participating agency refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose as described under the heading **Opportunity For a Hearing**, *below*.

Opportunity for a Hearing

34 CFR §300.619

The participating agency must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

Hearing Procedures

34 CFR §300.621

A hearing to challenge information in education records must be conducted according to the procedures for such hearings under the Family Educational Rights and Privacy Act (FERPA).

Result of Hearing

34 CFR §300.620

If, as a result of the hearing, the participating agency decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform you in writing.

If, as a result of the hearing, the participating agency decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records that it maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.

Such an explanation placed in the records of your child must:

1. Be maintained by the participating agency as part of the records of your child as long as the record or contested portion is maintained by the participating agency; **and**
2. If the participating agency discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

Consent For Disclosure of Personally Identifiable Information

34 CFR §300.622

Unless the information is contained in education records, and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act (FERPA), your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached *18 years of age (or is emancipated)* under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services. If your child is in, or is going to go to, a private school that is not located in the same SAU you reside in, your consent must be obtained before any personally identifiable information about your child is released between officials in the SAU where the private school is located and officials in the SAU where you reside.

Safeguards

34 CFR §300.623

Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA).

Each participating agency must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.

Destruction of Information

34 CFR §300.624

Your SAU must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child.

The information must be destroyed at your request. However, a permanent record of your child's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Dispute resolution

20-A M.R.S.A. §7202 et seq.

State Complaint Procedures

Difference Between Due Process Hearing and State Complaint Procedures

The regulations for Part B of IDEA set forth separate procedures for State complaints and for due process hearings. *Maine uses Part B dispute resolution processes for children served under Part C.* As explained below, any individual or organization may file a State complaint alleging a violation of any Part B requirement by a SAU, the State Educational Agency, or any other public agency. Only you or a SAU may file a due process *hearing request* on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child with a disability, or the provision of *appropriate services (birth to 2 years) or a free appropriate public education (FAPE) to a child (3 through 20 years.)* While staff of the State Educational Agency generally must resolve a State complaint within a 60-calendar-day timeline, unless the timeline is properly extended, an impartial due process hearing officer must hear a due

process *hearing request* (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45-calendar-days after the end of the resolution period, as described in this document under the heading Resolution Process, unless the hearing officer grants a specific extension of the timeline at your request or the SAU's request. The State complaint, resolution and due process hearing procedures are described more fully below.

Adoption of State Complaint Procedures

34 CFR §300.151

General

Each State Educational Agency must have written procedures for:

1. Resolving any complaint, including a complaint filed by an organization or individual from another State;
2. Widely disseminating the State complaint procedures to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities

Remedies for denial of appropriate services

In resolving a State complaint in which the State Educational Agency has found a failure to provide appropriate services, the State Educational Agency must address:

1. The failure to provide appropriate services, including corrective action appropriate to address the needs of the child; **and**
2. Appropriate future provision of services for all children with disabilities.

Minimum State Complaint Procedures

34 CFR §300.152

Time limit; minimum procedures

Each State Educational Agency must include in its State complaint procedures a time limit of 60 calendar days after a complaint is filed to:

1. Carry out an independent on-site investigation, if the State Educational Agency determines that an investigation is necessary;
2. Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;
3. Provide the SAU or other public agency with the opportunity to respond to the complaint, including, at a minimum: (a) at the option of the agency, a proposal to resolve the complaint; **and** (b) an opportunity for a parent who has filed a complaint and the agency to agree voluntarily to engage in mediation;
4. Review all relevant information and make an independent determination as to whether the SAU or other public agency is violating a requirement of Part B of the IDEA; **and**

5. Issue a written decision to the complainant that addresses each allegation in the complaint and contains: (a) findings of fact and conclusions; **and** (b) the reasons for the State Educational Agency's final decision.

Time extension; final decision; implementation

The State Educational Agency's procedures described above also must:

1. Permit an extension of the 60 calendar-day time limit only if: (a) exceptional circumstances exist with respect to a particular State complaint; **or** (b) the parent and the SAU or other public agency involved voluntarily agree to extend the time to resolve the matter through mediation or alternative means of dispute resolution, if available in the State.
2. Include procedures for effective implementation of the State Educational Agency's final decision, if needed, including: (a) technical assistance activities; (b) negotiations; **and** (c) corrective actions to achieve compliance.

State complaints and due process hearings

If a written State complaint is received that is also the subject of a due process hearing as described below under the heading **Filing a Due Process Hearing Request**, or the State complaint contains multiple issues of which one or more are part of such a hearing, the State must set aside the State complaint, or any part of the State complaint that is being addressed in the due process hearing until the hearing is over. Any issue in the State complaint that is not a part of the due process hearing must be resolved using the time limit and procedures described above.

If an issue raised in a State complaint has previously been decided in a due process hearing involving the same parties (you and the SAU), then the due process hearing decision is binding on that issue and the State Educational Agency must inform the complainant that the decision is binding.

A complaint alleging a SAU's or other public agency's failure to implement a due process hearing decision must be resolved by the State Educational Agency.

Filing a Complaint

34 CFR §300.153

An organization or individual may file a signed written State complaint under the procedures described above.

The State complaint must include:

1. A statement that a SAU or other public agency has violated a requirement of Part B of the IDEA or its regulations;
 2. The facts on which the statement is based;
 3. The signature and contact information for the complainant; and
4. If alleging violations regarding a specific child:
 - (a) The name of the child and address of the residence of the child;
 - (b) The name of the school the child is attending;

- (c) In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;
- (d) A description of the nature of the problem of the child, including facts relating to the problem; **and**
- (e) A proposed resolution of the problem to the extent known and available to the party filing the complaint at the time the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received as described under the heading **Adoption of State Complaint Procedures**, *unless a longer period is reasonable because the complainant is requesting compensatory services for a violation that allegedly occurred not more than two years prior to the date that the written complaint is received by the Department of Education.*

The party filing the State complaint must forward a copy of the complaint to the SAU or other public agency serving the child at the same time the party files the complaint with the State Educational Agency.

The SEA, under 34 CFR 300.537, may determine the State enforcement mechanisms for resolution session agreements and mediation agreements.

Due Process Hearing Procedures

Filing a Due Process *Hearing Request*

34 CFR §300.507

General

You or the SAU may file a due process *hearing request* on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, or the provision of *appropriate services for your child age birth through 2 years or a free appropriate public education (FAPE) to your child age 3 through 20 years.*

The due process *hearing request* must allege a violation that happened not more than two years before you or the SAU knew or should have known about the alleged action that forms the basis of the due process *hearing request.*

The above timeline does not apply to you if you could not file a due process *hearing request* within the timeline because:

1. The SAU specifically misrepresented that it had resolved the issues identified in the *hearing request*; **or**
2. The SAU withheld information from you that it was required to provide you under Part B of the IDEA.

Information for parents

The SAU must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, **or** if you or the SAU file a due process *hearing request.*

Due Process *Hearing Request*

34 CFR §300.508

General

In order to request a hearing, you or the SAU (or your attorney or the SAU's attorney) must submit a due process *hearing request* to the other party. That *hearing request* must contain all of the content listed below and must be kept confidential.

You or the SAU, whichever one filed the *hearing request*, must also provide the State Educational Agency with a copy of the *hearing request*. A *hearing request* will be considered received, and the regulatory timelines applicable to a hearing in effect, once the State Educational Agency has received its copy of a request containing the required information and has received written confirmation that the opposing party has also received the request.

Content of the *hearing request*

The due process *hearing request* must include:

1. The name of the child;
2. The address of the child's residence;
3. The name of the child's school;
4. If the child is a homeless child or youth, the child's contact information and the name of the child's school;
5. A description of the nature of the problem of the child relating to the proposed or refused action, including facts relating to the problem; **and**
6. A proposed resolution of the problem to the extent known and available to you or the SAU at the time.

Notice required before a hearing on a due process *hearing request*

You or the SAU may not have a due process hearing until you or the SAU (or your attorney or the SAU's attorney), files a due process *hearing request* that includes the information listed above.

Sufficiency of *hearing request*

In order for a due process *hearing request* to go forward, it must be considered sufficient. The due process *hearing request* will be considered sufficient (to have met the content requirements above) unless the party receiving the due process *hearing request* (you or the SAU) notifies the hearing officer and the other party in writing, within 15 calendar days of receiving the *hearing request*, that the receiving party believes that the due process *hearing request* does not meet the requirements listed above.

Within five calendar days of receiving the notification the receiving party (you or the SAU) considers a due process *hearing request* insufficient, the hearing officer must decide if the due

process *hearing request* meets the requirements listed above, and notify you and the SAU in writing immediately.

Hearing request amendment

You or the SAU may make changes to the *hearing request* only if:

1. The other party approves of the changes in writing and is given the chance to resolve the due process *hearing request* through a resolution meeting, described below; **or**
2. By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the SAU) makes changes to the due process *hearing request*, the timelines for the resolution meeting (within 15 calendar days of receiving the *hearing request*) and the time period for resolution (within 30 calendar days of receiving the *request*) start again on the date the amended *hearing request* is filed.

Local educational agency (LEA) or SAU response to a due process hearing request

If the SAU has not sent a prior written notice to you, as described under the heading **Prior Written Notice**, regarding the subject matter contained in your due process *hearing request*, the SAU must, within 10 calendar days of receiving the due process *hearing request*, send to you a response that includes:

1. An explanation of why the SAU proposed or refused to take the action raised in the due process *hearing request*;
2. A description of other options that your child's individualized education program (IEP) Team considered and the reasons why those options were rejected;
3. A description of each evaluation procedure, assessment, record, or report the SAU used as the basis for the proposed or refused action; **and**
4. A description of the other factors that are relevant to the SAU's proposed or refused action.

Providing the information in items 1-4 above does not prevent the SAU from asserting that your due process *hearing request* was insufficient.

Other party response to a due process hearing request

Except as stated under the sub-heading immediately above, **Local educational agency (LEA) or SAU response to a due process hearing request**, the party receiving a due process *hearing request* must, within 10 calendar days of receiving the *request*, send the other party a response that specifically addresses the issues in the *due process hearing request*.

Model Forms

34 CFR §300.509

The State Educational Agency must develop model forms to help you file a due process *hearing request* and a State complaint. However, your State or the SAU may not require you to use these model forms. In fact, you can use this form or another appropriate model form, so long as it contains the required information for filing a due process *hearing request* or a State complaint.

Mediation

34 CFR §300.506

General

The SAU must make mediation available to allow you and the SAU to resolve disagreements involving any matter under Part B of the IDEA, including matters arising prior to the filing of a due process *hearing request*. Thus, mediation is available to resolve disputes under Part B of the IDEA, whether or not you have filed a due process *hearing request* to request a due process hearing as described under the heading **Filing a Due Process Hearing Request**.

Requirements

The procedures must ensure that the mediation process:

1. Is voluntary on your part and the SAU's part;
2. Is not used to deny or delay your right to a due process hearing, or to deny any other rights you have under Part B of the IDEA; **and**
3. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The SAU may develop procedures that offer parents and schools that choose not to use the mediation process, an opportunity to meet, at a time and location convenient to you, with a disinterested party:

1. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State; **and**
2. Who would explain the benefits and encourage the use of the mediation process to you.

The State must have a list of people who are qualified mediators and know the laws and regulations relating to the provision of special education and related services. The State Educational Agency must select mediators on a random, rotational, or other impartial basis. The State is responsible for the cost of the mediation process, including the costs of meetings. Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the SAU.

If you and the SAU resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:

1. States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; **and**
2. Is signed by both you and a representative of the SAU who has the authority to bind the SAU.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States. *(See Section XVI(3)(B)(9) of this rule)*

Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal court or State court of a State receiving assistance under Part B of IDEA.

Impartiality of mediator

The mediator:

1. May not be an employee of the State Educational Agency or the SAU that is involved in the education or care of your child; **and**
2. Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a SAU or State agency solely because he or she is paid by the agency or SAU to serve as a mediator.

An attorney may represent a school administrative unit in a mediation only when an attorney represents the parents. An attorney representing a parent shall provide the superintendent of the school administrative unit and the Due Process Office of the Maine Department of Education with at least 7 days written notice prior to the mediation that they will be representing the parent at the mediation. Parties may consult with their attorneys prior to and after engaging in mediation.

If both parties agree, the parties may sign a waiver of the 7-day written notice of attendance of the parent's attorney in mediation. A copy of the signed waiver must be provided to the Department of Education Due Process Office.

If the parent does not choose to participate in mediation the parent may be contacted by a due process consultant from the Maine Department of Education who will discuss with the parent the benefits of mediation. If the parent would like to request a mediation or would like more information about mediation, the parent may contact the , Due Process Office of the Maine Department of Education at 624-6644.

The Child's Placement *Status During Pendency of Appeals("Stay Put")*

34 CFR §300.518

Except as provided below under the heading **PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES**, *during the pendency of a mediation or State complaint investigation request, or once a due process hearing request is sent to the other party, , and while waiting for the decision of any impartial due process hearing or court proceeding, your child must remain in his or her current educational placement unless you and the State or SAU agree otherwise,*

If the due process *hearing request* involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process *hearing request* involves an application for initial services under Part B of the IDEA for a child who is transitioning from being served under Part C of the IDEA to Part B of the IDEA and who is no longer eligible for Part C services because the child has turned three, the SAU is not required to provide the Part C services that the child has been receiving. If the child is found eligible under Part B of the IDEA and you consent for the child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the SAU must provide those special education and related services that are not in dispute (those which you and the SAU both agree upon).

Resolution Process

34 CFR §300.510

Resolution meeting

Within 15 calendar days of receiving notice of your due process *hearing request*, and before the due process hearing begins, the SAU must convene a meeting with you and the relevant member or members of the individualized education program (IEP) Team who have specific knowledge of the facts identified in your due process *hearing request*. The meeting:

1. Must include a representative of the SAU who has decision-making authority on behalf of the SAU; **and**
2. May not include an attorney of the SAU unless you are accompanied by an attorney.

You and the SAU determine the relevant members of the IEP Team to attend the meeting. The purpose of the meeting is for you to discuss your due process *hearing request*, and the facts that form the basis of the *hearing request*, so that the SAU has the opportunity to resolve the dispute.

The resolution meeting is not necessary if:

1. You and the SAU agree in writing to waive the meeting; **or**

2. You and the SAU agree to use the mediation process, as described under the heading **Mediation**.

Resolution period

If the SAU has not resolved the due process *hearing request* to your satisfaction within 30 calendar days of the receipt of the *hearing request* (during the time period for the resolution process), the due process hearing may occur.

The 45-calendar-day timeline for issuing a final decision begins at the expiration of the 30-calendar-day resolution period, with certain exceptions for adjustments made to the 30-calendar-day resolution period, as described below.

Except where you and the SAU have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until you agree to participate in a meeting.

If after making reasonable efforts and documenting such efforts, the SAU is not able to obtain your participation in the resolution meeting, the SAU may, at the end of the 30-calendar-day resolution period, request that a hearing officer dismiss your due process *hearing request*. Documentation of such efforts must include a record of the SAU's attempts to arrange a mutually agreed upon time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to you and any responses received; and
3. Detailed records of visits made to your home or place of employment and the results of those visits.

If the SAU fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process *hearing request* **or** fails to participate in the resolution meeting, you may ask a hearing officer to order that the 45-calendar-day due process hearing timeline begin.

Adjustments to the 30-calendar-day resolution period

If you and the SAU agree in writing to waive the resolution meeting, then the 45-calendar-day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting and before the end of the 30-calendar-day resolution period, if you and the SAU agree in writing that no agreement is possible, then the 45-calendar-day timeline for the due process hearing starts the next day.

If you and the SAU agree to use the mediation process, at the end of the 30-calendar-day resolution period, both parties can agree in writing to continue the mediation until an agreement is reached. However, if either you or the SAU withdraws from the mediation process, then the 45-calendar-day timeline for the due process hearing starts the next day.

Written settlement agreement

If a resolution to the dispute is reached at the resolution meeting, you and the SAU must enter into a legally binding agreement that is:

1. Signed by you and a representative of the SAU who has the authority to bind the SAU; **and**
2. Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States. (See Section XVI(11)(F))

Agreement review period

If you and the SAU enter into an agreement as a result of a resolution meeting, either party (you or the SAU) may void the agreement within 3 business days of the time that both you and the SAU signed the agreement.

Hearings on Due Process *Hearing Requests*

Impartial Due Process Hearing

34 CFR §300.511

General

Whenever a due process *hearing request* is filed, you or the SAU involved in the dispute must have an opportunity for an impartial due process hearing, as described in the **Due Process Hearing Request** and **Resolution Process** sections.

Impartial hearing officer

At a minimum, a hearing officer:

1. Must not be an employee of the State Educational Agency or the SAU that is involved in the education or care of the child. However, a person is not an employee of the agency solely because he/she is paid by the agency to serve as a hearing officer;
2. Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
3. Must be knowledgeable and understand the provisions of the IDEA, and Federal and State regulations pertaining to the IDEA, and legal interpretations of the IDEA by Federal and State courts; **and**
4. Must have the knowledge and ability to conduct hearings, and to make and write decisions, consistent with appropriate, standard legal practice.

Each SAU must keep a list of those persons who serve as hearing officers that includes a statement of the qualifications of each hearing officer.

Subject matter of due process hearing

The party (you or the SAU) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process *hearing request*, unless the other party agrees.

Timeline for requesting a hearing

You or the SAU must request an impartial hearing on a due process *hearing request* within two years of the date you or the SAU knew or should have known about the issue addressed in the *hearing request*.

Exceptions to the timeline

The above timeline does not apply to you if you could not file a due process *hearing request* because:

1. The SAU specifically misrepresented that it had resolved the problem or issue that you are raising in your *hearing request*; **or**
2. The SAU withheld information from you that it was required to provide to you under Part B of the IDEA.

Hearing Rights

34 CFR §300.512

General

Any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

1. Be accompanied and advised by a lawyer and/or persons with special knowledge or training regarding the problems of children with disabilities;
2. Present evidence and confront, cross-examine, and require the attendance of witnesses;
3. Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five business days before the hearing;
4. Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
5. Obtain written, or, at your option, electronic findings of fact and decisions.

Additional disclosure of information

At least five business days prior to a due process hearing, you and the SAU must disclose to each other all evaluations completed by that date and recommendations based on those evaluations that you or the SAU intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Parental rights at hearings

You must be given the right to:

1. Have your child present;
2. Open the hearing to the public; **and**
3. Have the record of the hearing, the findings of fact and decisions provided to you at no cost.

Hearing Decisions

34 CFR §300.513

Decision of hearing officer

A hearing officer's decision on whether your child (*age birth through 2 years*) received *appropriate services* or (*age 3 through 20 years*) received a free appropriate public education (FAPE) must be based on substantive grounds.

In matters alleging a procedural violation, a hearing officer may find that your child did not receive *appropriate services* or FAPE only if the procedural inadequacies:

1. Interfered with your child's right to *appropriate services* or a free appropriate public education;
2. Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of *appropriate services* or a free appropriate public education (FAPE) to your child; **or**
3. Caused a deprivation of an educational benefit.

Final Decision Notice

Every decision made at the conclusion of a proceeding subject to this rule shall be in writing and shall include findings of fact sufficient to apprise the parties and any interested member of the public of the basis for the decision. .

Construction clause

None of the provisions described above can be interpreted to prevent a hearing officer from ordering a SAU to comply with the requirements in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536).

Separate request for a due process hearing

Nothing in the procedural safeguards section of the Federal regulations under Part B of the IDEA (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate

due process *hearing request* on an issue separate from a due process *hearing request* already filed.

Findings and decision to advisory panel and general public

The State Educational Agency or the SAU, (whichever was responsible for your hearing) after deleting any personally identifiable information, must:

1. Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; **and**
2. Make those findings and decisions available to the public.

Appeals

Finality of Decision; Appeal

34 CFR §300.514

Finality of hearing decision

A decision made in a due process hearing (including a hearing relating to disciplinary procedures) *must be in writing and* is final, except that any party involved in the hearing (you or the SAU) may appeal the decision by bringing a civil action, as described below.

Timelines and Convenience of Hearings and Reviews

34 CFR §300.515

The State Educational Agency must ensure that not later than 45 calendar days after the expiration of the 30-calendar-day period for resolution meetings **or**, as described under the sub-heading **Adjustments to the 30-calendar-day resolution period**, not later than 45 calendar days after the expiration of the adjusted time period:

1. A final decision is reached in the hearing; **and**
2. A copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45-calendar-day time period described above at the request of either party.

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

Civil Actions, Including the Time Period in Which to File Those Actions

34 CFR §300.516

General

Any party (you or the SAU) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. The action may be brought in a State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States without regard to the amount in dispute.

If the parent has any questions regarding this requirement, they should be directed to the Due Process Office of the Maine Department of Education at 624-6644.

Time limitation

The party (you or the SAU) bringing the action shall have *90 day from the receipt* of the decision of the hearing officer to file a civil action.

Additional procedures

In any civil action, the court:

- A. Receives the records of the administrative proceedings;
- B. Hears additional evidence at your request or at the SAU's request; **and**
- C. Bases its decision on the preponderance of the evidence and grants the relief that the court determines to be appropriate.

Jurisdiction of district courts

The district courts of the United States have authority to rule on actions brought under Part B of the IDEA without regard to the amount in dispute.

Rule of construction

Nothing in Part B of the IDEA restricts or limits the rights, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under Part B of the IDEA, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of the IDEA. This means that you may have remedies available under other laws that overlap with those available under the IDEA, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under the IDEA (i.e., the due process *hearing request*, resolution meeting, and impartial due process hearing procedures) before going directly into court.

Attorneys' Fees

34 CFR §300.517

General

In any action or proceeding brought under Part B of the IDEA, if you prevail, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you.

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or SAU, to be paid by your attorney, if the attorney: (a) filed a *due process hearing request* or court case that the court finds is frivolous, unreasonable, or without foundation; **or** (b) continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; **or**

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to a prevailing State Educational Agency or SAU, to be paid by you or your attorney, if your request for a due process hearing or later court case was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to unnecessarily increase the cost of the action or proceeding.

Award of fees

A court awards reasonable attorneys' fees as follows:

1. Fees must be based on rates prevailing in the community in which the action or hearing arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.
2. Fees may not be awarded and related costs may not be reimbursed in any action or proceeding under Part B of the IDEA for services performed after a written offer of settlement to you if:
 - a. The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of a due process hearing or State-level review, at any time more than 10 calendar days before the proceeding begins;
 - b. The offer is not accepted within 10 calendar days; **and**
 - c. The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

Despite these restrictions, an award of attorneys' fees and related costs may be made to you if you prevail and you were substantially justified in rejecting the settlement offer.

3. Fees may not be awarded relating to any meeting of the individualized education program (IEP) Team unless the meeting is held as a result of an administrative proceeding or court action.

A resolution meeting, as described under the heading **Resolution meeting**, is not considered a meeting convened as a result of an administrative hearing or court action,

and also is not considered an administrative hearing or court action for purposes of these attorneys' fees provisions.

The court reduces, as appropriate, the amount of the attorneys' fees awarded under Part B of the IDEA, if the court finds that:

1. You, or your attorney, during the course of the action or proceeding, unreasonably delayed the final resolution of the dispute;
2. The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing in the community for similar services by attorneys of reasonably similar skill, reputation, and experience;
3. The time spent and legal services furnished were excessive considering the nature of the action or proceeding; **or**
4. The attorney representing you did not provide to the SAU the appropriate information in the due process request notice as described under the heading **Due Process Hearing Request**.

However, the court may not reduce fees if the court finds that the State or SAU unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of Part B of the IDEA.

Procedures When Disciplining Children with Disabilities

Authority of School Personnel

34 CFR §300.530

Case-by-case determination

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

General

To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting (which must be determined by the child's individualized education program (IEP) Team), another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see **Change of Placement Because of Disciplinary Removals** for the definition, below).

Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, the SAU must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading **Services**.

Additional authority

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see **Manifestation determination**, below) and the disciplinary change of placement would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under **Services**. The child's IEP Team determines the interim alternative educational setting for such services.

Services

The services that must be provided to a child with a disability who has been removed from the child's current placement may be provided in an interim alternative educational setting. A SAU is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that school year, if it provides services to a child without disabilities who has been similarly removed.

A child with a disability who is removed from the child's current placement for **more than 10 school days** must:

1. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; **and**
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for **10 school days** in that same school year, and **if** the current removal is for **10 school days** in a row or less **and** if the removal is not a change of placement (see definition below), **then** school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. If the removal is a change of placement (see definition below), the child's IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

Manifestation determination

Within **10 school days** of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that is for **10 school days** in a row or less and not a change of placement), the SAU, the parent, and relevant members

of the IEP Team (as determined by the parent and the SAU) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; **or**
2. If the conduct in question was the direct result of the SAU's failure to implement the child's IEP.

If the SAU, the parent, and relevant members of the child's IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child's disability.

If the SAU, the parent, and relevant members of the child's IEP Team determine that the conduct in question was the direct result of the SAU's failure to implement the IEP, the SAU must take immediate action to remedy those deficiencies.

Determination that behavior was a manifestation of the child's disability

If the SAU, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the IEP Team must either:

1. Conduct a functional behavioral assessment, unless the SAU had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; **or**
2. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading **Special circumstances**, the SAU must return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

Special circumstances

Whether or not the behavior was a manifestation of the child's disability, school personnel may remove a student to an interim alternative educational setting (determined by the child's IEP Team) for up to 45 school days, if the child:

1. Carries a weapon (see the definition below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a SAU;
 2. Knowingly has or uses illegal drugs (see the definition below), or sells or solicits the sale of a controlled substance, (see the definition below), while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a SAU;
- or**

3. Has inflicted serious bodily injury (see the definition below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a SAU.

Definitions

Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)).

Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Serious bodily injury has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code: *Bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.*

Weapon has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code: *A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.*

Notification

On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, the SAU must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

Change of Placement Because of Disciplinary Removals

34 CFR §300.536

A removal of a child with a disability from the child’s current educational placement is a **change of placement** if:

1. The removal is for more than 10 school days in a row; **or**
2. The child has been subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than 10 school days in a school year;
 - b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in the series of removals;
 - c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; **and**

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by the SAU and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting

34 CFR § 300.531

The individualized education program (IEP) Team must determine the interim alternative educational setting for removals that are **changes of placement**, and removals under the headings **Additional authority** and **Special circumstances**, above.

Appeal

34 CFR § 300.532

General

The parent of a child with a disability may file a due process *hearing request* (see above) to request a due process hearing if he or she disagrees with:

1. Any decision regarding placement made under these discipline provisions; **or**
2. The manifestation determination described above.

The SAU may file a due process *hearing request* (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

Authority of hearing officer

A hearing officer that meets the requirements described under the sub-heading **Impartial Hearing Officer** must conduct the due process hearing and make a decision. The hearing officer may:

1. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading **Authority of School Personnel**, or that the child's behavior was a manifestation of the child's disability; **or**
2. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if the SAU believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a SAU files a due process *hearing request* to request such a hearing, a hearing must be held that meets the requirements described under the heading **Due Process Hearing Requests** except as follows:

1. The State Educational Agency must arrange for an expedited due process hearing, which must occur within **20** school days of the date the hearing is requested and must result in a determination within **10** school days after the hearing.

2. Unless the parents and the SAU agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within seven calendar days of receiving notice of the due process *hearing request*. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process *hearing request*.
3. A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings, but except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings (see **Appeals**, above).

Placement During Appeals

34 CFR §300.533

When, as described above, the parent or SAU has filed a due process *hearing request* related to disciplinary matters, the child must (unless the parent and the State Educational Agency or SAU agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading **Authority of School Personnel**, whichever occurs first.

Protections for Children Not Yet Eligible for Special Education and Related Services

34 CFR §300.534

General

If a child has not been determined eligible for special education and related services and violates a code of student conduct, but the SAU had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

Basis of knowledge for disciplinary matters

A SAU must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

1. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child;
2. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
3. The child's teacher, or other SAU personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to the SAU's director of special education or to other supervisory personnel of the SAU.

Exception

A SAU would not be deemed to have such knowledge if:

1. The child's parent has not allowed an evaluation of the child or refused special education services; **or**
2. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

Conditions that apply if there is no basis of knowledge

If prior to taking disciplinary measures against the child, a SAU does not have knowledge that a child is a child with a disability, as described above under the sub-headings **Basis of knowledge for disciplinary matters** and **Exception**, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the SAU, and information provided by the parents, the SAU must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

Referral to and Action by Law Enforcement and Judicial Authorities

34 CFR §300.535

Part B of the IDEA does not:

1. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; **or**
2. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

Transmittal of records

If a SAU reports a crime committed by a child with a disability, the SAU:

1. Must ensure that copies of the child's special education and disciplinary records are transmitted for consideration by the authorities to whom the agency reports the crime; **and**
2. May transmit copies of the child's special education and disciplinary records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

Requirements for Unilateral Placement by Parents of Children in Private Schools at Public Expense

General

34 CFR §300.148

Part B of the IDEA does not require a SAU to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the SAU made a free appropriate public education (FAPE) available to your child and you choose to place the child in a private school or facility. However, the SAU where the private school is located must include your child in the population whose needs are addressed under the Part B provisions regarding children who have been placed by their parents in a private school under 34 CFR §§300.131 through 300.144.

Reimbursement for private school placement

If your child previously received special education and related services under the authority of a SAU, and you choose to enroll your child in a private preschool, elementary school, or secondary school without the consent of or referral by the SAU, a court or a hearing officer may require the agency to reimburse you for the cost of that enrollment if the court or hearing officer finds that the agency had not made a free appropriate public education (FAPE) available to your child in a timely manner prior to that enrollment and that the private placement is appropriate. A hearing officer or court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the State Educational Agency and SAUs.

Limitation on reimbursement

The cost of reimbursement described in the paragraph above may be reduced or denied:

1. If: (a) At the most recent individualized education program (IEP) meeting that you attended prior to your removal of your child from the public school, you did not inform the IEP Team that you were rejecting the placement proposed by the SAU to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or (b) At least 10 business days (including any holidays that occur on a business day) prior to your removal of your child from the public school, you did not give written notice to the SAU of that information;
1. If, prior to your removal of your child from the public school, the SAU provided prior written notice to you, of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make the child available for the evaluation; or
2. Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement:

1. Must not be reduced or denied for failure to provide the notice if: (a) The school prevented you from providing the notice; (b) You had not received notice of your

responsibility to provide the notice described above; or (c) Compliance with the requirements above would likely result in physical harm to your child; **and**

2. May, in the discretion of the court or a hearing officer, not be reduced or denied for the parents' failure to provide the required notice if: (a) The parent is not literate or cannot write in English; or (b) Compliance with the above requirement would likely result in serious emotional harm to the child.

Surrogate parents

34 CFR § 300.519

General. (a)

Each public agency must ensure that the rights of a child are protected when—

- (1) No parent (as defined in § 300.30) can be identified;
- (2) The public agency, after reasonable efforts, cannot locate a parent;
- (3) The child is a ward of the State under the laws of that State; or
- (4) The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)).

Duties of public agency (b)

The duties of a public agency under paragraph (a) of this section include the assignment of an individual to act as a surrogate for the parents. This must include a method—

- (1) For determining whether a child needs a surrogate parent; and
- (2) For assigning a surrogate parent to the child.

Wards of the State. (c)

In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements in paragraphs (d)(2)(i) and (e) of this section.

Criteria for selection of surrogate parents (d)

- (1) The public agency may select a surrogate parent in any way permitted under State law.
- (2) Public agencies must ensure that a person selected as a surrogate parent—
 - (i) Is not an employee of the SEA, the LEA, EIS provider or any other agency that provides early intervention services, education, care, or other services to the child or any family member of the child;
 - (ii) Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and
 - (iii) Has knowledge and skills that ensure adequate representation of the child.

Non-employee requirement; compensation (e)

A person otherwise qualified to be a surrogate parent under paragraph (d) of this section is not an

employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent.

Unaccompanied homeless youth (f)

In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to paragraph (d)(2)(i) of this section, until a surrogate parent can be appointed that meets all of the requirements of paragraph (d) of this section.

Surrogate parent responsibilities (g)

The surrogate parent may represent the child in all matters relating to—

- (1) The identification, evaluation, and educational placement of the child; and
- (2) The provision of FAPE to the child.

SEA responsibility (h)

The SEA must make reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after a public agency determines that the child needs a surrogate parent.

Transfer of parental rights at age of majority.

34 CFR § 300.520

General (a)

A State may provide that, when a child with a disability reaches the age of majority under State law (*age 18 in Maine*) that applies to all children (except for a child with a disability who has been determined to be incompetent under State law)—

- (1)(i) The public agency must provide any notice required by this part to both the child and the parents; and
 - (ii) All rights accorded to parents under Part B of the Act transfer to the child;
- (2) All rights accorded to parents under Part B of the Act transfer to children who are incarcerated in an adult or juvenile, State or local correctional institution; and
- (3) Whenever a State provides for the transfer of rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency must notify the child and the parents of the transfer of rights.

Special rule (b)

A State must establish procedures for appointing the parent of a child with a disability, or, if the parent is not available, another appropriate individual, to represent the educational interests of the child throughout the period of the child's eligibility under Part B of the Act if, under State law, a child who has reached the age of majority, but has not been determined to be incompetent, can be determined not to have the ability to provide informed consent with respect to the child's educational program.

COMPANION DOCUMENT TO MAINE'S PROCEDURAL SAFEGUARDS

A. PARENTAL PARTICIPATION

As a parent, you have the right to know about and go to Individual Education Program ("IEP") Team meetings about your child's special education. These meetings may discuss your child's need for special education, evaluations that may be done, services that may be provided and the setting where your child might get his/her services. If you can't attend a meeting in person, you have the right to attend by phone or video conferencing.

B. WRITTEN NOTICE TO PARENTS

You must be given a written notice at least 7 days BEFORE any changes in your child's program. If the school decides NOT to make a change, you will also get a written notice. You will receive a written notice for these types of things:

- Whether your child is eligible for special education
- Evaluations
- Changes to services or the setting in which your child receives those services

The school may need you to sign a form allowing them to do one of the things listed above. This form may come to you at the same time as the written notice.

The written notice will:

- Explain the change and why the school wants to make the change or will not make the change.
- List other things that the school thought about and why they decided not to do them.
- Describe the things it used to make the decision: evaluations, tests, review of your child's records, or teacher reports.
- Explain other things that the school thought about to make its decision.
- List people you can contact to help you understand your rights.

C. PARENT CONSENT

Before the school can do an evaluation to see if your child needs special education, you will need to sign a form for this. If more evaluations or reevaluations are needed, you will need to sign a new form allowing the school to conduct them. The school also cannot begin to provide special education services to your child unless you sign a form. When you sign any of these forms, you are signing that you understand what the district plans on doing and that you agree.

If you don't sign the form to let the school evaluate your child, the school can ask for a hearing or mediation to see if they can evaluate your child without your permission. If you don't sign the form to let the school provide special education services to your child, the school cannot provide those services. If, after your child

begins to receive special education services, you decide to take back your consent for those services, the school must stop providing them to your child.

Either parent can sign the forms. The school will do evaluations or begin services for your child once one parent has signed the forms as long as that parent has parental rights, even if the other parent does not want to sign them.

D. INDEPENDENT EDUCATIONAL EVALUATION

If you don't agree with a school evaluation, you can ask the school to pay for another evaluation done by a person who does not work for the school. If the school doesn't want to pay, it must ask for a hearing to show that their evaluation is done correctly. If the hearing says that the school evaluation is done correctly, you can still ask for someone else to do the evaluation, but you will have to pay for it. If the hearing shows that the school evaluation is not done correctly, the school will pay for the new evaluation by someone else. This new evaluation will need to meet the same standards as the one done by the school. If an independent evaluation is done, the school will have to talk about that evaluation and how that might change special education for your child.

E. ACCESS TO RECORDS

You have the right to look at the school's records about your child's special education. The school has to allow you to look at these records within 45 days of your request, or sooner if there is a meeting scheduled or if you have a hearing scheduled about your child's special education. If another child is mentioned in records about your child, you won't be able to see those parts of the records.

You have the following rights:

- The right to ask the school to explain the records.
- The right to have someone who is working with you look at the records.
- The right to ask for copies of records if that is the only way that you are able to look at them.
- The right to prevent the school from releasing your child's records without your consent, unless the state or federal law allows for the release of that information.

You won't have to pay to look at your child's records, but you may have to pay to have copies of records. If you ask, the school will tell you what kinds of records are kept on your child and where all the records are kept and used. The school keeps a list of people who look at a child's records, except for parents and teachers. The school will keep a list of the person's name, the date they looked at the records and why they needed to look at them.

F. AMENDMENT OF RECORDS AT PARENT'S REQUEST

If you think any of the information in your child's record is wrong, you can ask that the school change it. If the school doesn't want to change the information, they must

tell you that they refuse and then you can ask for a hearing.

If the school changes the record because of the hearing, they have to send you a letter telling you it was changed. If the school doesn't have to change your child's because of the hearing, they have to send you a letter telling you that you can put something in writing in your child's record explaining why you don't agree with the information. Your written statement will stay with your child's record.

G. COMPLAINT INVESTIGATION

If you think the school is not following the special education rules, you can write down your complaints and send it to the Department of Education's Due Process Office. You must write the names and addresses of the child and the school, your contact information, and how you think the school should fix the problem. You must also sign the complaint and give a copy of it to the superintendent. You may use a form for your complaint that is available from the Due Process Office (207-624-6644). The Department will have up to 60 days to investigate (unless the Department has given you or the school more time) and decide if the school is following the special education law or rules. If the school is not following the law or rules, the Department will tell the school what to do to take care of your complaint.

H. MEDIATION

If you and the school do not agree about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations, either you or the school can ask for mediation. Both you and the school must agree to the mediation. You can ask for mediation even if you are also asking for a hearing or filing a complaint.

The mediator must be impartial (does not favor either side) and is free to both you and the school. The mediation must be held promptly and at a time and a place that is convenient to both you and the school. The mediator is trained in helping people resolve disputes. If you and the school reach agreement during the mediation, the school must do what the agreement says. If the school does not do what you agreed on during the mediation, you can file a complaint about that. What people say at the mediation remains confidential.

I. DUE PROCESS HEARING

Either you or the school can ask for a hearing about whether your child should receive special education services, the services he/she should have, the setting in which your child receives his/her services, or about evaluations. You must ask for a hearing in writing, and you may choose to use a form that is available from the Due Process Office (207-624-6644). You must write your child's name, his/her address, and where your child goes to school. You have to write down the problem and any other information about the problem. You should also write down what you would like to have happen for your child. You must give a copy of the form or letter to the superintendent.

An impartial hearing officer will listen to both you and the school. There may be people who can help you understand the hearing process, and you can ask the Due Process Office to give you a list of those people. At least five working days before the hearing, you and the school will need to share evidence that you want to talk about at the hearing. A decision about the complaint will be made within 45 days, unless the hearing officer has given you or the school more time. The hearing officer's decision is final unless you or the school decides that you want to bring a civil action in court. (See below.)

You and the school have the right to:

- Bring a lawyer and/or people who have special skills or training on children with disabilities.
- Bring evidence and question witnesses. You can require witnesses to attend by serving them with a subpoena (available from the Due Process Office).
- Not allow evidence that wasn't shared at least five working days before the hearing.
- Get a recording or exact written report of the hearing.
- Get a written report of what the hearing officer decided.

As the parent, you have more rights:

- You can bring your child to the hearing.
- You can say that the public can attend.
- You don't have to pay for the report of decisions and record of the hearings.
- The hearing has to be held during regular business hours at a time and place that works for you and your child.

J. CIVIL ACTION

Either you or the school can bring a civil action if they are unhappy with the result of the due process hearing. The court will review the record of the hearing, may review additional information and make a decision. You must go through the hearing process before filing a civil action.

K. AWARD OF ATTORNEY'S FEES

The school may have to pay your attorney's fees if ordered to do so by the court. A settlement agreement may include the school paying your attorney's fees. You or your attorney may have to pay the school's attorney's fees, but only in the rare case when the court finds that you brought your case for an improper reason, such as to harass the school or cause delay without a good reason.

L. CHILD'S STATUS DURING DUE PROCESS PROCEEDINGS

Unless you and the school agree to something else, your child must stay in his/her current educational program until your complaint, mediation or hearing is finished.

M. PRIVATE SCHOOL PLACEMENT BY PARENTS

In some cases, a school district might have to pay you for sending your child to a private school. You would need to show at a due process hearing that your child's local school did not provide a free appropriate public education and that the private school you chose is right for your child.

You must also either tell the school at an IEP Team meeting that you don't like the plan for your child and are going to send your child to a private school for which the public school should pay, or else write those things in a letter at least 10 days before you remove your child from the public school. If evaluations were already planned for your child, you will need to let the school do those evaluations.

N. DISCIPLINARY PROCEDURES

Even though your child is in special education, he/she must follow the same rules as all other students and may be suspended if he/she breaks those rules. If your child is suspended for more than 10 days, either in a row or over the whole school year, the school must provide some services outside of your child's regular school program to help your child continue to work on IEP goals.

If your child is suspended for a total of more than 10 days, there will be a meeting to determine if your child's behavior that led to the suspensions is related to your child's disability. If your child's behavior is because of his/her disability, the IEP team must do a study of your child's behavior and write a behavior plan, and must return the child to his/her program (unless the suspension involved weapons, drugs or serious injury). If the child's behavior is not because of his/her disability, then the school may treat your child the same way they treat other children, and must consider whether to do a study of your child's behavior or write a behavior plan.

If the school decides that your child's behavior is not because of his/her disability and you disagree, you can ask for an expedited due process hearing. The hearing will take place sooner than usual, within 20 days plus 10 days for the hearing officer to write a decision. If your child was placed in a different setting because of his/her behavior, he/she must remain in that different setting while the due process hearing takes place unless you and the school come to a different agreement.

O. TRANSFER OF RIGHTS

Once your child is 18, he/she will have the rights outlined in Maine's Procedural Safeguards unless a court gives him/her a legal guardian. Your child will be told of these rights about a year before he/she turns 18. Both you and your adult child will be invited to meetings and get the written notices about changes.

REFERRAL AND USE OF GENERAL EDUCATION INTERVENTIONS

It shall be the policy of CRCS 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 school unit 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 Instructional Support or designee, thereby indicating the date of the receipt of that referral.

The Superintendent of Schools, in consultation with the Director of Instructional Support, may develop procedures for referral and the use of general education interventions within the local school unit, and may from time to time amend those procedures as necessary.

Legal References: Ch. 101, §§ II(17), III, IV(2)(D), (E), V(4)(A) (July 2011)
(Maine Dept. of Ed. Rules)

Adopted: 9/12/2012
Revised: 6/17/2015
Revised: 5/2/2016

CRCS Referral Process—General Information

Pre-referral

Pre-referral is a process and not simply a form. CRCS supports the concept of Response to Intervention. Professional school staff members observing that a student is encountering academic, social, or emotional difficulties in school that interfere with the student's education will document those specific difficulties.

The staff member should develop an intervention strategy using the three-tiered model of RTI. Interventions at Tier I will occur within the general education setting and under the direct supervision of the general education teacher. The RTI Team should meet to discuss interventions at Tier II. Interventions at Tier II will occur when progress is not on target and research based intervention assistance from Title I, behavior consultants, math consultants, etc. will be necessary. Tier III will occur when all parties agree that research based interventions are not enough and a disability is suspected. The staff member may consult with other school employees and/or the student's parent(s) in developing the intervention strategy. The intervention strategy should be research based and have an established time period for implementation, and at the end of that time, its success would be assessed and documented. For instance, a referral based on reading does not include all alternatives when assessment and instruction based on local literacy standards has not been attempted. An alternative that is often not included is to change the curriculum by dropping down a grade level, i.e. (student's instructional level). In situations where behavior or emotional issues are questioned there should be data gathered from behavior plans generated within the general education setting. If the intervention strategy fails to resolve satisfactorily the difficulties that were interfering with the student's education and the staff member suspects that the student may be in need of special education, the staff member will then formally refer the student to the pupil evaluation team in accordance with the referral process.

If the student moves to Tier III then a pre-referral checklist is completed. General Educators and Special Educators will work together to complete the pre-referral process. The classroom teacher will complete most of the pre-referral by documenting important information from the student's cumulative file, talking with prior teachers and with parents, and consulting with counselors / academic office / school nurse / principals.

Referral

School staff who are making a referral should do so by contacting the special education teacher and principal and by documenting the appropriate pre-referral forms. Parents may at any time refer their child to the IEP team if they believe the child may be in need of special education services. Parents will be encouraged to support the RTI process while the referral is underway so no time is lost addressing a student's needs. Parents may contact the principal, special education teacher or the classroom teacher to make a referral. School professionals who are informed by parents or others of a desire to refer a student should immediately direct that person to the principal for initiation and discussion of the RTI process and the referral process. The principal should also document in writing the contact with the parent or other person and should immediately forward that documentation to the special education teacher. An IEP meeting to discuss the parent's request for referral for special education services should be scheduled within 10 school days following receipt of the request to document parent concerns and discuss whether evaluations are warranted. If the team agrees to move forward with evaluations without holding

an IEP meeting, then CRCS is required to send a consent to evaluate form to parents within 15 school days of receipt of the referral.

Data should clearly define the reason for referral, specify the educationally relevant problem, and define the cognitive weaknesses presented in the classroom and how these weaknesses adversely affect the student's educational performance. For example, a valid referral is a student who has not made adequate progress in reading, math, or written language. The referral should not state "to find out if a learning disability exists"; it should be specific to the student and situation, such as the (student) seems to have good comprehension of spoken information but can not decode or spell words, or seems to have good math reasoning but does not retain factual or rote information. Data from the RTI interventions must be documented and included with any referral. The referral may address emotional issues that impact the student's ability to benefit from the general curriculum such as school phobia, severe depression, etc.

CRCS

Referral Procedure to the I.E.P. Team

A student is referred to then IEP Team if the Response to Intervention process indicates that a student may have a disability or if a parent, teacher or professional in contact with the student questions whether special education and related services may be needed for the student to benefit from general education. “At Risk” students should be referred as appropriate. Such students may include individuals who have accumulated 45 absences during a single school year, have been suspended in excess of 10 days during a school year, or who have experienced an illness or accident likely to cause neurological or emotional impairment, etc.

Referral Procedures

<u>Action</u>	<u>Personnel Responsible</u>
1. Parent/Administration Notification regarding concerns.....	Referring Party
2. RTI team meeting with Tier I data shared.....	Referring Party
3. Response to Intervention process.....	Regular Ed Teacher
4. Review of RTI data.....	RTI Team
5. Recommendation to refer.....	RTI Team
6. Case Manager Notification.....	Referring Party
7. Completion of Pre-Referral Form.....	Referring Party/Specialist
8. Send Pre-Referral Cover Sheet with copies of required RTI paperwork to the Principal	
9. Referral Information/Initial I.E.P. Meeting Notification sent to parents.....	Special Education Teacher
10. Initial IEP Meeting Held.....	IEP Team Members
The initial IEP meeting should discuss the referral issues of concern, past test scores, and alternatives that have been pursued.	

CRCS

Initial I.E.P. meeting Options:

- Identification based on current evaluation data
- Referral for evaluation – I.E.P. Team members discuss the evaluation process & determine needs. (In most cases Consent To Test signed at the meeting.)
- Non-referral – student continues regular class modifications
- Referral to 504, SAT, Title I, etc.
- Follow-up Meetings

11. Paperwork from Initial I.E.P. Meeting (including consent to test) to Special Education Teacher/Principal
12. Educational Evaluation -- (45 days from date of consent)..... Specialists
13. Psychological Evaluation if indicated by #10.....Psychologist
14. Notification of I.E.P. meeting..... Special Education Teacher
All evaluations available 15 school days prior to I.E.P. meeting.
15. Post-Evaluation I.E.P. meeting.....I.E.P. Team Members

I.E.P. Meeting. Options:

- Determine Identification / Placement / Services
- Further Evaluation Requests
- Non-Identification– define classroom modifications
- Refer to alternative processes if indicated

CRCS

PRE-referral / Referral Cover Sheet

New PRE- referral
Updating PRE-referral

New Referral
Updating Referral

Student Information

Last Name: Name
First Name: Name
D.O.B.: 1/1/00
School/Grade: /

Case Manager: State Agency Client: Medicaid:

Parental Information –

Unless CRCS has a copy of a court order which terminates rights of one parent – the information in the following 2 sections MUST be completed.

Mother's Information

Mother's Name: Name
Address: Address
Town & Zip Code: Town, Zip Code
Home Phone: phone number
Work Phone: phone number
Email: Email Address

Father's Information

Father's Name: Name
Address: Address
Town & Zip Code: Town, Zip Code
Home Phone: phone number
Work Phone: phone number
Email: Email Address

Please be sure all necessary information listed below is given to Special Education with this form no later than 15 days prior to the initial IEP date.

Completed PRE-referral Check List

Completed Referral Form 1E

Copy of Relevant Test(s) Scores (SAT, MEA, Title 1)

Completed Health Form

Copy of Last 2 yrs Rank Cards (if available)

Copy of Current Attendance Record

Initial IEP Date:

1/1/00

#2 IEP Date:

1/1/00

Comments:

Comments

CRCS
PRE-REFERRAL CHECKLIST

Retention Special Education

Student: _____ DOB: _____ Date Initiated:

Classroom Teacher(s) _____ Grade:

Areas of Concern:

Cumulative Record Check
(please indicate findings here)

Health Records

Previous Testing (List Dates & Scores indicating student achievement & academic potential)

Previous Special Ed Programming Information (incl. Speech, PT and OT)

Work Samples

Previous Retention (if yes, Date & grade level)

Attendance – attached

Conference Check --- **The Parent and Child questions must be answered**

Child What does this child say about his/her learning, schoolwork, and behavior? What does the child like/dislike about school & why?

Previous Teacher Check with last year's teachers.

Parents What is their take on their child's difficulties?

Principal What did the building administrator say?

Conference Check (continued)

Behavior File:

Title I

School Nurse **(Attach Health Forms)**

Counselors

Outside Agencies

Previous Interventions Checklist

Student Assistance Team: *Has the student been referred to the SAT? If yes, what was the outcome?*

Curriculum Changes *What changes/modifications have you made? Has it made a difference?*

Change of Seating *Type of Change—did it help?*

Reduction of Workload *How much of a reduction? Has it helped?*

Behavior Mod. Program *Have you tried whole class/individual? What were target behaviors? Has it helped?*

Teacher-Parent Cooperative

Plan to Change Behavior or Improve Academic Work: **Summarize Conversations**

Other *Any home/family/bus/sitter issues? Changes in household? Parent gone to work/laid off?*

Pre-Referral Action

Date

By Whom

Non Retention

Retention

Referral to Sp. Ed.

**CRCS
REFERRAL CHECKLIST
FOR
CLASSROOM WRITING CONCERNS**

1. CLASSROOM INTERVENTIONS (5-6 weeks)

- a. Baseline (Universal) Data Collected and analyzed to target difficulties
- b. Document target need and direct instruction
- c. Daily Guided Writing Participation
- d. Meet with RTI Team to discuss target needs, explain what has already been tried and gather feedback for any additional classroom modifications
- e. Score pieces of writing using rubric (weekly)

2. INITIAL ASSESSMENT PROCESS (concurrent with #1)

- a. Parent Contact
- b. Inform Principal and RTI Team (should come with plan that shows targeted need and what you have already tried and documentation showing how successful it was- should include a parent component)
- c. Additional assessments completed:
 - Developmental Spelling Assessment
 - Topic Development
 - Vocabulary Grade level check
 - Editing check from Write Source
- d. RTI Referral (come with additional testing from above)

3. INTERVENTIONS/DOCUMENTATION FOR RTI

- a. Daily Writing Entries (Journal or Process)
- b. Title I interventions in place based on additional data, **document** all interventions each day including dates, durations and group size
- c. After 25 days of Title I intervention- complete Student Progress Review Sheet, if seeing improvements continue with interventions
- d. If no improvement with interventions try a different intervention, after additional 25 days of Title I intervention complete Student Progress Review Sheet

4. ASSESS PROGRESS

- a. Parents
- b. RTI review
- c. Principal/Teacher/RTI Team dialogue and assess for next steps
- d. If interventions successful continue
- e. If not then Referral to IEP Team (must have all the above documentation to give to RR teacher- together complete a 1E.)

****This Checklist and all documentation must accompany any referral.**

Reviewed and approved: _____

**CRCS
REFERRAL CHECKLIST
FOR
CLASSROOM READING CONCERNS**

1. CLASSROOM INTERVENTIONS

- a. Baseline (Universal) Data Collected and analyzed to target difficulties (5 areas of reading)
- b. Document target need and direct instruction
- c. Daily Guided Reading participation
- d. Weekly Running Records with analysis
- e. Meet with RTI Team to discuss target needs, explain what has already been tried and gather feedback for any additional classroom modifications

2. INITIAL ASSESSMENT PROCESS

- a. Parent Contact
- b. Inform Principal and RTI Team (should come with Student Progress Review that shows targeted need and what you have already tried and documentation showing how successful it was- should include a parent component)
- c. Additional assessments completed:
 - Dibels
 - Rapid Naming
 - Vocabulary Grade level check
 - Adams-Phonemic Awareness Check
 - McGinnis Phonetic Check
 - Name Test
 - Comprehension F&P
- d. RTI Referral (come with additional testing from above)

3. INTERVENTIONS/DOCUMENTATION FOR RTI

- a. Daily Running Records with analysis
- b. Title I interventions in place based on additional data, **document** all interventions each day including dates, durations and group size
- c. After 15 days of Title I intervention- complete Student Progress Review Sheet, if seeing improvements continue with interventions
- d. If no improvement with interventions try a new intervention, then repeat above after 15 days of Title I intervention

4. ASSESS PROGRESS

- a. Parents
- b. RTI review
- c. Principal/Teacher/RTI Team dialogue and assess for next steps
- d. Referral to I.E.P Team (must have all the above documentation to give to RR teacher-
together complete a 1E.

****This checklist and all documentation must accompany any referral.**

Reviewed and approved: _____

**RTI REFERRAL CHECKLIST
FOR
CLASSROOM MATH CONCERNS**

1. CLASSROOM RESPONSIBILITIES/INTERVENTIONS FOR Tier I

Baseline data collected and analyzed from Universal Screeners to identify target needs (see Universal Screeners Chart)

Diagnostic data collected and analyzed to target specific areas of concern (EMDA, etc)

Documentation of student's goal(s) and daily, direct instruction including date, duration, and size of group, i.e., instructional strategies attempted beyond whole class instruction (please describe)

Examples of Tier I intervention strategies:

Small group instruction

One-on-one instruction

Re-teaching

After school help/additional time

Peer Tutoring

Changing complexity level of content or process

Increased use of manipulatives

Additional guided practice

Documentation of daily classroom participation in math (anecdotal teacher notes, guided practice results)

Meeting with RTI team to discuss target needs, attempted strategies, and gather feedback for additional classroom interventions/modifications

Additional Assessments Completed:

EMDA

VMath Benchmark

Other: _____

Parent contact prior to meeting: date/time/summary of communication

Meet with Principal with all documentation

RTI Referral (come with all documentation)

Top Half needs to be completed prior to Referral

Continue with the bottom half while referral is in progress. Documentation to RTI team.

2. INTERVENTIONS / DOCUMENTATION FOR RTI Tier II

Documentation of classroom guided math practice with analysis

Title I interventions in place based on additional data, document all interventions each day including *dates, durations and group size*

After 15 days of Title I intervention – complete Student Progress Review Sheet (including graphs), if seeing improvements continue with interventions

If no improvement with interventions try a new intervention, then repeat above after 15 days of Title I intervention.

CRCS
HEALTH PRE-REFERRAL INFORMATION

Student Name:

Date of Birth:

School:

Grade:

Family Doctor:

Medications:

Vision Test: _____, **Follow-up:** _____

Hearing Test: _____, **Follow-up:** _____

Specific Health Problems: (I.E. Otis Media, heart Murmur...): _____

Outside Medical Reports (Summary): _____

Comments:

CHILD FIND

CRCS 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 school unit's child find responsibility shall be accomplished through a district-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 (Individual Education Plan) 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. CRCS 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, CRCS 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.

Legal References: 34 C.F.R. § 300.111 (2006) Me. Dept. of Ed. Reg. Ch. 101, IV(2) (2012).

Approved: 9/12/2012

Revised: 4/20/2016

GRIEVANCE PROCEDURE FOR PERSONS WITH DISABILITIES

The Board has adopted this grievance procedure to provide a local avenue for persons with disabilities to raise concerns about whether the school unit is fully meeting its obligations under state and federal laws to protect persons with disabilities. This procedure is intended to meet the requirements of the federal Rehabilitation Act (34 CFR § 104.7(b)) and the federal Americans with Disabilities Act (28 CFR § 35.107(b)). Questions about this grievance procedure should be directed to the Principal/ADA/504 compliance coordinator.

Step One

A person with an identifiable disability, or someone acting on that person's behalf, may file a written grievance regarding compliance with state or federal disabilities laws with Principal/ADA/504 compliance coordinator. No grievance will be heard if it involves actions that occurred more than 60 days prior to the filing of the grievance.

The Principal/ADA/504 compliance coordinator shall respond in writing to the grievance within 15 working days of its receipt. Extensions of 15 working days may be allowed if necessary to address fully the issues in the grievance. The Principal/ADA/504 compliance coordinator's written response shall be forwarded to the grievant.

Step Two

If dissatisfied with the response, the grievant may obtain a review by the Executive Director of the Principal/ADA/504 compliance coordinator's decision.

The grievant must request that review within 15 working days of the decision by the Principal/ADA/504 compliance coordinator. The Executive Director, after consultation with the Principal/ADA/504 compliance coordinator, shall respond in writing to the grievance within 15 working days. Extensions of 15 working days may be allowed when necessary to address fully the issues in the grievance. The Executive Director's written response shall be forwarded to the grievant and to the Principal/ADA/504 compliance coordinator.

[NOTE: Except for grievances regarding physical alterations to school buildings or grounds, the decision of the Executive Director shall be final. In the case of grievances regarding physical alterations to school buildings or grounds, a dissatisfied grievant may obtain a review by the Board of the Executive Director's decision.

The grievant must request that review within 15 working days of the decision by the Executive Director. The Board shall have a reasonable time to schedule a meeting on the grievance and to issue its decision.

Nothing in this grievance procedure in any way forecloses a person with a disability from seeking redress for their concerns at any time through other legal avenues, such as through the Office for Civil Rights, the Department of Justice, the Maine Human Rights Commission or the Maine Department of Education.

Questions about other legal avenues available for persons with disabilities to pursue compliance concerns under various disabilities laws should be directed to the ADA/504 compliance coordinator [name, address, phone number].

This notice can be available in large print and/or on audio tape from the Principal/ADA/504 compliance coordinator.

Adopted: 11/7/2012

CRCS Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the CRCS receives a request for access.

Parents or eligible students should submit to the CRCS principal [or appropriate CRCS official] a written request that identifies the records they wish to inspect. The CRCS official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the CRCS to amend a record should write the CRCS principal [or appropriate CRCS official], clearly identify the part of the record they want changed, and specify why it should be changed. If the CRCS decides not to amend the record as requested by the parent or eligible student, the CRCS will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the CRCS discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to CRCS officials with legitimate educational interests. A CRCS official is a person employed by the CRCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the CRCS board. A CRCS official also may include a volunteer or contractor outside of the CRCS who performs an institutional service of function for which the CRCS would otherwise use its own employees and who is under the direct control of the CRCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another CRCS official in performing his or her tasks. A CRCS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the CRCS discloses education records without consent to officials of another CRCS district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a CRCS district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [CRCS] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

[NOTE: In addition, a CRCS may want to include its directory information public notice, as required by §99.37 of the regulations, with its annual notification of rights under FERPA.]

[Optional] See the list below of the disclosures that elementary and secondary CRCSs may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to CRCS officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the CRCS to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A CRCS may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other CRCS officials, including teachers, within the educational agency or institution whom the CRCS has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the CRCS has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another CRCS, CRCS system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education

programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the CRCS, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the CRCS has designated as "directory information" under §99.37. (§99.31(a)(11))

A.4 Assessment

Assessment at the CRCS Early Childhood Center begins with all learners screened with the DIAL-3, Developmental Indicators for the Assessment of Learning, Third Edition, within the first thirty days of school. Periodic and ongoing assessment takes place to document children's learning and development using multiple measures and formats. Children's work samples, observations, anecdotal notes, checklists, conference notes, and digital documentation are combined to create an accurate picture of each individual learner. Formative assessment has great power to enhance learning and teaching. It focuses on how children learn, shows how children need to improve, recognizes educational achievement, and is part of effective planning. At the CRCS Early Childhood Center, documentation is a foundational part of learning.

Empower will be the primary Learning Management System (LMS) used to track learners' progress and upload evidence as they approach mastery over individual learning targets.

Our philosophy continues to be that learners learn in different ways and at different rates of time. Therefore, the assessments will be individualized around the learner as they move through the continuum of their learning. While we are very learner centered, we also need to know how our learners compare to the national average, which is why we will choose a computer adaptive assessment that is also nationally normed. NWEA has developed the Children's Progress Academic Assessment (CPAA), which fits our criteria and offers information that is transferable to our K-8 building. According to the NWEA website:

"Prekindergarten and early primary students aren't just small versions of bigger kids—that's why Children's Progress Academic Assessment™ (CPAA™) provides a personalized assessment experience that supports your youngest learners' unique developmental needs. Designed by Columbia University and MIT researchers, our adaptive skills assessment offers educators a reliable tool to guide targeted instruction for early childhood learning. In addition, CPAA offers easy-to-understand parent reports and instructional activities for the home."

See more at: <https://www.nwea.org/assessments/cpaa/#sthash.mZ8YSUcd.dpuf>

The assessments that we are choosing will also consider area school district assessments so there is a comparison to base our progress on.

Required Tab

8. Performance Measures (Indicators) Template.

Performance Measures

Key:

Early Childhood Center

Cornville Campus

Downtown Skowhegan Campus

Indicator and Measure	Target	Documentation to be Provided by School
<p><u>Student Academic Proficiency: State Assessments</u> Measure 1: Proficiency on State Assessments in reading.</p>	<p>Percent of grade 3-11 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.</p>	<p>Percent of students at each grade level scoring proficient on the ELA portion of the Maine State Assessment on a yearly basis.</p>
<p><u>Student Academic Proficiency: State Assessments</u> Measure 2: Proficiency on State Assessments in math.</p>	<p>Percent of grade 3-11 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.</p>	<p>Percent of students at each grade level scoring proficient on the math portion of the Maine State Assessment on a yearly basis.</p>
<p><u>Student Academic Proficiency: State Assessments</u> Measure 3: Proficiency on PSAT/SAT</p>	<p>Percent of students at proficiency level will increase every year at level negotiated in contract for negotiated subject or content areas.</p> <p>In Grades 10, 11, and 12, results from the PSAT or SAT, student scale scores will be converted to proficiency categories as outlined by the MDOE. (https://www1.maine.gov/education/mhsa/documents/changing_score_scale.pdf)</p>	<p>Percent of students at each grade level scoring proficient in the content areas tested on the PSAT/SAT</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 1: Growth on school selected standardized test in reading. (CPAA)</p>	<p>Percent of students who make 1 level of growth in each of the reading concept areas with the Fall administration of CPAA creating the baseline and the Spring administration establishing the endpoint on a yearly basis.</p> <p>4 levels of growth include Below Expectation (1.0-1.5), Approaching Expectation (1.5-2.5), At Expectation (2.5-3.5), and Above Expectation (3.5-4.0).</p>	<p>Percent of students who make 1 level of growth on the CPAA in each of the reading concept areas</p>

<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 2: Growth on school selected standardized test in math. (CPAA)</p>	<p>Percent of students who make 1 level of growth in each of the math concept areas with the Fall administration of CPAA creating the baseline and the Spring administration establishing the endpoint on a yearly basis.</p> <p>4 levels of growth include Below Expectation (1.0-1.5), Approaching Expectation (1.5-2.5), At Expectation (2.5-3.5), and Above Expectation (3.5-4.0).</p>	<p>Percent of students who make 1 level of growth on the CPAA in each of the math concept areas</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 3: Growth on school selected standardized test in reading. (NWEA)</p>	<p>Percent of students who meet their individual growth targets with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p> <p>2017-2018 Establish baseline for age levels not in the previous contract (ie. 4 year olds, 14-20) 2017-2018 80% of students will meet their individual growth target in reading 2018 and all successive years we will maintain 80% of students will meet their individual growth target in reading.</p>	<p>Percent of students who meet their goal for NWEA growth in reading</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 4: Growth on school selected standardized test in math. (NWEA)</p>	<p>Percent of students who meet their individual growth targets with the Spring administration of the Math NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p> <p>2017-2018 Establish baseline for age levels not in the previous contract (ie 14-20) 2017-2018 70% of students will meet their individual growth target in reading 2018 and all successive years we will maintain 70% of students will meet their individual growth target in reading.</p>	<p>Percent of students who meet their goal for NWEA growth in math</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 5: Growth on school selected standardized test in developmental school readiness (DIAL)</p>	<p>Percent of students who make growth in their score towards school readiness with the Fall administration of the DIAL being the baseline and the Spring administration establishing the endpoint.</p> <p>2017-2018: 75% of students will have a score that identifies them as having school/Kindergarten readiness skills. 2018 and all successive years we will maintain 75% of students who will have a score that identifies them as having school/Kindergarten readiness skills.</p>	<p>Percent of students who have a score that identifies them as having school/Kindergarten readiness skills.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 6: Proficiency on school designed assessment program measuring Common Core /Maine Guiding Principles (PLP)</p>	<p>100% of students will have a personalized learning plan that is composed of learning targets from our curriculum that have been selected with the collaboration of the facilitator, learner, and sometimes parent, and the learner will be aware of where he or she is on their individual pathway towards meeting that goal.</p>	<p>Percent of students who meet their PLP goals</p>

<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 7: Proficiency on school selected standardized test in reading. (CPAA)</p>	<p>Percent of students who meet or exceed proficiency with the Fall administration of the CPAA in reading establishing the baseline and the Spring administration establishing the endpoint on a yearly basis.</p> <p>2017-2018: 75% of students will meet or exceed proficiency by hitting the At Expectation level or Above Expectation level. 2018 and all successive years we will maintain 75% of students meeting or exceeding proficiency on the CPAA in reading.</p>	<p>Percent of students who met or exceeded proficiency on the CPAA in reading.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 8: Proficiency on school selected standardized test in math. (CPAA)</p>	<p>Percent of students who meet or exceed proficiency with the Fall administration of the CPAA in math establishing the baseline and the Spring administration establishing the endpoint on a yearly basis.</p> <p>2017-2018: 75% of students will meet or exceed proficiency by hitting the At Expectation level or Above Expectation level on the assessment. 2018 and all successive years we will maintain 75% of students meeting or exceeding proficiency on the CPAA in math.</p>	<p>Percent of students who met or exceeded proficiency on the CPAA in math.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 9: Proficiency on school selected standardized test in reading. (NWEA)</p>	<p>Percent of students who meet or exceed proficiency with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p> <p>2017-2018: 75% of students will meet or exceed proficiency on NWEA in reading. 2018 and all successive years we will maintain 75% of students will meet or exceed proficiency on NWEA in reading.</p>	<p>Percent of students who met or exceeded proficiency on NWEA in reading.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 10: Proficiency on school selected standardized test in math. (NWEA)</p>	<p>Percent of students who meet or exceed proficiency with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p> <p>2017-2018: 60% of students will meet or exceed proficiency on NWEA in reading. 2018 and all successive years we will maintain 60% of students will meet or exceed proficiency on NWEA in math.</p>	<p>Percent of students who met or exceeded proficiency on NWEA in math.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 11: Proficiency on school designed assessment program measuring reading growth (Fountas and Pinnell)</p>	<p>Percent of students who made one year's worth of growth with the Spring administration of the Fountas and Pinnell Assessment establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p> <p>80% of learners will make 1 year's worth of growth on the Fountas and Pinnell reading assessment. Those learners maxing out of the assessment for 2 consecutive times will be exempt from further testing. Data will be calculated for levels Y and lower.</p>	<p>Percent of students who met the target.</p>

<p><u>Student Academic Growth: State Assessments</u> Measure 1: Same cohort growth on State Assessment in ELA</p>	<p>Percent of same cohort students who reach proficiency from each grades 3 - 11 in ELA. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before. (I.e. comparing 2015 7th graders to 2016 8th graders.)</p> <p>Percentage of students who are continuously enrolled.</p>
<p><u>Student Academic Growth: State Assessments</u> Measure 2: Same cohort growth on State Assessment in math</p>	<p>Percent of same cohort students who reach proficiency from each grades 3 - 11 in Math. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before. (I.e. comparing 2015 7th graders to 2016 8th graders.)</p> <p>Percentage of students who are continuously enrolled.</p>
<p><u>Student Academic Growth: State Assessments</u> Measure 3: Successive cohort growth on State Assessment in ELA</p>	<p>Percent of same cohort students who reach proficiency from each grades 3 - 11 in ELA. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before. (I.e. comparing 2015 7th graders to 2016 7th graders.)</p>
<p><u>Student Academic Growth: State Assessments</u> Measure 4: Successive cohort growth on State Assessment in math</p>	<p>Percent of same cohort students who reach proficiency from each grades 3 - 11 in Math. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before. (I.e. comparing 2015 7th graders to 2016 7th graders.)</p>
<p><u>Achievement Gaps</u> Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.</p>	<p>Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 3 - 11 in reading.</p> <p>Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 3 - 11 in math.</p> <p>2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Report of overall proficiency of students belonging to each subgroup in the school in reading and math.</p> <p>All grade levels will be put together if the numbers in each subgroup are below the minimum number required by the MDOE.</p>
<p><u>Achievement Gaps</u></p>	<p>Percent of students in identified subgroups meeting their individual goals as measured on</p>	<p>Percent of students in subgroups</p>

Measure 2: Gaps in proficiency and growth between major student subgroups on NWEA.	<p>the NWEA in grades K - 12 in reading. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades K - 12 in math.</p> <p>2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	meeting their individual goals on the NWEA in reading and math.
<p>Achievement Gaps Measure 3: Gaps in proficiency and growth between major student subgroups meeting Individual Growth Targets on their PLP's.</p>	100% of students will have a personalized learning plan that is composed of learning targets from our curriculum that have been selected with the collaboration of the facilitator, learner, and sometimes parent, and the learner will be aware of where he or she is on their individual pathway towards meeting that goal.	Percent of students in subgroups meeting their Individual Growth Targets outlined in their PLP's.
<p>Achievement Gaps Measure 4: Gaps in proficiency and growth between major student subgroups on PSAT/SAT</p>	Percent of students in identified subgroups reaching proficiency as measured by the PSAT and SAT in contract for negotiated subject or content areas.	Report of overall proficiency of students belonging to each subgroup in the content area specified in PSAT/SAT
<p>Student Attendance Measure 1: Average Daily Attendance Rate</p>	Yearly Target: The Average attendance rate as reported in the MEDMS data system for CRCS will be at or above 94%.	ADA for each grade level on a yearly basis.
<p>Student Enrollment Measure 1: Maintaining student enrollment throughout the year.</p>	Yearly Target: 90% of students enrolled on state "count day" who are still enrolled on the last day of school	Report on percent of students enrolled on state "count day" who are still enrolled on last day of school.
<p>Student Enrollment Measure 2: Student re-enrollment from one year to the next</p>	Yearly Target: 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year.	<p>Enrollment Records</p> <p>Family enrollment data as needed.</p>
<p>Student Enrollment Measure 3: Student enrolled continuously for multiple years</p>	<p>75% of students enrolled continuously for multiple years</p> <p>75% of Pre-K age will express interest in attending Cornville Campus</p> <p>75% of students from the Cornville Campus will show interest in continuing their education at the Downtown Campus.</p>	<p>Enrollment Records</p> <p>Graph/data table indicating longevity of students enrolled.</p>

<p><u>Financial Performance and Sustainability</u> Measure 1: Budget versus actual revenue and expenditures</p>	<p>School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item. When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.</p>	<p>Quarterly financial reports must be made available to the authorizer.</p> <p>Annual financial audit by a qualified, certified public accountant or public accountant certified by the board of accountancy must be submitted to the Maine State charter School Committee.</p>
<p><u>Governance Board Performance & Stewardship</u> Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations</p>	<p>Board will meet one time per month at a minimum. Evidence of required bylaws and policies are in place and are regularly reviewed as indicated in minutes. 100% of Governing Board agendas and minutes are made available to the public.</p>	<p>Agendas and minutes may be posted on the school's website and/or posted at the school in a public place.</p>
<p><u>Adequacy of Facilities Maintenance in Support of Program</u> Measure 1: Facility meets State standards</p>	<p>Yearly Goal: Facility will meet all applicable state expectations for public schools.</p>	<p>Annual review of maintenance for facility Observation during authorizer visits Facility records, policies, and procedures available on request.</p> <p>Capital Improvement Plan</p>
<p><u>Transportation & Food Service</u> Measure 1: Record of costs and student utilization</p>	<p>3 routes for pick-up by a certified bussing company which will not exceed our budgeted amount.</p>	<p>Contract for transportation</p> <p>Record of costs</p>
<p><u>Transportation & Food Service</u> Measure 2: Record of costs and student utilization</p>	<p>Catered breakfast, lunch, and milk program that meets federal and state guidelines for food service will not exceed our budgeted amount.</p>	<p>Contract for food service</p> <p>Record of costs and student utilization</p> <p>Survey students and parents annually regarding satisfaction food (quality and cost).</p>

<p><u>School Social and Academic Climate</u> Measure 1: Instances of bullying, harassment, or other abusive practices.</p>	<p>Yearly Goal: School will report the number of behavioral incidents using the state and federal reporting requirements.</p>	<p>Record of reports submitted to state and federal DOE. Action plans taken by the school to improve the school climate</p>
<p><u>School Social and Academic Climate</u> Measure 2: Confidential survey of parents, staff, and students.</p>	<p>School will gather and respond to family, student, and staff perceptions of the quality of the school's social and academic climate. Year 1 & 2: Surveys administered to students and distributed to parents Year 3 and each successive year: Each year the school will survey parents/staff/students and from the results identify a specific area to improve and show improvement in those areas. 80% of surveys given out at PLP meetings will be returned and 50% of other anonymous surveys given out at other times will be returned.</p>	<p>Results of completed surveys of families. Action plans taken by the school to improve the school climate</p>
<p><u>Parent and Community Engagement</u> Measure 1: Student participation in activities.</p>	<p>100% of students will participate in student interest groups</p>	<p>Record of offerings for students and student rosters indicating the percentage of students involved</p>
<p><u>Parent and Community Engagement</u> Measure 2: Parent Communication</p>	<p>100% of parents will be sent a weekly newsletter from the office. A hard copy will be provided upon request if access to email is unavailable. 80% of returned parent surveys will indicate satisfaction with level of parent communication.</p>	<p>Percentage of parents who subscribe to the newsletter/Facebook pages electronically and hard copy. Survey parents</p>
<p><u>Parent and Community Engagement</u> Measure 3: Parent participation in the operation of the school</p>	<p>Goal is to have all families involved in the school community in ways that are meaningful to parents. 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year. (Includes field trip chaperones, student interest group facilitator, volunteering, PTF sponsored events, PTF meetings, classroom and school wide events, board meetings, etc)</p>	<p>A log of parents attending events. List of possible involvement opportunities noted in the school handbooks and on other school publications for parents and students. Students, Parents, and Staff will have the opportunity to add activities for student interest groups or other clubs, etc.</p>
<p><u>Parent and Community Engagement</u> Measure 4: Parent participation in their children's education</p>	<p>2017 and all successive years target: 100% participation from students and 90% (to increase by 2% each year) participation from parents in PLP meetings and goal setting on PLPs.</p>	<p>Percentage of PLP meetings that have parent attendance via in person, phone, or home visits</p>

A.5 School Climate and Discipline

At CRCS Early Childhood Center, learners are exposed to a daily routine that will build community, create a positive climate for learning and reinforce academic and social skills. Teachers supervise learners as they resolve conflict on their own and take responsibility for their learning. Part of our mission is to foster a safe, respectful, accepting environment for all.

All learners attending CRCS Early Childhood Center have the right to learn in a safe and calm environment. We make every effort to provide a climate that is conducive to learning. Our ultimate goals are to promote responsible learner attitudes and help learners develop good work habits and social skills that are essential to becoming responsible, self-controlled and productive citizens. We respect ourselves, others and the environment. We take responsibility for our actions. We work together to be a sharing community. We value the individual and the diversity that each person brings. It is important for learners, parents and staff to be heard. We strive to listen and expect everyone to use positive language. We aim to be responsive and recognize the value of modeling the guiding values for learners, parents and visitors. The CRCS Early Childhood Center values these three guiding principles:

Be Safe	Be Respectful	Be Responsible
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There are many opportunities for learner-centered activities and resources that our classrooms may use to support children. Morning meetings will provide opportunities to support social and emotional learning. They help build a sense of community, create a climate of trust and encourage respectful communication. Responsibility will be emphasized by assigning tasks such as keeping classrooms clean. Such duties encourage a sense of responsibility among learners and provide everyone with the opportunity to contribute to daily management of the class and school community. Also, creativity, a skill that is most necessary in times of emotional hardship, is encouraged at CRCS Early Childhood Center. By providing learners with ongoing opportunities to express their creativity, we will be helping them handle the inevitable curveballs that life throws at them.

The staff at CRCS Early Childhood Center respects and supports the social and emotional needs of all learners. In the event that a child, family or school group would need social services beyond what can be provided at school (example: mental health counselors, or DHHS services) the classroom teacher, principal and staff of the school will become an advocate and resource for them. The staff person will supply a list of local social service providers and may help a family connect with the appropriate resource. Any assistance provided to families will be confidential and voluntary as long as a learner's health or safety is not compromised.

Engaging parents in the life and culture of the school

Parents' active participation in the classroom is vital to the challenging work of educating our children. Participating in children's education and developing the strong sense of community that comes from working with others toward a common goal are central to the mission and vision of the CRCS Early Childhood Center. Parent involvement is linked to children's school readiness and shows the learners in our community the importance of education. Research shows that greater parent involvement in children's learning positively affects the child's school performance, including higher academic achievement*.

**(McNeal, 1999; Scribner, Young, & Pedroza, 1999; Sui-Chu & Willms, 1996; Trusty, 1998; Yan & Lin, 2002) and greater social and emotional development (Bredekamp & Copple, 1997; Fantuzzo & McWayne, 2002).*

Our goal is to have all families involved in the school community in a way that is meaningful both to the family and to the center. Parents and other family/community members are welcomed and given a list of opportunities to stay involved in the center. They are also encouraged to suggest additional activities. These opportunities may include reading with individuals or groups of learners, playing a math game or leading a math activity, preparing materials, and helping with cooking, clerical, or cleaning tasks. Parents are encouraged to share their skills and interests.

Parents and school personnel are encouraged to maintain open communication with one another on a regular basis. Parents and teachers will meet during scheduled times throughout the year to share learner's progress. Additional questions and concerns should be directed to the teacher before or after school hours. For more complex concerns, it is requested that parents leave a note, phone message, or email the teacher and set up separate meeting times.

At the end of the school year, parents and learners will be given the opportunity to complete an evaluation survey of the center. The survey results will be available to the school staff, director/principal and Board of Directors. Satisfaction will also be gauged by repeated and growing enrollment.

Honoring this commitment is the way members of the school community will demonstrate their belief in the philosophy of the school and its education practices. The success of CRCS Early Childhood Center depends upon all parties participating in the operation of the center.

Discipline Policy Summary from our Parent/Student Handbook

Learner Code of Conduct

There are three overarching rules, which are:

- Be Safe
- Be Respectful
- Be Responsible

We have developed a "matrix" that details the expectations in each of the common areas. These expectations are what we expect learners to demonstrate for behavior when in those settings. If learners make a choice not to meet these expectations, then they will have a logical

consequence. For example, if a learner is choosing not to use walking feet, they may be asked to repeat walking. A child who is consistently unable to follow these expectations will process the problem, decide how to fix the problem and generate solutions for the future. On occasion, we have learners that need intense intervention strategies, which require developing and individual behavior plan and/or a check in/check out system. The goal is that learners become independent self regulators that will make positive choices.

Positive Behavior Recognition

Recognition of positive behavior is important. We will be celebrating positive behavior in different ways and recognizing learners that meet or exceed our behavioral expectations.

Discipline

The Board has worked to set up a consistent school-wide discipline plan based on the Responsive Classroom model. The plan is a thoughtful approach to helping all learners be successful both academically and socially and to help all adults at the school be consistent. Classroom rules are established based on behavior expectations, and adapted to fit different settings. Rules and expectations are taught and reviewed regularly in each setting.

We have set up a process for helping learners who are not able to meet behavior expectations on a regular basis. The typical protocol for managing inappropriate behaviors at CRCS Early Childhood Center follows:

- reinforce the positive behavior
- remind learner of appropriate behavior
- redirect learner to another activity
- ask the learner to take a break
- staff will take the time to help the learner process and take responsibility, including generating ideas for fixing the problem and strategies to prevent it from happening again
- principal referral, which may lead to email, phone call, loss of privileges, inside suspension, and/or outside suspension

As much as possible, teachers and other adults at the school try to observe carefully for behavior problems and work to prevent them before they begin. Often learners lack experience working out conflicts with others or do not have the social skills to interact positively. Both conflict resolution and social skills are taught to all learners as part of their day.

When adults at school help learners deal with problems, it is done privately and respectfully. We always try to hear "both sides" if two learners are involved, and all learners involved receive some kind of consequence or means of addressing the problem. We try to be fair and consistent, but children are different and sometimes what's fair is not always equal. Teachers strive to respond to each child in a manner that is effective for that child's particular temperament and developmental level. For example, in terms of temperament, one child might respond well to a discipline strategy of being asked to move closer to the teacher during class work, while another might better benefit from having a few minutes alone to center him or herself. Similarly, in terms of developmental levels, one child may be working primarily on

learning impulse control, while another is working on assertiveness skills. A “one size fits all” discipline plan is not the most effective way to meet all children’s needs.

Learners’ rights are protected, however, and no individual learner’s behavior or consequences are discussed with anyone who is not the parent or legal guardian, except for those school staff who need to understand the issue.

If learners are still having problems after reminders or are being excessively disruptive or aggressive, they are sent out of the classroom to meet with another adult. During the meeting, the learners and the adult may call or write a letter to the parents, letting them know what has occurred and strategizing about how to avoid future problems.

We feel strongly that keeping parents informed and asking them to work with us are the most effective ways to help their children be more successful. The more we work together on establishing common expectations and prevention strategies, while also addressing problems that do occur, the more proactive we can be and the fewer disruptions we will have to learner learning. It is therefore essential that the family work closely with the school to ensure that these social skills are in place at home and transfer to the school setting.

CRCS Early Childhood Center is unique in that we are a school of choice. As a part of this team, parents are expected to work actively with their children and the school to help the child master the skills necessary to be a productive member of the school community. We are a team in which every player is choosing to be there and agrees to work toward a common goal all in an effort to keep small problems from growing into large ones.

Bullying Statement

It is the intent of Cornville Regional Charter School Board of Directors to provide all learners with an equitable opportunity to learn. To that end, CRCS Early Childhood Center has a significant interest in providing a safe, orderly and respectful school environment that is conducive to teaching and learning.

Bullying is detrimental to learning and achievement. It interferes with the mission of the school to educate our learners and disrupts the operations of the school. Bullying affects not only learners who are targets but also those who participate and witness such behavior.

The Board believes that promoting ethical and responsible behavior is an essential part of the school unit’s educational purpose. Ethics, responsible behavior and “character” are important if a learner is to leave school as a “responsible and involved citizen” as described in the Guiding Principles of Maine’s system of Learning Results. Bullying interferes with the accomplishment of this goal.

It is not the Board’s intent to prohibit learners 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 learners' opportunity to learn, the educational mission of CRCS Early Childhood Center, and the operation of the school.

Delegation of Responsibility

The Principal/Special Services Coordinator will be responsible for developing and implementing procedures for:

1. Student and parent reporting of bullying to staff and school administrators;
2. Staff reporting of bullying to school administrators;
3. Review of reports and investigation of bullying incidents;
4. Intervention with and/or discipline of students who engage in bullying;
5. Support for students who are victims of bullying;
6. Training staff and students in bullying prevention; and
7. Periodic evaluation of bullying prevention, intervention, and training efforts and reporting to the Board upon request.

Reporting

Refer to Tab 9, The Reporting Form – JICK-E1

Responding

Refer to Tab 9, The Reporting Form – JICK-E2

Bomb Threats

The Board recognizes that bomb threats are a significant concern. Whether real and carried out or intended as a prank or for some other purpose, a bomb threat represents a potential danger to the safety and welfare of students and staff and to the integrity of school property. Bomb threats disrupt the instructional program and learning environment and also place significant demands on school financial resources and public safety services. These effects occur even when such threats prove to be false.

Making a bomb threat is a crime under Maine law. Any student suspected of making a bomb threat shall be reported to law enforcement authorities for investigation and possible prosecution. Apart from any penalty imposed by law, and without regard to the existence or status of criminal charges, a student who makes a bomb threat shall be subject to disciplinary action by the school. The administration may suspend and/or recommend for expulsion any student who makes a bomb threat.

Emergency Management Preparedness

In the event of an emergency the CRCS Early Childhood Center is taking steps to be able to respond in a way that would protect students and staff in as comprehensive a way as possible. CRCS Early Childhood Center personnel are working diligently on planning, preparing and

practicing emergency procedures. An emergency is any situation that would require the schools to respond in a way to protect students and staff from potential danger. Emergencies can be caused by many sources:

- Natural hazards - such as weather related or environmental hazards
- Technological hazards - such as power lines
- Manmade hazards - such as dams, highways, school violence, terrorism

All emergencies require specific actions to be taken. These actions come down to practicing basic drills. Schools practice these drills periodically throughout the school year, in addition to fire drills. A list of emergency numbers are posted by each phone in the building.

TWO BASIC DRILLS

1. **EVACUATION** - *When all students and staff need to exit the building.* CRCS Early Childhood Center will hold two fire drills during the first two weeks of school and an additional eight fire drills during the year. Results shall be recorded and deficiencies noted and corrected. Fire officials will be notified by the school principal before each drill. Staff members will receive an annual orientation to this procedure, and the fire drill procedure will be prominently displayed in each classroom. At the beginning of each school year, the principal will ensure that each teacher acquaints the students under his or her care with the designated evacuation routes.

2. **SECURE BUILDING / LOCK DOWN** - *When all students and staff need to stay in rooms.* CRCS Early Childhood Center will hold one lockdown drill during the first week of school and a minimum of one additional drill during the year.

Emergency Plan & Evacuation Procedure

CRCS Early Childhood Center recognizes that staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

Staff: Evacuation Instructions

1. At the sound of the alarm, students and teachers should stop what they are doing.
2. Teachers should retrieve their class lists positioned near the emergency exit doors, give the order to leave the building, and ensure that they are the last one to leave the classroom, checking all nearby bathrooms.
3. Students should walk calmly and silently to the emergency exit door of the classroom they are in (the one that leads directly outside) and form a single file line. They should not gather coats or other belongings.

Should this door be blocked by fire, students and teachers will use the secondary exit route through the hallway to the main door.

Handicapped children should be accompanied by a pre-designated aide. Any students out of the classroom should proceed with whatever group they're with, rather than return to their classroom; if alone, they will proceed to the side lawn area next to the school and join their class there.

4. Classes should exit to a predetermined area. Teachers will meet and take attendance.
5. Classes will wait for further instructions.
6. Children should not re-enter the building until an official tells them to do so.
7. Parents will be notified to pick up their children if necessary.

The Board shall grant the use of the school building, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Building Security

The main entrance of the school building is equipped with a camera and a doorbell operated locking door system. Upon arrival, ring the doorbell to request entrance. Additionally, certain areas inside of the school building, as well as the school buses, are equipped with security cameras.

Student Computer and Internet Use

CRCS Early Childhood Center computers, network, and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

Student use of school computers, networks and Internet services is a privilege, not a right. Compliance with the school unit's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and/or legal action.

CRCS Early Childhood Center computers remain under the control, custody, and supervision of the school unit at all times. The school unit monitors all computer and Internet activity by students. Students have no expectation of privacy in their use of school computers and the use of personal laptops on school networks.

CRCS Early Childhood Center utilizes filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. CRCS Early Childhood Center takes precautions to supervise student use of the Internet, but parents should be aware that CRCS Early Childhood Center cannot reasonably prevent all instances of inappropriate computer use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school is not responsible for the accuracy or quality of information that students obtain through the Internet.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the school website, and/or other means selected by the Principal. The Principal is responsible for implementing this policy and the accompanying rules. Additional administrative

procedures or school rules governing the day-to-day management and operations of the school unit's computer system may be implemented, consistent with Board policies and rules.

Required Tabs

9. School Discipline Policy.
10. School Seclusion and Restraint Policy.
11. Emergency Response Guide.
12. Anti-bullying Policy.
13. Anti-harassment Policy.

STUDENT DISCIPLINE

It is essential for schools to maintain a safe and orderly environment that supports student learning and achievement. Effective discipline allows the schools to discharge their primary responsibilities to educate students and promote positive citizenship. All students are expected to conduct themselves with respect for others and in accordance with Board policies, school rules, and applicable state and federal laws. Disciplinary action may be taken against students who violate policies, rules, or laws, and/or whose conduct directly interferes with the operations, discipline or general welfare of the school.

The Board expects the following principles to guide the development and implementation of school rules and disciplinary procedures:

- A. Discipline should emphasize positive reinforcement for appropriate behavior, as well as appropriate consequences for misbehavior. The focus should be on providing a school environment where students are engaged in constructive learning and interactions with others.
- B. Expectations for student behavior should be clear and communicated to school staff, students and parents.
- C. Consequences for misbehavior should be in proportion to the offense, fair and consistently enforced.
- D. Parents should be actively involved in the process of preventing and resolving disciplinary problems at school.

Physical force and corporal punishment shall not be used as disciplinary methods. State law provides that “a teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to a) control the disturbing behavior; or b) remove the person from the scene of the disturbance.”

Teachers are authorized to make and enforce rules for effective classroom management, safety of all students and to foster appropriate student behavior, subject to the direction and approval by the principal/designee.

School-wide rules shall be developed by the principal with appropriate input from school staff, students and parents and subject to approval by the Executive Director. Principals shall provide for the suspension or other serious disciplinary action against students in accordance with Board policies, administrative procedures and Maine law.

To reduce disciplinary problems and the potential for violence in the schools, the Executive Director/designee may develop procedures for conflict resolution which may be accomplished through peer mediation, counseling, parent involvement, services of community agencies, disciplinary procedures or other activities suitable to the school unit.

Legal Reference: 17-A MRSA § 106
 20-A MRSA § 4009

Ch. 125.23 (B)(5)(1) (Maine Dept. of Ed. Rule)

Cross Reference: AC - Nondiscrimination/Equal Opportunity and Affirmative Action
ACAA – Student Harassment and Sexual Harassment
JICIA Weapons, Violence and School Safety
JKB - Student Detention
JKD - Suspension of Students
JKE - Expulsion of Students
JKF - Suspension/Expulsion of Students with Disabilities

Adopted: 9/12/2012

Revised: 8/6/2014

CORPORAL PUNISHMENT

The CRCS Board of Directors forbids the use of corporal punishment in accordance with Maine state law, which provides:

A. Reasonable force

A teacher or other person entrusted with the care or supervision of a person for special or limited purposes may not be held civilly liable for the use of a reasonable degree of force against the person who creates a disturbance if the teacher or other person reasonably believes it is necessary to:

1. Control the disturbing behavior; or
2. Remove the person from the scene of the disturbance.

B. Exceptions

Subsection 1 shall not apply to the intentional or reckless use of force that creates a substantial risk of death, serious bodily injury or extraordinary pain.

C. Effect on civil liability

This section may not be construed to increase the scope of potential civil liability of a teacher or other person entrusted with the care or supervision of a person for special or limited purposes.

Legal References: Title 17-A, MRSA, Sec. 106
Title 20-A, MRSA, Sec. 4009.1, 2

Adopted: 9/12/2012

**CORNVILLE REGIONAL CHARTER
SCHOOL
USE OF PHYSICAL RESTRAINT AND SECLUSION**

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

1. 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 or school resource officers employed by the police department in the course of their professional duties are not subject to this policy/procedure or MDOE Rule Chapter 33.

8. MDOE 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.

2. 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.

3. Annual Notice of Policy/Procedure

CRCS shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Executive Director/designee.

4. Training Requirements

A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.

B. CRCS 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 Executive Director's Office, in each school office and in the school unit's Emergency Management Plan.

5. 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 Executive Director as soon as possible. The Executive Director/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 school unit within 60 calendar days of receiving the complaint.

Legal References: 20-A M.R.S.A. §§ 4502(5)(M); 4009 --
Me. DOE Reg., ch. 33

Cross References: JKAA-R – Procedures on Physical Restraint and Seclusion
JK – Student Discipline
KLGA/KLGA-R – Relations with School Resource Officers and Law
Enforcement Authorities
EBC – Comprehensive Emergency Management Plan

Adopted: 9/12/2012
Revised: 6/3/2014

CORNVILLE REGIONAL CHARTER SCHOOL PROCEDURES ON PHYSICAL RESTRAINT AND SECLUSION

These procedures are established for the purpose of meeting the obligations of CRCS 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.

I. 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, 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 a 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.

II. 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 risk 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 to prevent property destruction or disruption of the environment in the absence of a 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 a 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 a 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.

III. 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 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. 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 materials 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 risk of injury or harm.

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 a 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 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 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 restraint 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.

IV. 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 number 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 **[school unit name]** usual emergency notification procedures.

4. If serious bodily injury or death of a student occurs during the implementation of physical restraint or seclusion, CRCS 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; and
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.

V. SCHOOL UNIT 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.

VI. PROCEDURE FOR STUDENTS WITH THREE INCIDENTS IN A SCHOOL YEAR.

The school unit 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 behavior assessment) and/or develop a BIP (behavior intervention plan).

VII. CUMULATIVE REPORTING REQUIREMENTS**A. Reports within the School Unit**

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

Legal Reference: Me. DOE Rule Ch. 33

Cross Reference: JKAA – Use of Physical Restraint and Seclusion

Adopted: 9/12/2012

Revised: 6/3/2014

SUSPENSION OF STUDENTS

The CRCS Board delegates to the principal the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Suspensions may be in-school or out-of-school at the discretion of the Principal. Suspensions longer than 10 days may be imposed by the Board.

Prior to the suspension, except as hereinafter provided:

- A. The student shall be given oral or written notice of the charge(s) against him/her;
- B. The student shall be given an explanation of the evidence forming the basis for the charge(s); and
- C. The student shall be given an opportunity to present his/her version of the incident.

However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the instructional process may be immediately removed from school. In such cases, the notice of charges, explanation of evidence, and the student's opportunity to present his/her version of the incident shall be arranged as soon as practicable after removal of the student from school.

The student's parents/guardians shall be notified of any in-school or out-of-school suspension as soon as practicable by telephone (if possible) and by written notice sent by mail. A copy of the notice shall also be given to the Executive Director. It is the expectation of the Board that communication with the parents/guardians is ongoing as deemed appropriate and necessary.

Students are not allowed on school property during any out-of-school suspension except with the prior authorization of the Executive Director.

Students shall be responsible for any schoolwork missed during their suspension. After re-admittance, they shall be permitted to take tests, quizzes or any other form of evaluation affecting their grades. Students serving in-school and out-of-school suspension shall not be permitted to participate in extracurricular activities.

Legal Reference: 20-A MRSA §§ 1001(9), (15-A)(D)

Cross Reference: JIC – Student Code of Conduct

JICIA – Weapons, Violence and School Safety

JICK - Bullying

JK - Student Discipline

JKE - Expulsion of Students

JKF –Disciplinary Removal of Students with Disabilities

Adopted: 9/12/2014

Revised: 8/6/2014

STUDENT SUSPENSION REGULATIONS

Procedure for action on student suspensions:

- A. The student shall be given oral or written notice of the charges(s) against him/her;
- B. The student shall be given an explanation of the evidence forming the basis for those charges(s) ; and
- C. The student shall be given an opportunity to present his/her side of the case.

However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school; in such cases, the notice of charges, explanation of evidence, and the student's opportunity to explain his/her side of the story, shall be arranged as soon as practicable after removal of the student from school.

The parent/guardian shall be notified of suspension of his/her son/daughter by telephone immediately, if possible, and/or by written notice which shall be dispatched by mail on the day of the suspension. A copy of the written notice shall be sent to the office of CRCS.

Legal Reference: TITLE 20A MRSA SEC. 1001

Adopted: 9/12/2012

EXPULSION OF STUDENTS

No student shall be expelled from school except by action of the Board. Following a proper investigation of a student's behavior and due process proceedings conducted in accordance with 20-A MRSA § 1001(8)(A), the Board shall expel the student, if found necessary for the peace and usefulness of the school, as provided in 20-A MRSA § 1001(9) and (9A).

The Board also has the authority to readmit an expelled student on satisfactory evidence that the behavior which was the cause of the student being expelled will not likely recur.

NOTICE OF EXPULSION HEARING

Before any expulsion hearing, the Executive Director shall:

A. Provide written notice, by regular and certified mail, to the parents/guardians and the student informing them of:

1. The date, time and location of the hearing;
2. A description of the incident(s) that resulted in the expulsion hearing;
3. The student's and parents/guardians' right to review the school's records prior to the hearing;
4. A description of the hearing process, including the student's right to present and cross examine witnesses and his/her right to an attorney or other representation; and
5. An explanation of the consequences of an expulsion.

B. Invite the parents/guardians and the student to a meeting prior to the expulsion hearing to discuss the procedures of the hearing.

EXPULSION HEARING

The hearing shall be in a properly called executive session and may also be attended by persons designated by the Executive Director to present information in the case.

Upon making a decision to expel a student, the Board may:

A. Expel the student for a specific period of time not to exceed the total number instructional days approved by the Board for the current year; or

B Expel the student for an unspecified period of time and authorize the Executive Director to provide the expelled student with a reentry plan, to be developed in accordance with 20-A

MRSA § 1001(9- C), specifying the conditions that must be met in order for the student to be readmitted to school after the expulsion.

After the expulsion hearing, the Board shall provide written notice of its decision to the parents/guardians and the student by certified mail.

Nothing in this policy shall prevent the Board from providing educational services in an alternative setting to a student who has been expelled.

Legal Reference: 20-A MRSA § 1001(8-A), (9), (9A-9D)
1 MRSA § 405(6)(B)

Cross Reference: JKE-R - Expulsion of Students—Guidelines
JICIA – Weapons, Violence and School Safety
JK - Student Discipline
JKD - Suspension of Students
JKF – Disciplinary Removal of Students with Disabilities

Adopted: 9/12/2012

Revised: 8/6/2014

EXPULSION OF STUDENTS GUIDELINES

I. EXPULSION HEARING AND REENTRY GUIDELINES

The following steps constitute general guidelines for the conduct of an expulsion hearing. The guidelines may be adjusted to meet the flexible requirements of due process on a case-by-case basis, consistent with applicable laws.

A. Procedures for Conduct of Board Hearing to Expel

1. Any discussion, consideration or hearing by the Board of suspension or expulsion of a student shall be in executive session.
2. The Board shall be in a public meeting and vote to enter executive session. Executive session requires a 3/5 affirmative vote of the members present and voting, and the vote must be recorded.
3. The parents/legal guardians, the student and legal counsel or other representative (if any) must be present for the hearing, except that the hearing may go forward if the parents/guardians and student have been provided prior written notice and failed to appear for the hearing.

B. Executive Session

1. General Rules of Conduct

- A. The hearing officer (Board Chair/designee or Board attorney) will conduct the hearing.
- B. Witnesses shall be sequestered in response to a request by either party.
- C. The hearing officer will state “no irrelevant or repetitious evidence will be allowed and no debate between the parties will be allowed.”
- D. The hearing officer will state that “all parties are expected to maintain the confidentiality of the proceeding.”
- E. The Board and student (at his/her own expense) may be represented by legal counsel through each stage of the process.

II. PROCEDURES

A. The hearing officer will state for the record:

- Date of this hearing;
- Place of hearing;
- Time of hearing;

- Name of student;
- Those in attendance for the administration;
- Those in attendance for the student; and
- Those in attendance for the Board.

B. The hearing officer will request from the Executive Director a copy of the hearing notice, read the hearing notice to the Board and include the notice in the record. If no person appears at the hearing on behalf of the parents/legal guardians or student, the hearing officer will request that the Executive Director confirm that the parents/guardians and student were provided notice of the hearing.

C. The Executive Director, hereafter called “the administration,” will make an opening statement that includes an overview of the evidence, his/her recommendation, the reason(s) for the recommendation, and the legal basis for the recommended expulsion.

D. The hearing officer will inform the student and parents/legal guardians of their rights:

- To hear the evidence;
- To cross examine witnesses; and
- To present witnesses and offer other relevant evidence.

E. The hearing officer will ask if any member of the Board finds him/herself in a possible conflict of interest situation because he/she knows the student or parents/guardians to such an extent, or has knowledge of the facts to such an extent, that he/she could not impartially hear the facts and decide the issue on its merits.

F. All witnesses shall be sworn in by the hearing officer. Each witness raises his/her right hand and is asked, “Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth?”

G. The administration calls its witnesses.

H. After each witness has answered all questions put by the administration, then the student/designee (hereinafter, the student) may cross-examine. This should be limited to questions and not arguments with the witness.

I. The administration may ask rebuttal questions after the student finishes questioning.

J. Members of the Board may ask questions at the conclusion of the rebuttal.

K. The student may then call his/her own witnesses to testify, and the student may testify. All witnesses will be sworn. The administration may cross-examine witnesses. The student may ask rebuttal questions. After the rebuttal questions, the Board may ask questions.

L. When all the student’s witnesses have completed testimony (including the student), the administration may call additional rebuttal witnesses who may be cross-examined.

M. At the end of the testimony, the administration shall make a statement which should include its recommendations. The same may then be done by/for the student.

N. The Board should then deliberate in executive session. The Executive Director, Board attorney, administration, the student charged, his/her parents/legal guardians, and the student's legal counsel may remain for deliberations. If the student and representatives elect not to be present during deliberations, the administration will also be excluded from deliberations, except that the Executive Director may remain to provide guidance to the Board if he/she was not directly involved in the investigation/presentation of evidence.

O. The Board shall discuss whether the charges are more likely than not supported by the evidence presented. The Board may discuss and/or draft proposed finding of fact(s) concerning the charges prior to leaving the executive session.

P. If the charges are more likely than not supported, the Board shall discuss whether an expulsion shall be for a specified period of time or for an indefinite period.

Q. The Board shall then leave executive session.

III. PUBLIC SESSIONS

A. In public session, a member of the Board may make a motion to "expel a student and direct the Executive Director to provide the student and his/her parents/guardians with the Board's findings of fact(s)." Following a second, the Board Chair should state the motion and the Board should vote. If no motion is made to expel, the student will return to school at the conclusion of the previously-imposed administrative suspension.

If the student is expelled, a member of the Board shall make a motion as to whether the expulsion shall be for a specified period of time or for an indefinite period. If the expulsion is for an indefinite period, the Board may authorize the Executive Director to develop a reentry plan for the student as described in Section II below.

B. The Executive Director is responsible for notifying the parents/legal guardians (and the student) of the Board's decision.

IV. REENTRY PLAN GUIDELINES

If the Board expels a student for an indefinite period of time and authorizes the Executive Director to develop a reentry plan, the following steps are required by law.

A. The Executive Director shall develop the reentry plan in consultation with the student and his/her parents/legal guardians to provide guidance that helps the student understand what he/she must do to establish satisfactory evidence that the behavior that resulted in the expulsion will not likely recur.

B. The Executive Director shall send a certified letter or hand-deliver a letter to the parents/legal guardians of the student, giving the date, time and location of a meeting to develop a reentry plan.

C. If the student and the student's parents/legal guardians do not attend the meeting, the reentry plan must be developed by the Executive Director.

D. The reentry plan may require the student to take reasonable measures determined by the Executive Director that will help establish the student's readiness to return to school. Professional services

determined to be necessary by the Executive Director must be provided at the expense of the student's parent/legal guardians and/or the student. (See policy JFK for requirements related to students with disabilities.)

E. The reentry plan must be provided to the parents/legal guardians and the student.

F. The Executive Director shall designate an appropriate school employee to review the student's progress with the reentry plan at one month, three months and six months after the initial reentry plan meeting, and at other times as determined necessary by the designated employee, in consultation with the Executive Director.

Legal Reference: 20-A MRSA §§ 1001 (8A), (9C)

Cross Reference: JFK – Disciplinary Removals of Students with Disabilities

Adopted: 9/12/2014

Revised: 8/6/2014

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of CRCS to comply fully with all applicable state and federal special education laws that govern such removals.

The Executive Director, in consultation with the Principal and Special Education teacher, may develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary.

Legal Reference: Ch. 101 § XVII (Me. Dept. of Ed. Rules) (2007)
34 C.F.R. § 300.101, .530 -.536 (2006)

Adopted: 9/12/2012

Revised: 8/6/2014

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES
ADMINISTRATIVE PROCEDURE

These procedures shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

- A. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.
 - 1. In the event that a disabled student's IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.
 - 2. When calculating the 10 cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal. If during that removal the child continued to have access to the general curriculum; to the special education services in his or her IEP; or to participation with non-disabled children to the extent he or she would have in the student's regular program, then those days would not be calculated in the 10 cumulative school day total.
- B. After a student with a disability has been removed from his/her current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the student's teachers and arrange for the student to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum, and to progress toward meeting the goals listed in the student's IEP.
- C. Within 10 school days of any decision to "change the placement" of a student with a disability because of a violation of a code of student conduct, school officials shall hold an IEP team meeting to undertake the following.
 - 1. The Team shall review all relevant information in the student's file including the IEP, any teacher observations, and recent evaluations.
 - 2. The Team shall then undertake a manifestation determination to decide whether the student's misconduct was a manifestation of his/her disability.
 - 3. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either:
 - a. Conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the child; or
 - b. If a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior.

Except as provided in D. below, the Team must also return the student to the placement from which he/she was removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

4. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to students without disabilities, except that services must be provided to the student during the disciplinary removal consistent with 5. (C.) below.
 5. When a student with a disability has a disciplinary removal that would be a “change of placement,” the IEP Team shall order services for the student that will enable the student to:
 - a. Continue to participate in the general curriculum although in another setting;
 - b. Progress toward meeting the goals in the IEP; and
 - c. Receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.
 6. For purposes of this section, a “change of placement” occurs if:
 - a. The removal is for more than 10 consecutive school days; or
 - b. The child has been subjected to a series of removals that constitute a pattern and:
 - 1) Because the series of removals totals more than 10 cumulative days in the school year;
 - 2) Because the child’s behavior is substantially similar to the behavior in previous incidents resulting in the series of removals; and
 - 3) Because of additional factors such as the length of each removal, the total length, and the proximity of the removals to each other.
- D. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation); where a student knowingly possesses, uses, sells, or attempts to sell illegal drugs at school, a school function, or on school premises (including transportation); or when the student inflicts serious bodily injury upon another person while at school, a school function, or on school premises (including transportation) school officials may place that student in an alternative educational setting for up to 45 school days, shall provide educational services for the student consistent with 5. C. above, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the student. Any further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

Legal Reference: Ch. 101 § XVII (Me. Dept. of Educ. Rules) (2007)
34 C.F.R. § 300.101, .530-.536 (2006)

Adopted: 9/12/2012

Reviewed: 8/6/2014

**CORNVILLE REGIONAL CHARTER
SCHOOL
USE OF PHYSICAL RESTRAINT AND SECLUSION**

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

1. 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 or school resource officers employed by the police department in the course of their professional duties are not subject to this policy/procedure or MDOE Rule Chapter 33.

8. MDOE 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.

2. 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.

3. Annual Notice of Policy/Procedure

CRCS shall provide annual notice to parents/legal guardians of this policy/procedure by means determined by the Executive Director/designee.

4. Training Requirements

A. All school staff and contracted providers shall receive an annual overview of this policy/procedure.

B. CRCS 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 Executive Director's Office, in each school office and in the school unit's Emergency Management Plan.

5. 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 Executive Director as soon as possible. The Executive Director/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 school unit within 60 calendar days of receiving the complaint.

Legal References: 20-A M.R.S.A. §§ 4502(5)(M); 4009 --
Me. DOE Reg., ch. 33

Cross References: JKAA-R – Procedures on Physical Restraint and Seclusion
JK – Student Discipline
KLGA/KLGA-R – Relations with School Resource Officers and Law
Enforcement Authorities
EBC – Comprehensive Emergency Management Plan

Adopted: 9/12/2012
Revised: 6/3/2014

SCHOOL EMERGENCY
And
CRISIS RESPONSE PLAN
Cornville Regional Charter School
Early Childhood Center

Promulgation Statement

Cornville Regional Charter School Early Childhood Center is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the Board of Directors has asked for a thorough review of CRCS Early Childhood Center's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of CRCS Early Childhood Center. It is a result of a comprehensive review and update of school policies in the context of its location in Skowhegan, Maine and in the current world situation. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

CRCS SCHOOL BOARD CHAIR

DATE

EXECUTIVE DIRECTOR

DATE

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A. INTRODUCTION

1. Authority

A. Federal: 10 CFR 350; (Nuclear Regulation) NUREG-0654; FEMA-REP-1, Revision 1 Regarding Mandated Emergency Response Plans and Emergency Planning Zones

B. State: MRS Title 20-A16. **Comprehensive emergency management plan.** The Board of Directors shall annually approve a comprehensive emergency management plan developed by the school unit administration working with school teachers and staff and local, county and state public safety officials, fire-fighting personnel, emergency management officials, mental health officials and law enforcement officials to identify and deal with all hazards and potential hazards that could reasonably be expected to affect a facility or unit under the authority of the school administrative unit. The approval of a comprehensive emergency management plan under this subsection is public information. The following information pertaining to a comprehensive emergency management plan is public information:

A. A description of the scope and purpose of the comprehensive emergency management plan and the process used for developing and updating the plan; [2007, c. 408, §1 (NEW).]

B. General information on auditing for safety and preparedness; [2007, c. 408, §1 (NEW).]

C. Roles and responsibilities of school administrators, teachers and staff and the designated chain of command during an emergency; and [2007, c. 408, §1 (NEW).]

D. Strategies for conveying information to parents and the general public during an emergency. [2007, c. 408, §1 (NEW).]

Except as provided in paragraphs A to D, release of the contents of a comprehensive emergency management plan approved under this subsection is subject to the limitations set forth in Title 1, section 402, subsection 3, paragraph L.

[2007, c. 408, §1 (RPR) .]

17. School bomb threat response policies. Beginning with the 2002-2003 school year, the Board of Directors must have adopted a school bomb threat policy that is consistent with the prototypical policies developed by the commissioner under section 263.

[2001, c. 67, §2 (NEW) .]

18. Bomb threat information in student handbooks. Beginning with the 2002-2003 school year, each school board shall include in its student handbook a section that addresses in detail the school's bomb threat policies and protocols. The section of the handbook must contain an explanation of the portions of the policies and protocols relevant to students and their families and explain to the students the educational and legal consequences of making a bomb threat to a school.

- C. Local:
- D. The Board of Directors:

2. Purpose

A. This Basic Plan outlines CRCS Early Childhood Center’s approach to emergency management and operations. It has been developed to assist CRCS Early Childhood Center to protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

3. Mission and Goals

A. The mission of CRCS Early Childhood Center in an emergency/disaster is to:

- 1. Protect lives and property
- 2. Respond to emergencies promptly and properly
- 3. Coordinate with local emergency operations plans and community resources
- 4. Aid in recovery from disasters

B. The goals of CRCS Early Childhood Center are to:

- 1. Provide emergency response plans, services, and supplies for all facilities and employees
- 2. Ensure the safety and supervision of students, faculty, staff and visitors to the school.
- 3. Restore normal services as quickly as possible
- 4. Coordinate the use of school personnel and facilities
- 5. Provide detailed and accurate documentation of emergencies to aid in the recovery process

4. Explanation of Terms

A. Acronyms

- | | | |
|-----|--------|-------------------------------------|
| 1. | AED | Automated External Defibrillator |
| 2. | CERT | Community Emergency Response Team |
| 3. | CFR | Code of Federal Regulations |
| 4. | CPR | Cardio-Pulmonary Resuscitation |
| 5. | EOC | Emergency Operations Center |
| 6. | EOPT | Emergency Operations Planning Team |
| 7. | EPI | Emergency Public information |
| 8. | FEMA | Federal Emergency Management Agency |
| 9. | Hazmat | Hazardous Material |
| 10. | IC | Incident Commander |
| 11. | ICP | Incident Command Post |
| 12. | ICS | Incident Command System |

- | | | |
|-----|------|-------------------------------------|
| 13. | NIMS | National Incident Management System |
| 14. | SC | School Commander |
| 15. | SOPs | Standard Operating Procedures |
| 16. | UC | Unified Command |

B. Definitions

1. Emergency Public Information (EPI)

This includes any information that is disseminated to the public via the news media before, during and/or after an emergency or disaster.

2. Emergency Situation

As used in this plan, this term is intended to describe a range of situations, from a specific isolated emergency to a major disaster.

3. Emergency

Defined as any incident human-caused or natural that requires responsive action to protect lives and property. An emergency is a situation that can be both limited in scope and potential effects or impact a large area with actual or potentially severe effects.

Characteristics of an emergency include:

- A. Involves a limited or large area, limited or large population, or important facilities.
- B. Evacuation or in-place sheltering is typically limited to the immediate area of the emergency.
- C. Warning and public instructions are provided in the immediate area, not communitywide.
- D. One or more local response agencies or departments acting under an IC normally handle incidents. Requests for resource support are normally handled through agency and/or departmental channels.
- E. May require external assistance from other local response agencies or contractors.
- F. May require community-wide warning and public instructions.
- G. The EOC may be activated to provide general guidance and direction, coordinate external support, and provide resource support for the incident.

4. Disaster

A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with its organic resources. Characteristics include:

- A. Involves a large area, a sizable population, and/or important facilities.

- B. May require implementation of large-scale evacuation or in-place sheltering and implementation of temporary shelter and mass care operations.
- C. Requires community-wide warning and public instructions.
- D. Requires a response by all local response agencies operating under one or more ICs.
- E. Requires significant external assistance from other local response agencies, contractors, and extensive state or federal assistance.
- F. The EOC will be activated to provide general guidance and direction, provide emergency information to the public, coordinate state and federal support, and coordinate resource support for emergency operations.

5. **Hazard Analysis**

A document published separately from this plan that identifies the local hazards that have caused or possess the potential to adversely affect public health and safety, public or private property, or the environment.

6. **Hazardous Material (Hazmat)**

A substance in a quantity or form posing an unreasonable risk to health, safety, and/or property when manufactured, stored, or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It can be toxic, corrosive, flammable, reactive, an irritant, or a strong sensitizer, and poses a threat to health and the environment when improperly managed. Hazmat includes toxic substances, certain infectious agents, radiological materials, and other related materials such as oil, used oil, petroleum products, and industrial solid waste substances.

7. **Inter-local agreement**

These are arrangements between governments or organizations, either public or private, for reciprocal aid and assistance during emergency situations where the resources of a single jurisdiction or organization are insufficient or inappropriate for the tasks that must be performed to control the situation. Commonly referred to as a mutual aid agreement.

8. **Standard Operating Procedures (SOP)**

SOP's are approved methods for accomplishing a task or set of tasks. SOPs are typically prepared at the department or agency level.

B. SITUATION AND ASSUMPTIONS

1. Situation

A. CRCS Early Childhood Center is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property. A summary of the major hazards is provided in Figure 1. More detailed information is provided in a Hazard Analysis, published separately.

B. The school's current enrollment is approximately 32 students. The school's current enrollment of students with special needs is approximately __ special needs students are located in the following building(s) / room(s):

The school's staff is comprised of:

- 1 teachers
- 1 administrators
- 1 office/support staff
- 2 aides
- 0 cafeteria staff
- 1 custodial staff

C. The school employs approximately 0 people with special needs. Employees with special needs are located in the following building(s)/room(s):

D. The list of students and teachers with special needs and the person assigned to assist them during drills, exercises and emergencies is located in Appendix 16.

E. The school has a master schedule of where classes and grade levels are located during the day. The master schedule is located in Appendix 12.

2. Building Information

A. CRCS Early Childhood Center School is made up of 1 building(s).

B. The school consists of a main campus located at 135 Dr. Mann Road, Skowhegan Maine, 04976

C. The school also includes the following buildings: One storage shed

D. A map of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shut offs is included in Appendix 4.

3. Hazard Analysis

A. A summary of the major hazards is provided in Figure 1. A complete hazard analysis and security audit has been completed for CRCS Early Childhood Center. After reviewing the school's hazard analysis and security audit, it appears that the school is most likely to be affected by:

B. THIS IS A SAMPLE LIST OF POSSIBLE EVENTS. THE ACTUAL ANALYSIS OF THE INDIVIDUAL SCHOOL BUILDING WILL YEILD A SIMILAR OR COMPLETELY DIFFERENT LIST)

1. Earthquake, Wildfire, Winter Storm, Chemical / Hazardous Materials, Fire, Power Outage, Water System Failure, Accidents (Transportation), Medical Emergency, Mass Contamination, Apparent Suicide, Bomb Threat, Civil Disorder, Death on Campus, Explosion, Hostage Situation, Intruder, Kidnapping / Abduction, Report of Weapon on Campus, and Sexual Assault.

Figure 1: HAZARD SUMMARY

	FREQUENCY	MAGNITUDE	WARNING TIME	SEVERITY	RISK PRIORITY
Hazard Type:					
<i>NATURAL</i>					
EARTHQUAKE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FLOODING (FLASH FLOOD, RIVER OR TIDAL)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

TORNADO	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WILDFIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WINTER STORM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
<i>HUMAN MADE</i>					
CHEMICAL/HAZARDOUS MATERIALS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DAM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
FIRE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
NUCLEAR FACILITY INCIDENT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
POWER OUTAGE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

WATER SYSTEM FAILURE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
ACCIDENTS (TRANSPORTATION)	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MEDICAL EMERGENCY	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
MASS CONTAMINATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
APPARENT SUICIDE	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
BOMB THREAT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
CIVIL DISORDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
DEATH ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

EXPLOSION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
HOSTAGE SITUATION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
INTRUDER	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
KIDNAPPING/ABDUCTION	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
REPORT OF WEAPON ON CAMPUS	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
SEXUAL ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
TERRORISM	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low
WEAPONS ASSAULT	4 Highly likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hours 2 12-24 hours 1 24+ hours	4 Catastrophic 3 Critical 2 Limited 1 Negligible	High Medium Low

4. Assumptions

Assumptions reveal the limitations of the Emergency and Crisis Response Plan by identifying what was assumed to be true during development. These allow users to foresee the need to deviate from the plan if certain assumptions prove not to be true during operations.

A. CRCS Early Childhood Center will continue to be exposed to and subject to the impact of those hazards described in the Hazard Summary, as well as, lesser hazards and others that may develop in the future.

B. It is possible for a major disaster to occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning.

C. A single site emergency, i.e. fire, gas main breakage, etc, could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from your local response agencies. Action is required immediately to save lives and protect school property.

D. Following a major or catastrophic event, the school will have to rely on its own resources to be self-sustaining for up to 72 hours.

E. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. However, rapid and appropriate response will reduce the number and severity of injury.

F. Outside assistance will be available in most emergency situations. Since it takes time to summon external assistance, it is essential for this school to be prepared to carry out the initial emergency response on an independent basis.

G. Proper mitigation actions, such as creating a positive school environment, and fire inspections, can prevent or reduce disaster-related losses. Detailed emergency planning, training of staff, students and other personnel, and conducting periodic emergency drills and exercises can improve this school's readiness to deal with emergency situations.

H. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to emergency response efforts.

5. Limitations

A. It is the policy of CRCS Early Childhood Center that no guarantee is implied by this plan of a perfect response system. As personnel and resources may be overwhelmed, CRCS Early Childhood Center can only endeavor to make every reasonable effort to respond to the situation, with the resources and information available at the time.

C. CONCEPT OF OPERATIONS

1. Objectives

A. The objectives of school emergency operations program are to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect the school. To meet these objectives, the school shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, hazard analysis, security audits, training and exercise, and plan review and maintenance.

2. General

A. It is the responsibility of CRCS Early Childhood Center officials to protect students and staff from the effects of hazardous events. This involves having the primary role in identifying and mitigating hazards, preparing for and responding to, and managing the recovery from emergency situations that affect school.

B. It is the responsibility of the school to provide in-service emergency response education for all school and office personnel.

C. It is the responsibility of the School Principal, or a designated person, to conduct drills and exercises to prepare school personnel as well as students for an emergency situation.

D. To achieve the necessary objectives, an emergency program has been organized that is both integrated (employs the resources of the School, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addresses mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

E. This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency situation and identifies immediate action functional protocols as well as guidelines for responding to specific types of incidents.

F. The Incident Command System (ICS) will be used to manage all emergencies that occur within the school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All School and site personnel should be trained in ICS.

G. The National Incident Management System (NIMS) establishes a uniform set of processes, protocols, and procedures that all emergency responders, at every level of government, will use to conduct response actions. This system ensures that those involved in emergency response operations understand what their roles are and have the tools they need to be effective.

H. According to the U.S. Department of Homeland Security, schools are among local agencies that must comply with NIMS. Compliance can be achieved through coordination with other components of local

government and adoption of ICS to manage emergencies in schools. School participation in local government's NIMS preparedness program is essential to ensure that emergency responder services are delivered to schools in a timely and effective manner. CRCS Early Childhood Center recognizes that staff and students will be first responders during an emergency. Adopting NIMS will enable staff and students to respond more effectively to an emergency and enhance communication between first responders and emergency responders. CRCS Early Childhood Center will work with its local government to become NIMS compliant. NIMS compliance for Schools includes the following:

1. Institutionalize the use of the Incident Command System – Staff and students tasked in the plan will receive ICS-100 training. ICS-100 is a web-based course available free from the Emergency Management Institute. All persons tasked in the Basic Plan or annexes will take the ICS-100 course.
 2. Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a web-based course available free from the Emergency Management Institute at: (<http://training.fema.gov/EMIWeb/IS/is700>). . All persons tasked in the Basic Plan or annexes will take the IS-700 course.
 3. Participate in local government's NIMS preparedness program.
- I. Personnel tasked in this plan are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The school is charged with insuring the training and equipment necessary for an appropriate response are in place.
- J. This plan is based upon the concept that the emergency functions that must be performed by the school generally parallel some of their normal day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during emergency situations. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the emergency may be suspended for the duration of an emergency. The personnel, equipment, and supplies that would normally be required for those functions will be redirected to accomplish emergency tasks.

3. Operational Guidance

A. Initial Response

1. School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from

local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

2. The Principal will be responsible for activating the school emergency operations plan and the initial response which may include:

- a. **Evacuation** – When conditions are safer outside than inside a building. Requires all staff and students to leave the building immediately
- b. **Lock down** – When a person or situation presents an immediate threat to students and staff in the building. All exterior doors and classroom doors are locked and students and staff stay in their offices, work areas and classrooms.
- c. **Shelter-in-place** – When conditions are safer inside the building than outside. For severe weather sheltering, students and staff are held in the building safe areas and interior rooms or basement away from windows. For hazardous material release outdoors with toxic vapors, students and staff are to remain in their classrooms, windows and doors are sealed and all ventilation systems are shut off. Limited movement is allowed. Taking shelter inside a sealed building is highly effective in keeping students and staff safe.

B. Notification Procedures

1. In case of an emergency at any School facility, the flow of information after calling 9-1-1, shall be from the school Principal to the School office. Information should include the nature of the incident and the impact, on the facility, students and staff.
2. In the event of a fire, any one discovering the fire shall activate the building fire alarm system. Unless there is a lock down incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lock down or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.
3. In the event the School is in receipt of information, such as a weather warning that may affect a school within the School, the information shall be provided to the school Director. Specific guidelines are found in the individual annexes and appendices.

C. Training and Exercise

1. CRCS Early Childhood Center understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that school personnel and

community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

2. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the first in-service day of the school year. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.

3. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials such as annexes and appendices. Input from all employees is encouraged.

4. CRCS Early Childhood Center School will plan for 8 fire/evacuations, 1 Shelter in place. CRCS Early Childhood Center is encouraged to plan 1 Lockdown/ Law Enforcement exercise during the school year. The types of drills and exercises will be determined by the Principal/ Emergency Management Coordinator in compliance with the provisions of MRS 20 .

5. CRCS Early Childhood Center will participate in any external drills or exercises sponsored by local emergency responders. Availability of school personnel and the nature of the drill or exercise shall govern the degree to which the School will participate as it relates to improving the school's ability to respond to and deal with emergencies.

D. Implementation of the Incident Command System (ICS)

1. The designated incident commander (IC) for the school will implement the ICS team and serve as the IC until relieved by a more senior or more qualified individual. The IC will establish an incident command post (ICP) and provide an assessment of the situation to local officials, identify response resources required, and direct the on-scene response from the ICP.

2. For disaster situations, a specific incident site may not yet exist in the initial response phase and the local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warning to the public. As the potential threat becomes clearer and a specific impact site or sites identified, an Incident Command Post may be established at the school, and direction and control of the response transitioned to the IC. This scenario would likely occur during a community wide disaster.

E. Source and Use of Resources

1. CRCS Early Childhood Center will use its own resources to respond to emergency situations until emergency response personnel arrive. If additional resources are required, the following options exist:
 - A. Request assistance from volunteer groups active in disasters.
 - B. Request assistance from industry or individuals who have resources needed to assist with the emergency situation.

4. Incident Command System

- A. CRCS Early Childhood Center intends to employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.
- B. The Incident Commander is responsible for carrying out the ICS function of command—managing the incident. The IC may be the Director or the building Principal initially, but may transfer to the appropriate emergency responder agency official. In order to clarify the roles, the school official in charge will be known as School Commander. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the IC and one or two individuals may perform all of these functions. For larger emergencies, a number of individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.
- C. In emergency situations where other jurisdictions or the state or federal government are providing significant response resources or technical assistance, in most circumstances there will be a transition from the normal ICS structure to a Unified Command structure. Designated individuals from one or more response agencies along with the School Commander will work jointly to carry out the response. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to deal with the emergency.

5. Incident Command System (ICS)—Emergency Operations Center (EOC) Interface

- A. For community-wide disasters, the EOC will be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the ICP and the EOC. A general division of responsibilities is outlined below. It is essential that a precise

division of responsibilities be determined for specific emergency operations.

B. The IC is generally responsible for field operations, including:

1. Isolating the scene.
2. Directing and controlling the on-scene response to the emergency situation and managing the emergency resources committed there.
3. Warning the School/school staff and students in the area of the incident and providing emergency instructions to them.
4. Determining and implementing protective measures (evacuation or in-place sheltering) for the School/school staff and students in the immediate area of the incident and for emergency responders at the scene.
5. Implementing traffic control arrangements in and around the incident scene.
6. Requesting additional resources from the EOC.
7. The EOC is generally responsible for:
 - a. Providing resource support for the incident command operations.
 - b. Issuing community-wide warning.
 - c. Issuing instructions and providing information to the general public.
 - d. Organizing and implementing large-scale evacuation.
8. Organizing and implementing shelter and massive arrangements for evacuees.
9. In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, it is particularly important that the allocation of resources to specific field operations be coordinated through the EOC.

6. Activities by Phases of Emergency Management

A. This plan addresses emergency actions that are conducted during all four phases of emergency management.

B. Mitigation/Prevention

1. CRCS Early Childhood Center School will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is

intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

2. Hazard Analysis
3. Identifying hazards
4. Recording hazards
5. Analyzing hazards
6. Mitigating/preventing hazards
7. Monitoring hazards
8. Security Audit

C. Preparedness

1. Preparedness activities will be conducted to develop the response capabilities needed in the event an emergency. Among the preparedness activities included in the emergency operations program are:

- a. Providing emergency equipment and facilities.
- b. Emergency planning, including maintaining this plan, its annexes, and appendices.
- c. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
- d. Conducting periodic drills and exercises to test emergency plans and training.
- e. Completing an After Action Review after drills, exercises and actual emergencies.
- f. Revise plan as necessary.

D. Response

1. CRCS Early Childhood Center will respond to emergency situations effectively and efficiently. The focus of most of this plan and its annexes is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

E. Recovery

1. If a disaster occurs, CRCS will carry out a recovery

program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

F. **Emergencies Occurring During Summer or Other School Breaks**

1. If a school administrator or other emergency response team member is notified of an emergency during the summer (or when affected students are off-track if they attend year-round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

- a. Institute the phone tree to disseminate information to Emergency Response Team members and request a meeting of all available members. The phone tree is located in Appendix 6.
- b. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
- c. Notify staff or families of students identified in #2 and recommend community resources for support.
- d. Notify general faculty/staff by letter or telephone with appropriate information.
- e. Schedule faculty meeting for an update the week before students return to school.
- f. Be alert for repercussions among students and staff. When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

D. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

1. Organization

A. **General**

Most schools have emergency functions in addition to their normal day-to-day duties. During emergency situations, the normal organizational arrangements are modified to facilitate emergency operations. School organization for emergencies includes an executive group, emergency

operations planning team, emergency response teams, emergency services, and support services.

B. Executive Group

The Executive Group provides guidance and direction for emergency management programs and for emergency response and recovery operations. The Executive Group includes the School Board of Directors, School Director, School Emergency Management Coordinator, and School Principal.

C. Emergency Operations Planning Team

The Emergency Operations Planning Team develops emergency operations plan for the School or schools, coordinates with local emergency services to develop functional annexes as well as annexes for specific hazards, coordinates CRCS Early Childhood Center planning activities and recruits members of the school's emergency response teams. There will be an EOPT at the school. The Emergency Operations Planning Team at the school level includes the Executive Director and the Principal, The emergency operations planning team members are listed in Appendix 7.

D. Emergency Response Team

Emergency Response Teams assist the Incident Commander in managing an emergency and providing care for school employees, students and visitors before local emergency services arrive or in the event of normal local emergency services being unavailable. The Emergency Response Teams include local off duty police officers.

E. Volunteer and Other Services

This group includes organized volunteer groups and businesses who have agreed to provide certain support for emergency operations.

2. Assignment of Responsibilities

A. General

1. For most emergency functions, successful operations require a coordinated effort from a number of personnel. To facilitate a coordinated effort, school staff, and other school personnel are assigned primary responsibility for planning and coordinating specific emergency functions. Generally, primary responsibility for an emergency function will be assigned to an individual from the school that possesses the most appropriate knowledge and skills. Other school personnel may be assigned support responsibilities for specific emergency functions. A skills inventory for personnel is located in Appendix 12.
2. The individual having primary responsibility for an emergency function is normally responsible for coordinating preparation of and maintaining that portion of the emergency plan that addresses that function. Listed below are general

responsibilities assigned to the, Teachers, Emergency Services, and Support Services. Additional specific responsibilities can be found in the functional annexes to this Basic Plan.

B. Executive Group Responsibilities

1. The Board of Directors

- a. Establish objectives and priorities for the emergency management program and provide general policy guidance on the conduct of that program.
- b. Review school construction and renovation projects for safety.

2. The Executive Director will:

- a. Obtain a resolution from the Board of Directors giving needed authority and support to develop school emergency operations programs and plans.
- b. Initiate, administer, and evaluate emergency operations programs to ensure the coordinated response of all schools within the system.
- c. Authorize implementation of emergency preparedness curriculum.
- d. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital.
- e. Assign resources (persons and materials) to various sites for specific needs. This may include the assignment of school personnel from other school or community sites such as community emergency shelters.
- f. Authorize immediate purchase of outside services and materials needed for the management of emergency situations.
- g. Implement the policies and decisions of the governing body relating to emergency management.
- h. Coordinate use of school building(s) as public shelter(s) for major emergencies occurring in the city or county/
- i. Coordinate emergency assistance and recovery.

3. The School Emergency Management Coordinator

- a. Establish a school emergency operations plan review committee to approve and coordinate all emergency response plans.
- b. Consult with the local Emergency Management Office to analyze system needs in regard to emergency preparedness, planning and education and to ensure

coordination of the school plan with community emergency plans.

- c. Develop and coordinate in-service emergency response education for all school personnel.
- d. Gather information from all aspects of the emergency for use in making decisions about the management of the emergency.
- e. Monitor the emergency response during emergency situations and provide direction where appropriate. Stay in contact with the leaders of the emergency service agencies working with the emergency.
- f. Request assistance from local emergency services when necessary.
- g. Serve as the staff advisor to the Director and principal on emergency management matters.
- h. Keep the director and principal apprised of the preparedness status and emergency management needs.
- i. Coordinate local planning and preparedness activities and the maintenance of this plan.
- j. Prepare and maintain a resource inventory.
- k. Arrange appropriate training for school emergency management personnel and emergency responders.
- l. Coordinate periodic emergency exercises to test emergency plans and training.
- m. Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
- n. Serve as the school's Emergency Management Coordinator.
- o. Organize the school's emergency management program and identify personnel, equipment, and facility needs.
- p. Encourage incorporation of emergency preparedness material into regular Curriculum.
- q. Provide copies of the school plan to the director and local Emergency Management office.
- r. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
- s. Create Critical Incident Response Kits for each school with appropriate maps, floor plans, faculty and student rosters, photos, bus routes, and other pertinent information to help manage the emergency
- t. Establish an Incident Command Post

- 4. The School Principal**
- a. Have overall decision-making authority in the event of an emergency at his/her school building until emergency services arrives.
 - b. With the assistance of the Public Information Officer, keep the public informed during emergency situations.
 - c. Keep the Board of Directors informed of emergency status.
 - d. Coordinate with organized volunteer groups and businesses regarding emergency operations.
 - e. Ensure that the plan is coordinated with the school's plans and policies.
 - f. Assign selected staff members to the Emergency Operations Planning Team who will develop the school's emergency operations plan.
 - g. Ensure that school personnel and students participate in emergency planning, training, and exercise activities.
 - h. Conduct drills and initiate needed plan revisions based on After Action Reports.
 - i. Assign school emergency responsibilities to staff as required. Such responsibilities include but are not limited to:
 1. Provide instruction on any special communications equipment or night call systems used to notify first responders.
 2. Appoint monitors to assist in proper evacuation.
 3. Ensure that all exits are operable at all times while the building is occupied.
 4. Ensure a preplanned area of rescue assistance for students and other persons with disabilities within the building readily accessible to rescuers.
 - j. Act as Incident Commander until relieved by a more qualified person or the appropriate emergency responder agency, and assist in a Unified Command.
- 5. Emergency Operations Planning Team will:**
- a. In conjunction with the school and local emergency services create and maintain the Emergency Operations Plan.
 - b. In conjunction with the school and local emergency management officials, conduct a hazard analysis.

- c. Organize Emergency Response Teams.
 - d. Recommend training for the Emergency Response Teams.
 - e. Establish a partner system to pair teachers and classes so that teachers assigned to an Emergency Response Team, can fulfill the duties. The classroom buddy list is located in Appendix 5.
 - f. Provide information to staff, student and community on emergency procedures.
 - g. Provide assistance during an emergency in accordance with designated roles.
 - h. Conduct debriefings at the conclusion of each emergency to critique the effectiveness of the emergency operations plan.
- 6. Emergency Response Teams will:**
- a. Participate in the Community Emergency Response Team (CERT) program.
 - b. Create annexes for their specific emergency function.
 - c. Assist the director and principal during an emergency by providing support and care for school employees, students and visitors during an emergency before local emergency services arrive or in the event of normal local emergency services being unavailable.
 - d. Provide the following functions when necessary and when performing their assigned function will not put them in harm's way:
 - 1. Facility evacuation - The Evacuation team will be trained to assist in the evacuation of all school facilities and to coordinate the assembly and the accountability of the employees and students once and evacuation has taken place.
 - 2. First aid - The First Aid team will be trained to provide basic first aid to injured students and/or staff.
 - 3. Search and rescue - The Search and Rescue team will be trained in search and rescue operations. They will perform light search and rescue to find missing or trapped students and/or staff and note and record the situation for other responders.
 - 4. Limited fire suppression - The Limited Fire Suppression team will be trained to provide light fire suppression and provide utility shut-off if necessary.

5. Damage assessment - The Damage Assessment team will be trained to conduct a building assessment of school buildings to evaluate whether or the building(s) are safe for occupation.
 6. Student/Parent Reunification - The Student/Parent Reunification team will establish sites for the orderly dismissal of students to their parents.
 7. Student supervision - The Student/Staff Supervision team will be responsible for supervising the students while emergency response activities are occurring.
 8. Support and security - The Support and Security team will be responsible for securing the school grounds and make preparations for caring for students until it is safe to release them.
- 7. Teachers will:**
- a. Prepare classroom emergency Go Kits.
 - b. Participate in trainings, drills and exercises.
 - c. Direct and supervise students en-route to pre-designated safe areas within the school grounds or to an off-site evacuation shelter.
 - d. Check visually rooms and areas along the path of exit for persons who may not have received the evacuation notice. This process should not disrupt the free flow of students out of the building.
 - e. Maintain order while in student assembly area.
 - f. Verify the location and status of every student. Report to the incident commander or designee on the condition of any student that needs additional assistance.
 - g. Establish a buddy system for students and teachers with disabilities.
 - h. Remain with assigned students throughout the duration on the emergency, unless otherwise assigned through a partner system or until every student has been released through the official "student/family reunification process."
- 8. Technology/Information Services will:**
- a. Coordinate use of technology.
 - b. Assist in establishment/maintenance of emergency communications network.
 - c. Assist in obtaining needed student and staff information from the computer files.

- d. Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- e. Establish and maintain computer communication with the central office and with other agencies capable of such communication.
- f. Establish and maintain, as needed, a stand-alone computer with student and staff data base for use at the emergency site.
- g. As needed, report various sites involved in the communication system if there are problems in that system.

9. Transportation will:

- a. Establish and maintain school division protocols for transportation-related emergencies.
- b. Provide division-wide transportation for bus drivers.
- c. Establish and maintain plans for the emergency transport of school personnel and students
- d. Train all drivers and transportation supervisory personnel in emergency protocols involving buses and the school's emergency operations plan.

10. The School Incident Commander will:

- a. Assume command and manage emergency response resources and operations at the incident command post to resolve the emergency situation until relieved by a more qualified person or the appropriate emergency response agency official.
- b. Assess the situation, establish objectives and develop an emergency action plan.
- c. Determine and implement required protective actions for school response personnel and the public at an incident site.
- d. Appoint additional staff to assist as necessary.
- e. Work with emergency services agencies in a Unified Command.

E. DIRECTION and CONTROL

1. General

- A. The Principal is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In most situations, the Principal will

assume the role of Incident Commander. During disasters, he/she may carry out those responsibilities from the ICP.

B. The School Emergency Management Coordinator will provide overall direction of the response activities of the school. During emergencies and disaster, he/she will normally carry out those responsibilities from the ICP.

C. The Incident Commander assisted by a staff sufficient for the tasks to be performed, will manage the emergency response from the Incident Command Post until local emergency services arrive.

D. During emergency operations, the school administration retains administrative and policy control over their employees and equipment. However, personnel and equipment to carry out mission assignments are directed by the Incident Commander. Each emergency services agency is responsible for having its own operating procedures to be followed during response operations, but interagency procedures, such a common communications protocol and Unified Command, may be adopted to facilitate a coordinated effort.

E. If the school's own resources are insufficient or inappropriate to deal with an emergency situation, assistance from local emergency services, organized volunteer groups, or the State should be requested.

2. Emergency Facilities

A. Incident Command Post

1. School Incident Command post should be established on scene away from risk of damage from the emergency. Pre-determined sites for command posts outside the school building will be identified in cooperation with local emergency responder agencies. Initially, the ICP will most likely be located in the main office of the school, but alternate locations must be identified if the incident is occurring at that office.

2. Except when an emergency situation threatens, but has not yet occurred, and those situations for which there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage), an Incident Command Post or command posts will be established in the vicinity of the incident site(s). As noted previously, the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

3. Continuity of School Administration

A. The line of succession for the principal is:

1. Teacher
2. Ed Tech

B. The lines of succession for each position shall be in accordance with the SOPs established by the school.

F. READINESS LEVELS

1. Readiness Levels

Many emergencies follow some recognizable build-up period during which actions can be taken to achieve a gradually increasing state of readiness. A five-tier system is utilized. Readiness Levels will be determined by the Principal. General actions to be taken at each readiness level are outlined in the annexes to this plan; more specific actions will be detailed in departmental or agency SOPs.

2. Readiness Action Level Descriptions

A. The following readiness action levels will be used as a means of increasing the school's alert posture. (Based on the U.S. Department of Homeland Security.) Suggested by the U.S. Department of Education)

1. Green – Low
 - a. Assess and update emergency operations plans and procedures.
 - b. Discuss updates to school and local emergency operations plans with emergency responders
 - c. Review duties and responsibilities of emergency response team members.
 - d. Provide CPR and first aid training for staff.
 - e. Conduct training and drills.
 - f. Conduct 100% visitor ID check
2. Blue - Increased Readiness
 - a. Review and upgrade security measures
 - b. Review emergency communication plan
 - c. Inventory, test, and repair communication equipment.
 - d. Inventory and restock emergency supplies
 - e. Conduct emergency operations training and drills
3. Yellow – Elevated
 - a. Inspect school buildings and grounds for suspicious activities.
 - b. Assess increased risk with public safety officials.
 - c. Review crisis response plans with school staff.
 - d. Test alternative communications capabilities.
4. Orange – High
 - a. Assign staff to monitor entrances at all times.
 - b. Assess facility security measures.
 - c. Update parents on preparedness efforts.
 - d. Update media on preparedness efforts.
 - e. Address student fears concerning possible emergency.

- f. Place school emergency response teams on standby alert status.
- 5. Red – Severe
 - a. Follow local and/or federal government instructions (listen to radio/TV).
 - b. Activate emergency operations plan.
 - c. Restrict school access to essential personnel.
 - d. Cancel outside activities and field trips.
 - e. Provide mental health services to anxious students and staff

G. ADMINISTRATION and SUPPORT

1. Agreements and Contracts

A. Should school resources prove to be inadequate during an emergency; requests will be made for assistance from local emergency services, other agencies, and industry in accordance with existing mutual-aid agreements and contracts and those agreements and contracts concluded during the emergency. Such assistance may include equipment, supplies, or personnel. All agreements will be entered into by authorized officials and should be in writing whenever possible. Agreements and contracts should identify the school officials authorized to request assistance pursuant to those documents.

B. The agreements and contracts pertinent to emergency management that this school is party to are summarized in Appendix 1.

2. Reports

A. Initial Emergency Report

This short report should be prepared and transmitted by the Principal from the Incident Command Post when an on-going emergency incident appears likely to worsen and assistance from local emergency services may be needed.

B. Situation Report

A daily situation report should be prepared and distributed by the Principal from the Incident Command Post during major emergencies or disasters.

C. Other Reports

Several other reports covering specific functions are described in the annexes to this plan.

3. Records

A. Record Keeping for Emergency Operations: CRCS

is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support emergency operations.

This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures.

B. Activity Logs

1. The ICP and the school office shall maintain accurate logs recording key response activities, including:
 - a. Activation or deactivation of emergency facilities.
 - b. Emergency notifications to local emergency services.
 - c. Significant changes in the emergency situation.
 - d. Major commitments of resources or requests for additional resources from external sources.
 - e. Issuance of protective action recommendations to the staff and students.
 - f. Evacuations.
 - g. Casualties.
 - h. Containment or termination of the incident.

4. Incident Costs

A. The school shall maintain records summarizing the use of personnel, equipment, and supplies during the response to day-to-day incidents to obtain an estimate of annual emergency response costs that can be used in preparing future school budgets.

5. Emergency or Disaster Costs

A. For major emergencies or disasters, the school participating in the emergency response shall maintain detailed records of costs for emergency operations to include:

1. Personnel costs, especially overtime costs
2. Equipment operations costs
3. Costs for leased or rented equipment
4. Costs for contract services to support emergency operations
5. Costs of specialized supplies expended for emergency operations
6. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

6. Preservation of Records

A. In order to continue normal school operations following an emergency situation, vital records must be protected. These include legal documents, student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records

should be protected accordingly. Personnel responsible for preparation of annexes to this plan will include protection of vital records in its SOPs.

B. If records are damaged during an emergency situation, this school will seek professional assistance to preserve and restore them.

7. Post-Incident and Exercise Review

A. The Executive Director, School Emergency Management Coordinator, Emergency Operations Planning Team, and Emergency Response Teams are responsible for organizing and conducting a critique following the conclusion of a significant emergency event/incident or exercise. The critique will entail both written and verbal input from all appropriate participants. Where deficiencies are identified, school personnel will be assigned responsibility for correcting the deficiency and a due date shall be established for that action.

H. PLAN DEVELOPMENT and MAINTENANCE

1. Plan Development and Distribution of Planning Documents

A. The Emergency Operations Planning Team is responsible for the overall development and completion of the Emergency Operations Plan, including annexes. The school Executive Director is responsible for approving and promulgating this plan.

B. Distribution of Planning Documents

1. The Executive Director shall determine the distribution of this plan and its annexes. In general, copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities.

2. The Basic Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts. The distribution list for the Basic Plan is located in Appendix 14.

C. Review

1. The Basic Plan and its annexes shall be reviewed annually by the School Emergency Operations Planning Team, emergency response agencies, and others deemed appropriate by school administration. The director will establish a schedule for annual review of planning documents.

2. Update

- a. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.
- b. The Basic Plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the Basic Plan is assigned to the Emergency Operations Planning Team.
- c. The director is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

I. REFERENCES

1. Office for Domestic Preparedness Emergency Response Planning for WMD/Terrorism Incidents Technical Assistance Program
2. Arizona Department of Education School Safety Plans and Resources
3. FEMA Independent Study Program: IS 362 Multi-Hazard Emergency Planning for Schools
4. Washington State Emergency Management Division in Partnership
5. Comprehensive All Hazard Planning Guide and Model School Plan for Washington State Schools
6. U.S. Department of Education Practical Information on Crisis Planning A Guide for Schools and Communities
7. Alaska Division of Homeland Security and Emergency Management: Safe Schools Training
8. Missouri State Emergency Management Agency Missouri All-Hazards Planning Guide for Schools
9. Jane's Safe Schools Planning Guide for All Hazards
10. Los Angeles Unified District Model Safe School Plan
11. Fairfax County Public Schools Crisis Management Workbook
12. Chicago Public Schools Emergency Management Plan
13. Georgia Emergency Management Agency Family Reunification Protocol

APPENDIX 1

Summary of Agreements and Contracts

CRCS Early Childhood Center will coordinate with State and local police to include all off duty officers on the calling tree to ensure the quickest response possible to any emergency.

APPENDIX 2

Incident Command System Summary

Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events such as celebrations. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions

a. Command: Sets objectives and priorities and has overall responsibility at the incident or event.

b. Operations: Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.

c. Planning: Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.

d. Logistics: Provides support to meet incident needs, provides resources and all other services needed to support.

e. Finance/Administration: Monitors costs, provides accounting, procurement, time recording, and cost analysis.

2. The individual designated as the Incident Commander (IC) has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.

3. Management By Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, develop an action plan and

provide operational guidance—select tactics appropriate to the strategy and direct available resources.

4. **Unity and Chain of Command.** Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority within the organization with only one Incident Commander and each person reporting to only one supervisor.

5. **Organizational Flexibility.** Within the basic ICS structure (depicted in Appendix 2), the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.

6. **Common Terminology.** In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.

7. **Limited Span of Control.** Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.

8. **Personnel Accountability.** Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.

9. **Incident Action Plan.** The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents.

Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.

10. **Integrated Communications.** Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.

11. Resource Management. Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

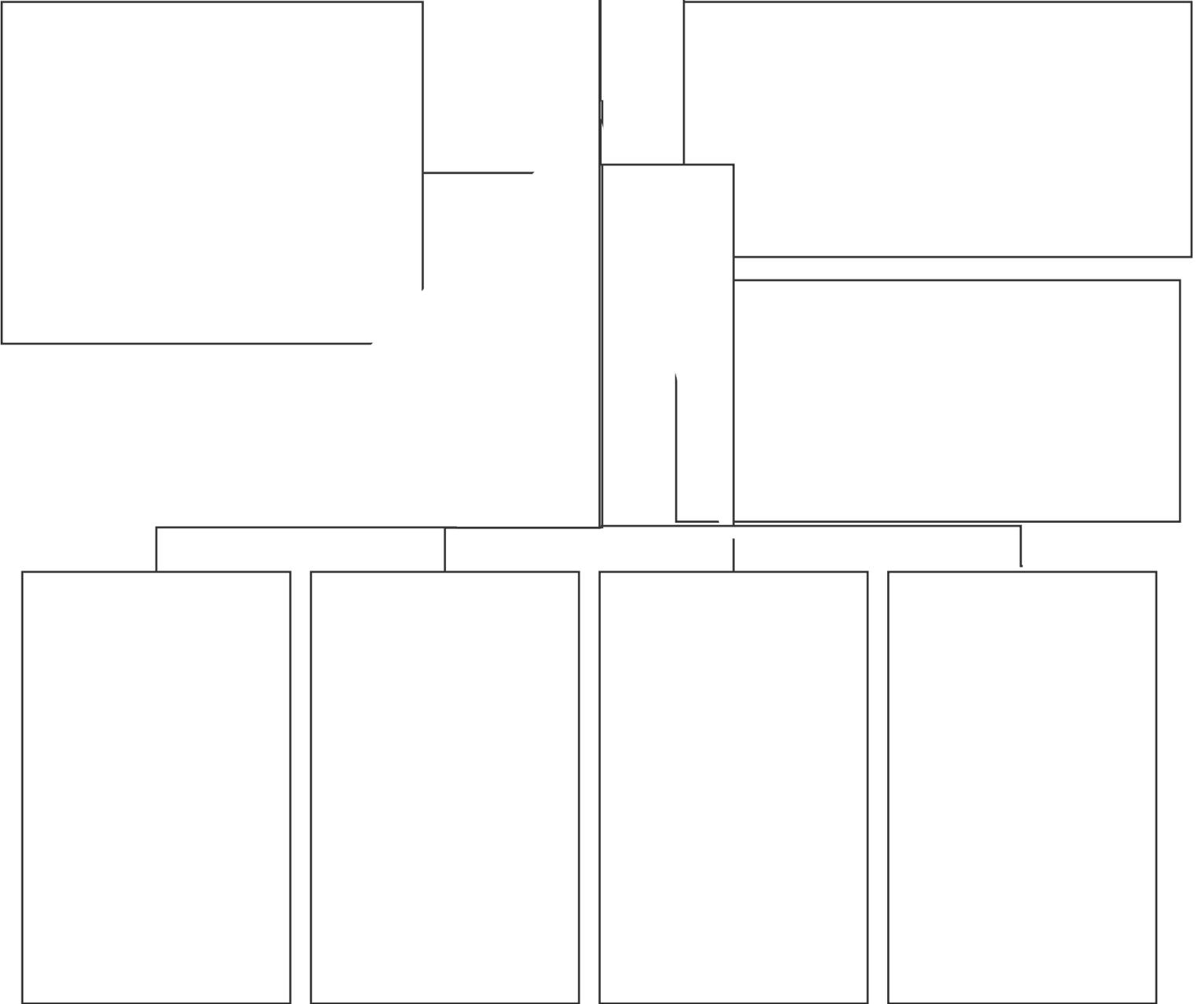
Unified Command

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.

2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

APPENDIX 3

Incident Command Structure



APPENDIX 4

Campus Map

Insert map of campus and surrounding area. At minimum, include the following information on the map:

- *Primary evacuation routes*
- *Alternate evacuation routes*
- *Handicap evacuation areas*
- *Utility access/shut-off for*
- *Gas*
- *Water*
- *Electricity*
- *HVAC System*
- *Telephone System*
- *Site assignments and Staging Areas*
- *Hazardous Material storage areas*
- *Heat plants/boilers*
- *Room numbers*
- *Door/window locations*
- *Any other information deemed appropriate by your planning committee*

Note:

- *Primary and Alternative evacuation route maps should be posted in each room of each building on campus.*
- *It is recommended that you develop a diagram of the entire campus site and surrounding areas. In an emergency, a diagram may be easier to read than blueprints. Consult with your local emergency responder agencies on what type of maps they prefer. Blueprints of the site should also be available in addition to the map or diagram. Blueprints may be necessary in certain fire or tactical situations.*

APPENDIX 5

Classroom Teacher Buddy List

Guidelines for Preparing a Buddy Teacher List

- Assign teachers in adjacent or nearby rooms as buddies.
- Review evacuation routes and procedures with entire staff.
- During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each other's health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
- Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
- If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
- Ensure that each classroom contains a "go kit" that contains the teacher's class roster and the buddy teacher's class roster.
- Immediately following student accounting, one member of each buddy team must check in at the Command Post.
- In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher is then available for assignments.
- Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

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APPENDIX 6

Phone Tree

TBA

APPENDIX 7

Emergency Operations Planning Team

	<u>Title/Name</u>	<u>Phone Number</u>	<u>Email Address</u>
School Emergency Management Coordinator	Executive Director/ Principal	399-6502	twoorks@crcsme.org
School Resource/ Liaison Officer			
Building & Grounds Supervisor			
Transportation Director			
Counselor(s)	N/A		
Nurse(s)	N/A		
Other Staff			

APPENDIX 8

Emergency Contact Numbers

Public Safety Agencies Number

- General Emergency 911
- Police/Sheriff/Fire 911/474-6908/474-6910
- Poison Control 1-800-222-1222
- Local Hospital

School Contacts Number

- Executive director 399-6502
- Transportation 474-8600

School Contacts Number

- CRCS Early Childhood Center 474-8443

NOTE: Determine the appropriate sequence required to **dial 911** from your sites phone system.

APPENDIX 9

Resource Inventory

Include:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

Note: Identify any and all available resources that may be used or may be needed in the event of emergency. Also identify the locations of these emergency supplies.

APPENDIX 10

Same 'School/Parent' Letter

X/XX/XXX

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School has a detailed emergency operations plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn your radio to for emergency announcements. If students are to be kept at school, radio stations will be notified. In addition, information regarding day-to-day school operations will be available by calling the School Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency

Students will be released only to parents and persons identified on the School Emergency Card. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also list an out-of-State contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and School personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian.

In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible.

When the dangerous incident has subsided, an all-clear signal will be given. Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,
Principal
TBA

APPENDIX 11

Staff Skills Survey & Inventory

Name & School _____ / _____
Name School Room #

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

**PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING.
CIRCLE YES OR NO WHERE APPROPRIATE.**

- First Aid (current card yes/no) CPR (current yes/no) Triage Firefighting
- Construction (electrical, plumbing, carpentry, etc.) Running/Jogging/physical fitness
- Emergency Planning Emergency Management Search & Rescue
- Law Enforcement Bi/Multi-lingual (what language (s)) _____
- Mechanical Ability Structural Engineering Bus/Truck Driver
(CDL yes/no)
- Shelter Management Survival Training & Techniques Food Preparation
- Military Experience (current CB/Ham Radio Operator Journalism
(reserves/national guard yes/no)
- Camping Waste Disposal Recreational Leader

DO YOU KEEP A PERSONAL EMERGENCY KIT? _____ In your car? _____ In your room? _____

DO YOU HAVE MATERIALS IN YOUR ROOM THAT WOULD BE OF USE DURING AN EMERGENCY?
(i.e., athletic bibs, traffic cones, carpet squares, first aid kit, tarps, floor mats, etc.) _____ Yes _____ No

DO YOU HAVE EQUIPMENT OR ACCESS TO EQUIPMENT OR MATERIALS AT YOUR SCHOOL SITE THAT
COULD BE USED AN IN EMERGENCY? _____ YES _____ NO
PLEASE LIST EQUIPMENT AND MATERIALS.

COMMENTS _____

WHAT WOULD MAKE YOU FEEL MORE PREPARED SHOULD A DISASTER STRIKE WHILE YOU WERE AT SCHOOL?

APPENDIX 13

Master Campus Schedule

APPENDIX 13

Emergency Response Drill Log

School: _____ **School:** _____

Date **Type of Drills** **Comments**

•

APPENDIX 14

Distribution List

APPENDIX 15

Security Audit

K. ANNEX - Restricted Information

1. PLANNED RESPONSES - ACTION GUIDES

- A. Functional Protocols-Immediate Response Actions
 - Evacuation Procedures
 - Reverse Evacuation
 - Lockdown
 - Shelter-in-Place Procedures
 - Drop, Cover and Hold Procedures
 - Off-Campus Evacuation
 - Mental Health/Crisis Intervention

- B. Incident Specific Procedures
 - Bomb Threat/Suspicious Packages
 - Bus Accidents
 - Fires
 - Intruder/Active Shooter/Hostage Situation
 - Nuclear Power Plant Accident
 - Severe Weather
 - Hazardous Materials Release (indoors and outdoors)
 - Earthquakes
 - Active Shooter/Armed Intruder
 - Utilities Loss or Failure
 - Media
 - Structural Failure
 - Medical Emergency
 - Public Health Emergency

Functional Protocols

Functional protocols form the school-wide core responses to incidents in the Emergency and Crisis Response Plan. These are written action steps that are implemented when a crisis situation calls for specific response procedures which include:

- lockdown,
- evacuation,
- reverse evacuation,
- shelter-in place,
- family reunification,
- off-campus evacuation and
- crisis intervention (mental health)

The difference between a functional protocol and an incident specific procedure is that a single functional protocol may be included in one or more specific emergencies. For example, shelter-in-place may be included one of several responses to an outside hazardous material spill and may include reverse evacuation into the building and/or an off campus evacuation, depending on the circumstances. A school shooting would result initially in a lockdown, and then off campus evacuation, family reunification and crisis intervention (counseling/post trauma stress debriefing).

Evacuation

***Purpose:** Whenever it is determined that it is safer outside than inside the building (I.E., fire, explosion, hazardous material spill inside, structural failure, etc.)*

School Commander:

- Designate someone to Call 9-1-1, identify the name of the school, describe the emergency, state the school is evacuating, and identify the location of the school command post.
- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF THE BUILDING. TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA. TEACHERS TAKE YOUR CLASS ROSTER AND TAKE A HEADCOUNT AT THE ASSEMBLY AREA.”

- Notify the School office of the school evacuation.
- Designate someone to contact the bus service to take students to the alternate off-campus relocation site.

Office staff:

- Take visitor log and student sign out sheet to the assembly area.

- Gather headcount information from teachers and inform the principal or incident commander of any missing student(s) or staff.

Teachers:

- Teachers will instruct students to evacuate the building, using designated routes, and report to their assigned Assembly Area. Designate a student leader to help move your class to the assembly area
- Close your door, turn off your lights
- If the exit route is blocked, follow an alternate exit route.
- Bring your class lists, phone lists, and classroom Go Kit materials
- All staff will sweep the bathrooms, hallways and common areas for visitors, staff and students while exiting.
- Take attendance, specially noting any students in other activities or services such as band, orchestra, choir, speech, chess, etc. that are missing. Display GREEN status card to indicate all students accounted for or use RED status card to indicate someone is missing or injured. Report any missing students or staff to the area coordinators
- • At the assembly area, teachers and students will stay in place until further instructions are given.

Support Staff:

- Return all of your students to their classroom designated assembly areas or a buddy teacher, avoiding area(s) of hazard
- Report to the Unassigned Staff Area. You may be needed in another capacity as the incident unfolds

Reverse Evacuation

***Purpose:** When conditions are safer inside the building than outside such as: severe weather, community emergency, gang activity, hazardous material release outside, etc.)*

School Commander:

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio telephones, or runners to gather school community inside.
- Notify the School office of the situation.

Teachers:

- Immediately move back to classrooms or safe areas (if it is safe to do so) using the closest entry.
- If movement into the building would present a danger to persons outside, teachers and staff outside will direct students to the designated assembly areas or off-campus assembly site.

- Teachers will take attendance and account for all students. Report any missing students to administration
- No students or staff are allowed outside the building..
- Close and lock all exterior doors and windows. Monitor the main entries until the “All Clear” is given.

Lockdown

***Purpose:** Used when there is a threat of violence or serious incident that could jeopardize the safety of students/staff (I.E. Intruder, shooting, hostage incident, gang fights, civil disturbance, etc.)*

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO LOCKDOWN THE SCHOOL IMMEDIATELY. TEACHERS LOCK YOUR DOORS AND KEEP STUDENTS INSIDE UNTIL FURTHER NOTICE: STUDENTS OR STAFF ARE TO RETURN TO THE NEAREST CLASSROOM OR OFFICE. IGNORE ALL ALARMS AND BELLS UNLESS ADVISED OTHERWISE.”

- Designate someone to Call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediate move to the off-campus assembly area(s), account for the students and be prepared to evacuate off-campus to a relocation site.
- Direct staff to switch bells to manual mode and deactivate the fire alarm.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify School office
- Direct staff to turn off alarms and bells

Office Staff:

- Stay by the phones to wait for additional procedures from School office and incident commander.
- Remotely check status of classrooms via PA., telephone, computer or other methods
- Assist the principal or Incident Commander establishes the school command post.

Custodians:

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, or vendor repairmen located inside the building into a safe area and lock the door.

Teachers:

- Clear the hallway and bathrooms by your room moving everyone into the classroom.
- Lock your doors, turn off your lights, and shut your blinds and windows
- Move students and staff away from the doors and windows.
- Have all persons sit down against an interior wall.
- Place a GREEN or RED status card on/under your door and window. (Green signifies everything is ok, Red means emergency assistance is need)
- If a life threatening situation exists, exit immediately to a place of safety.
- Ignore all bells and alarms unless otherwise instructed
- Take attendance and be prepared to notify Incident Commander of missing students or additional students, staff or guests sheltered in your classroom.
- Allow no one outside of the classroom until the Incident Commander gives the “All Clear” signal.
- If outside, teachers will move students to the designated off-campus assembly area and wait for further instructions

****Consider using a duress code to authenticate any all-clear signal****

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

Shelter-in-Place

***Purpose:** Provides a refuge for students, staff and the public inside the school building during an emergency such as severe weather or hazardous material release outdoors. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place people at risk. Shelters may change depending on the emergency.*

School Commander:

- The School Commander or designee will make the following announcement using the building Public Address system, 2-way radio, telephone, or megaphone:

“YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATE SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND STUDENTS OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM.”

- Order a **REVERSE EVACUATION** for students and staff outside to move inside the building. Use the building PA, megaphone, 2-way radio, telephones, or runners to gather staff and students inside.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning system to stop the inflow of outside air into the building.
- Notify School office the school is **SHELTERING-IN-PLACE**.
- Monitor the NOAA weather radio
- Be prepared to announce change in status (“DROP, COVER AND HOLD” or “All Clear”)

Custodians:

- Shut off utilities (if necessary).
- Turn off ventilation systems (Heating, ventilation and air conditioning) as appropriate.
- Post Shelter in Place cards at the primary entrances to the building(s).

Teachers:

- Move students into designated safe areas such as inside rooms with no windows, bathrooms, utility closets, and hallway without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris.
- If outside, teachers will direct students into the nearest school building interior safe area or other appropriate shelter.
 - a. For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest (ravine or open ditch) or low spot away from trees and power poles.
 - b. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- Move students from mobile classrooms to an interior safe area in a permanent structure.
- All persons must remain in shelter until notified by the Incident Commander or emergency responders.

Drop, Cover and Hold

***Purpose:** Drop, Cover and Hold is used when an incident occurs with little or no warning. This action is taken to protect students and staff from flying or falling debris resulting from explosions, structural failures, severe weather or earthquake.*

- Inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

- All students and staff who have moved to shelter or safe areas in the building in response to severe weather, should kneel down against the wall and cover their head with their arms and hands.
- Outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their head and eyes with their arms and hands.
- Instruct everyone to move away from windows.
- Teachers should account for their students and report any student missing to the administration.
- The School Commander may order an evacuation if the situation warrants and it is safe to do so.

Off-Campus Evacuation

***Purpose:** This protocol is used when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to their parents or guardians. During emergencies, parent, relatives, and friends often rush to the school incident site to check on the safety of students and staff. The resulting blockage of streets and large number of people can severely hamper response actions by emergency agencies. The most effective way to prevent this chaos is to redirect those concerned individuals to a site that is remote from the school and to evacuate students and staff to that site.*

School Commander:

- The School Commander will advise the Incident Commander of the decision to implement the protocol and begin setting up the bus evacuation staging area.
- Determine the appropriate pre-designated relocation site and evacuation route. Decide if it is safe for the students/staff to walk to the relocation or if buses are required.
- Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during Family Reunification.
- The School Commander or designee will order an OFF-CAMPUS EVACUATION and FAMILY REUNIFICATION at a pre-designated relocation site with the following announcement:

“YOUR ATTENTION PLEASE. FOR SAFETY REASONS, WE ARE EVACUATING OFF SITE TO _____ LOCATED AT _____. WE WILL BE IMPLEMENTING THE FAMILY REUNIFICATION FROM THAT LOCATION.”

- Direct staff to move students to the evacuation staging area for loading onto buses.
- Notify the director of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- Request the School office to activate appropriate system-wide Crisis Response Teams from each school and send them to the relocation site to assist with Family Reunification.
- Provide the school media/public information representative with detailed instructions via fax or prepared information release to read to the public in order to direct concerned relatives to the Family Reunification Site.
- Designate someone as the Reunification Site Commander.

Teachers and staff

- Take your class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- After evacuating, take roll and account for all students. Report any missing students to school administration. Hold up the RED status card to indicate you have missing or injured students. Use the GREEN status card if everything is ok.
- Maintain control of your class. After receiving the alert for OFF CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site.
- Ensure special needs students and staff are assisted. Request help if needed.
- While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the reunification site commander upon arrival.
- Follow the instructions of the Family Reunification site staff when you arrive. You may be asked to assist in staffing the site.

FAMILY REUNIFICATION

Purpose: *The Family Reunification Protocol is used to ensure a safe and secure means of accounting for students and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.*

School Commander:

- The School Commander after consulting with the Incident Commander will determine the appropriate pre-designated relocation site and safe evacuation route.
- The School Commander will notify the contact person at the relocation site to prepare for arrival of students.
- Designate a Reunification Site Commander.

- Request the School Office to send personnel to staff the Family Reunification Center.

Reunification Site Commander:

- Establish a command post
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the students.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving students and staff away from waiting family members
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a student release area where students will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Only release students to authorized persons after checking proof of identity and signing a student release form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their student.

Teachers

- Provide a list of evacuees to the reunification site staff upon arrival.
- Ensure special needs students and staff are assisted. Request help if needed.
- Follow the instructions of the Family Reunification Center staff when you arrive. You may be asked to assist in staffing the site.

Mental Health/Crisis Intervention

***Purpose:** These procedures are intended to guide staff in responding to more frequently occurring crisis such deaths, injuries, emergencies or other traumatic events impacting the school community. As a result of such incidents, students and staff may exhibit a variety of psychological reactions. As soon as the safety of those involved have been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Knowing what to do if such as crisis occurs will minimize the chaos, rumors and the impact of the event on other students and staff.*

School Commander:

- Notify the director of the incident or emergency.

- Ensure the designated media or public information officer is notified and briefed on the circumstances and actions taken. Request the PIO to prepare formal announcement and media release.
- Activate the school Crisis Intervention Team and assign duties. Request additional School level support from teams from other schools or community-based mental health resources if needed.
- Notify building support staff including counselors, psychologists and social workers.
- Convene an emergency staff meeting. Invite outside professionals to join the meeting to help staff members process their own reactions to the situation.
- Determine if additional School/community resources are needed—or are needed to “stand by”—to effectively manage the crisis, and notify them if appropriate.
- Assign staff to monitor the grounds for students leaving the building without permission. Redirect them to support services. If unable to intercept, make parent notification and inform them of the situation.
- Make an initial announcement over the PA system to the entire school. Include minimum details and note that additional information will be forthcoming. Prepare statements for telephone inquiries.
- Immediately following resolution of the crisis, convene the Crisis Intervention Team for a debriefing to discuss successes and problems and allow staff an opportunity to discuss feeling and reactions.

Mental Health/Crisis Intervention Team:

- Assess the range of crisis intervention services needed during and following an emergency or event.
- Advise and assist the school administrator to restore regular school functions as efficiently and as quickly as possible.
- Provide direct intervention services, critical incident stress debriefings, ongoing assessment of needs and follow-up services as required.
- Identify locations in the school designated for individual or group counseling and make a building wide announcement.
- Identify, gather, and inform the siblings, closest friends and teachers of the deceased/injured and provide counseling support. Notify parents of affected students regarding available community resources.
- Provide grief support for students/staff in designated building areas. Ensure parents of any students seeking support are notified of the impact of the event on their child.
- Review and distribute guidelines to help teachers with classroom discussions.
- Stand-in for any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
- Assign a counselor, psychologist, social worker or other designated staff to follow a deceased/injured student’s class schedule for the remainder of the day if that will help teachers in those classes.

- Notify feeder schools regarding siblings or other students predicted to be strongly affected.

Teachers and staff:

- Seek crisis intervention services or counseling if you are experiencing difficulty coping with the event.
- Provide stress management during class time. Allow students to talk about what they felt or experienced in response to or during the event. Encourage
- Be prepared for some outbursts and disruptive behaviors. Refer students experiencing stress to counseling.
- Allow for changes in normal routines or test schedules.
- Anticipate a recurrence of emotions and trauma on the anniversary date of the incident.

Bomb Threat

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist. (Page ___ of Emergency Response Plan)
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller’s voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial *57 to trace call. (May be different on your phone system)
- Notify the Principal/School Commander or designee.

School Commander:

-
- School Commander or designee notifies law enforcement by calling 911
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system:

“YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND STUDENTS SHOULD REMAIN IN THEIR ROOMS UNTIL ADVISED OTHERWISE. SEARCH TEAM MEMBERS PLEASE REPORT TO _____ ALL TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.”

The School Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the director.
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.

- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, “DO NOT take personal belongings, coats or backpacks.” “Teachers and staff will leave their windows and doors open when exiting.”
- Students and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet is the general rule. Consult with Fire and Police officials
- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- After consulting with the Executive Director, and the Incident Commander, the School Commander may move students to the United Methodist Church_ if weather is inclement or building is damaged. (primary relocation center)
- The school commander will notify staff and student of the termination of the emergency and to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the School Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |

	<ul style="list-style-type: none"> • Music • House Noises • Motor 	<ul style="list-style-type: none"> • Long Distance • Phone Booth • Office Machinery
Sex of Caller: _____ Race: _____	<ul style="list-style-type: none"> • Other _____ 	
Length of call: _____ Age: _____		
Date: _____ Time: _____	Threat Language:	
Number at which call was received: _____	<ul style="list-style-type: none"> • Well Spoken (educated) • Incoherent • Foul • Irrational by threat maker • Taped • Message read 	
Notes:	Remarks: _____	

BUS ACCIDENT

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire
- If conditions are safer outside the bus than inside, evacuate the bus
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, School or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the School/bus company office and provide the following information:
 1. Who
 2. What,
 3. When,
 4. Where (location)
 5. Why and needs
- Do not discuss details of the accident with media
- Do not release any students to anyone unless told to do so by School administration or law enforcement

- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school/bus company policy and instructions on moving, returning or delivering students.

School Commander:

- Dispatch the School transportation director, school administrator or designee to the accident location.
- School official(s) at the scene will assess level of support needed and convey this to the School Commander and director.
- School Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the School office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The School Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

Director

- If multiple hospitals are used, the director will send an administrator to each hospital.
- The principal or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- School staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the School public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

FIRE

In the event a fire or smoke from a fire has been detected:

- Any staff discovering fire or smoke will signal the fire alarm, and report the fire to the School Administrator.
- The School Commander or designee will immediately initiate an EVACUATION announcement, direct staff to call 9-1-1 to verify the fire alarm and notify the School office.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the Assembly Areas.
- No one may re-enter building(s) until entire building(s) is declared safe by the fire department

Administration:

- School Commander or designee calls 911 to confirm the alarm is active, identify the school name and location, provide exact location of the fire or smoke, state the building is being evacuated and identify the location of the school command post.
- School office staff will take the visitor log, student sign-out sheet and the Critical Incident Response Kit and evacuate to the designated school command post.
- Office staff will obtain student roll from teachers and inform the principal or incident commander of any missing students
- After consulting with Executive Director, fire department and law enforcement officials, the School Commander may direct an off-site evacuation to the United Methodist Church if weather is inclement or building is damaged.
(Primary relocation center)
- School Commander notifies students and staff of termination of emergency, return to the building and resumes normal operations.

Teachers

- Take the class roster, the emergency Go Kit and lead students out of the building to the designated assembly area(s). Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Close the classroom door and turn out the lights upon exiting confirming all students and personnel are out of the classroom.
- Take attendance at the assembly area after being evacuated. . Hold up the GREEN status card to indicate all students are accounted for. Use the RED status card to indicate a student or staff is missing or you need immediate assistance.
- Be prepared to move students if an OFF-CAMPUS EVACUATION is ordered.
- Keep your class together and wait for further instructions.

INTRUDER/HOSTAGE

Intruder- When an unauthorized person enters school property:

- Notify School Commander.
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.

- Notify security or police and Principal if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- School Commander notifies director and may issue Lockdown procedures (see Lockdown Procedures section).

Hostage Situation:

- If hostage taker is unaware of your presence, do not intervene.
- Notify the Principal or main office.
- School Commander or designee will announce LOCKDOWN action.
- The SC or designee will ensure staff outside are notified of the LOCKDOWN and to move students away from the building to the outside assembly areas.
- The SC or designee will call 9-1-1 immediately. Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN. Ask for assistance from hostage negotiation team.
- The SC or designee will redirect any buses enroute to the school to an alternate location.
- School Commander notifies director.
- The SC will give control of scene to police and hostage negotiation team.
- The SC will ensure detailed notes of events are taken.

- Teachers and staff will implement LOCKDOWN procedures upon hearing the alert. If outside, move to campus assembly areas and wait for further instructions.
- Everyone should remain in lockdown until given the "All Clear" or if directed in person by a uniformed law enforcement officer.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

SEVERE WEATHER

When a Severe Weather Watch or Warning has been issued in the area near the school.

Severe Weather Watch has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into the building.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review “DROP COVER and HOLD” procedures with students.
- Assign support staff to monitor all entrances and weather conditions.

Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school

- The School Commander will announce SHELTER-IN-PLACE alert signal
- The SC will direct students and staff inside the building to immediately move to interior safe areas, closing classroom doors after exiting.
- Ensure that students are in “DROP, COVER and HOLD” positions until the danger passes.
- The SC will direct students and staff outside to REVERSE EVACUATE into the building.
- If outside, students and staff should move to the nearest interior safe area. If time does not permit, have students get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Evacuate students and staff from any mobile classrooms in to the building.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

HAZARDOUS MATERIAL RELEASE

Hazardous material (haz-mat) release is an incident involving the discharge or spill of a biological or chemical substance including release of radioactive materials. Internal haz-mat incidents may occur from activities in a school laboratory, vocational technical area, or maintenance shop. External haz-mat exposure often results from an accident involving a train or truck carrying hazardous materials or an explosion or spill at an industrial site.

Substance Released Inside A Room or Building

- The School Commander (SC) will initiate an EVACUATION alert. Direct staff to use designated routes or other alternate safe routes to assigned Assembly Area(s) upwind or cross wind from the affected room or building.

- The SC directs staff to call 9-1-1, provide the name and location of the school, state the emergency and describe actions to safeguard students and staff and identify the location of the school command post.
- The SC or staff will notify the director and request activation of media and parent notification protocol.
- The SC will direct staff to secure the area around the chemical spill and ensure the air handling ventilation system is shut down.
- The SC will establish a school command post outside the school and brief fire officials when they arrive.
- Refer media to:

Travis Works

399-6502

Executive Director

Telephone Numbers (home, work, mobile)

- Teachers should take attendance at their outside Assembly Area and report any missing or injured students to administration.
- After evacuation, persons who have come into direct contact with haz-mat substances should be taken to a decontamination area.
- The SC will determine if an off-campus evacuation to a relocation site is necessary. If so, request transportation resources from the School. Alert staff to move to students to designated transportation site.
- Request law enforcement officials to assist with evacuation and assign officers to the relocation site.

Substance Release Outdoors:

- The School Commander (SC) will immediately announce a SHELTER-IN-PLACE alert and a REVERSE EVACUATION into the building for all students and staff outside the building.
- The SC or designee will call 9-1-1, identify the name/exact location of the school, describe the emergency, state what actions are being taken to safeguard students/staff and remain on the line until told otherwise.
- The SC will direct staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- The SC will notify the director and request activation of media and parent notification protocol.
- Refer media to:

Travis Works

399-6502

Executive Director

Telephone Numbers (home, work, mobile)

- The SC will ensure all buses enroute to the school are re-directed to the alternate relocation site and deposit the student there for reunification with parents.
- Teachers and staff outside will immediately move into the building using the nearest entrance and proceed to the designated safe areas. If movement into the building would expose persons to hazardous chemical plume, teachers should move to designated outdoor assembly areas upwind or cross-wind from the spill.
- The SC will turn on a radio or television to monitor information concerning the incident.
- The school will remain in SHELTER-IN-PLACE until the fire official or appropriate agency provides clearance or the staff is otherwise notified by the director.
- When emergency responders determine it is safe to do so, the SC will give the “All Clear” signal to staff and students and announce whether school will resume normal activities, dismiss early or complete a non-emergency evacuation and movement to an off-campus relocation site for parent reunification.

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

School Commander:

- The School Commander (SC) or designee will call 9-1-1 (if necessary).
- After the shaking stops, the SC will initiate an EVACUATE BUILDING alert. Staff and students will evacuate using designated routes or alternate routes to the outside Assembly Area(s).
- The SC will contact the director and activate the media and parent notification protocol.
- The SC will establish a school command post and medical triage site on campus.
- The SC will direct staff to shut off utilities and notify the appropriate utility company of damages (e.g., gas, power, water or sewer)
- The SC will consult with emergency management and public safety officials to determine if the buildings are safe for reoccupancy.
- The SC will consult with the director concerning closing school. They will decide whether to announce dismissal students from the school or EVACUATE student’s off-campus to an alternate relocation site for Parent Reunification.
- If an off-campus EVACUATION is ordered, activate the parent notification procedures and notify the appropriate law enforcement agency to request assistance at the relocation site.

Teachers and staff:

- Upon the first indication of an earthquake, teachers should direct students to DROP, COVER and HOLD, seek shelter under desks and move away from windows and overhead hazards.
- If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- If EVACUATION is ordered, teachers will bring their student roster and emergency Go Kit, take attendance at the Assembly Area, and report any missing or injured students.
- Designated staff will check for injuries and provide appropriate first aid.
- Be prepared to relocate to a remote site if an off-campus evacuation is ordered.

ACTIVE SHOOTER/ARMED INTRUDER

An active shooter or armed assault on campus involves one or more individual's intent on causing physical harm to students and staff. Intruders may possess a gun, a knife a bomb or other harmful device.

Administrator

- The School Commander (SC)/Principal will direct staff to call 9-1-1, give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officer (e.g. DARE Officer). Caller will remain on the line to provide updates.
- The SC will announce a building-wide LOCKDOWN alert. Direct staff and students outside the building to move immediately to the campus Assembly Area(s) and be prepared to EVACUATE off-campus if necessary.
- The SC will direct any support staff outside to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until police arrive.
- The SC will ensure any buses enroute to the school are redirected to the pre-designated Relocation Site.
- The SC will secure the administration office as a command post and retrieve the Critical Incident Response Kit. If the incident is occurring at the administration office, the SC will designate an alternate command post.
- The SC will assign someone to meet and brief arriving law enforcement officers.
- The SC or designee will switch bells to manual mode and disarm the fire alarm.
- The SC will direct office staff to contact the classrooms via intercom or alternate means of communication to check status.
- The SC will notify the director and request activation of media and parent notification protocols
- Refer media to:

Travis Works
Executive Director

399-6502
Telephone Numbers (home, work, mobile)

- Assign staff to meet and brief responding law enforcement officers.

Teachers:

- Upon first indication of an armed intruder, staff should immediately notify the School Administrator and go to LOCKDOWN. .
- Clear students from the hallway and bathrooms outside the classroom immediately.
- Close and lock all doors and windows, pull down the shades and turn off the lights.
- Tell the students to get down on the floor up against an interior solid wall and remain quiet
- Account for all students and report any additional non-class students sheltered in the room and any missing students
- Place a RED or GREEN card on an outside window, on inside door window or under the door to communicate with first responders. A GREEN card means “Everything is OK in the classroom”; a RED card means, “Emergency assistance is needed.”
- Teachers, staff and students will remain in LOCKDOWN until given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.
- If an intruder enters the classroom use a pre-determined code to communicate when the office calls for a status check.
- If an intruder enters and begins shooting, “TELL THE STUDENTS TO GET OUT ANY WAY POSSIBLE”, exit the building or run to another location that can be locked.

Recovery

- After the intruder(s) have been subdued, the School Commander will announce an EVACUATION and OFF-CAMPUS RELOCATION to an alternate site for FAMILY REUNIFICATION.
- The SC will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The SC will request bus transportation or alternate transportation to the relocation site.
- The SC will request the School activate media and parent notification protocols and direct parents to go to the relocation site.
- Teachers will EVACUATE the building using the designated exit routes and alternate routes to the assigned Assembly Areas, take attendance and move to the buses for transport.
- The SC will activate the School Crisis Response Team and notify area mental health agency to provide counseling and mental health services at the relocation site.

- The SC will debrief the school Emergency Management Team.
- The director in consultation with law enforcement officials will determine when the school can resume normal activities and communicate the information to parents and the public

(Note: The school is a crime scene and will require a thorough search and processing.)

UTILITY LOSS OR FAILURE

Utility failure is the loss or interruption of electric power, natural gas, water or sewage services to the school. The most common utility failure results from power outages throughout the year. In certain situations, students may need to be relocated until the power is restored.

- Upon notice of loss of utilities, the School Commander (SC) will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE or EVACUATION. The SC may direct staff to shut off utilities, as deemed necessary.
- The School Commander will contact the local utility company (see emergency contact section) and determine the anticipated duration of the outage.
- The School Commander will confer with the director and determine whether school should be closed and classes temporarily suspended. If so, activate parent and media notification protocols.
- In the event of a gas leak, the School Commander will direct staff to call 9-1-1, give name and exact location of the school, state the emergency, identify affected area(s) of the building, announce the school is EVACUATING and provide the location of the school command post outside.
- For gas leaks, the School Commander will order an EVACUATION and open windows. DO NOT ACTIVATE THE FIRE ALARM and transfer school bells to manual mode. Direct staff to shut off all utilities.
- If evacuating, teachers and staff should follow evacuation procedures avoiding areas of hazard, assemble at designated assembly area, take attendance and report any missing students to administration. Teachers should be prepared to evacuate students off campus to a relocation site for parent reunification, if directed.
- Refer media to:

Travis Works
Executive Director

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Telephone Numbers (home, work, mobile)

- Do not allow anyone to reenter the building until the facility has been deemed safe.
- The School Commander will complete a detailed incident report at the earliest opportunity and send to the director.

MEDIA

All staff must refer media to school site or School spokesperson.

- The School, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)
- Director serves as School spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.
- Refer media to:

Travis Works
Executive Director

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Telephone Numbers (home, work, mobile)

During an emergency, adhere to the following procedures:

- Incident Commander or designee relays all factual information to director.
- Director notifies other schools in School and may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. Do not say “No comment”.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school’s plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.

STRUCTURAL FAILURE

Structural failure of a building may result from an earthquake, underground mine collapse, ground settling, heavy snow and ice accumulation on roofs, broken water or

sewer lines, and faulty construction. The structural failure may be catastrophic with a sudden collapse severely injuring occupants. Some structural failures may cause large cracks in walls or foundations, flooding, and loss of utilities which present a hazard to the safety of students and staff.

Structural failure with collapse or partial collapse:

- Upon the first indication of a structural failure the School Commander may implement DROP, COVER and HOLD, an EVACUATION and an OFF-SITE EVACUATION.
- If the roof, ceiling, or wall collapses, students and staff should immediately DROP, COVER and HOLD, seek shelter under desks and tables, and move away from windows or glass.
- Teachers and staff will immediately the injured and evacuate the building moving to their assigned assembly area(s).
- The School Commander will initiate an EVACUATION of the building
- The School Commander (SC) or designee will call 9-1-1(if necessary), identify the name and exact location of the school, state the emergency, describe response actions taken, and remain on the line to provide updates.
- The SC will direct staff to turn off utilities and seal off the high risk area, if necessary
- The SC will notify CPR/first aid certified persons in school building of medical emergencies, if necessary.(Names of CPR/first aid certified persons are listed in Critical Incident Response Team Members section.). The team will check for injuries and provide appropriate first aid.
- No one will be allowed to reenter the building until declared safe by emergency management and public safety officials.

Structural failure without collapse

- For structural failure without collapse, the SC will ensure the affected area is vacated immediately and determine if an EVACUATION is warranted. Staff will be directed to seal off the affected area and turn off utilities to that area, if necessary.
- The SC will notify the director and determine whether to dismiss school early, order an evacuation, and off site evacuation for parent reunification.
- The director and School Commander will confer with emergency management and public safety officials regarding the structural integrity of the building.
- The School office will notify the architect and insurance carrier to document and assess the damage
- The affected areas will not be reopened until the structural integrity of the building is deemed safe.

MEDICAL EMERGENCY

School Staff Response:

- Quickly assess the situation. Make sure the situation is safe for you to approach. Examples of danger include but are not limited to:
 - a. Live electric wires
 - b. Gas leak
 - c. Building damage
 - d. Animal threat
- Immediately notify the building's emergency responder(s) whose contact information is posted in the facility.
- Assess the seriousness of the injury or illness.
- Under life and death circumstances call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Immediately inform the Building Principal or main office.
- Protect yourself against contact with body fluids (blood borne pathogens).
- Administer appropriate first aid according to your level of training until help arrives.
- Comfort and reassure the victim. Do Not Move the sick or injured unless the scene is unsafe.
- If the victim is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use.
- Staff trained in the use of the AED will respond to the scene and apply the device if necessary.
- If an AED was used, the person using it will complete the Automatic Defibrillator Incident Report, 4:170-E7. If appropriate, a supervising staff member completes the report.

Administration:

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to responders.
- Send school staff with first responder/first aid/AED training to the scene.
- Assign a staff member to meet emergency medical service responders and lead them to the injured/sick person.
- Assign a staff member to remain with the victim if they are transported to the hospital
- Notify parent or guardian of the situation, include type of injury or illness, medical care given and location where the victim has been transported.
- Ensure student/staff medical information from administrative records is sent to the hospital.
- Notify the school counselor/Crisis Response Team and provide a brief description of the incident.
- Advise faculty and staff of the situation (when appropriate).

- Develop and maintain written documentation of the incident and report each use of an AED to the local EMS System Resource Hospital. Ensure the person who used the AED completes the Automatic External Defibrillator Incident Report, 4:170-E7.
- Follow-up with the parents or guardian

Bullying and Cyberbullying Prevention in Schools

I. Introduction

It is our goal for our school to be a safe and secure learning environment for all students. It is the intent of the Cornville Regional Charter 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 CRCS, and the operation of the school.

II. Prohibited Behavior

The following behaviors are prohibited:

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

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

III. Bullying and Cyberbullying Defined

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

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

- (1) Has, or a reasonable person would expect it to have, the effect of:
 - (a) Physically harming a student or damaging a student's property; or

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- (b) Placing a student in reasonable fear of physical harm or damage to the student's property;

OR

- (2) Interferes with the rights of a student by:

- (a) Creating an intimidating or hostile educational environment for the student; or

- (b) Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by a school;

OR

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

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

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

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

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

1. Posting slurs or rumors or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website, an app, in social media, or any other electronic platform;

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

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

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

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

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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;

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F. Communicate with local or state law enforcement agency if it's believed that the pursuit of criminal charges or a civil action under the Maine Civil Rights Act may be appropriate.

VII. Remediation

Refer to the Remediation Form – JICK-E3

The school principal or a superintendent's designee will:

A. Identify the specific nature(s) of the incident.

B. Apply disciplinary actions, which may include but are not limited to, imposing a series of graduated consequences that include alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school administrators should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances. Alternative discipline includes, but is not limited to:

1. Meeting with the student and the student's parents/guardian;
2. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
3. Mediation, but only when there is mutual conflict between peers, rather than one-way negative behavior, and both parties voluntarily choose this option;
4. Counseling;
5. Anger management;
6. Health counseling or intervention;
7. Mental health counseling;
8. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
9. Community service; and
10. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.

C. Remediate any substantiated incident of bullying to counter the negative impact of the bullying and reduce the risk of future bullying incidents, which may include referring the victim, perpetrator or other involved persons to counseling or other appropriate services.

VIII. Appeal

Notification shall be provided to parent(s), guardian(s) and students of the right to appeal a decision of a school principal or a superintendent's designee related to taking or not taking remedial action in accordance with this policy. The appeals procedure must be consistent with other appeals procedures established by the school board and may include an appeal to the superintendent.

IX. Assignment of Responsibility

A. The School Board is responsible for:

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

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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: 9/12/2012
Revised: 8/6/2014
Revised 9/21/2016

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Administrative Procedures – JICK-R

Bullying and Cyberbullying Administrative Procedure

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

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

Definitions

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

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

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

OR

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

OR

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

"Bullying" includes cyberbullying.

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

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

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

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

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

Reports of Bullying

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

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

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

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

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

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

Adopted: 8/6/2014
Revised: 9/21/2016

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

Safety Measures

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

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

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

Responding/Investigation

The school principal or superintendent's designee will:

- Ensure that all reports of alleged bullying are investigated and responded to promptly [OR: within ___ days] and that documentation of the investigation is provided to the superintendent within a reasonable period of time using the Responding Form (JICK-E2).
- Inform parent(s) or guardian(s) of the student(s) who was alleged to have bullied AND of the student(s) who was believed to have been bullied that a report of an alleged incident of bullying has been made;
- Communicate to the parent(s) or guardian(s) of a student(s) who was believed to have been bullied the measures being taken to ensure the safety of the student(s) who was believed to have been bullied and to prevent further acts of bullying;
- Inform parent(s) or guardian(s) of the students involved the findings of the investigation and actions to be taken;

Adopted: 8/6/2014
Revised: 9/21/2016

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- 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.

Adopted: 8/6/2014
Revised: 9/21/2016

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Remediation

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

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

Appeal

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

Adopted: 8/6/2014
Revised: 9/21/2016

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Reporting Form – JICK-E1

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Responding Form – JICK-E2

Bullying and Cyberbullying Responding Form

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

Date the alleged incident of bullying was reported: _____

Name of school principal or superintendent’s designee investigating the report of alleged incident(s) of bullying: _____

Position/title: _____

Details:

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

Person who completed the Reporting Form (if indicated): _____

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

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

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

____ Race/color

____ Sex

____ Sexual orientation (including gender identity and gender expression)

____ Religion

____ National origin/ancestry

____ Disability

If so;

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

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Responding Form – JICK-E2

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

_____ school bus camera

_____ cell phone video

_____ electronic photos

_____ printed photos

_____ email(s)

_____ letters

_____ phone conversation notes

_____ written statements

_____ hospital reports

_____ police reports

_____ other (specify) _____

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Responding Form – JICK-E2

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: _____

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Did the person(s) reporting the alleged incident identify any witnesses? * yes * no
Name(s) of witness: _____

Did the school identify any witnesses? * yes * no
Name(s) of witness: _____

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

Safety Measures:

Local or state law enforcement will be contacted for potential:
_____ criminal charges
_____ civil action under the Maine Civil Rights Act
_____ N/A

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

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

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

Date of communication(s): _____
Details of communication:

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Responding Form – JICK-E2

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

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.

Signature and title of investigator

Date: _____

If the investigator is not the school principal, copy to school principal on: _____
Date

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Copy received: _____
Signature of school principal

Date: _____

Copy to Superintendent on: _____
Date

Copy received: _____
Signature of superintendent

Date: _____

Adopted: 8/6/2014
Revised: 9/21/2016

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Remediation Form – JICK-E3

Bullying and Cyberbullying Remediation Form

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

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

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

Delineate the specific nature(s) of the incident:

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

Alternative discipline imposed for this student (actions taken):

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

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

- Alternative Discipline
- Detention
- Weekend Detention
- In-school suspension
- Out-of-school suspension

Adopted: 8/6/2014

Revised: 9/21/2016

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_____ Expulsion/Recommended for expulsion
Was the student referred to law enforcement? * yes * no
Outcome(s): _____

Additional details of disciplinary actions taken: _____

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

_____ Date: _____
Signature of principal or superintendent's designee completing this form

Title of superintendent's designee

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

Copy received: _____ Date: _____
Signature of school principal

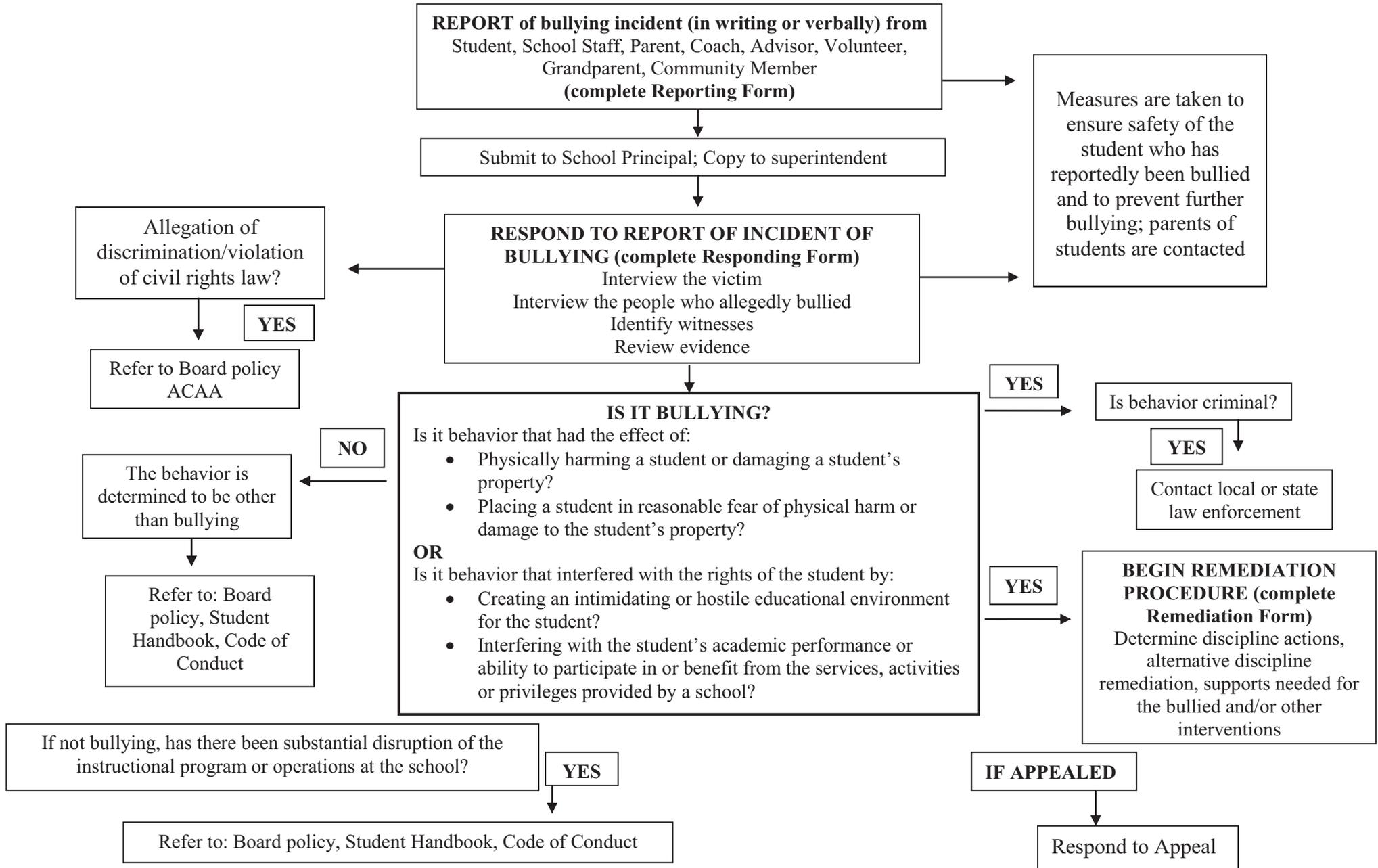
Copy to Superintendent on: _____
Date

Copy received: _____ Date: _____
Signature of Superintendent

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

Adopted: 8/6/2014
Revised: 9/21/2016

Cornville Regional Charter School
Bullying and Cyberbullying Reporting, Responding, and Remediation Procedure



STUDENT DISCRIMINATION AND HARASSMENT

Any and all discrimination and harassment is prohibited by CRCS.

Discrimination

Discrimination includes but is not limited to an unjust distinction based on race, color, age, sex, sexual orientation, perceived sexual orientation, gender, gender expression, socioeconomic status, religion or ancestry, national or state origin, age, or disability.

Harassment

Harassment includes but is not limited to verbal abuse based on race, color, sex, sexual orientation, perceived sexual orientation, gender, gender expression, socioeconomic class, religion, ancestry or national or state origin, or disability. Harassment that rises to the level of physical assault, battery and/or abuse is also addressed in the CRCS Policy JICIA – Weapons, Violence and School Safety.

Sexual Harassment

Sexual harassment includes but is not limited to unwelcome sexual advances, requests for sexual favors or pressure to engage in sexual activity, physical contact of a sexual nature, gestures, comments, or other physical, written or verbal conduct that is gender-based that interferes with a student's education. School employees, fellow students, volunteers and visitors to the school, and other persons with whom students may interact in order to pursue school activities are required to refrain from such conduct.

Discrimination and/or harassment of students by school employees are considered grounds for disciplinary action, up to and including discharge. Discrimination and/or harassment of students by other students is considered grounds for disciplinary action, up to and including expulsion. In the case of an organization affiliated with this school unit which authorizes hazing, penalties may include rescission of permission for that organization to operate on school property or to receive any other benefit of affiliation with the school unit. The Board will determine appropriate sanctions for discrimination and/or harassment of students by persons other than school employees and students.

The Board of Directors will investigate complaints of discrimination and harassment in accordance with the Student Discrimination and Harassment Complaint Procedure (Policy ACAA-R). School employees, students, and parents shall be informed of this policy/procedure through handbooks and/or other means selected by the school administration.

Legal Reference: Title IX of the Education Amendments of 1972 (20 USC § 1681, et seq.)
Title VI of the Civil Rights Act of 1964 (42 USC § 2000(d))
5 MRSA §§ 4602; 4681 et seq.
20 MRSA § 6553

Cross Reference: AC – Nondiscrimination/Equal Opportunity and Affirmative Action
ACAA-R – Student Discrimination and Harassment Complaint Procedure
ACAD - Hazing
JICIA – Weapons, Violence and School Safety

Adopted: 8/15/2012

HARASSMENT

The Board of Directors recognizes the right of each employee and student to a working and learning atmosphere which is free of intimidation, hostility, and offensiveness. In order to ensure such an atmosphere, employees and students are not to engage in harassment of any other person. Acts of harassment based upon race, color, gender, gender expression, sexual orientation, perceived sexual orientation, religion, age, socioeconomic status, national or state of origin, or disability are not only a violation of this policy but also may constitute illegal discrimination under state and federal laws.

Examples of prohibited harassment:

- A. Unwelcome sexual advances, gestures, comments, or contact;
- B. Threats of harm to a student, to his/her possessions, or to other individuals, whether transmitted verbally, in writing or through cyberspace;
- C. Offensive jokes;
- D. Ridicule, slurs, derogatory action or remarks; and
- E. Basing employment decisions or academic decisions affecting students on practices of submission to harassment.

Employees and students should also be advised of the importance of informing the harasser that his/her behavior is unwelcome, offensive, in poor taste, or inappropriate. Employees who believe that they are victims of harassment should report such occurrences to the Principal/Affirmative Action Coordinator or Executive Director. Students who believe that they are victims of harassment should report such occurrences to a teacher, counselor, or administrator or parent/guardian. The person who has allegedly been harassed shall be advised of the various options available to the person: Maine Human Rights Commission complaint, Title IX civil action, or formal request for discipline by the Executive Director and/or board.

A substantiated charge against a staff member will subject him/her to disciplinary action, which may include dismissal.

A substantiated charge against a student will subject him/her to disciplinary action, which may include suspension or expulsion.

Appropriate information regarding harassment and recourse shall be posted in a prominent and accessible location in each workplace in the unit. Education and training shall take place as required by law for each new employee.

Legal Reference: Title IX of 1972 Educational Amendments Act
Title VII of 1964 Civil Rights Act
Guidelines of Equal Employment Opportunity
Comm. PL 1991, Chap 474 (5 MRSA Sec. 4613.2; 26 MRSA Sec. 806, 807)

Adopted: 8/15/2012

EMPLOYEE DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

The following procedure has been adopted by CRCS to provide a method of prompt and equitable resolution of employee complaints of discrimination and/or harassment as described in the CRCS policies cross referenced below.

How to Make a Complaint

- A. Any employee who believes he/she has been discriminated against or harassed is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome or offensive and by requesting that the behavior stop. This shall not prevent the employee, however, from making an immediate formal complaint.
- B. Any employee who believes he/she has been discriminated against or harassed should report their concern promptly to the Principal/Affirmative Action Officer (AAO). If the employee is uncomfortable reporting concerns to the AAO, he/she may report the concern to the Executive Director. The report must be made in writing. Employees who are unsure as to whether unlawful discrimination or harassment has occurred are encouraged to discuss their concerns with the AAO. Employees will not be retaliated against for reporting suspected discrimination or harassment.
- C. The AAO will promptly inform the Executive Director and the person who is the subject of the complaint that a complaint has been received.
- D. The AAO may pursue an informal resolution of the complaint with the agreement of the complainant and the person against whom the complaint is made. The AAO may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Executive Director, who shall consider the particular circumstances and applicable policies and laws.
- E. The complaint will be investigated by the AAO unless the Executive Director designates another person to investigate it on his/her behalf.
 - a. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation.
 - b. If the complaint is against an employee of CRCS, any rights conferred under any applicable collective bargaining agreement shall be applied.
 - c. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable State and Federal laws.
 - d. The Principal/AAO shall keep a written record of the investigation process.
 - e. The Principal/AAO may take interim remedial measures (consistent with any applicable collective bargaining agreement provisions) to reduce the risk of further harassment while the investigation is ongoing.
 - f. The AAO shall consult with the Executive Director concerning the investigation, conclusions, and any remedial and/or disciplinary actions he/she recommends.
 - g. The investigation shall be completed within 15 school days of receiving the complaint, if practical.

- F. If the Principal/AAO determines that discrimination and/or harassment occurred, he/she shall, in consultation with the Executive Director:
1. Determine what remedial action is required, if any;
 2. Determine what disciplinary action should be taken against the person(s) who engaged in discrimination and/or harassment, if any; and
 3. In writing, inform the employee who made the complaint of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).
- G. If the employee who made the complaint is dissatisfied with the resolution, he/she may appeal to the Executive Director within 14 calendar days after receiving notice of the resolution. The Executive Director shall review the investigation report and may conduct further investigation if deemed appropriate. The Executive Director's decision shall be final.
- H. In the case of a discrimination or harassment complaint against the Executive Director, the CRCS Board of Education Chair, or his/her designee, in consultation with Legal Counsel will act in place of the Executive Director in this policy. Any employee who believes he/she has been discriminated against or harassed is encouraged to utilize the school's complaint procedure. However, employees are hereby notified that they also have the right to report incidents of discrimination or harassment to the Maine Human Rights Commission, State House Station 51, Augusta, ME 04333 (telephone: 207-624-6050) and/or to the Federal Office for Civil Rights, Region 1 Regional Director, U.S. Department of Education, John .W. McCormack POCH Room 222, Boston, MA 02109-4557 (telephone: 617-223-9622).

Legal Reference: Americans with Disabilities Act (28 CFR § 35.07)
Section 504 of the Vocational Rehabilitation Act (34 CFR § 104.7)
Title IX of the Educational Amendments of 1972 (34 CFR § 106.8(b))
Age Discrimination in Employment Act (34 CFR § 110.25)

Cross Reference: AC – Nondiscrimination/Equal Opportunity and Affirmative Action
ACAB – Harassment

Adopted: 8/15/2012

B.1 School Calendar and Daily Schedule

CRCS Early Childhood Center will mirror Cornville Regional Charter School's calendar. Cornville Regional Charter School's school year consists of 175 student days with 5 additional teacher workshop days. The calendar schedules in 5 days for storm days. If fewer than 5 days are used, the last day of school will be moved back, but if more than 5 are used, the last day of school will be moved ahead.

CRCS Early Childhood Center's morning session hours will be from 8:00 to 11:15 and afternoon sessions will be held from 12:00 to 3:15. Both morning and afternoon sessions will be held Monday through Thursday. Friday will allow for teacher prep time as well as professional development in conjunction with Cornville Regional Charter school staff.

Instructional time for the CRCS Early Childhood Center shall be a minimum of 10 hours per week for 35 weeks and shall not include rest time. The program will be scheduled within the 175 school days that CRCS has designated as instructional time, but does not have to use all days, allowing flexibility as to numbers of days per week.

Challenges we have heard from parents in the community is the fact that current area public PreK programs do not typically run 5 days per week. Parents are forced to find a quality child care program for 1 day per week and that in itself causes another transition for the child. On Fridays there will be a private childcare option that will mirror and support the learning opportunities that occurred Monday-Thursday. This provides continuity, while providing a strong academic program that is seamless with childcare. Parents will have the option to provide additional learning time for their child, minimize interfering with their work or career, and insure that the child is in a stable environment that will positively impact the social emotional and academic development.

School Closures/Delays

CRCS Early Childhood Center will be making storm day closing decisions independent of local school districts, although many of the closings will be similar. School cancellations will be announced on local radio and TV stations MOOSE 92.3, RIVER 93.5, BEAR 98.5, WTOS 105.1, MIX 107.9, WLBZ-TV 2, WABI 5, WVII 7 and Cornville Regional Charter School on Facebook.

Releasing Students

For the safety of the students, children will be released only to parents, guardians, and persons listed on the emergency forms. Parents must provide CRCS with documents about restraining orders or custody limitations and notify the office if there is any concern that an individual with restricted access to the child might attempt to contact or pick up the child from school.

Required Tabs

14. Sample Daily Schedule for each grade span the school intends to operate (elementary, middle and/or high school).
15. Annual Calendar for the first year of operation.

Tab 14 Sample Daily Schedule

Morning Session Monday through Thursday

8:00-8:15	Student arrival and outdoor recess
8:15-8:45	Morning meeting
8:45-9:45	Creative play, discovery and project time: blocks, puzzles, sand-water table, paints, play dough, small group activities
9:45 - 10:05	Clean-up, snack
10:05-10:45	Free play and structured activities outside.
10:45-11:15	Closing circle (read aloud, singing and/or movement activities)
11:15	Dismissal

11:15-12:00	<i>45 minute break between sessions for Learning Facilitator and Ed-Tech to have lunch/prep before 2nd session begins. Learners will have lunch/recess during this time in the private after school session.</i>
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Afternoon Session Monday through Thursday

12:00-12:15	Student arrival and outdoor recess
12:15-12:45	Morning meeting
12:45-1:45	Creative play, discovery and project time: blocks, puzzles, sand-water table, paints, play dough, small group activities
1:45-2:05	Clean-up, snack
2:05-2:45	Free play and structured activities outside.
2:45-3:15	Closing circle (read aloud, singing and/or movement activities)
3:15	Dismissal

CRCS Early Childhood Center Proposed 2017-2018 School Calendar

August 2017				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2017				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2017				
M	T	W	Th	F
	2	3	4	5
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2017				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2017				
M	T	W	Th	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2018				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2018				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

March 2018				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2018				
M	T	W	Th	F
	2	3	4	5
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2018				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2018				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Teacher Workshop	Vacation	Childcare only
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5 teacher workshops

175 student days

Last day of school is June 18, 2018 with 5 snow days

B.2 Student Recruitment and Enrollment

The physical address of CRCS Early Childhood Center is 135 Dr. Mann Road, Skowhegan, Maine at the former home of the Skowhegan Nursery School. The Towns of Cornville and Skowhegan are part of the Skowhegan School District RSU #54 and the CRCS Early Childhood Center is 7.5 miles away from Cornville Regional Charter School.

Our catchment area will stay the same as our first Campus. We will utilize our current transportation system to provide limited transportation to meet the needs of families for the morning and afternoon sessions, but not the midday run. This in itself is unique for the area and eliminates a major barrier for parents and families. Many families are unable to provide transportation because they are a working family unit or because of limited transportation options. We will continue to modify and adjust our routes to best meet the needs of our families and learners.

Immediately following the approval from the Charter Commission, we will begin sending out Letters of Intent to Enroll along with a brochure to prospective parents. We will meet personally with local government agencies that work with impoverished families and explain our programming and the options that it provides to their clients. We want to be very explicit with agencies with what we have to offer so they can accurately discuss choices with prospective parents.

We will host an Open House and informational meetings, along with surveying the local community, starting after the approval process. We will be sending home information directly to our existing families that will in turn circulate and spread through word of mouth. This will work in conjunction with leveraging social media announcing upcoming events and enrollment procedures.

Rural poverty is a systemic problem in Central Maine and the perception is that charter schools attract upper middle class families, which CRCS has demonstrated as being inaccurate. Our Free/Reduced lunch rate is comparable to surrounding schools (between 60-70%) and our Special Education population hovers around 25%, double the State average. We fully anticipate that this number will be consistent in the PreK program.

Many families have limited resources and traditional literature, brochures, and advertisements often do not reach these impoverished families. Social media, word of mouth, and visibility in the community are our most effective means of recruiting. Families filling out the Intent to Enroll form more often than not have a personal connection with a current or former family that attends. Nevertheless, we are going to work with local government agencies to help get our brochures and Letters of Intent in the hands of families that need assistance. Furthermore, we are going to reach out to the local Home School organizations to inform them of their choices and how our programming is vastly different than surrounding school districts.

The Skowhegan Nursery School has had a healthy enrollment for parents who are seeking an all-day option. Nevertheless, parents have stressed that attending a local public pre-school with no tuition fees have a significant financial impact on families in a high impoverished area. However, the local Pre-K programs are only half day and do not provide an option for families to have childcare in the same facility nor transportation options. CRCS Early Childhood Center programming eliminates barriers that make it difficult for parents such as transportation, childcare, and continuity.

We have conducted a survey of our currently families online and within less than 8 hours we have interest to fill at least 16 out of 32 slots during the first year of operation. KVCAP and the local Montessori schools both have waitlists and one of the largest private daycare/PreK programs closed it's doors in June 2016. There is an increasing demand for PreK and early childhood programming at an affordable cost and reduction in barriers for families.

Application Timeline and Procedures

The application period will begin in January. Completed applications received after the deadline of March 1st will not be eligible for the lottery and placed on a waitlist accordingly. If there are more applications than there are available places, a lottery will be held. CRCS accepts all applications and does not discriminate based on sex, race, color, religion, handicaps or disabilities.

Lottery Guidelines:

Siblings of students currently enrolled, children of staff and founders: All siblings of admitted students will be placed prior to holding a lottery. CRCS shall also give enrollment preference to children of the school's founders and full-time employees, as long as they constitute no more than 10% of the school's total student population.

Applicants: All names of remaining students who have submitted completed applications will be given bingo numbers and placed in a bingo ball.

Drawing: Beginning with kindergarten, as each ball is drawn, the student will be admitted or placed on the waiting list.

Siblings of admitted students: When a student is admitted, their siblings' names are automatically drawn. If there is space, the siblings are admitted as well. If not, they will be placed on the waitlist.

Admitted students: Parents of accepted students will meet with the school director for orientation and receive enrollment paperwork. This admittance remains in effect until they graduate or transfer.

Waitlisted students: If there is no longer space available, the student will be placed on the waitlist in the order that his or her name was drawn. If an opening occurs in a given grade, students on the wait-list will be contacted according to their order on the waitlist.

Students who apply to CRCS after the lottery date: These students will be conditionally admitted only if space is available. If space is not available, they will be placed on the waitlist in the order that their completed application is received.

Required Tab

16. Projected Enrollment Table.

Projected Enrollment Table

Projected Enrollment Table Over Time:

Grade	Funding	Age	2017-18	2018-19	2019-20	2020-21	2021-22
Public Pre-K Program 16 - AM learners 16 - PM learners	Local Funding (State Subsidy)	4	32 16 - AM 16 - PM				
Private Child Care program 16 - AM learners 16 - PM learners	Private Funding	3-4	32 16 - AM 16 - PM				
Teacher	Local Funds		1	1	1	1	1
Secretary	Local Funds		*	*	*	*	*
Ed-Techs	Local Funds		2**	2**	2**	2**	2**
Admin	Local Funds		*	*	*	*	*
Business Manager	Local Funds		*	*	*	*	*
Sped Director	Local Funds		*	*	*	*	*
Resource Room	Local Funds		*	*	*	*	*
Custodian	Local Funds		.5***	.5***	.5***	.5***	.5***

* Indicates that there is existing personnel at the Cornville Campus. Shared costs which will reduce costs between all the buildings. Economical and consolidation of services between the three buildings.

** Budgeted for additional Ed-Tech if the need arises for Special Needs, but will plan on not necessarily needing.

*** We will increase as necessary, but don't anticipate this needing more time due to the size of the building.

B.3 Staffing and Human Resources

CRCS Early Childhood Center anticipates professional interest in the school for a variety of reasons. Learning Facilitators will be given more choice in the development and implementation of school curriculum. Learning Facilitators will feel valued and appreciated and their learners will benefit from the positive climate of the school environment. During recruitment for qualified staff, the hiring board will advertise publicly using the website www.servingschools.org.

CRCS Early Childhood Center will advertise for qualified applicants who are creative, energetic and highly capable of delivering “best practices” based on current educational research and individual needs of children. Effective applicants will be passionate about making a difference in the lives of students and the community. A competent Learning Facilitator will be skilled at using a variety of learning approaches, including proficiency-based and progressive or alternative teaching methods that will benefit the whole child. They will have a desire and a plan to create a caring, emotionally safe environment where character development is taught and moral standards are high.

The goal of CRCS Early Childhood Center is to hire and retain effective learning facilitators and build a school environment where ideas are shared with respect and professional support. CRCS Early Childhood Center will screen for learning facilitators who exhibit a passion and drive to improve the minds and lives of students. Learning Facilitators will take ownership in student academic success as well as failure, model core values of collaboration, respect individuality and selflessness with students, colleagues, parents and the community. CRCS doesn't just want to hire staff; we want to build a team.

Teachers/Facilitators

The Learning Facilitator is responsible for curriculum, assessment, and instruction in their class. In addition, a teacher interested in joining our team must be an avid believer in customized learning, meaning everyone learns at different rates of time and in different ways as well as deserve a setting that is shaped according to their individual needs. Our goal is to customize the educational experience and break down traditional barriers and structures that can prevent a truly student-centered environment.

We are especially interested in candidates who can contribute to the excellence of our academic community through sharing their research-based practices, teaching, and/or service. CRCS Early Childhood Center teachers must have a growth mindset, seek to work in collaborations, be flexible, utilize technology as an essential tool for learning, and desire continuous professional improvement. Teachers must also be willing to embrace the professional development opportunities offered and view them as the essential resources in maintaining a cohesive, vision-centered community. Every obstacle must be met with “how can we solve this problem?” and every solution must enhance and support our mission, vision, and principle of CRCS.

We know it is essential for teachers to have competency/proficiency-based and research-based practices in which they teach, and we are seeking this in our candidates. Prior experience in a school would be preferred but we are open to having our campus be the first education experience for highly-skilled, dynamic teachers who believe in our mission and vision.

Teacher's Aides/Paraprofessionals

The position of teacher aide/paraprofessional is to assist the teacher in a variety of areas. It can include working with individuals, small groups of learners or a class as a whole. The position also may include performing duties, making copies and correcting student work. The teacher's aide/paraprofessional will have the following qualifications, skills and experiences:

- cooperate successfully as a member of a team
- communicate effectively with others
- maintain confidentiality
- possess effective oral and written communication skills
- assume responsibility for own professional development
- be flexible and able to work in an ever-changing school environment
- demonstrate proficiency using word-processing systems

Support Staff

School support staff can play an important role to insure students are learning in an environment that is both physically and emotionally safe. Some of the tasks will be filled on a volunteer basis; others will be contracted out. As enrollment or needs increase, CRCS Early Childhood Center will hire part and full time personnel to fill these positions. Possible positions to be filled include Special Education services such as, but not limited to, speech/language clinician, Occupational Therapy, Physical Therapy ect.

Performance Evaluations for Teaching Staff

The evaluation system will be consistent with the CRCS Teacher Evaluation Handbook that was adopted by our School Board and Maine Department of Education. The purpose of the performance evaluation is to determine competence, assess strengths, provide support and mentoring, assure continued growth through differential experiences, and monitor the charter school's employment decisions.

- **Staff Handbook:**
 - Teachers and other staff will read and agree to the components of the staff handbook. This handbook will include the educator's performance evaluation measures as well as employment procedures, duties and responsibilities. This handbook outlines a teacher's rights, salary scales and benefits. It also includes other conditions of employment such as procedures for field trips and fundraising.

- **Professional Practice Model applicable to teachers or administrators**
 - **(please see Tab 18, Teacher Evaluation Handbook PEPG)**
 - The Marzano Model will be the model applicable to teachers and the MPA model will apply to all administrators.
 - The use of iObservation tool has a current weighting system that is addressed under the Calculating a Teacher's Summative Evaluation Rating in the PEPG handbook.

Teachers will be evaluated throughout the year with both formal and informal evaluations by the principal. Unlimited informal observations as well as input from consultants, instructional specialists, and peers may be used to ascertain a teacher's performance level and to identify appropriate areas for improvement. If a teacher's performance falters during the course of the year, the principal may request that additional evaluation steps be incorporated into the process. The evaluation system is reliable, valid and legally discriminating. Evaluation should improve the delivery of services to students. It should be a continuous, constructive, and cooperative endeavor.

All teachers will be compensated based on their years of experience and degrees as defined by the Board's salary schedule. The goal is to maintain 90%-100% of the local districts.

Plan for Professional Development

CRCS Early Childhood Center will include professional development training in the days prior to the school's opening and throughout the school year during scheduled in-service days. The governing board and administration of the school will look for professional development opportunities to support the teaching staff. Initially, these opportunities will focus on the best ways to implement a proficiency-based educational system and plan lessons to differentiate learning activities within classrooms. All staff will be encouraged to participate in CPR and first aid training as well as workshops on the roots of bullying and harassment. This will inform the staff about effective interventions, prevention strategies, and strategies for dealing with bullying incidents. Professional development will also offer explicit instruction on Child Find provisions including guidelines and instructions for early identification of children who might be suspected of having a disability. Each staff member will be encouraged to seek out their own professional development opportunities as well. These opportunities will be individualized based on the staff member's specific interests, skills or needs. When a staff member participates in outside professional development s/he will be expected to share knowledge gained and resources with the rest of the staff.

Plan for Parent Involvement

CRCS Early Childhood Center is a parent participation school. Participating in a child's education and developing the strong sense of community that comes from working with others toward a common goal are central to the mission and vision of CRCS Early Childhood Center. Our goal is to have all families involved in a way that is meaningful both to the family and the center.

CRCS Early Childhood Center strongly encourages parental and community involvement. CRCS Early Childhood Center will provide supports for parents to assist their child by scheduling parent teacher conferences, student celebrations and themed events. Furthermore, staff will work to maintain open lines of communication. CRCS Early Childhood Center envisions parents as partners in their child's education, including assisting in their child's personal learning plan and educational goal setting.

At CRCS Early Childhood Center we view each day as an essential learning opportunity where a significant part of the educational experience is derived from classroom participation, activities, discussion and relationships. Regular attendance is crucial for children to attain the maximum benefit from the school experience and parent support is vital.

Required Tabs

17. First-year Staffing Chart.
18. Staff Handbook or Employee Manual.

Tab 17 First Year Staffing Chart

In staffing CRCS Early Childhood Center, the Board of Directors will comply with LD 1553, the State of Maine Charter School Act. CRCS Early Childhood Center will conduct background checks on employee candidates to provide for the health and safety of the school. Teachers and staff will be hired based on numbers of admitted students to be determined after open enrollment,

Funding source	Staff position	Number of employees
Local funds	Certified teacher	1 full time- TBD
Local funds	Educational technician	1 full time (already employed by Skowhegan Nursery School)
Local funds	Executive Director/Principal	1 part time (already employed by CRCS)
Local funds	Custodian (part time)	1 part time (already employed by CRCS)
Local funds	Secretary/Bookkeeper	1 part time (already employed by CRCS)
Local funds	Business Manager	1 part time (already employed by CRCS)
Local funds	Nurse	1 part time (already employed by CRCS)
Private funds for private child care	Ed-Tech	1, possibly 2, full time (already employed by Skowhegan Nursery School)

CRCS STAFF HANDBOOK 2016-2017 CORNVILLE CAMPUS

Mission Statement

The mission of the Cornville Regional Charter School is to create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

Welcome

Welcome to the faculty of Cornville Regional Charter School. We are honored to be chosen as the first elementary charter school in the state of Maine. We see education as a partnership between faculty, parents, our Board of Directors and the community.

We are looking forward to partnering with you in the important work of growing and learning. We are wholeheartedly committed to providing an outstanding education to each one of our students within a culture of shared values and collaboration. We will pursue this common interest with passion and dedication in the coming year! We also know that there is no such thing as a perfect school. An almost perfect school is one that continually challenges itself to develop and refine its programs. CRCS is willing to be open and flexible as we go through the process of meeting all of our students' needs. Please read and refer to this handbook throughout the year. The Board and administration are available to you at any time. Together, we can build a school that will meet the needs of individual students in a way that inspires and involves them in meaningful education.

Our Philosophy The belief of the Cornville Regional Charter School is to:

- instill creativity and critical thinking
- build character, knowledge and leadership skills
- create independent self-expressive learners
- develop clear and effective communicators
- produce cooperative and collaborative team members
- reinforce learning through project based education
- encourage appreciation and respect for the arts and diversity
- emphasize fun and meaningful learning
- instill self-confidence and respect for others
- provide a school-wide theme based curriculum
- prepare students for integration into future learning environments
- create an exciting learning environment
- provide content experts and skilled professionals to support classroom instruction
-

The Goal of the Cornville Regional Charter School The goal of the Cornville Regional Charter School is to create a small school that offers a rigorous, proficiency-based curriculum. The curricular focus is on depth of learning, providing time to investigate areas of study, developing basic skills in the context of real-life projects, and connecting knowledge across subject areas. Classroom environments will be designed to facilitate whole class activities, small group work and individual learning. Community resources will be used as much as possible to ground the students' work in an understanding of their towns and local natural environment. The environment and culture of a rural Maine town will form the basis for the culture of the curriculum and the foundation for understanding and connecting to the larger national and international communities.

Another goal of the school is to share its best practices in other educational settings. As a community, we expect to be partners with other professionals, universities and parents in order to provide the very best for our children.

Guiding Values All students attending Cornville Regional Charter School have the right to learn in a safe and calm environment. We make every effort to provide a climate that is conducive to learning. Our ultimate goals are to promote responsible student attitudes and help students develop good work habits and social skills that are essential to becoming responsible, self-controlled and productive citizens. We respect ourselves, others and the environment. We take responsibility for our actions. We work together to be a sharing community. We value the individual and the diversity that each person brings. It is important for students, parents and staff to be heard. We strive to listen and expect everyone to use positive language. We aim to be responsive and recognize the value of modeling the guiding values for students, parents and visitors. The Cornville Regional Charter School values these three guiding principles:

Be Safe	Be Respectful	Be Responsible
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Assessment and Evaluation Assessment and evaluation procedures focus on each child’s progressive development. This is an integral part of the teaching/learning process. Formal assessments in writing, mathematics and reading are collected and data is provided to inform teaching practices at the school. Progress reports are given to families three times per year and informal conversations are ongoing. State mandated testing occurs annually as well as the NWEA assessment that are used to measure students’ progress in mathematics, reading, language usage, and science skills.

I. EMPLOYMENT

1.1 EMPLOYMENT RELATIONSHIP

This general statement of policy applies to all employees of Cornville Regional Charter School. If any conflict should exist between the Employment Handbook and a written Employee Agreement between the Employer and Employee, the Employment Agreement shall prevail.

1.2 EQUAL EMPLOYMENT OPPORTUNITY

Cornville Regional Charter School is an equal opportunity employer. We strive for excellence in every area of the school. The school is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of the school and prohibits unlawful discrimination by any employee of the school.

1.2.1 AT-WILL EMPLOYMENT

Cornville Regional Charter School expects the employee/employer relationship to be beneficial to both parties. At the same time, all employees should remember that the employment relationship exists by mutual agreement. Consequently, either party can terminate the employment relationship “at will”, at any time, with or without notice. This handbook, therefore, does not constitute an agreement for continued employment or any employment of any length. The only exception to this would be an employment relationship stated in a written contract signed by both the employee and the CRCS Executive Director.

1.2.2 RESIGNATION

Should it become necessary for an employee to terminate his/her employment with Cornville Regional Charter School, CRCS requests the courtesy of the employee’s notice of the intent to terminate employment at least two weeks prior to termination whenever possible.

1.2.3 EXIT INTERVIEW

If an employee voluntarily leaves CRCS, you may be asked to participate in an exit interview. During the exit interview, you can express yourself freely. We hope this will provide insight to both parties. All information will be kept confidential and will not affect any reference information we provide to another employer.

1.2.4 REDUCTION IN FORCE (pending legal approval August 2016)

At such time as the Executive Director determines that a reduction in force may be necessary, Executive Director shall notify the Board, and upon request, meet with the Board prior to any final decision.

A. Order of Layoff: When the Executive Director determines that a reduction in force is necessary, it shall consider the relative qualifications and abilities of all employees within the specific impact area in which the reduction occurs. The Executive Director shall have the sole determination of which impact area shall be affected by a reduction.

B. Criteria for Selection

1. In considering the employee within an impact area the criteria that the Executive Director shall consider are certification, experience(s), education, evaluations.

Recall

C. Employees that laid off shall remain on the recall list for a period of up to 90 days from the date of severance. If an opening that the employee is qualified for the Executive Director will send a notice sent by certified mail to the employee's address, on file with the Executive Director, notifying the employee of a vacancy within the first 90 days of the layoff period. An employee's failure to respond affirmatively within fifteen (15) days after receipt of the Executive Director's notice, recalling such employee, shall result in the termination of the employee's rights of recall hereafter. After the 90 days from severance the employee would need to apply for an opening and a notice will not be sent to the employee notifying them of an opening.

D. When a vacancy occurs within a specific impact area, those employees who have lost their position within the specific impact area shall be recalled to that position by order of layoff within the 90 days from severance.

1.3 PERSONNEL ADMINISTRATION

Employee files and benefit records are considered confidential. Keeping your file up to date can be important to you with regard to pay, deductions, benefits and other matters.

1.3.1 YOUR RESPONSIBILITY

You are responsible for providing the following information required for your personnel file. You must promptly notify CRCS of any changes:

- a. Full correct name, home address, telephone number, and social security number.
- b. Copies of all academic records, credentials, degrees.
- c. Annual forms and certifications as required, including fingerprinting and police clearance.
- d. Applications for benefits with accurate information.
- e. Proof of U.S. citizenship. Federal regulations require that
 - 1) before becoming employed, all applicants must complete and sign Federal Form I-9, Employment Eligibility Verification Form; and
 - 2) all applicants who are hired need to present document of identity and eligibility to work in the U.S.
- f. Other forms as necessary.

1.3.2 INSPECTION OF YOUR FILE AND/OR BENEFIT RECORDS

You may inspect your own personnel file by making an appointment with the Principal. Files will be inspected in the presence of one of the employees of the office. Benefit information, such as Earned Time Off (ETO) records, or hours worked may also be reviewed. You may request and receive copies of all documents you have signed.

1.4 EMPLOYMENT CLASSIFICATIONS

At the time you are hired, you are classified as full-time, part-time or temporary and are also told whether you qualify for overtime pay. Unless otherwise stated, benefits described in this manual apply only to full-time employees. All other policies apply to all employees.

1.4.1 FULL-TIME EMPLOYEES

Full-time employees are those scheduled for 35 hours per week or more during the school year.

1.4.2 PART-TIME EMPLOYEES

An employee who is scheduled to work less than a 35 hour week is considered a part-time employee.

1.4.3 CONSULTANTS

CRCS may hire persons for completion of a specific project. These persons may be hired as consultants and the job assignment; work schedule and duration of the position will be determined on a case-by-case basis.

1.4.4 EXEMPT AND NON-EXEMPT EMPLOYEES

At the time of hiring, all employees are classified as either “exempt” or “nonexempt”. By law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight hours per day or forty hours per work week. These employees are referred to as “non-exempt” and therefore they should receive overtime pay. Exempt employees are administrators, professional staff, technical staff and others whose duties and responsibilities allow them to be “exempt” from the laws governing over-time pay.

1.5 EMPLOYEE EVALUATION

Job description and specific criteria for each position should be clearly communicated to each employee. Performance feedback is an important part of each person’s growth. Feedback will be given on an ongoing basis. New employees and employees who have a change in responsibilities may be reviewed more often. Employees who believe they do not have clear job descriptions and specific position criteria must communicate this to CRCS well before scheduled evaluation.

1.6 WORK SCHEDULES

The normal workweek is a five-day period, Monday through Friday. Cornville Regional Charter School’s regular hours of operation are from 8:00 a.m. – 3:30 p.m. Staff are expected to be at work for 15 minutes before and after the regular hours of operation. In general, employees are informed of their working hours/schedule at the inception of their employment relationship. Working hours and schedules vary depending upon the job classification and the school’s needs. In addition, Cornville Regional Charter School reserves the right to alter schedules as it may require.

1.7 PAY PRACTICES

Payroll dates and times are scheduled according to Cornville Regional Charter School policy. Employees receive (26) twenty-six checks bi-weekly.

1.8 BENEFITS

1.8.1 HEALTH INSURANCE

Forms of Health Coverage Offered at CRCS

CRCS offers health insurance through Harvard Pilgrim. The cost to full time employees is \$100.00 per month that can be deducted pre-tax from the employee's pay. Health coverage is also offered to children of full time employees at a cost of \$100.00 per month per child.

CRCS also offers Dental and Vision Insurance for full time employees at the employee’s expense. This insurance is available through Kyes/ Carpenter. The employee may also choose to purchase additional supplemental insurance through Kyes/ Carpenter at the employee's expense.

1.8.2 WORKER’S COMPENSATION INSURANCE

If you are injured on the job, your medical and hospital expenses and a portion of lost salary may be payable

under Worker's Compensation Insurance.

Reporting an injury:

- You are responsible for reporting any job related injury to the Office immediately.
- You will be asked to complete a simple form "Employer's First Report of Injury".
- The office will provide you with information so you can seek medical attention as necessary under the Worker's Compensation Plan.
- You will receive a pamphlet "Facts for Injured Workers" which will give you additional information about your rights under Workers' Compensation Insurance.
- You should report any injury in a timely fashion, even minor ones not requiring immediate medical attention, so that appropriate records can be kept. Should a minor injury develop into a more severe problem, you and the school may be in a better position to make a claim.

1.8.3 RETIREMENT

The Maine Public Employees Retirement System (MainePERS) members include teachers, state, county, and municipal employees, legislators, judges, and those who work for other public entities. The System also administers Disability Retirement, Group Life Insurance, and MaineSTART, a tax-deferred retirement savings program. Administration of these programs includes financial administration, investment administration, record keeping of members' work and compensation data, and administration of retirement-related services provided to members, employers and retirees. Being hired as a public school employee under the legal definition of "teacher," membership in MainePERS is mandatory from the first date of employment. If at any time you hold a full-time position at CRCS, membership is mandatory (e.g. educational technician or classroom teacher), MainePERS membership for that position will begin from the first day of employment.

CRCS provides the first tier of Group Life Insurance with employees having the option to purchase additional coverage.

1.9 LEAVE POLICIES

1.9.1 GENERAL OVERVIEW OF LEAVES OF ABSENCE (changes pending legal approval)

CRCS's policy is to grant certain leaves of absence to eligible employees on a non-discriminatory basis within the parameters of its policies and applicable law. Unless applicable law requires otherwise, the following policies will govern the noted leaves of absence.

In general, CRCS offers eligible employees leaves for:

- (1) Earned Time Off (ETO)
- (2) Family and medical needs under the Federal Family Medical Leave Act ("FMLA") and the Maine Family Care Act ("MFCA")
- (3) Pregnancy disability
- (4) Kin care
- (5) Bereavement
- (6) Jury duty
- (7) Personal business

1.9.2 LEAVES OF ABSENCE

1. Earned Time Off (ETO)

CRCS recognizes that there are times when employees have the need to take a brief period of time off due to short-term illness or injury to themselves or their legal dependents. ETO is a program that combines traditional plans providing pay to employees who are not at work (i.e., sick days and personal days) into a single "bank" of days or hours to be used by employees at their discretion, subject to departmental procedures. Accordingly, CRCS provides full-time (12 full days) and part-time employees (pro-rated) an ETO benefit of six (6) days upon hire.

Provided unused days are available under the conditions set forth above, up to twelve (12) days leave without loss of pay, in any one year, shall be allowed.

a. Circumstances under Which ETO Leave May Be Taken

Employees may draw on their ETO for any reason.

b. Maximum Accrual of Earned Time off (ETO)

Each regular, full-time employee is eligible for twelve (12) days of ETO each contract year. Each part-time employee is eligible to accrue ETO on a pro-rated basis based on his/her schedule. Both regular full-time employees and regular part-time employees earn ETO benefits on a pro-rated basis for each complete calendar month of service. ETO may accumulate from year to year up to a maximum of 180 days leave.

c. No Cash Redemption for Unused ETO Time

ETO benefits may not be cashed out or paid upon retirement or termination of employment.

2. Family and Medical Leave

Family and medical leaves of absence may be available to eligible employees. The following section details when unpaid leave may be taken according to applicable laws and CRCS policies. When employees have accrued ETO, they may use such leave to continue being paid during these periods. In addition, when accrued ETO benefits are exhausted, other benefits may be available; such benefits are described below in section g.

a. Circumstances Under Which Family and Medical leave Is Available

An eligible employee may request a family and medical leave for any of the following reasons:

- The birth of the employee's child;
- The placement of a child with the employee in connection with an adoption or foster care;
- To care for a dependent, such as a child, parent, domestic partner, or spouse who has a serious health condition; or,
- Due to a serious health condition that prevents the employee from performing one or more of the essential functions of his or her position.

b. Determining Eligibility for Family and Medical Leave

To be eligible for an unpaid medical leave of absence, an employee must:

- Have completed one year of continuous service;

c. Maximum Time Off For Family and Medical Leave

Subject to the conditions of this policy an eligible employee may request up to 12 weeks family and medical leave during a 12 month period.

d. Requesting Family and Medical Leave

Requests for leave should be made in writing as far in advance as possible.

Employees must provide proper notification as a condition of eligibility for a leave.

The employee must:

- (1) Notify the principal or director in writing of the need for such a leave; and,
- (2) Include the date the leave will begin and the anticipated duration of the leave in the notification.

e. Certification of a Health Care Provider

If an employee is requesting a leave due to a serious health condition of the employee or a family member, the employee must support the request with a certification issued by the health care provider of the individual with the serious health condition. The certification should include the following

information:

- (1) The date, if known, on which the serious health condition commenced;
- (2) The probable duration of the condition;
- (3) An estimate of the amount of time that the health care provider believes that the employee needs to care for the individual requiring the care; and
- (4) A statement that the serious health condition warrants the participation of a family member to provide care during a period of the treatment or supervision of the individual requiring care.

If an employee requests intermittent leave for planned medical treatment, the certification should specify the dates on which such treatment is expected to be given and the duration of the treatment.

If the time estimated by the health care provider under (3) above expires, the employee must submit a recertification if the employee desires additional leave.

f. Benefits During Family and Medical Leave

An employee who is granted a family and medical leave of absence must use any ETO benefits during the period of the leave. Any portion of a leave that occurs after all ETO benefits have been exhausted shall be without pay. For purposes of this policy's 12-week limitation, any paid and unpaid portions of the leave of absence shall be added together whether or not they are taken consecutively.

During an employee's medical leave, no ETO benefits will accrue.

g. Compensation During Family and Medical Leave

There are other compensation programs that may be available to employees who are granted family and medical leave depending upon whether or not the employee is eligible. Specifically, employees may be eligible to apply for:

- State Disability Insurance benefits ("SDI");
- Paid Family Leave or
- Private Long Term Disability Insurance ("LTDI")

Whether you will qualify for one or more of these depends on the type of leave you are taking. For example, SDI is only available if an employee is disabled. Please see the director to inquire about the eligibility and application requirements for each of these.

h. Return to Work

Except where the law authorizes a different result, an employee who complies with the provisions of this policy will be guaranteed reemployment upon expiration of an approved leave, provided that the total period of the leave does not exceed 12 weeks.

3. Pregnancy Leave

An employee, who is temporarily disabled and unable to work due to a pregnancy related condition, is eligible to take an unpaid leave of absence for the period of her disability, provided such period does not exceed three (3) months.

Pregnancy leave is for any period or periods of actual disability caused by an employee's pregnancy, childbirth or related medical conditions up to three (3) months (equating to 12 calendar weeks for a full-time employee and less, on a pro-rated basis, for a part-time employee) for pregnancy. The total period of all absences related to the same medical condition shall be considered part of the same leave and may not exceed the three (3) months as defined here.

a. General Required Notifications to CRCS

Employees requiring a pregnancy leave must notify CRCS in writing of the need for such a leave at least thirty (30) days in advance of the date on which the leave is to commence where possible.

The required notice must specify that a need for a medical leave exists, the date such leave will begin, and the expected duration of the disability.

The notice must be accompanied by a medical certification of a health care provider that verifies the existence of the medical condition, the anticipated duration of the disability, and the dates the leave is expected to begin and end.

An employee who requests such a leave may be required to provide additional medication certifications from time to time thereafter in order to provide updated information regarding the employee's condition.

b. Intermittent Leave

The pregnancy disability leave does not need to be taken in one continuous period of time, but can be taken on an as-needed basis. For example, time off needed for prenatal care, severe morning sickness, doctor-ordered bed rest, childbirth, and recovery from childbirth would all be covered by the employee's pregnancy disability leave. However, appropriate health care provider certifications may be required as noted above.

c. Employee Compensation While on Disability Leave

Employees who are granted a medical leave of absence due to a pregnancy-related condition, may utilize any accrued ETO benefits during the leave. Any portion of a leave that occurs after all ETO has been exhausted shall be without compensation with the exception of compensation that may be derived from state disability insurance.

Employees may be eligible for SDI, FTDI and/or LTDI while on pregnancy disability leave. Please contact the director regarding these alternative forms of compensation.

d. Employee Benefits While on Disability Leave

The total period of all absences related to the same medical condition shall be considered part of the same leave and may not exceed three (3) months in the case of pregnancy disability leave. For purposes of this three (3) month limitation, any paid and unpaid portions of the leave shall be added together.

e. Reinstatement After Disability Leave

Subject to the exceptions provided by law, employees returning to work from leaves necessitated by a pregnancy-related disability, within the approved time frames and parameters established under this policy, will be reinstated to their same positions. Please note, however, that employees have no greater right to their positions at reinstatement than if they had been continuously employed rather than on leave. Accordingly, if an employee would have been laid off or reassigned to another position had the employee not gone on leave, such employee would not be entitled to reinstatement to the same position.

f. Extension of Leave Time

Requests for extensions of a leave of absence will be considered if they are received by CRCS in writing before the expiration of the approved leave, are supported by proof of continued disability in the form of a certification by a healthcare provider, and request extensions that do not cause the total period of absence to exceed three (3) months in the case of pregnancy related medical leaves.

4. Bereavement Leave

Each regular full-time employee will be provided with five (5) paid bereavement days for family members. For purposes of this policy, family members will be defined as members of the employee's or spouse's/domestic partner's immediate family which means the employee's spouse or domestic partner or current significant other, parents, grandparents, current mother-in-law, father-in-law, sister or brother-in-law, child or grandchild, brother, sister and any other person living in the immediate household of the employee. Employees should make their requests for bereavement leave to the principal or director as soon as possible.

5. Jury Duty

CRCS encourages its employees to participate in the judicial process from the vantage point of a juror. Regular full-time and part-time exempt and non-exempt employees will be excused from work for required court duty as a juror.

Exempt employees shall receive their full weekly salary for any week in which they perform any work and also provide jury service. Non-exempt, regular, full-time employees will receive full pay for up to 5 days while serving as a juror. However, in order to qualify for this pay, non-exempt employees must provide CRCS with proof of jury service. Moreover, to the extent a non-exempt employee is excused entirely or in sufficient time to permit him or her to return to work, he/she must report to work. Employees may keep any mileage allowance or juror fee paid to them by the courts for jury service. Employees should notify the principal or director immediately when they receive notice to report for jury or witness duty.

6. Personal business

1.9.3 PROFESSIONAL GROWTH OPPORTUNITIES

Permission to attend conferences or other professional growth activities must be worked out with the Principal, in accordance with budget allocations for such activities.

II. FACULTY RESPONSIBILITIES

2. PROFESSIONAL BEHAVIOR AND COMMUNICATION

Below are some professional behavior rules with regard to confidentiality and chain of command that if not followed may result in disciplinary action:

- Conversations about student behavior or academic work are to be shared only with that student's parents, the Principal, or another teacher or staff member who is working with that student.
- Information in a student's cumulative folders and records is available to the child's parents, staff (only students on their caseload), and administrators only. These folders are not to be removed from the office.
- Information regarding enrollment, child programming, and all other concerns should be reported to administration as soon as you are aware of this knowledge. Please follow the chain of command for all other concerns.
- Communication problems between faculty members, parents, board members and staff should be resolved directly with the persons involved and as soon as they occur. When issues occur that appear to be irresolvable, an appointment should be scheduled with the Principal.

2.1 THE ROLE OF THE TEACHER

The role of the teacher is to provide for children a high quality education, in an environment that is not only safe, but also in an atmosphere that promotes opportunities to expand their educational horizons and develop understanding and acceptance of other members of the school community.

It is the obligation of the teacher to work in concert with Cornville Regional Charter School and to follow the guidelines and policies as written in the charter. The teacher will report directly to the Principal. The Principal will be responsible for the ongoing evaluation and monitoring of the classroom teaching.

Cornville Regional Charter School strives to meet the needs of all children regardless of their physical or

developmental challenges. Under federal law, all children are entitled to “a free and appropriate education” regardless of special needs or disabilities. If a teacher feels it is necessary, s/he should inform the principal and a student study team will be called together as needed (teacher, resource teacher, principal) based on each child’s special circumstances. In the event a learning or physical challenge is hindering a student’s progress significantly and is documented through appropriate observation and testing, a student may qualify for participation in a formal Individualized Education Plan (IEP). This process designates a clearly identified group of professionals who along with the parents implement a specifically designed education program complete with formal methods, time frames, and documentation procedures.

2.1.1 TEACHER RESPONSIBILITIES: CURRICULUM

- To work with the Principal and staff to develop and implement curriculum and projects that meet State standards, reflect the school philosophy and address the educational needs of the students.
- To evaluate the individual needs of the students, develop classroom practices that address those needs and reflect the curriculum.
- To develop classroom curriculum using strategies for higher learning based on theories and practice.
- To provide for classroom learning opportunities that are child-centered; age appropriate, and challenging for each student.
- To create a classroom environment that reflects enthusiasm for learning and the creativity of the teacher.
- To understand and teach social curriculum as designed by Cornville Regional Charter School.
- To research and utilize the community resources available to the school and plan and organize field trips that are curriculum appropriate and expand the learning opportunities of children.
- To assure that students are prepared for Standardized Testing.
- To report data from student assessments each year so that the entire faculty can reflect upon and improve its practice.
- To work to improve the academic achievement of each and every student.

2.1.2 TEACHER RESPONSIBILITIES: COMMUNICATION

- To maintain regular communication with all parents. This communication may take the form of newsletters, e-mails, phone calls, and special notes home.
- To regularly schedule parent conferences held at least two times during the school year.
- To communicate to students and parents the classroom expectations regarding academic performance, conduct, and classroom interaction with other students and the teacher.
- To work with the parents in the development of short and long term goals for students.
- To communicate with fellow teachers, respect differences, and learn from one another.
- To communicate professionally and regularly with the Principal, addressing any concerns directly to him/her.
- To inform the Principal of teacher and student needs.

2.1.3 TEACHER RESPONSIBILITIES: CLASSROOM AND SCHOOL

- To create a classroom environment that establishes clear, consistent expectations for students.
- To create opportunities for students to learn proper classroom decorum through modeling, affirmation, language and role playing.
- To treat all students with respect, dignity and to, by example, show the students how individuals learn to get along with others.
- To allow students the opportunity to learn how to solve their problems independently with appropriate level of interaction from the teacher.
- To maintain the same expectations out of the classroom as in the classroom.
- To be active in the supervision of students, both in the classroom and throughout the school.
- To maintain an open classroom, understanding that the school has many visitors and that classrooms reflect who we are and what we do.

2.1.4 TEACHER RESPONSIBILITIES: ADDITIONAL

- To work with the Principal in the preparation and execution of safety procedures: fire and other potential disaster situations.
- To work with staff in the maintenance of a clean, healthy environment.
- To encourage parent participation in the classroom, volunteering, sharing particular talents, and sharing learning opportunities outside the classroom.
- To attend all scheduled faculty meetings and in-services.
- To develop, in consultation with the Principal, goals and objectives for each school year.
- To meet regularly with the Principal to review and evaluate these goals and objectives.
- To participate in general parent meetings and special evening presentations sponsored by the school.
- To exemplify the best ideals of the teaching profession.

2.1.5 MANDATED REPORTING OF SUSPECTED CHILD ABUSE

Child abuse or neglect is defined by Maine law as “a threat to a child’s health or welfare by physical, mental or emotional injury or impairment, sexual abuse or exploitation, deprivation of essential needs or lack of protection from these.” A “person responsible for the child” means a person with responsibility for a child’s health or welfare, whether in the child’s home or another home or a facility which as part of its function, provides for the care of the child. It includes the child’s parent, guardian or other custodian.

Any employee of the school who has reason to suspect that a child enrolled in the school has been or is likely to be abused or neglected must immediately notify the principal who will then notify the director. A report will be made to the Department of Human Services and the Board of Directors. In addition to notifying the principal, the employee may also make a report directly to the Department of Health and Human Services (DHHS) or the District Attorney when the employee believes a direct report will better protect the child in question.

III. GENERAL POLICIES AND PROCEDURES

3.1 A.M./ P.M. PROCEDURE

A.M. Procedure: Teachers must be available to meet students as early as 7:45a.m. Duties may be assigned as needed.

P.M. Procedure: At the end of the school day, children remaining at school at 3:30 p.m. will be supervised by their teacher until other care is in place. Duties may be assigned as needed.

3.2 ATTENDANCE

Each Learning Coach is responsible for taking attendance each morning.

3.3 CARE OF CHILDREN IN CASE OF INJURY OR ILLNESS

First Aid supplies are kept in the school office, and minor first aid may be administered by the teacher. Depending on the nature of the illness/injury, a child should be accompanied to the office by a teacher, another adult or child for additional care as necessary.

3.4 EMPLOYEE DRESS CODE

Please dress comfortably in order to be engaged with the children. Dress is designated “business casual”. It entails neat yet informal attire and is designed to be more casual than business professional. Low cut blouses, see-through clothing, off the shoulder, halter style, or clothing which reveals the midriff and skin between shirts and pants/skirts are not allowed. Sleeveless clothing must cover undergarments.

An example of non-appropriate attire includes sweatpants, yoga pants, bike shorts, spandex like shorts, gym shorts, ripped jeans, or any attire including an inappropriate slogan.

These details are part of the professional responsibility of the employee and the ability to adhere will be noted in the evaluation process.

3.5 FACULTY MEETINGS

Full faculty meeting are held after school, as needed. The purpose of these meetings is communication, curriculum discussion, training and sharing information. It is the responsibility of all faculty members to attend these meetings.

3.6 FIELD TRIPS

Classroom teachers are responsible for making their own field trip arrangements. Buses or parent volunteer drivers may be utilized. Field trips are encouraged as part of the school curriculum. All out-of-class activities, however, must be directly related to curriculum being studied and must be recorded in the school office. Teachers should notify the office as soon as a field trip is planned, by completing a designated field trip schedule. Copies of emergency treatment and notification signed by parents must be on file in the office for every student on the trip.

3.6.1 DRIVERS FOR FIELD TRIPS

Parents and volunteers must submit a copy of their driver's licenses in advance to the office if they will be driving students using school vans for field trips or school related activities.

Van drivers must ensure that all passengers wear seat belts and that a child must meet safety requirements to sit in the front passenger seat. Please see below:

Car Seat: Children must be in a car seat until they weigh at least 40 pounds.

Booster Seat: Children weighing 40 to 80 pounds and who are less than 8 years of age must be in a safety system that allows an adult seatbelt to fit properly.

Seat Belt: Children ages 8 through 17 or less than 18 years of age but taller than 4' 9" can use a safety belt.

Seating Position: Children 11 years and younger and less than 100 pounds must be in the rear seat if possible.

3.7 FIRE DRILLS / DISASTER PREPAREDNESS

Fire drills will be held regularly. Disaster Preparedness drill will be held at least once a year. Maps and specific evacuation directions will be given to all employees.

3.8 FUNDRAISING

No request for funds should go to parents or to other members of the community unless first cleared through the Principal. Any funds or gifts-in-kind which come into the school, solicited or unsolicited should be reported to the Principal. As a common courtesy, any contributor of money, gifts-in-kind, or special gifts to teachers should receive a thank-you note from both the school and the teacher.

3.9 HOMEWORK

CRCS is a school of choice and it is assumed that parents will be involved in their children's education. The length of the school day is 1.5 hours longer than area schools, allowing students to complete more work each day at school. Homework should be given on an as need basis, not a daily occurrence. There may be instances where students would benefit from extra practice at home; unfinished classroom work and long-term projects are not considered to be homework and will need to be completed at home.

At CRCS we value family time and that is why we encourage parents and children to read on a daily basis and enjoy games involving math at home. These activities should be seen as part of a normal routine and not forced "for school".

The board believes that the purpose of homework is to support classroom learning through pre-learning, checking for understanding, practice, and processing. Given these parameters, listed below are guidelines to be followed when designing homework assignments:

Guidelines **IF** homework was to be assigned:

- A. Homework should have a positive effect on a student's sense of competence and accomplishment. Homework that requires assistance is not effective homework.
- B. Homework should be made relevant to students so they can take ownership of it. To promote ownership, homework tasks should allow for choice, offer students opportunities to personalize their work, allow students to share information about themselves, tap into feelings or opinions, and allow students to create products and presentations.
- C. Homework should be assigned for academic purposes only, NEVER for punishment.

3.10 PERSONAL PHONE CALLS/TEXTING/SOCIAL MEDIA

Telephones are a vital tool in communicating with parents, community resources, and to conduct official CRCS business. Please keep your personal phone calls, text messages, and use of social media to a minimum—they must not interfere with your work or prevent access to your classroom. During the supervision of students or instructional time, personal phone calls/text messaging/use of social media SHOULD NOT be taking place unless a family emergency arises.

3.11 PERSONAL USE OF SCHOOL PROPERTY

To use CRCS equipment for personal benefit, during or after work hours, you must have written authorization from the Principal. As an employee of CRCS, you accept full responsibility for any and all liabilities for injuries or losses which might occur. You are responsible for returning the equipment in good condition and agree that you will pay for any damages that occur while using the equipment for personal projects. Employees must have written authorization from the Principal before removing equipment from the school premises.

Small appliances such as refrigerators and microwaves are permissible in classrooms. However, staff choosing to have these items **must purchase a meter and plug it into their devices and pay the utility costs.** Refrigerators, microwaves must be plugged into these meters at all times. It is strongly encouraged that staff utilize our existing energy efficient appliances that are located in the staff room. Lunch boxes with ice packs are also encouraged.

3.12 SAFETY RULES

Safety is everybody's business. Safety is of prime importance in protecting you and our children. Please report all injuries to the office immediately, even if minor. Below are some general safety rules that if not followed may result in disciplinary action:

- Avoid overloading electrical outlets with too many machines.
- Use flammable items, such as cleaning fluids, with caution.
- Ask for assistance when lifting heavy objects or moving heavy furniture.
- Keep cabinet doors and file and desk drawers closed when not in use.

- Keep your work area clean and orderly, and aisles clear.
- Stack materials only to safe heights.
- Watch out for the safety of other employees and students.
- Proper storage of food items that can attract insects and rodents

3.13 SECURITY

Maintaining the security of CRCS is every employee's responsibility. Develop habits that ensure security. Below are general measures you should follow:

- Always keep personal cash properly secured and school monies in the office.
- Know the location of all alarms and fire extinguishers, and familiarize yourself with the proper procedure for using them, should the need arise.
- When you leave CRCS premises, make sure that all entrances and windows are properly locked and secured. If you are the last person out of the building at night, please be sure to walk the inside perimeter to ensure all windows and doors are secured.
- ALL exterior doors, including the portable, need to be locked at all times from 8:00am - 3:30pm.
- ALL staff need to carry keys on them 100% of the time.
- ALL staff need to sign the School Key Policy and return to the office

3.14 SPECIAL EDUCATION

Federal and State laws require all public school districts to provide a "free and appropriate education for all children with disabilities". Both Federal and State legislation mandated timelines for referral, assessment, certification, placement, and provision of appropriate services to all students with exceptional needs. If a student has a disability, classroom modifications should be instituted and school wide resources should be utilized. Parents should be contacted and involved in the evaluation and remedial process. If a student is not responding to these changes, that student should be referred to the Resource Specialist for school wide action.

3.15 SUBSTITUTE TEACHERS

If it is necessary to have a substitute, arrangements should be made through the office. If an absence is known ahead of time, it must be communicated to the office as soon as possible. Unplanned absence must be communicated by 5:00am to both the administrative assistant and principal (text or phone call only). It is expected that teachers have available in their classrooms a substitute folder with detailed lesson plans, schedule and emergency procedures. These details are part of the professional responsibility of the employee and the ability to adhere will be noted in the evaluation process.

3.16 HEALTHY CHOICES

Schools should not only teach children how to make healthy choices and to eat to fulfill nutritional needs, but also should provide an environment that fosters healthy eating. Be mindful of what you eat and drink at school and aim to refrain from visibly displaying unhealthy foods or beverages in front of students. The use of food or beverages as a reward for academic performance or good behavior is discouraged. Look for other options for rewards and treats in the classroom and minimize candy and junk food.

IV. HARASSMENT POLICY

4.1 POLICY AGAINST HARASSMENT

CRCS is committed to providing a workplace that is free of unlawful discrimination. In keeping with this commitment, CRCS maintains a strict policy against unlawful harassment of any form including, sexual harassment and harassment based on race, ancestry, color, national origin, religion, marital status, sexual orientation, disability, age or any other characteristic protected by applicable state or federal law. This policy applies to all CRCS employees, including supervisory and nonsupervisory employees. Moreover, this policy

prohibits unlawful harassment in any form, including verbal, written, physical, and visual harassment. Retaliation of any kind against individuals who file valid complaints or who assist in an employer investigation is also prohibited. All such unlawful harassment will not be tolerated. Employees who violate this policy are subject to discipline up to and including immediate termination of employment.

4.2 COMPLAINT FILING AND INVESTIGATION PROCEDURES

Any employee who believes that he or she has been harassed should promptly report the facts of the incident(s), the name(s) of the individual(s) involved, and the names of any witnesses, to the Principal. The report should include reference to direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, e-mails, etc.) It is the responsibility of each employee to immediately report any violation or suspected violation of this policy.

CRCS will investigate all claims of harassment. CRCS will make every effort to protect the privacy and confidentiality of all concerned parties to the extent possible and consistent with the process of a thorough investigation.

CRCS will not retaliate against any employee for using this complaint procedure or for filing, testifying, assisting, or participating in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency. If an employee believes that he or she has been retaliated against for making a complaint of harassment, he or she should contact the Principal.

If CRCS determines that prohibited harassment has occurred, CRCS will take appropriate remedial action, including the possibility of disciplinary action. Any employee who is found to have engaged in prohibited harassment or retaliation is subject to disciplinary action, up to and including immediate termination of employment.

4.3 SEXUAL HARASSMENT

Sexual harassment is defined as unwanted sexual advances, requests for sexual favors, or visual, verbal, or physical conduct of a sexual nature when: (1) submission to the conduct is made an explicit or implicit term or condition of employment; or (2) submission to or rejection of the conduct is used as basis for employment decisions affecting the individual; or (3) the conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive working environment. This definition includes many forms of offensive behavior. The following is a partial list:

- Unwanted sexual advances;
- Offering employment benefits in exchange for sexual favors;
- Making or threatening reprisals after a negative response to sexual advances;
- Visual conduct such as leering, making sexual gestures, or displaying sexually suggestive objects, pictures, cartoons, or posters;
- Verbal conduct such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, unwanted sexual advances or propositions, invitations or comments about any employee's body or dress;
- Verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, sexually degrading words to describe an individual,
- Letters, notes, electronic mail, instant messaging, internet usage or other forms of correspondence or media containing sexually explicit, pornographic, or sexually-suggestive subject matter; and,
- Physical conduct such as touching, assault, or impeding or blocking movements.

It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job also is unlawful when it involves vendors, contractors, or any other person with access to CRCS premises.

4.4 OTHER FORMS OF PROHIBITED HARASSMENT

Harassment on the basis of race, ancestry, color, national origin, religion, marital status, sexual orientation, disability, age or any other characteristic protected by applicable state or federal law also is prohibited. Prohibited conduct includes many forms of offensive behavior. The following is a partial list:

- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and,
- Letters, notes, electronic mail, instant messaging, Internet usage or other forms of correspondence or media containing threats, epithets, or derogatory subject matter.

V. RECORDS

5.1 CONFIDENTIAL INFORMATION

CRCS employees are responsible for maintaining the confidentiality of sensitive information obtained during the course of their employment with CRCS (“CRCS Information”). CRCS Information includes: personnel files and information; student files and information; family files and information; computer records; financial data; procedure descriptions; No employee may use or disclose any CRCS information to any third party unless the disclosure is either a regular reporting requirement of the employee’s job position or the disclosure is approved. Moreover, in the case of student and family information, parent/guardian consent may also be required prior to disclosure. This obligation to maintain the confidence of such CRCS Information survives the employment relationship. Accordingly, employees who depart from CRCS may not reveal confidential CRCS Information after their departure. Employees who have any questions regarding this policy in the course of their work should ask the Principal for clarification.

All student records are kept in the school office. Teachers or staff should refer all requests relating to records or student information to the Principal.

School Key Policy

The primary focus of the teachers and administrators is to prepare students for tomorrow. The establishment of a safe environment in which the students can reach this goal is the shared responsibility of the School administrators and its teachers. Teachers and administrators receive keys to the School. These recipients are entrusted with keys to the School to carry out the education objectives of the School. Because possession of a school key gives authorized persons unfettered access to the School grounds, to the students, and to sensitive records, all parties in possession of a key must keep the goals of confidentiality and safety in mind at all times. In furtherance of these goals, the following School Key Policy which must be followed by anyone who is an authorized key holder:

Only authorized persons are allowed to be in possession of a key to the School. Authorized persons are only those persons with documentation of authority to possess or control a key. Authorization is specific to each key issued.

No person may give his or her key to an unauthorized user for any period of time. Any key(s) found to be in the possession of an unauthorized person will be confiscated and any person found to have provided a key or a copy of a key to an unauthorized user may be disciplined up to and including termination.

Unauthorized duplication of a key is strictly prohibited. No person may duplicate a key or request the duplication of a key without express, written permission.

Lost or stolen keys must be reported to the School leader immediately. A lost key may require one or more buildings to be rekeyed. This process may cost a substantial amount of money. Where permitted by applicable laws, the School may withhold the cost of rekeying the building(s) from a teacher’s or administrator’s check or final paycheck if a violation of this policy resulted in the lost or stolen key.

Key _____
Key _____
Key _____
Key _____
Key _____
Key _____

Staff Name (Print): _____

Date Issued: _____

Staff Signature: _____

Office Initials: _____

Date Returned: _____

Staff Signature: _____

Office Initials: _____

B.4 Pre-Opening Plan

The CRCS Early Childhood Center Pre-Opening Plan can be found on Tab 19.

There are many steps to take between the approval of the application and the opening of school. CRCS will use the fund balance to pay for any repairs or upgrades that may need to occur prior to July 1st when the new fiscal budget officially begins.

Key tasks included in the Pre-Opening Plan are under the following categories:

- Governance
- Enrollment
- Staff recruitment and hiring
- Facilities and safety
- Student learning
- Finance and financial services
- Technology
- Curriculum and instruction
- Student services, records and reporting system

Required Tab

19. Pre-opening Plan Template.

Tab 19

The following chart delineates the tasks necessary to implement start-up of the charter school. Each task has a lead person identified, as well as a targeted completion date.

Contract Dimension	Task Element	Responsible Party	Required Completion Date	Date Completed
Governance	Board Recruitment	Board of Directors	In application	
	Articles of Incorporation and Nonprofit filings	Board of Directors	In application	
	By-laws	Board of Directors	In application	
	Organizational Chart	Board of Directors	In application	
	Organizational Policies and Procedures	Board of Directors	In application	
	Staff Handbook	Board of Directors and Executive Director	In application	
Enrollment	Enrollment Policy and Enrollment Plan	Board of Directors	In application	
	Required min/max enrollments	Board of Directors	On contract date	
	Application process for admission	Board of Directors and Executive Director	In application	
	Assessment of student interest	Executive Director/Director of Admissions	Ongoing	
	Admissions and Lottery procedures	Executive Director/Director of Admissions	In application	
	Admissions Notification and/or Lottery Deadline	Executive Director/Principal	Prior to April 1st of the school year	
	Admissions Acceptance Decisions	Executive Director/Director of Admissions	Prior to April 1st of the school year	
	File Pre-enrollment Report to SAUs	Executive Director	April 1st of the school year	

Staff Recruitment and Hiring	Recruitment Procedures for Principal and Key Admin. (Chief Finance Officer, Special Services Director, others)	Board of Directors/ Executive Director	In application	
	Hiring of Principal and Key Admin. (CFO, S.S. Director, others)	Board of Directors/ Executive Director	On contract date	
	Professional Instructional Staff (FT and PT Regular Teachers, Special Ed., ELL Teachers); background checks completed	Executive Director/Head of School	30 days prior to starting of school year	
	Paraprofessionals	Executive Director/Head of School	20 days prior to starting of school year	
	Clerical Staff	Executive Director/Head of School	20 days prior to starting of school year	
	Substitute Teachers	Executive Director/Head of School	At start of school year	
	Initial Professional Development and Staff Orientation	Executive Director/Head of School	5 days prior to the start of school year	
Facilities and Safety	Signed lease for all space as listed in application	Board of Directors and Executive Director	On contract date	
	All required renovations to meet approved school inspections	Board of Directors and Executive Director	90 days prior to the start of school year	
	Certificate of Occupancy	Executive Director/Head of School	60 days prior to the start of school year	
	Fire and Asbestos Inspections, Lead-paint Assessment	Executive Director/Head of School	60 days prior to the start of school year	
	Insurance Policies	Executive	10 days after	

	in place	Director/Head of School	contract date	
	Utilities (water and air quality, plumbing electricity)	Executive Director/Head of School	60 days prior to the start of school year	
	Capital Equipment and Installation	Executive Director/Head of School	30 days prior to the start of school year	
	Office and Classroom Equipment and Installations	Executive Director/Head of School	20 days prior to the start of school year	
	Emergency Contact Sheet and Safety Plan	Executive Director/Head of School	15 days prior to the start of school year	
Student Learning	School Calendar	Executive Director/Head of School	On contract date	
	Student Schedule	Executive Director/Head of School	On contract date	
	Code of Conduct	Executive Director/Head of School	On contract date	
	Special Services and Special Education Policy	Executive Director/Head of School/Special Services Coordinator	In application	
	Approved Special Education Plan	Executive Director/Head of School/Special Services Coordinator	On contract date	
	Curriculum Accommodation Plan	Executive Director/Head of School	30 days prior to the start of school year	
	Title I, Special Education and ELL approved plans	Executive Director/Head of School/Special Services Coordinator	30 days prior to the start of school year	
Finance and	Operating Budget -	Board of Directors	45 days prior to	

Financial Services	final pre-opening revisions	and Executive Director	the start of school year	
	Cash-flow projections	Executive Director/CFO	On approval of application	
	Fiscal Policies and Procedures Manual	Executive Director/CFO	In application	
	Financial accounting system compatible with MEDMS	Board of Directors and Executive Director	On signing of contract	
	Grants/Entitlements (State and Federal)	Executive Director/CFO/ Director of Dev.	Ongoing	
	Other Grants	Executive Director/CFO/ Director of Dev.	Ongoing	
	Misc. Funds / Fundraising Plan	Executive Director/CFO/ Director of Dev.	Ongoing	
	Audit Timeline	Board of Directors and Executive Director	On signing of contract	
Technology	Hardware installed and set-up	Director of IT	30 days prior to the start of school year	
	Software installed and set-up	Director of IT	20 days prior to the start of school year	
	Student / Staff IT Policy and Procedures in place	Executive Director/Director of IT	On signing contract	
Curriculum and Instruction	Curriculum Plan	Executive Director/Head of School	In application	
	Instructional Materials purchasing plan	Executive Director/Head of School	On signing contract	
	Classroom assignments and set-up	Executive Director/Head of School	15 days prior to the start of school year	

Student Services, Records and Reporting System	Attendance, Student Retention Records System	Executive Director/Head of School	On signing contract	
	Academic Performance Information	Executive Director/Head of School	On signing contract	
	Student information system compatible with MEDMS	Executive Director/Head of School	On signing contract	
	Student academic assessment and reporting plan compatible with MEDMS	Executive Director/Head of School	On signing contract	
	Transportation Plan and Contract	Executive Director/Head of School	60 days prior to the start of school year	
	Nutrition/Food Service Plan and Contract	Executive Director/Head of School	60 days prior to the start of school year	
	Health and Wellness Plan	Executive Director/Head of School	On signing contract	
Staff Information and Records System	Employment Policies, including performance evaluation criteria and procedures for professional and support staff, compatible with MEDMS	Board of Directors and Executive Director	On signing contract	
	Professional Development Plan	Head of School	On signing contract	

B.5 Management and Operation

CRCS Early Childhood Center will actively recruit and maintain staff that have a growth mindset and also come from diverse backgrounds, encouraging people representing a broad base of ages, gender and cultures to join in the collaboration. Since the relationships between the staff and students are a critical factor in the success of these programs, staff will be well trained in working effectively with students. Allowance will be made for planning time with staff to collaborate on issues such as curriculum connections, continuity with the private childcare program and the inclusion of Science, Technology, Engineering, Arts, Math throughout the program. The program will be extremely learner and family centered and all policies and procedures will be continually reviewed and reexamined to insure that we as a school maintain that focus. The center will be closely aligned and benefit from the existing infrastructure at the current CRCS campus.

CRCS Early Childhood Center will be overseen by the CRCS Board of Directors who approves school policies, provides fiscal oversight to the operating budget and provides direction for future growth and development. The Board of Directors also provides administrative oversight of the Executive Director/Principal who reports directly to the Board.

The Executive Director/Principal is the executive, regulatory and fiscal leader of CRCS. The Executive Director/Principal administers the day- to- day activities of the school in accordance with the mission, vision, plans and policies established by the CRCS Board. The Executive Director is responsible for the leadership, strategic vision and growth of CRCS. The position oversees implementation of curriculum; establishes and maintains all school programs and policies in accordance with the direction of the Board; manages financial and human resources; works with fiscal staff and board committees to set and implement budgets for Board approval; ensures adequate record keeping and reporting; supervises management of operations and facilities; and builds strong community partnerships. The Executive Director/Principal will be responsible for timely and accurate reporting to the Department of Education, the Maine Charter School Commission and the CRCS Board of Directors. The Executive Director/Principal shall be acquainted with each student at the center, providing a positive role model of leadership within the building. The Executive Director/Principal will communicate positively with families, developing and maintaining a positive relationship and the promotion of home-school collaboration.

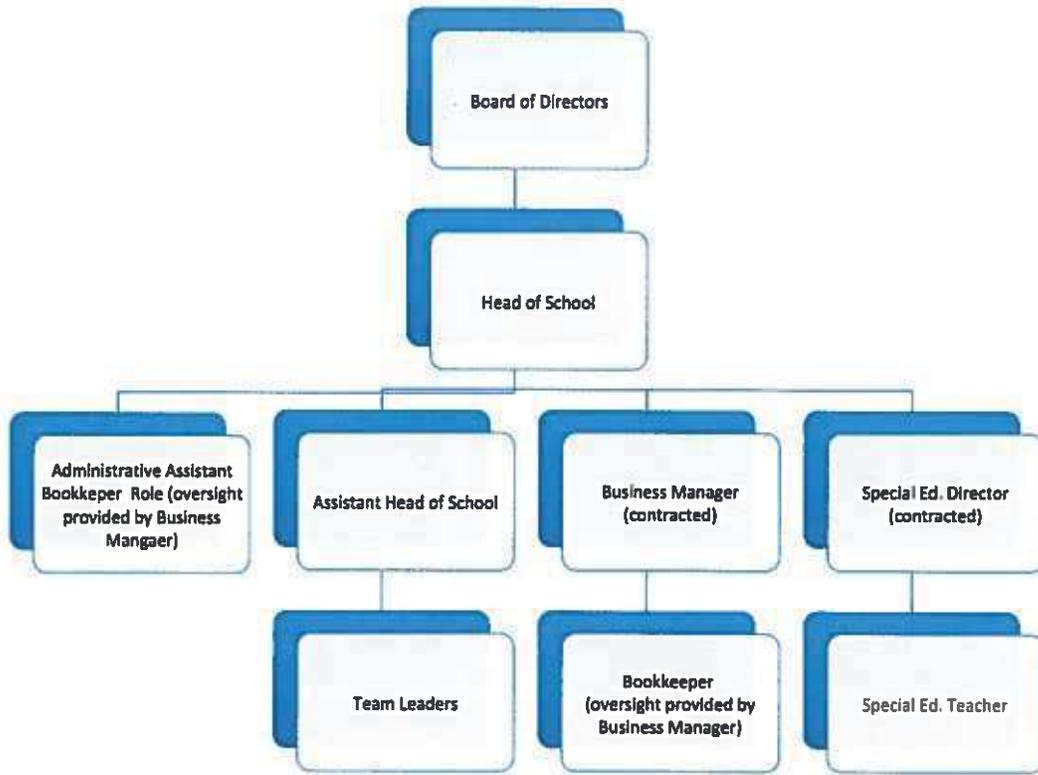
Required Tabs

20. Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff.

21. Key position descriptions including critical skills or experience of every employee that will be hired based on organizational chart (description can be general for core teachers). Qualifications for hiring should provide assurance that fingerprinting and background checks will be conducted in accordance with the law. Resumes should be included for key staff.

TAB 20

Organizational chart





CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE, INDEPENDENT, HAPPY, CURIOUS LEARNERS

Job Title: Head of School

All employees and volunteers at Cornville Regional Charter School work together to fulfill the CRCS Mission Statement. The thoughts reflected in this description provide structure to the responsibilities and accountabilities for this position. However, CRCS expects to employ professionals who will work beyond job descriptions, creating both a fulfilling career environment and very successful outcomes for our students. Values we hold high are: trustworthiness, honesty, diligence, open communication, fairness, and politeness, and we expect to see them evidenced in our staff, parents, and students.

Job Summary: The Executive Director is the executive, regulatory and fiscal leader of CRCS. The Executive Director administers the day-to-day activities of the school in accordance with the mission, vision, plans and policies established by the CRCS Board. The Executive Director is responsible for the leadership, strategic vision and growth of CRCS. The position supports the Principal; oversees implementation of curriculum; establishes and maintains all school programs and policies in accordance with the direction of the board; manages financial and human resources; works with fiscal staff and board committees to set and implement budgets for Board approval; ensures adequate record keeping and reporting; supervises management of operations and facilities; and builds strong community partnerships. This person must communicate effectively with diverse stakeholders, including students, parents, staff, faculty, district and state personnel, media and the community.

Contracted by: CRCS Board of Directors

Reports to: CRCS Board of Directors

Qualifications: Certificate of Advanced Graduate Study or Master's Degree; minimum of 5 years successful experience as a school administrator; Maine Department of Education certification as Superintendent (010); demonstrated flexibility and experience in effectively solving challenging problems through a positive, collaborative approach; demonstrated ability to build relationships with a variety of populations; knowledge of and experience with fund development; demonstrated commitment to accountability requirements and strategic planning; expert-level written and oral communication skills; strong interpersonal and team building skills; ability to find creative solutions to challenges that arise; excellent organization skills and the ability to meet deadlines; demonstrated initiative and skills in the following areas: relationship and community building, educational leadership, communication, conflict resolution, creativity, problem solving, decision making and time management; working knowledge of QuickBooks strongly preferred; entrepreneurial outlook and charter school commitment.

Duties and Responsibilities:**Board of Directors:**

- Provides input and makes recommendations to the Board related to the establishment of organizational direction, goals, policies, and guidelines for operations and after approval, directs implementation of same
- Oversees preparation of monthly financial reports to Board and financial committees
- Attends Board meetings and reports on school operation, informing Board of any legal, financial or political issues likely to impact CRCS
- Prepares an annual report and school improvement plan for the Board in accordance with CRCS's charter contract
- Serves as a non-voting member of the Board of Directors

Administrative:

- Exercises decision-making authority for the policies and daily operation of the school
- Ensures that policies and procedures are in place that allow for smooth and efficient school operations and a professional, efficient office
- Coordinates timely tracking and reporting of all revenues received and expenditures made by the school, including state funding, federal grants, private funding, and contributions
- Ensures that school records are current, organized and confidential
- Directs the reporting of financial and student data to the Maine Charter Commission, Maine Department of Education, and relevant government agencies
- Oversees maintenance of the CRCS calendar and expediently communicate changes to the community, such as storm related changes
- Oversees and monitors progress of CRCS's external agreements, including contracts, lease agreements, permits, grants, community partnerships, etc.
- Manages the process of charter review and revision
- Oversees all aspects of human resource management for all employees including, but not limited to hiring and termination, developing position descriptions, and applying board-approved employee policies and benefits in accordance with federal and state requirements
- Oversees all aspects of transportation
- Serves as the primary public relations spokesperson for the school to raise awareness of CRCS's programs to the community, the state and the nation
- Fosters connections with colleges and universities

Financial/Fundraising:

- Conducts the financial activities of the school so as to comply with generally accepted accounting principles and all applicable reporting requirements
- Oversees development of the CRCS annual budget and presents it to the Board as required. Administers and directs its implementation and adjustment throughout the year
- Approves all expenditures, including payroll, in accordance with Board policy and within Board-approved appropriation limits
- Supervises annual audit and annual report

- Develops diverse funding sources (i.e. local, state, federal, corporate and private philanthropic support) that ensure long-term and sustainable operation of CRCS



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE, INDEPENDENT, HAPPY, CURIOUS LEARNERS

Job Title: Head of School (Principal Duties)

All employees and volunteers at Cornville Regional Charter School work together to fulfill the CRCS Mission Statement. The thoughts reflected in this description provide structure to the responsibilities and accountabilities for this position. However, CRCS expects to employ professionals who will work beyond job descriptions, creating both a fulfilling career environment and very successful outcomes for our students. Values we hold high are: trustworthiness, honesty, diligence, open communication, fairness, and politeness, and we expect to see them evidenced in our staff, parents, and students.

Job Summary: The Principal is the instructional leader of the school and is responsible for creating an educational environment that is rigorous, reflects the mission of the school and meets state and Common Core Standards. The Principal is responsible for the day-to-day educational operations of the school and is responsible for ensuring a trusting and openly communicative environment among all the stakeholders.

Contracted by: CRCS Board of Directors

Reports to: CRCS Board of Directors

Qualifications: Master's Degree in education, preferably in Educational Administration; minimum of five years teaching experience; previous administrative experience in a school setting recommended; demonstrated knowledge of school law; commitment to CRCS's mission and vision; demonstrated flexibility and experience in effectively solving challenging problems through a positive, collaborative approach; demonstrated experience in the instruction of students with varied learning styles and levels of mastery; expert-level written and oral communication skills; strong interpersonal and team building skills; excellent organization skills and consistency in meeting deadlines; commitment to Common Core knowledge and Proficiency Learning; knowledge of and commitment to character development; entrepreneurial outlook and charter school commitment.

Duties and Responsibilities:

Instructional Leadership and School Environment:

- Ensures a safe and orderly environment conducive to teaching and learning
- Implements positive school culture
- Facilitates the resolution of any problems that arise between teachers, students and parents

- Interacts with school community members to build supportive relationships
- Ensures an orderly, motivational and aspirational culture and a strong school community where teaching, learning and healthy relationships can thrive
- Ensures responsive and effective management systems so that all students, parents, teachers and staff are well supported
- Fosters communication and collaboration among faculty, staff, parents and students to support school goals
- Encourages participation from all stakeholders in school programs and activities, attending events as necessary
- Represents CRCS and communicates its mission and programs to the school community and to the community at large

Students:

- Ensures effective supervision of the student body at all times, and assigns staff to implement supervision of students
- Handles student discipline issues
- Promotes high expectations and improved achievement of all students

Staff:

- Fosters teacher leadership
- Provides ongoing professional development opportunities
- Ensures that the faculty follows all the policies established by the Board of Directors and complies with relevant Maine Charter Commission and Maine Department of Education requirements
- Supervises and evaluates faculty and staff; leads formal and informal teacher observations; completes formal evaluations
- Participates in interviewing of staff

Administrative:

- Participates in enrollment procedures
- Oversees special education plans and programs
- Manages assigned budgets within parameters established by the Board of Directors
- Prepares required reports for the Maine Charter Commission/Department of Education
- Facilitates ongoing communication between faculty and Board of Directors
- Develops and maintains the school improvement plan



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE, INDEPENDENT, HAPPY, CURIOUS LEARNERS

Job Title: Assistant Head of School (Principal Duties)

All employees and volunteers at Cornville Regional Charter School work together to fulfill the CRCS Mission Statement. The thoughts reflected in this description provide structure to the responsibilities and accountabilities for this position. However, CRCS expects to employ professionals who will work beyond job descriptions, creating both a fulfilling career environment and very successful outcomes for our students. Values we hold high are: trustworthiness, honesty, diligence, open communication, fairness, and politeness, and we expect to see them evidenced in our staff, parents, and students.

Job Summary: The Assistant Head of School is the instructional leader of the school and is responsible for creating an educational environment that is rigorous, reflects the mission of the school and meets state and Common Core Standards. The Assistant Head of School is responsible for the day-to-day educational operations of the school and is responsible for ensuring a trusting and openly communicative environment among all the stakeholders. The day-to-day curriculum decisions and its implementation. In addition, is responsible for supporting the Executive Director and sharing administrative tasks that pertain to curriculum and instruction and educational operations as needed.

Contracted by: Head of School

Reports to: Head of School and CRCS Board of Directors

Qualifications: Current Maine Teacher Certification appropriate for grade levels, subject or special area in which they teach; minimum of five years teaching experience; Maine Department of Education certification as Teaching Principal (057); previous administrative/leadership experience in a school setting recommended; demonstrated knowledge of school law; commitment to CRCS's mission and vision; demonstrated flexibility and experience in effectively solving challenging problems through a positive, collaborative approach; demonstrated experience in the instruction of students with varied learning styles and levels of mastery; expert-level written and oral communication skills; strong interpersonal and team building skills; excellent organization skills and consistency in meeting deadlines; commitment to Common Core knowledge and Proficiency Learning; knowledge of and commitment to character development; entrepreneurial outlook and charter school commitment.

Duties and Responsibilities:

Instructional Leadership and School Environment:

- Works with the Executive Director, staff, and parents to create and implement opportunities for field trips and hands-on learning experiences

Curriculum:

- Participates in ongoing curriculum evaluation and development
- Ensures that CRCS's curriculum is being implemented effectively and reflects the school's mission.
- Leads the faculty to ensure the delivery of curriculum through appropriate instructional approaches, serving the various learning styles and needs of CRCS students
- Stays current on new teaching methodology and educational resources

Staff:

- Mentors teachers directly or provides for mentoring in instructional approaches and classroom management
- Determines teacher class assignments

Administrative:

- Monitors testing and data-driven decision making
- Manages assigned budgets within parameters established by the Executive Director and the Board of Directors
- Prepares required reports for the Maine Charter Commission/Department of Education
- Facilitates ongoing communication between faculty and Board of Directors **Head of School**
- Supports the Executive Director in developing and maintaining the school improvement plan
- Supports the Executive Director **Head of School** in developing and maintaining the school improvement plan
- **Supports the Head of School** Provides **with** strategic leadership for school improvement and development

The Assistant Head of School assumes all responsibilities of the Head of School in the absence of the Head of School



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE, INDEPENDENT, HAPPY, CURIOUS LEARNERS

Job Title: Administrative Assistant

All employees and volunteers at Cornville Regional Charter School work together to fulfill the CRCS Mission Statement. The thoughts reflected in this description provide structure to the responsibilities and accountabilities for this position. However, CRCS expects to employ professionals who will work beyond job descriptions, creating both a fulfilling career environment and very successful outcomes for our students. Values we hold high are: trustworthiness, honesty, diligence, open communication, fairness, and politeness, and we expect to see them evidenced in our staff, parents, and students.

Job Summary: The Administrative Assistant provides secretarial and administrative support to the Principal and Executive Director; communicates information to students, parents, staff, and/or other schools, complying with financial, legal and administrative requirements; and supports the broad array of services provided to students, parents, instructional and support employees. This position is distinguished by the complex and confidential nature of assigned duties, public contact, and multiple task management. Employee must become thoroughly familiar with school policies and procedures and is expected to exercise a high degree of initiative and independent judgment in solving problems.

Contracted by: Head of School

Reports to: Head of School and CRCS Board of Directors

Qualifications: The position requires a high level of attention to detail and accuracy and the ability to multi-task with minimal direction. Applicants should have a minimum of 2 years of formal education beyond high school, preferably in business/accounting or a related field. Applicants should also have a minimum of 2 years of employment experience in an office setting and a high level of computer skills to include the ability to operate a computerized accounting system.

Desired personal qualities:

- Maintains a high degree of confidentiality regarding all aspects of the school
- Embodies high ethical standards and integrity, enhancing the school's professional image
- Seeks clarification when expectations or procedures are unclear
- Establishes working relationships with co-workers and function as part of a cohesive team

- Commits to keeping current with workplace innovations that enhance personal productivity
- Follows complex instructions and recognizes/corrects errors independently
- Interacts comfortably and confidently with the public using congenial telephone etiquette
- Accepts new responsibilities/assignments willingly in a consistent, dependable and flexible manner
- Demonstrates proficiency in office protocols, data entry, spelling, proofreading, and the correct use of grammar
- Accurately computes and records data

Duties and Responsibilities:

- Performs a wide variety of secretarial work, including word processing, proofreading, filing, recording information, and processing and distribution of all correspondence, much of which is of a confidential nature
- Establishes, maintains and ensures proper use of confidential files, which may include student, personnel, health and payroll records
- Exercises diplomacy in answering questions and resolves situations involving students, parents, public, and school personnel through knowledge of school policies and procedures, referring difficult situations to the Principal or Executive Director
- Provides information and assistance related to school programs, schedules, activities, policies and procedures
- Assures timely communications between the office and school employees; taking and relaying messages as appropriate
- Computes statistical information for various State and Charter Commission reports; processes and evaluates a variety of forms and applications related to assigned functions; duplicates and distributes materials as needed.
- Prepares and maintains a variety of data, records and reports related to student information, discipline, health and assigned activities; assures accuracy and completeness of data, records and reports; establishes and maintains filing systems
- Inputs attendance, enrollment and other student data into an assigned computer system; maintains automated records; generates a variety of computerized reports; assures accuracy of input and output data; assures mandated reports are completed and submitted according to established time lines
- Composes a variety of materials including office communications, applications, requisitions, forms, letters, contracts, flyers, brochures, memoranda, bulletins, work orders and other materials; reviews and proofreads a variety of documents
- Prepares and maintains budget and accounting data and records; monitors expenditures of assigned accounts; assists with accounts payable and accounts receivable; prepares and processes purchase requisitions according to established guidelines; prepares bank deposits as directed and analyzes account activities
- Operates and maintains a variety of office equipment including a copier, printer, fax machine, computer and assigned software; arranges for equipment repairs as needed
- Maintains inventory of needed office and school supplies

- Maintains records of staff absences and substitutes
- Receives, opens, sorts, screens and distributes incoming mail; prepares and disseminates informational packets and bulk mailings to the public and staff regarding various events and programs
- Participates in student registration and enrollment activities; requests student records from other schools as needed; prepares student records for schools as requested; processes student enrollments and withdrawals
- Administers first aid and prescription medications to students for the purpose of providing emergency or necessary care in accordance with state and federal requirements
- Performs other related duties as assigned



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE, INDEPENDENT, HAPPY, CURIOUS LEARNERS

Job Title: Business Manager

All employees and volunteers at Cornville Regional Charter School work together to fulfill the CRCS Mission Statement. The thoughts reflected in this description provide structure to the responsibilities and accountabilities for this position. However, CRCS expects to employ professionals who will work beyond job descriptions, creating both a fulfilling career environment and very successful outcomes for our students. Values we hold high are: trustworthiness, honesty, diligence, open communication, fairness, and politeness, and we expect to see them evidenced in our staff, parents, and students.

Job Summary: The Business Manager oversees the financial activities of the school in accordance with the mission, vision, plans and policies established by the CRCS Board. The Business Manager supports the Executive Director in the management of finances; ensures adequate record keeping and reporting.

Contracted by: Head of School

Reports to: Head of School and CRCS Board of Directors

Duties and Responsibilities:

Administrative:

- Assists the Executive Director in the oversight of the financial activities of the school so as to comply with generally accepted accounting principles and all applicable reporting requirements
- Assists the Executive Director in the development of the CRCS annual budget and presents it to the Board as required.
- Assists the Executive Director in the financial management of federal grants and reporting
- Provides oversight and support for the Bookkeeper's financial practices and activities

Financial/Fundraising:

- Coordinates and works directly with the auditor for the annual audit and annual report
- Provides accounting services and oversight of internal controls
- Develops and maintains the Chart of Accounts as necessary
- Performs the following duties on a regular basis:
 - Reconciliations
 - MEDMS Uploads and MDOE Financial Reporting
 - Quarterly financial statements required by the Charter Commission
 - Preparing monthly financial statements for the Board of Directors
 - Draw downs for all federal grants including ESEA/IDEA

- Performs other related duties as contracted



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE. INDEPENDENT. HAPPY. CURIOUS LEARNERS

Job Title: Bookkeeper

All employees and volunteers at Cornville Regional Charter School work together to fulfill the CRCS Mission Statement. The thoughts reflected in this description provide structure to the responsibilities and accountabilities for this position. However, CRCS expects to employ professionals who will work beyond job descriptions, creating both a fulfilling career environment and very successful outcomes for our students. Values we hold high are: trustworthiness, honesty, diligence, open communication, fairness, and politeness, and we expect to see them evidenced in our staff, parents, and students.

Job Summary: The Bookkeeper conducts basic financial activities of the school in accordance with the mission, vision, plans and policies established by the CRCS Board. The Bookkeeper supports the Executive Director and provides adequate record keeping and reporting.

Contracted by: Head of School

Reports to: Business Manager and Head of School

Duties and Responsibilities:

Financial

- Conducts the following bookkeeping duties including, but not limited to:
 - Accounts Receivable
 - Accounts Payable
 - Cash Receipts
 - Deposits
 - Printing checks
 - Payroll
 - Data entry into QuickBooks and running statements/reports as needed
- Reports to Business Manager
- Performs all duties and tasks assigned related to Bookkeeping and reporting



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE, INDEPENDENT, HAPPY, CURIOUS LEARNERS

Job Title: Team Leaders

All employees and volunteers at Cornville Regional Charter School work together to fulfill the CRCS Mission Statement. The thoughts reflected in this description provide structure to the responsibilities and accountabilities for this position. However, CRCS expects to employ professionals who will work beyond job descriptions, creating both a fulfilling career environment and very successful outcomes for our students. Values we hold high are: trustworthiness, honesty, diligence, open communication, fairness, and politeness, and we expect to see them evidenced in our staff, parents, and students.

Contracted by: Head of School

Reports to: Assistant Head of School

Qualifications:

Current Maine Teacher Certification appropriate for grade levels, subject or special area in which they teach; minimum of three years teaching experience; previous administrative/leadership experience in a school setting recommended but not necessary; commitment to CRCS's mission and vision; demonstrated flexibility and experience in effectively solving challenging problems through a positive, collaborative approach; demonstrated experience in the instruction of students with varied learning styles and levels of mastery; expert-level written and oral communication skills; strong interpersonal and team building skills; excellent organization skills and consistency in meeting deadlines; commitment to Common Core knowledge and Proficiency Learning; knowledge of and commitment to character development; entrepreneurial outlook and charter school commitment.

Duties and Responsibilities:

Administrative Roles and Responsibilities:

- **Dean of Students**
 - Oversees the Restorative Justice type practices within the school
 - Conducts conflict resolution with students for Common Areas and times
 - Provides consequences consistent with State Law and philosophy of the school.
 - Contacts administrator for serious or repeated discipline issues that may violate State or Federal laws
 - Other duties assigned related to this role and responsibility

- **Curriculum & Instruction Coordinator**

- Assists in leading the faculty to ensure the delivery of curriculum through appropriate instructional approaches.
- Participates in ongoing curriculum evaluation and development
- Completes data analysis and the identification of trends
- Makes recommendations to the administration on concerns related to curriculum and instruction based on data analysis
- Other duties assigned related to this role and responsibility
- **Technology and Testing Coordinator**
 - Responsible for App distribution on all MLTI devices
 - Manages groups and restrictions on all MLTI devices
 - Manages the rosters of instructional software
 - Oversees and manages the testing protocols of all testing required by the MDOE and Charter Commission.
 - Management of testing rosters, testing schedule, and coordinates
 - Facilitating and overseeing proper test proctor training has been completed
 - Other duties assigned related to this role and responsibility
- **MLTI Coordinator**
 - Processes and updates Apple ID's
 - Facilitates purchase requests for App Store Purchases
 - Collaborates with Technology Coordinator and establishes workflow between roles
 - Maintains MLTI Asset Manager
 - Manages annual MLTI reports, request for new devices, repair requests, and other documentation required by MLTI.
 - Manages the Firewall and filter service
 - Other duties assigned related to this role and responsibility
- **Committee Chairs**
 - Facilitates committee meetings and includes creating an agenda, ensures minutes are taken and actions recorded
 - Assures that the committees decisions uphold the mission and vision of the school
 - Other duties assigned related to this role and responsibility



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE, INDEPENDENT, HAPPY, CURIOUS LEARNERS

Job Title: Teacher

All employees and volunteers at Cornville Regional Charter School work together to fulfill the CRCS Mission Statement. The thoughts reflected in this description provide structure to the responsibilities and accountabilities for this position. However, CRCS expects to employ professionals who will work beyond job descriptions, creating both a fulfilling career environment and very successful outcomes for our students. Values we hold high are: trustworthiness, honesty, diligence, open communication, fairness, and politeness, and we expect to see them evidenced in our staff, parents, and students.

Job Summary:

To help students learn subject matter and skills that will contribute to their development as mature, able, and responsible students, and to lead them to fulfill their potential for intellectual, emotional, and psychological growth and maturation.

Contracted by: Executive Director

Reports to: Principal and Executive Director

Qualifications: Current Maine Teacher Certification appropriate for grade level, subject or special area in which they teach; bachelor's degree; prior teaching experience preferred; any other qualifications as specified by state certification authorities; such alternatives to the above qualifications as the Board may find appropriate and acceptable; ability to do appropriate reading, writing, math, reasoning and understanding of policies and procedures and related information, and to follow verbal or demonstrated instructions; physical ability to perform all necessary duties, including reaching, lifting, eye-hand coordination, sitting and stooping.

To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The requirements are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Duties and Responsibilities

- Meets and instructs assigned classes in the locations and at the times designated
- Plans a program of study that, as much as possible, meets the individual needs, interests and abilities of the students and allows all students to access the curriculum

- Develops and maintains a classroom environment conducive to effective learning, appropriate to the maturity and interests of the students, and that is within the limits of the resources provided by CRCS
- Prepares for classes assigned, and shows written evidence of preparation upon request of the principal
- Encourages students to set and maintain standards of classroom behavior
- Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, and projects to communicate these objectives to students
- Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals involved
- Strives to implement by instruction and action CRCS's philosophy of education and instructional goals and objectives
- Assesses and evaluates student progress on a regular basis and provides progress reports and Personal Learning Plans as required
- Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities
- Maintains accurate, complete, and correct records as required by law, CRCS policy, and administration
- Assists the administration in implementing, upholding, and enforcing school rules, administrative regulations, and Board policy
- Develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner
- Assesses the learning challenges of students on a regular basis
- Makes provision for being available to students and parents for education-related purposes outside the instructional day when required or requested to do so under reasonable terms
- Attends and participates in staff meetings and serves on building/district committees as required
- Cooperates with other members of the staff in planning instructional goals, objectives, and methods
- Accepts a share of the responsibility for co-curricular activities as assigned
- Works to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavioral progress of all assigned students
- Plans and supervises purposeful assignments for educational technicians and volunteers
- Establishes and maintains cooperative relationships with others
- Provides for his/her own professional growth through an ongoing program of reading, workshops, seminars, conferences, and/or advanced course work at institutes of higher learning.

Legal and Ethical Duties:

- Maintains confidentiality about all aspects of student and staff performance and written and oral records
- Demonstrates a respect for the legal and human rights of students, staff and parents
- Follows health and safety procedures established by CRCS
- Arrives and departs punctually, notifying appropriate personnel about absences and coverage
- Demonstrates loyalty, dependability, integrity, and other ethical standards

EVALUATION: Performance will be evaluated by the Principal in accordance with Board policy.



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE, INDEPENDENT, HAPPY, CURIOUS LEARNERS

Job Title: Educational Technician

All employees and volunteers at Cornville Regional Charter School work together to fulfill the CRCS Mission Statement. The thoughts reflected in this description provide structure to the responsibilities and accountabilities for this position. However, CRCS expects to employ professionals who will work beyond job descriptions, creating both a fulfilling career environment and very successful outcomes for our students. Values we hold high are: trustworthiness, honesty, diligence, open communication, fairness, and politeness, and we expect to see them evidenced in our staff, parents, and students.

Job Summary:

The Educational Technician provides educational support and rehabilitative assistance to designated students.

Contracted by: Executive Director

Reports to: Supervising Teacher, Principal

Qualifications: Associate degree or minimum of 60 credits preferred; ability to do appropriate reading, writing, math, reasoning and understanding of policies and procedures and related information, and to follow verbal or demonstrated instructions; physical ability to perform all necessary duties, including reaching, lifting, eye-hand coordination, sitting and stooping; current physical restraint certification or must be willing to participate in physical restraint training.

Duties and Responsibilities

Educational:

- Maintains an environment conducive to learning
- Assists in delivering and reviewing lesson plans, instructional activities and classroom modifications under supervision of teacher(s)/case manager as appropriate
- Attends meetings if required and provides input into the IEP, behavior plan, and daily schedule as requested

- Observes, records, and charts data about student performance and progress, submitting summary reports as requested
- Participates in preparation of instructional materials

Therapeutic:

- Takes steps to insure that students are treated in an age appropriate manner with consideration for cognitive and physical abilities
- Encourages students to maintain appropriate behavior and social interactions in all environments through example, instruction and management techniques
- Carries out behavior interventions, rewards and consequences; maintains behavioral charting
- Helps students process their behavior, reactions, and emotions and assists them in resolving problems, setting goals, and communicating needs
- Takes reasonable precautions to protect students, other people, equipment, and materials

Legal and Ethical Duties:

- Maintains confidentiality about all aspects of student performance and written and oral records
- Demonstrates a respect for the legal and human rights of students
- Follows health and safety procedures established by the school
- Arrives and departs punctually, notifying appropriate personnel about absences and coverage
- Demonstrates loyalty, dependability, integrity, and other ethical standards
- Follows the chain of command for various administrative procedures and student or program concerns
- Provides direct supervision of assigned students in all environments if needed
- Assists in personal care of students as needed (e.g., eating, toileting, self-care, personal hygiene, lifting)
- Participates in building duty schedule as appropriate
- Develops and maintains positive working relationships with administrators, staff, and students
- Participates in restraints, is aware of emergency procedures, and is a member of the building response team as needed
- Performs other such duties as may, from time to time, be assigned by the Special Education Teacher, Principal, or Executive Director

EVALUATION: Performance will be evaluated by the Special Education Teacher and Principal in accordance with board policy.



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE, INDEPENDENT, HAPPY, CURIOUS LEARNERS

Job Title: Custodian

All employees and volunteers at Cornville Regional Charter School work together to fulfill the CRCS Mission Statement. The thoughts reflected in this description provide structure to the responsibilities and accountabilities for this position. However, CRCS expects to employ professionals who will work beyond job descriptions, creating both a fulfilling career environment and very successful outcomes for our students. Values we hold high are: trustworthiness, honesty, diligence, open communication, fairness, and politeness, and we expect to see them evidenced in our staff, parents, and students.

Job Summary: To provide students with a safe, attractive, comfortable, clean, and efficient place in which to learn, play, and develop.

Contracted by: Executive Director

Reports to: Principal, Executive Director

Qualifications: High school diploma, working knowledge of custodial duties, services, and equipment, demonstrated competency and experience in all areas of these services, other qualifications deemed appropriate to CRCS, ability to do appropriate reading, writing, math, reasoning and understanding of policies and procedures and related information, and to follow verbal or demonstrated instructions; physical ability to perform all necessary duties, including reaching, lifting 50-70 pounds, eye-hand coordination, sitting and stooping.

To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The requirements are representative of the knowledge, skill and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PERFORMANCE RESPONSIBILITIES:

This will be a general job description for the classification of custodian. CRCS recognizes that not all job duties are performed daily. Job duties may be different depending on the needs of the school.

- May be required to work flexible hours to meet the needs of CRCS
- Keeps building and premises, including driveways, entrances, and play areas, neat and clean at all times
- Shovels and sands doorways and walkways as appropriate
- Checks to make sure classroom floors are swept and clean
- Vacuums rugs as needed
- Cleans corridors after school each day or when conditions require
- Replaces light bulbs in classrooms, emergency lights, and exit lights
- Scrubs and disinfects toilets, bathroom floors, cleans all sanitary fixtures and drinking fountains, and washes mirrors, walls and stalls
- Replaces and refills dispensers, as needed
- Washes all windows on both the inside and outside on a regular schedule
- Keeps all floors in a clean and attractive condition and in a good state of preservation
- Disposes of trash daily and replaces liners
- Promptly reports major repairs needed to the Executive Director
- Immediately reports any damage of school property to the Executive Director
- Assumes responsibility for the closing of the building each school day and for determining, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off
- Keeps an inventory of supplies and equipment and requisitions such needed replacements far enough in advance so that they may be delivered in such time as will not hinder the custodian in his/her duties
- Conducts an ongoing program of general maintenance, upkeep and repair and make minor building repairs, as capable
- Moves furniture or equipment within buildings as required for various activities and as directed by the Principal and/or Executive Director
- Cleans custodial closets, and equipment as needed
- Follows proper safety procedures when operating equipment and complies with safety and OSHA regulations
- Maintains a regular schedule to insure that daily responsibilities are performed, has regular attendance and is punctual for assignments
- Deals tactfully with others, is resourceful and self-reliant, demonstrates respect for self and others, is willing to accept suggestions and follow instructions
- Follows the proper channels of command and exercises confidentiality of privileged information relating to school and personnel matters
- Develops and maintains positive working relationships with administrators, staff, students, parents, and members of the community
- Performs all other related duties as deemed necessary by the Principal or Executive Director

EVALUATION: Performance of this job will be evaluated by the Executive Director in accordance with provisions of the Board of Directors' policies.

B.6 Parent and Community Involvement

Parents' active participation in the classroom is vital to the challenging work of educating our children. Parent involvement is linked to children's school readiness and shows the students in our community the importance of education. Research shows that greater parent involvement in children's learning positively affects the child's school performance, including higher academic achievement*.

**(McNeal, 1999; Scribner, Young, & Pedroza, 1999; Sui-Chu & Willms, 1996; Trusty, 1998; Yan & Lin, 2002) and greater social and emotional development (Bredekamp & Copple, 1997; Fantuzzo & McWayne, 2002).*

Participating in children's education and developing the strong sense of community that comes from working with others toward a common goal are central to the mission and vision of the CRCS Early Childhood Center. Parents' active participation in the classroom, fundraising, and other aspects of the school organization is vital to the challenging work of educating our children.

Our goal is to have all families involved in the school community in a way that is meaningful both to the family and to the center. Parents are welcomed in the center and in the classroom. Parents and other family/community members will be given a list of opportunities to stay involved in the center and are encouraged to suggest additional activities. These opportunities may include reading with individuals or groups of learners, playing a math game or leading a math activity, preparing materials, and helping with cooking, clerical, or cleaning tasks. Parents will also be encouraged to share their skills and interests.

Parents and school personnel are encouraged to maintain open communication with one another on a regular basis. Parents and teachers will meet during scheduled times throughout the year to share students' progress. Additional questions and concerns should be directed to the teacher before or after school hours. For more complex concerns, it is requested that parents leave a note, phone message, or email the teacher and set up separate meeting times. At the end of the school year, parents and learners will be given the opportunity to complete an evaluation survey of the center. The survey results will be available to the school staff, director/principal and Board of Directors. Satisfaction will also be gauged by repeated and growing enrollment.

Our goal is also to eliminate and reduce barriers that prevent parents and families and from accessing the school. Whether it is a transportation issue or the procedures for pick up/drop off, those procedures should always be reevaluated when a situation arises to determine if a change could or should be made. Honoring this commitment is the way members of the school community will demonstrate their belief in the philosophy of the school and its education practices. The success of CRCS Early Childhood Center depends upon all parties participating in the operation of the center

C.1 Governing Body

Cornville Regional Charter School, incorporated in 2012 in the State of Maine as Cornville Regional Charter School (legal name); a 501(c) 3 non-profit organization, is governed by a volunteer Board of Directors. As an existing non-profit organization, Cornville Regional Charter School (legal name) will hold the charter for the CRCS Early Childhood Center and be responsible for oversight and governance of the charter school. The Board of Directors will have legal, fiduciary and oversight authority to the charter school with autonomy over key decisions, as referenced in MRS 20-A, 2401, sections 6,9A. CRCS will continue to conduct elections according to the School By-Laws.

The Cornville Regional Charter School Board of Directors is composed of five to seven members representing the community at large. The Executive Director/Principal of the Cornville Regional Charter School attends all Board meetings. Meetings are on the third Wednesday of each month at 6:00 p.m. at the Cornville Regional Charter School. Meetings are open to the public except during closed sessions. All parents are invited to attend.

Board Member	Board of Director Member Term Begins	Board of Director Member Term Expires
Lorri Cahill	07/01/2016	07/01/2019
Beth Enman	07/01/2015	07/01/2018
Jason Herrick	07/01/2016	07/01/2018
Stephanie Miller	07/01/2015	07/01/2018
Jean Walker	07/01/2014	07/01/2017
Travis Works	Executive Director/Principal of CRCS	

The focus of the meetings of the Board of Directors shall include school oversight and governance, and the performance of the duties listed below:

electing officers

- electing new Board members
- establishing and appointing committees
- hiring the Executive Director/Principal principal, reviewing his or her performance, creating a remediation plan when necessary, termination when deemed appropriate
- ensuring effective strategic organizational planning
- setting and approving a budget for each school year
- managing financial resources
- monitoring school performance

- acting as the staff dispute resolution team if conflicts between teacher/staff and Executive Director/Principal cannot be resolved internally
- enhancing CRCS's public image
- assessing its own performance as a Board

Operating Principles

The Cornville Regional Charter School Board of Directors recognizes its role and responsibility to create and sustain a quality school, with the continuous improvement of student achievement as its primary goal. To develop and sustain high performance, the Board directs its work on policy making, planning, and evaluation of school performance. As elected officials, we work together, aligned to a common mission and shared goals. We expect high standards of behavior and performance from ourselves and from others in the CRCS community. To ensure unity and effective leadership, we use these operating principles to guide our conduct, practices and performance.

Board, Executive Director/Principal Leadership

To achieve our vision and best serve the students and community, the CRCS Board of Directors, Executive Director/Principal work as a leadership team. In complementary roles of policy governance and school management, we operate in collaborative partnership.

Therefore,

- We understand that the Board derives its authority only when it operates as a body. We will not take unilateral individual action.
- We build and maintain a culture of trust and teamwork. Each should be honest and forthright in dealing with one another.
- We adhere to a practice of 'no surprises' for Board members and the Executive Director/Principal.

Decision-Making

The Cornville Regional Charter School Board of Directors makes decisions that are first and foremost in the best interests of our learners and enhance the quality of programs and services of the school. Therefore,

- We ask for and expect recommendations to the Board that are based on evidence, data and best practices.
- We engage in robust deliberations to debate issues with one another and with the Executive Director/Principal prior to making decisions. We ask hard questions and critically evaluate all implications of our decisions.
- We honor and support decisions of the majority while respecting the right of individual members to express opposing viewpoints and vote their convictions.

Communication

The Cornville Regional Charter School Board of Directors understands that clear, consistent and frequent communication contributes to unity and collaboration around shared goals for the school as a whole.

Therefore,

- We work through the Executive Director/Principal to address concerns, complaints and need for information.
- We expect that all Board members will be informed of matters pertinent to the Board's work, issues, and pending recommendations.
- We recognize an official voice of the Board and allow the Board Chair, and in his/her absence, the Vice-Chair, to speak for and about the Board, its decisions, positions, and work. Individual Board members may always share their individual viewpoint but must clarify that they are speaking for themselves, rather than the entire Board.
- We interact in a way with the media and public to preserve the integrity of Board processes and decisions.

Community Relations

The Cornville Regional Charter School Board of Directors recognizes that the community has aspirations for this school. The Board, with the Executive Director/Principal, is the school's leading advocate for students, parents and staff.

Therefore,

- We champion the work of the school and are public charter school ambassadors.
- We engage the community by soliciting input, listening to perspectives, and providing regular and relevant feedback to the community on the needs, achievements, and challenges facing our school.

Required Tabs

22. Articles of Incorporation.

23. Corporate By-laws.

24. Documentation that the applicant is a Maine nonprofit corporation, has filed an application for exemption (Form 1023) with the Internal Revenue Service or has a notice of exemption.

25. Conflict of Interest Policy (covering Board Members and key administrators).

Articles Of Incorporation of Cornville Regional Charter School

The undersigned, in order to form a Non-Profit Public Benefit Corporation under the provisions of Title 13-B, Chapter 4, Maine Revised Statutes, submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name

The name of the corporation shall be: Cornville Regional Charter School.

ARTICLE 2: Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the State of Maine and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

This corporation is a nonprofit corporation under the laws of the State of Maine, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible by law. The Corporation shall have all powers allowed by law.

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 1192 West Ridge Road, Cornville, Maine 04976, and the name of its initial registered agent is Justin Belanger.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the

Corporation shall be six (6) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Justin Belanger – Executive Director (non-voting member)

Samuel Jencks

Jake Daigneault

Jean Walker

Laurie Hayden

Anna Underwood

Jason Cooke

ARTICLE 5: Incorporators

The name and address of the initial incorporator is

Cornville Regional Charter School

1192 West Ridge Road

Cornville, Maine 04976

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be

1192 West Ridge Road

Cornville, Maine 04976

ARTICLE 7: Membership

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the Corporation the assets of the Corporation shall be distributed to creditors pursuant to Title 13-B, Chapter 11 of the Maine Revised Statutes. Upon winding up and dissolution of this corporation, and paying or adequately providing for the debts and obligations of the corporation, after paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Maine Charter School Commission, Augusta, Maine for continued use in educational purpose consistent with Section 501(c) (3) of the Internal Revenue Code..

ARTICLE 9: Non-stock Corporation

The Corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles

These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 30th day of May, 2012.

Incorporators:


Name


Name



STATE OF MAINE
Department of the Secretary of State
Bureau of Corporations, Elections and Commissions
101 State House Station
Augusta, Maine 04333-0101

June 4, 2012

CORNVILLE REGIONAL CHARTER SCHOOL
ATTN: JESSICA DAIGNEAULT
232 AMES RD
CORNVILLE ME 04976

ATTESTED COPIES
WR DCN: 2121531400012

Enclosed please find copies of documents recently placed on file with our office. Each copy has been attested as a true copy of the original and serves as your evidence of filing. We recommend that you retain these permanently with your records.

Charter#: 20120494ND Legal Name: CORNVILLE REGIONAL CHARTER SCHOOL.

ARTICLES OF INCORPORATION

DCN: 2121531400013 Page(s) 4

Total Pages 4

DOMESTIC
NONPROFIT CORPORATION

STATE OF MAINE

ARTICLES OF INCORPORATION

Filing Fee \$40.00

File No 20120494ND Pages 4
Fee Paid \$ 40
DCN 2121531400013 ARTI
-----FILED-----
05/18/2012

Julia R Flynn
Deputy Secretary of State

A True Copy When Attested By Signature
Julia R Flynn
Deputy Secretary of State

Pursuant to 13-B MRSA §403, the undersigned incorporator(s) execute(s) and deliver(s) the following Articles of Incorporation

FIRST: The name of the corporation is Cornville Regional Charter School

SECOND: ("X" one box only Attach additional page(s) if necessary)

- The corporation is organized as a public benefit corporation for the following purpose or purposes
Public funded charter school
- The corporation is organized as a mutual benefit corporation for all purposes permitted under Title 13-B or, if not for all such purposes, then for the following purpose or purposes

THIRD: The Registered Agent is a (select either a Commercial or Noncommercial Registered Agent)

Commercial Registered Agent CRA Public Number _____

(name of commercial registered agent)

Noncommercial Registered Agent
Jessica Daigneault
(name of noncommercial registered agent)

232 Ames Rd Cornville ME, 04976
(physical location, not P O Box - street, city, state and zip code)

(mailing address if different from above)

FOURTH: Pursuant to 5 MRSA §108 3, the registered agent as listed above has consented to serve as the registered agent for this nonprofit corporation

FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 4

The maximum number of directors (not less than 3) shall be 3 and the maximum number of directors shall be 5

SIXTH: Members ("X" one box only)

- There shall be no members
 There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached

SEVENTH: (Optional) (Check if this article is to apply)

No substantial part of the activities of the Corporation shall be the carrying on of propoganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office

EIGHTH: (Optional) (Check if this article is to apply)

Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit _____ attached hereto and made a part hereof

Incorporators"

Dated 05/01/12

Justin M Belanger
(signature)

Street 793 Beckwith Rd
(residence address)

Justin M Belanger
(type or print name)

Cornville, ME 04976
(city, state and zip code)

Jessica Daigneault
(signature)

Street 232 Ames rd
(residence address)

Jessica Daigneault
(type or print name)

Cornville, ME 04976
(city, state and zip code)

Jean M Walker
(signature)

Street 98 Walton Mill Road
(residence address)

Jean M. Walker
(type or print name)

Cornville, ME 04976
(city, state and zip code)

~~FIFTH: The number of directors (not less than 3) constituting the initial board of directors of the corporation, if the number has been designated or if the initial directors have been chosen, is 4~~

~~The minimum number of directors (not less than 3) shall be ^{JNB 2/01/12} 3 and the maximum number of directors shall be 5~~

~~SIXTH: Members (*X* one box only)~~

~~There shall be no members~~

~~There shall be one or more classes of members and the information required by 13-B MRSA §402 is attached~~

~~SEVENTH: (Optional) (Check if this article is to apply.)~~

~~No substantial part of the activities of the Corporation shall be the carrying on of propoganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office~~

~~EIGHTH: (Optional) (Check if this article is to apply)~~

~~Other provisions of these articles including provisions for the regulation of the internal affairs of the corporation, distribution of assets on dissolution or final liquidation and the requirements of the Internal Revenue Code section 501(c) are set out in Exhibit _____ attached hereto and made a part hereof.~~

<p>Incorporators*</p> <p><u>Sandra Belanger</u> (signature)</p> <p><u>Sandra Belanger</u> (type or print name)</p> <p>_____</p> <p>(signature)</p> <p>_____</p> <p>(type or print name)</p> <p>_____</p> <p>(signature)</p> <p>_____</p> <p>(type or print name)</p>	<p>Dated <u>05/01/12</u></p> <p>Street <u>783 Beckwith Road</u> (residence address)</p> <p><u>Cornville, ME 04976</u> (city, state and zip code)</p> <p>Street _____ (residence address)</p> <p>_____</p> <p>(city, state and zip code)</p> <p>Street _____ (residence address)</p> <p>_____</p> <p>(city, state and zip code)</p>
--	--

For Corporate Incorporators*

Name of Corporate Incorporator NA

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

Name of Corporate Incorporator _____

By _____
(signature of officer)

Street _____
(principal business location)

(type or print name and capacity)

(city, state and zip code)

***Articles are to be executed as follows:**

If a corporation is an incorporator (13-B MRSA §401), the name of the corporation should be typed or printed and signed on its behalf by an officer of the corporation. The articles of incorporation must be accompanied by a certificate of an appropriate officer of the corporation, not the person signing the articles, certifying that the person executing the articles on behalf of the corporation was duly authorized to do so.

Please remit your payment made payable to the Maine Secretary of State

Submit completed form to
Secretary of State
Division of Corporations, UCC and Commissions
101 State House Station
Augusta, ME 04333-0101
Telephone Inquiries (207) 624-7752 Email Inquiries CEC.Corporations@Maine.gov

CORNVILLE REGIONAL CHARTER SCHOOL BY-LAWS

ARTICLE I Name and Incorporation

Section 1. Name. The name of the corporation is Cornville Regional Charter School. It is herein after referred to as “the corporation.”

Section 2. Location. The principal location of Cornville Regional Charter School facility shall be 1192 West Ridge Road, Cornville, Maine 04976.

Section 3. Purposes. The Corporation is a non-profit corporation organized under the laws of the State of Maine and its purposes are exclusively educational as set forth in the Articles of Incorporation. More specifically, the purposes for which the Corporation is organized are:

- to fulfill the mission and vision described in the Charter.

Section 4. Statute and Code. The corporation shall operate in accordance with Title 20-A, Chapter 112 of the Maine Revised Statutes.

Section 5. Non-discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender or age in either the hiring and other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Maine.

ARTICLE II Members

Section 1. Non-membership Corporation. The Corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III Board of Directors

Section 1. Number. The Board of Directors shall consist of not less than five and not more than seven persons. The Executive Director of the charter school shall be a non-voting member of the Board of Directors.

Section 2. Term. Directors shall be elected for three year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) needs to be filled.

Section 3. Powers. The Board of Directors shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporation such powers as it may see fit for specified periods of time.

Section 4. Election. The names of the initial Directors are set forth in the Articles of Incorporation. All successor Directors shall be elected by the Board from nominations by existing Directors and voted on by a majority of the Board of Directors. Each new Director shall assume his or her Board position immediately

upon his/her appointment by the Board or at such time as specified by the Board.

Section 5. Resignation and Removal of a Director. A Director may resign by submitting his or her resignation in writing to the Chair of the Board of Directors. A Director may be removed for cause at a meeting of Directors by an affirmative vote of two-thirds of the remaining Board of Directors. Directors being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 6. Annual Meeting. An annual meeting of the Board of Directors for the election of Officers and such other business as may come before the meeting shall be held in June of each year. Written notice shall be given not less than 10 days nor more than 50 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice. The notice shall comply with Maine's Freedom of Access statute Title 1 Chapter 13, which applies to chartered public schools.

Section 7. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Directors shall be held on the third Wednesdays of the month at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as specified in Title 1, Chapter 13, Subchapter 1 § 406 of Maine Revised Statutes.

Section 8. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the Chair or by a petition signed by a majority of the full Board of Directors. Such meetings shall be held upon not less than two business days' notice given personally or by telephone, telephone facsimile, or electronic mail or upon not less than four business days' notice given by depositing notice in the United States mails, postage prepaid. Such notice shall specify the time and place of the meeting and in all respects comply with the notice requirements contained in Title 1, Chapter 13, Subchapter 1 § 406 of Maine Revised Statutes.

Section 9. Open Public Meetings Act. All meetings of the Board of Directors shall be held in accordance with Maine's Freedom of Access statute Title 1 Chapter 13, which applies to chartered public schools. Adequate notice of all meetings subject to the Act shall be visibly posted not less than forty-eight (48) hours before any such meeting.

Section 10. Quorum. A majority of the full number of Directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these By-laws. Every act of a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board.

Section 11. Vacancies. Any vacancy on the Board of Directors may be filled by the Board for the unexpired portion of the term. If any Director is appointed to fill a vacancy for an unexpired term, the unexpired portion of the term he or she is filling shall not count toward the three year term imposed by Article III, Section 2.

Section 12. Meeting Attendance. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Director after such Director's three unexcused, consecutive absences or five total absences in one year to ascertain the Director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

Section 1. Establishment. The Board of Directors may appoint such standing committees and/or ad hoc committees as it thinks necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Directors. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up of no more than two less than a quorum of the Board of Directors. The chair shall be an ex officio member of each committee. The chief educational director of the charter school shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary are to be deliberated. Standing committees shall be:

- Governance
- Finance
- Executive Director Support and Evaluation
- Academic Excellence

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Directors and be dissolved. Members of Ad Hoc committees shall be drawn from those parents, community members, and staff of the school community who indicate interest in serving on the Ad Hoc committee and from such others as may be deemed appropriate by the Board of Directors. Ad Hoc committees shall be made up of no less than three.

ARTICLE V Officers

Section 1. Titles. The Officers of the Corporation are a Chair, a Vice Chair, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these By-laws. No Officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Directors the annual meeting of the Directors and shall serve for one year and until their successors are elected and qualified.

Section 3. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow.

(a) The Chair shall be responsible, along with his/her fellow Directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The Chair shall have full and equal vote as accorded to all Directors. The Chair may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The Chair may delegate, as needed, to any other officer any or all of the duties of the Chair. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

(b) The Vice Chair shall have such duties and responsibilities as may be delegated to him/her by the Chair. The Vice Chair shall have full and equal vote as accorded to all Directors. In the absence of the Chair, the Vice Chair shall perform all the duties of the Chair and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the Chair, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these By-laws.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of

Directors and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

(d) The Treasurer shall be the chief financial officer of the Corporation and shall have oversight of the Executive Director as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Executive Director keeps regular books of account for the Corporation that set out business transactions of the Corporation, such books to be at all times open to inspection at their place of keeping to any Board of Director member. The Treasurer shall be the chair of the Financial Committee, and shall review the annual budget, which is prepared by the Principal and the Executive Director, for the consideration and approval of the Board of Directors. The Treasurer shall ensure that the Executive Director deposits all moneys and other valuables in the name and to the credit of the Corporation with such depositories as shall be designated by the Board of Directors. The Treasurer shall provide oversight to the Executive Director in the investment and reinvestment of funds of the Corporation and the disbursement of funds of the Corporation as may be ordered by the Board of Directors. The Executive Director shall render to the Board of Directors and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of the Corporation. The Treasurer shall ensure that the Executive Director establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Directors a detailed written financial report in compliance with the Maine statutes and regulations relating to charter schools.

Section 4. Removal of Board Officers. Any officer may be removed from office, with cause, by the affirmative vote of two thirds of the full membership of the Board of Directors at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting.

ARTICLE VI Fiscal Year and Check Signing

Section 1. Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

Section 2. Check Signing. The Chair, Executive Director and/or designee are authorized and required to sign all checks. Checks will be reviewed by the Treasurer at board meetings. Any check in excess of \$5,000 shall require two authorized signers.

ARTICLE VII Amendments to By-laws

Section 1. Amendments. The Board of Directors shall have the power to make, amend, or repeal the By-laws of the charter school, either in whole or in part. The By-laws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Directors and posted in all places as required by Maine's Freedom of Access Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the board.

ARTICLE VIII Dissolution

Section 1. Revocation of Charter. If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed to the Maine Charter School Commission, Augusta, Maine for continued use in educational purpose consistent with the requirements of Section 501(c) (3) of the Internal Revenue Code.

Section 2. Voluntary Dissolution. Should the Corporation choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to the Maine Charter School Commission, Augusta, Maine for continued use in educational purpose consistent with the requirements of Section 501(c) (3) of the Internal Revenue Code.

ARTICLE IX Additional Provisions

Section 1. Indemnification of Officers and Directors. The Corporation shall indemnify every corporate agent as defined in, and to the full extent permitted by, Sections 714 of the Maine Nonprofit Corporation Act (Title 13-B Chapter 7). A Director or officer shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a Director or officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

Section 2. Compensation. No Director or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the Corporation, except that Directors and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Directors.

Section 3. Insurance. The Board of Directors ensures that the Executive Director provides for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Directors present at the regular public meeting at which the motion to hire the auditor is being considered. The audit shall be done in compliance with Maine statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations.

These By-laws were adopted by the Board of Directors at its meeting held on 5/30/2012 by a vote of 5-0.

Amended: 2/20/2013
Amended: 8/6/2014
Amended: 1/20/2016



TAX EXEMPT AND
GOVERNMENT ENTITIES
DIVISION

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date: JUN 17 2013

Cornville Regional Charter School
1192 West Ridge Road
Cornville, ME 04976-6223

Employer Identification Number:
27-5068946
Person to Contact and ID Number:
Melissa Rifkin, 72-0564834
Toll Free Contact Number:
(877) 829-5500
Accounting Period Ending:
06
Public Charity Status:
509(a)(1) & 170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
May 31, 2012
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. **Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.**

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed *Compliance Guide for 501(c)(3) Public Charities* for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Ronald J. Schumaker
for Karen Schiller
Acting Director,
EO Rulings and Agreements

Enclosure: *Pub. 4221-PC, Compliance Guide for 501(c)(3) Public Charities*

CONFLICT OF INTEREST

It shall be the policy of the Board not to employ the spouse of a member of the Board of Directors. In addition, neither a Director nor his/her spouse may serve as a volunteer when that volunteer has primary responsibility for a curricular, co-curricular or extra-curricular program or activity and reports directly to the principal, director or other school administrator.

No person shall be employed in a position where a member of the immediate family (spouse, brother, sister, parent, son or daughter) is responsible, in whole or in part, for the supervision and/or evaluation of the employee.

The Board may approve an exception to this policy where the Board determines that granting of such exception is in the best interest of the school system and does not violate existing State of Maine statutes.

This policy shall comply with the requirements of Title 20-A MRSA § 1002.

Legal Reference: 20-A M.R.S.A. § 1002-1004
30-A M.R.S.A. § 2604-2606

Cross Reference: BCA-Board Member Code of Ethics

Adopted: 5/30/2012

C.2 Governing Board Composition

The Board of Directors is composed of a cross-section of the school and local community. Each director has a personal responsibility to look out for the long-term well being of the school. The Board's role is to ensure that the school's policies, programming and decisions are aligned with the school's mission and vision and compliant with local, state and federal law. The board is designed to support the Executive Director/Principal, who then supports the teachers, who are in direct contact with our children every day.

Cornville Regional Charter School is governed by a Board of Directors. All of the governing rules are specifically covered in the By-Laws (Tab 23).

There are be four standing committees:

Governance Committee

The Governance Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for matters pertaining to Board of Directors recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of the organization as well as established policies and practices approved by the Board of Directors.

Finance Committee

The Finance Committee is commissioned by and responsible to the Board of Directors. It has the responsibility for working with the Administration to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the organization's assets. The Finance Committee shall be assisted by the Administration.

Executive Director Support and Evaluation Committee

The Executive Director Support and Evaluation Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for developing and implementing a year-round process to strengthen the board's support, evaluation, and partnership with the organization's Administration.

Academic Excellence Committee

The Academic Excellence Committee is commissioned by and responsible to the Board of Directors to assume the primary responsibility for working with the Administration to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measures to monitor these goals.

Other committees/meetings may be scheduled throughout the school year:

School Community Advisory Committee

The purpose of the School Community Advisory Committee (SCAC) is to help the school accomplish its mission and maintain the integrity of the school's Charter by providing recommendations, advice and feedback to the Board of Directors, teachers and administration. The SCAC will be a resource to support a positive school culture and academic achievement for all students. The SCAC will utilize an inclusive strategic process with mutually agreeable solutions that will best serve the whole school community to guide their work.

Ad Hoc Committees

Ad hoc committees shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Directors and be dissolved. Members of Ad Hoc committees shall be drawn from those parents, community members, and staff of the school community who indicate interest in serving on the Ad Hoc committee and from such others as may be deemed appropriate by the Board of Directors. Ad Hoc committees shall be made up of no less than three.

Required Tabs

26. Governing Board Resumes.
27. Board Profile (a matrix of qualifications and experience to be represented on the board).
28. List of officers and committee chairs and an organization chart depicting each role and relationship.

Beth M. Enman

164 Porter Road, Skowhegan, ME 04976
(207) 474-3746 benman@crsme.org

Summary

Over 25 years of experience as a highly organized and detail-oriented manager and administrative support professional. Skilled decision-maker known for calm demeanor in stressful situations. Ability to communicate effectively with people of all ages and backgrounds, to work collaboratively to resolve problems while maintaining organization objectives.

Education

Bachelor of Science Business Administration, management major, University of Maine, Augusta, Maine, May 2015

Related coursework: Organizational Behavior, Labor Management Relations, Human Resource Management, and Operations Management.

Associate of Science Business Management, Eastern Maine Vocational Technical Institute, Bangor, Maine, May 1982

Relevant Experience

Small Business Account Manager, Self-Employed, Skowhegan, ME, 1986 to 2002

Responsibilities included: Hiring employees, employee benefits, employee training, payroll, payroll reports, financial statements, accounts payable and receivable, and worker's compensation insurance.

Managed daily business operations in owner's absence and consulted on business decisions.

Administrative Assistant, M.S.A.D. #54, Skowhegan, ME, 2002 to present

Computer skills include: Microsoft Office, data management and financial management programs.

Responsible for maintaining school account checkbook.

Compiling and distribution of school yearly budget.

Daily interaction and written communication with the public, staff, and students.

Ability to successfully manage and quantify daily tasks and unexpected issues.

Created and presented a new employee informational brochure.

Created an annual employee handbook and student handbook.

Train staff on contract and worker's compensation protocol.

2 year union representative for support services employee union.

Plan and assemble school events and meetings.

COMMUNITY SERVICE

6 years as a Big Sister mentor in community program for Big Brothers Big Sisters of Mid-Maine.

4 years Big Brothers Big Sisters of Mid-Maine after School Program Coordinator.

10 years Skowhegan Recreation Department youth program volunteer.

Stephanie Miller

1032 Beckwith Road
Cornville, Maine 04976
207-474-8044
smiller@crcsme.org

PROFILE

A team leader with over ten years of customer service experience. Strong work ethic and personal drive. A self motivated, dependable, hard working individual who has a vast background with experience in many fields of work and study.

EXPERIENCE

Manager, Athens Corner Store, Athens, ME - May 2002-present

Manage all aspects of a small grocery store/ gasoline station, extensive customer service experience, proficient in employee relations/ training.

Shipping Receiver, H. E. Murdock, Waterville, ME March 2002 - May 2002

Introduction to office environment, Coordinated incoming and outgoing packages for jeweler.

Expeditor, Bald Peak Colony Club, Melvin Village, NH June 2001-Sept. 2001

Obtained kitchen experience at high end country club, communication between chefs and servers.

Service Technician, A+ Healthcare, Fairfield, ME 1994-1997

Serviced and cleaned equipment for a home health care company. Filled oxygen tanks, shipped necessary medical equipment to customers.

EDUCATION

Eastern Maine Community College, Bangor, ME- Automotive Technology 2007

-ASE Certified Technician, graduated with Phi Theta Kappa honors

Lorri Cahill

685 Beech Hill Road
Norridgewock, ME 04957
207-431-0826
lcahill@crsme.org

Education

University of Maine, Farmington, ME
Bachelor in Elementary Education

Work Experience

North Elementary School, MSAD #54	1994-2015	Kindergarten teacher
North Elementary School, MSAD #54	1988-1994	Grade 1 teacher
MSAD #54	1983-1988	Chapter 1 teacher

Educational Service

- Supervisor of student teachers
- Supervisor of newly hired teachers
- Member of a liaison committee to establish district preschool
- Building representative for MSAD#54 union
- Representative Assembly delegate for Maine Teachers Association
- Member of MSAD#54 Teacher Certification Committee

Belief

Cornville Regional Charter School appeals to me for multiple reasons, many of which align with my educational philosophy. I truly believe children need a holistic education, one that meets their developmental, social, interpersonal and academic needs. Learners will meet or exceed goals when lessons are personalized and they have a vested stake in their learning. I am a strong proponent of developmental stages as they relate to learning environments and curriculum. Lastly, I know how important it is to have highly skilled, happy teachers that have the collaborative time to make sense of the wonderfully messy work they do on a daily basis. I have observed happy, respectful students and felt a true sense of care and community throughout the school. It confirmed my interest in pursuing a seat on the Board.

Jean Walker

98 Walton Mill Road
Cornville, ME 04976
207-474-3691
jwalkermwalker@crsme.org

Education

St. Joseph's College, Windham, ME
Master's Degree in Education 2008-2010

University of Maine, Orono, ME
Bachelor of Science in Child Development

Work Experience

Canaan Elementary School, MSAD #54 2010-2015

Special Education teacher in a resource room setting grades K-3

Cornville Elementary School, MSAD #54 1985-2010

Special Education teacher in a resource room setting grades K-6

Margaret Chase Smith Elementary School, MSAD #54 1977-1985

Special Education teacher in a resource room setting grades 5-6

Congin Elementary School, Westbrook School Department 1976-1977

Special Education teacher in a resource room setting grades K-6

Belief

I believe in a world where people care about their neighbors, their schools, and their community. If I want to pass on this sense of social responsibility to others, I need to look inward first and recognize that the words I say and my actions are powerful tools. As a teacher, I worked to create an environment for my students where they felt welcome, important, appreciated, special, and safe, no matter what their academic level. This is the foundation on which I hope Cornville Regional Charter School will continue to thrive.



Cornville Regional Charter School
 1192 West Ridge Road
 Cornville, ME 04976
 (207) 474-8503 Tel.
 (207) 474-8515 Fax.

APPLICATION FOR BOARD OF DIRECTORS POSITION

The Cornville Regional Charter School does not discriminate in the operation of its educational end employment policies and will honor all appropriate laws relative to discrimination.

Name: Jason Herrick	Date: March 30, 2016
Permanent Address: 18 Crescent Street, Skowhegan, ME 04976	
Phone: (207) 399-0365	E-mail: otherendup@yahoo.com

Essay: Complete on a separate piece of paper

Please share your educational philosophy and how is it aligned with CRCS. In addition, please include one factor was most influential in your decision to become a CRCS board member, and what experience or skills will you be able to offer CRCS?

Academic and Professional Training:

Colleges/Universities Attended	Location	# Years	Degree or # of Credits
Grand Canyon University	Arizona/Online	Current	Master's in Education
Thomas College	Waterville, ME	4	B.S. Marketing Management

Date last professional course was taken: ___ Currently enrolled in classes _____

Civic and Community Involvement:

I volunteer at the Skowhegan Public Library to help out with children's programming. I have also recently joined the Masons in Norridgewock, Maine. For the past 10 year, my family and I have volunteered at the Maine Children's Home for Little Wanderers during their Christmas program.

References: List three people who can comment on your ability and whom we may contact.

Name	Position	Address	Phone
Carroll Delbaugh	Market Manager	Canaan, ME	(207) 431-6364
Lawrence Wentworth	Market Manager	Harmony, ME	(207) 233-9502
Dixie Ring	Co-worker	Canaan, ME	(207) 474-2149

Professional Experience: A resume must be provided. Please list all held for the past ten years, beginning with your current or most recent employment. Please account for any gaps in employment during the past ten years. Use another sheet of paper if necessary.

I understand that information submitted in and with this application may be disclosed to a screening and/or interview committee, which may include board members, administrators, other staff and members of the community. I give my consent to this disclosure.

Signature



Date

3-29-16

Application check-list:

The completed employment application cannot be evaluated unless all of the following materials have been provided:

- Letter of Interest
- Your Application Form, fully completed and signed
- Explanation for all YES answers to questions in the "Background Section"
- Electronic copies sent via email will be accepted

Please Read:

All application materials become the property of the Cornville Regional Charter School. None will be returned. Providing any false or misleading information on this application or in the application or employment screening process shall be fully sufficient grounds to refuse to employ the applicant or if the applicant has been employed, to immediately dismiss the applicant/employee.

Cornville Regional Charter School is an Equal Opportunity/Affirmative Action Employer.

Jason Herrick

18 Crescent Street
Skowhegan, ME 04976
(207) 399-0365
otherendup@yahoo.com

OBJECTIVE To become a member of the school board for the Cornville Regional Charter School.

PROFILE Results-oriented business professional with excellent communication, interpersonal, and listening abilities and able to establish and maintain excellent customer rapport. B.S. Degree in Marketing Management. Most recently a store manager for 3 years at a fast-paced store. 2 years business to business sales as well as 7 years in pharmaceutical sales including hospital formulary work and calling on various specialties.

QUALIFICATIONS SUMMARY

- Learn and integrate new information, procedures and techniques easily.
- Diplomatic and effective problem solver; strong sales and decision making abilities.
- Successful at prioritizing work and meeting deadlines.
- Effective in self managed projects and group efforts.
- Highly organized and detail oriented.
- Ability to analyze and understand sales information/trends to make proper business decisions.

EXPERIENCE

5/10-Present Circle K
Store Manager, Waterville, Maine

Daily management of convenience store including but not limited to paperwork, ordering, inventory control, hiring, organizing, and scheduling. Responding to customer's needs or concerns. Conflict resolution between associates as needed. Achieved Image Days' award for the fall of 2010.

7/08-1/10 IKON Office Solutions
Sales Representative, Central Maine

Business-to-business sales. Responsible for selling office equipment to small-mid size businesses. Duties included customer service as needed. Responding to customer's needs as they arise, and prioritizing the needs of multiple customers.

06/01-6/08 Johnson & Johnson, PriCara : A Division of Ortho-McNeil
Professional Sales Representative, Maine

Responsible for aggressive share growth within a number of therapeutic classes, including neurological, anti-infective, and G.I. Duties included educating healthcare professionals in current medical trends and differentiating my products both clinically and within the managed care environment in order to influence their prescribing habits. Other duties included being Safe Fleet Coordinator—driving safety, Levaquin specialist for Northern New England district, and Managed Care Specialist. Achieved District Rep of the Quarter for 3rd quarter 2007.

EDUCATION **Thomas College, Waterville, Maine**
B.S. Marketing Management – Graduated Magna Cum Laude
Grand Canyon University, Phoenix, Arizona
Currently enrolled in the Master's program for Elementary Education

Tab 27

Board Profile

Board Member	Qualifications and Experience
Jean Walker	Retired Special Education teacher with 39 years of Special Education teaching experience Master's degree in education Board Chair CRCS Former Technology Integrationist for special needs children Former PTF president Co-Founder of CRCS
Stephanie Miller	Manager of Athens Corner Store Associate's Degree in Applied Science/Automotive Technology Has extensive customer service experience Proficient in employee relations/ training
Lorri Cahill	Retired kindergarten teacher with 35 years of experience Bachelor's degree in Education Supervised student teachers Supervised newly hired teachers Member of a liaison committee to establish district preschool Building representative for MSAD#54 union Representative Assembly delegate for Maine Teachers Association Member of MSAD#54 Teacher Certification Committee
Beth Enman	Special Education Secretary Bachelor of Science Business Administration Currently enrolled in MBA program Responsible for maintaining school account checkbook. Compile and distribute school yearly budget. Interact and communicate with the public, staff, and students. Manage and quantify daily tasks and unexpected issues.
Jason Herrick	Bachelor of Science in Marketing Management Enrolled in Master's program for Elementary Education Store Manager Circle K Manages paperwork, scheduling, organizing, hiring, ordering and inventory control Customer service Proficient in conflict resolution

List of Board officers and committee chairs

Board Officers 2016-2017

Chair	Jean Walker
Vice-Chair	Stephanie Miller
Secretary	Lorri Cahill
Treasurer	Jason Herrick

Committee Chairs 2016-2017

Governance	Stephanie Miller
Finance	Jason Herrick
Executive Director Support and Evaluation	Jean Walker
Academic Excellence	Lorri Cahill

D.1 Budget

There is no change in roles and responsibilities pertaining to finances and we would look at increasing our Business Manager's time. We will use the existing policies and processes that we have in place at the Cornville Campus. Essentially nothing changes in what we are doing regardless of the campus and we will follow the same procedures and protocols between all of our buildings.

Narrative:

The Early Childhood Center will rely on state funding and there will be some private funds to pay for before/after care. We have drafted a realistic but yet conservative budget so that we may effectively deal with unanticipated costs. To develop our budget we have modeled our chart of accounts from the Cornville Campus and modified the numbers based on information we have for operating expenses. We feel that this program is sustainable and because we are reducing overhead with administration, transportation, etc, that we are able to maintain the programming without a large amount of outside funding. This is a sustainable program that is economically feasible because we have a strong core program in our current building and existing personnel and infrastructure in place. While we love to have extra funding we recognize the importance of being efficient and effective with the money we have and why we have been able to live comfortably and within our means.

Required Tabs

29. Budget for first 3 years, including a staffing schedule, enrollment by grade, benefits and other budget assumptions, opening year monthly cash flow analysis and pre-opening period budget and cash flow.

Tab 29

Budget for first 3 years, including a staffing schedule, enrollment by grade, benefits and other budget assumptions, opening year monthly cash flow analysis and pre-opening period budget and cash flow.

Please see Tab 16 for enrollment by grade for the Early Childhood Center and the Staffing Schedule can be found in Tab 17. The staffing chart found in Tab 17 is the staffing chart that would be consistent for all future years since the capacity of the building is maxed out.

We plan on offering Health Benefits like we do at the Cornville Campus. That includes offering insurance at cost to the school for approximately \$1800, the employee contributes \$1,200 annually and the out of pocket will be between \$600-\$1,200 maximum. This is extremely affordable and we assume approximately \$4,800 in risk per employee. The more money we are able to save, the lower we can drop the out of pocket expenses and annual contributions.

We will take out a \$10,000 loan that will be matched by the town of Skowhegan for renovations necessary over the course of the upcoming year. While we don't anticipate the facility upgrades for the bathroom will be that amount, we will take advantage of this matching opportunity to upgrade any areas we need to. The \$10,000 loan would be paid off at the time the state subsidy flows to our account and/or the Board chooses to dip into the fund balance to avoid interest accumulating. Since this is an existing facility fully furnished, we don't anticipate a large amount of pre-opening expenses.

Cornville Regional Charter School - ED279 Growth Calculations Early Childhood Center						
			PreK	K-8	9-12	Total Combined
October Previous Year Count				0	0	0
New Estimated Students			32	0	0	32
Basic Count	EPS Per Pupil	PreK \$ 6,594.00				
		Primary \$ 6,594.00	\$ 211,008.00	\$ -	\$ -	\$ 211,008.00
		Secondary \$ 7,000.00				
Weighted Count						
9-12 Disadvantaged Free & Reduced %			0.5785	0.5785	0.5785	
Estimated number of students			18.50	-	-	
EPS weight			15%	15%	15%	
EPS weight	9-12 Disadvantaged		\$ 18,298.35	\$ -	\$ -	\$ 18,298.35
Limited English %			3%	3%	3%	
Estimated number of students			0.96	0.00	0.00	
EPS weight			70%	70%	70%	
EPS weight	Limited English Prof		\$ 4,431.17	\$ -	\$ -	\$ 4,431.17
Targeted Funds						
		K-8	9-12			
	Student Assess	\$ 47.00	\$ 47.00	\$ 1,504.00	\$ -	\$ -
	Technology	\$ 104.00	\$ 313.00	\$ 3,328.00	\$ -	\$ -
	PreK	\$ 47.00		\$ 21,100.80		
Operating Allocation				\$ 259,670.32	\$ -	\$ -
Transition Amount				97%	97%	97%
Operating Allocation				\$ 251,880.21	\$ -	\$ -
Special Ed	Weighted Rate					\$8,653
	Est Count					10%
	October Previous Year Count					0.0
	Estimated number of students					3.2
	Funding					\$27,689.60
Transportation					\$584	\$18,688
	Funding					\$18,688
Total Adjusted Operating Allocation						\$298,257.81
Charter School Commission						3%
Funding reduction						(\$8,947.73)
Adjusted State Contribution						\$289,310.07

D.2 Financial Management

CRCS will provide the financial management for the Early Childhood Center.

This includes, but is not limited to:

- Financial oversight provided by CRCS Board of Directors, Executive Director, Bookkeeper and Business Manager
- Using the existing Chart of Accounts in QuickBooks
- All reports to the Board, audits, financial policies, MDOE reporting, etc will continue as normal and there is no change in CRCS policies/procedures/workflow.

D.3 Facilities

Currently the Skowhegan Nursery School has served as a private 3-4 year old program for over 40 years. It is under contract with Seacoast Security for fire monitoring and has pull stations already installed. Square footage meets the 35 square feet per child as required by State Law. The maximum enrollment we anticipate would be 16 learners in the public Pre-K room and 16 learners in the private childcare room. If we were looking at pure financial benefit, we would convert both rooms over to Public PreK programs, but that would not be meeting a need within our community.

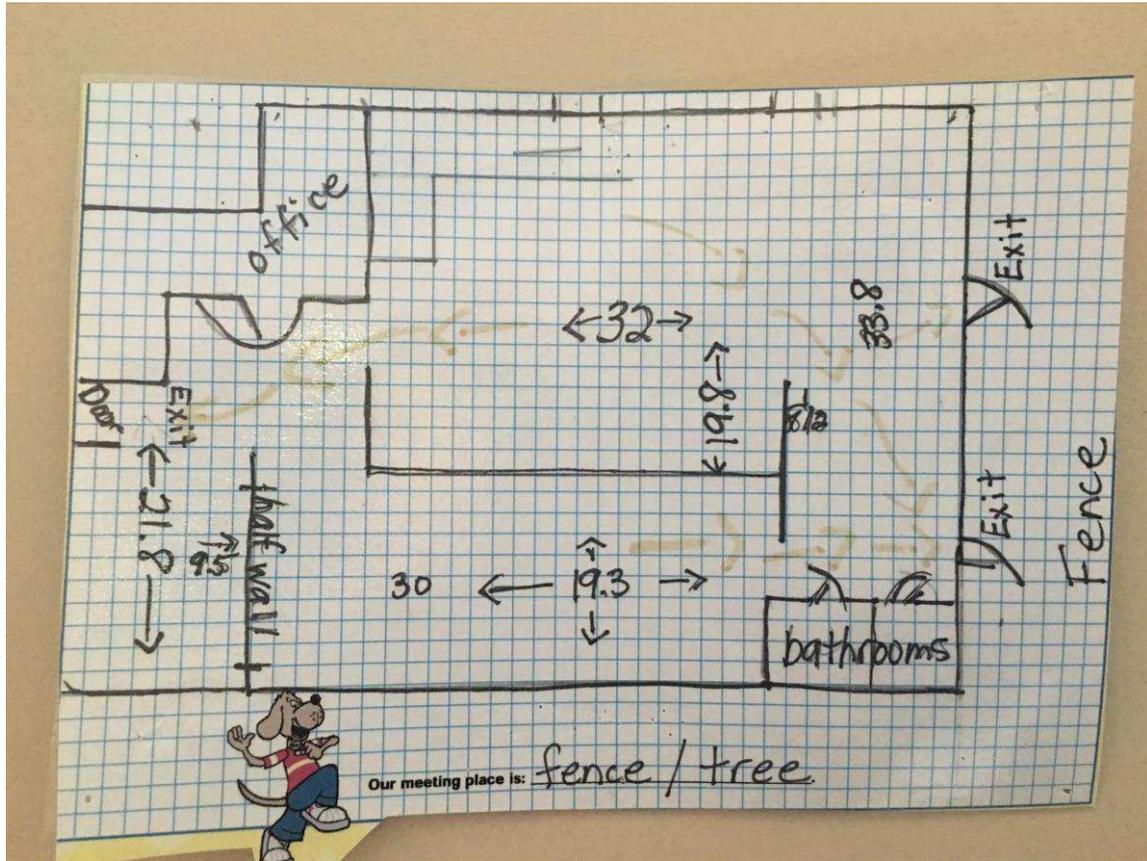
There is a lobby and two main classroom spaces that can accommodate 16 learners each. There are two bathrooms and those will need to be remodeled to meet ADA specifications. There is a kitchen area and a small office for staff. There is a large outdoor playground that is fenced in and away from the road. Construction will take place during breaks after the approval process so we can open on time with all major renovations completed.

We anticipate increasing the hours of our part-time custodian and part-time maintenance personnel to provide cleaning and maintenance services to this facility. The combined cost would be approximately \$13,000 for this facility and that includes both positions. The building is currently used as a school facility and therefore would not have to seek approval from the local town planning board for a change of use. We are prepared to submit a plan to the town planning board upon approval so we may proceed. Given the small amount of construction work, we are not concerned about starting construction immediately.

Required Tabs

30. Room schedule (number, size, function, anticipated class size).
31. Any leases or contracts.
32. A schedule of furnishings and fixtures

Tab 30 Room Schedule



The above picture shows the interior layout of the CRCS Early Childhood Center. There are two separate learning spaces. One learning space would be used specifically for the Pre-K program and the other one would be used as the private childcare space.

Tab 31
Facility Leases or Contracts

This tab is inapplicable due to the fact that we will take over ownership of the property and building of the former Skowhegan Nursery School at 135 Dr. Mann Road in Skowhegan.

Tab 32
Furniture and Fixtures

The Skowhegan Nursery School is currently operating as a private PreK. There are tables, chairs, bookcases, and developmentally appropriate toys/materials. There are appliances such as a laminator, kitchen sink, cabinets, refrigerator, and cubbies.

The entire building and its contents would then become the property of CRCS and we would only purchase additional furniture and fixtures as necessary.

D.4 Transportation

We will continue contracting bus services with Poland's Bus Service out of Skowhegan. The rate is currently \$2.35/mile and that has not changed in 5 years, nor do we foresee that changing in the near future.

Transportation during the first 3 years was limited to the Skowhegan area. While it met the criteria for providing transportation laid out in our contract, it restricted enrollment to families that could provide their own transportation, whether to a central location or to the school. During our 4th year we added a third bus and spread out the routes so they now cover the towns of Norridgewock, Madison, Canaan, and Skowhegan. During our 5th year we expanded our geographic area to meet a growing demand for families and learners and we are committed to keeping the bus ride to 60 minutes or less.

In 2016-2017 school year we now have:

Bus 1: Skowhegan to Cornville (Learners from Skowhegan, Waterville, Fairfield or families that work in Skowhegan)

Bus 2: Norridgewock to Madison to Cornville (Learners from Belgrade, Starks, Farmington, Bingham, Solon etc ride this bus).

Bus 3: Canaan to St. Albans to Harmony to Athens to Cornville. (Learners from Newport, Fairfield and northern towns near St. Albans ride this bus)

Adjusting our transportation has opened our enrollment to more students and met a need for our existing families.

Whereas our catchment area is not changing, our plan moving forward is to keep these three main runs. Because of staggered start times between our 3 different programs, we are able to provide transportation without a large increase in transportation costs.

Learners that live in all towns except Skowhegan will ride the bus to the Cornville Campus and arrive at approximately 7:50am. The bus will then continue to the Early Childhood Center for an 8:00am drop off and a 8:05am drop off in Downtown Skowhegan for the older learners. Once the bus drops off in Skowhegan, it will make a loop in town and pick up other learners, dropping off just before the official start of the day at 8:15am.

We will budget an increase of \$9,000 for the additional 10 miles that take place between 8:05am and 8:15am in Skowhegan.

The local Public PreK programs in the area do not provide transportation, but we understand this is a major barrier for families. Because we have the resources, we will work to provide transportation in key locations.

We do have access to three 8 passenger vans that would allow us to provide transportation as needed if the situation should arise.

Learners needing accommodations for transportation will have access to varying degrees of support as required by law and written in their IEPs. For example, these may include having access to a bus monitor, accessing a taxi, or utilizing one of our 8 passenger vans.

Required Tab

33. Transportation Plan.

Tab 33 Transportation

CRCS will continue contracting for the 6th consecutive year with Poland's Bus Service to provide transportation to and from school.

The routes are spread out so they currently cover the towns of Norridgewock, Madison, Canaan, St. Albans, Harmony, Athens, Cornville, and Skowhegan. This has opened our enrollment to more learners and meets the needs of our existing families. We are continually adjusting our routes to better accommodate our families.

Staggered start times between all three campuses would allow for a considerable savings for the first couple of years. Cornville Campus essentially becomes a hub where learners would arrive from their respective towns and then board busses that would take them to either the Early Childhood Center and/or Downtown Skowhegan Campus.

As enrollment grows, we would then add additional busses to alleviate overcrowding of riders closest to Skowhegan, thereby freeing up room on the 3 main bus lines and minimizing costs.

Please refer to D.4 for specific transportation details.

D.5 Insurance

Kyes-Carpenter Insurance Agency of Skowhegan, Maine, has been our insurance company from the start of our organization. Our current policies provide liability insurance, Directors & Officers coverage along with Employment Related Practices, Business Auto, Sexual Abuse and Molestation, Workers Compensation and Crime coverage. They will also provide coverage for Educators Legal Liability, the surety bond and umbrella coverage. Kyes writes more public school insurance than any independent agent in the State of Maine. Please see letter submitted by Kyes Insurance for complete details and assurance as well as estimates for additional coverage needed. (See Attachments for Keyes Insurance Letter regarding insurability, and Tab 34 – Certificate of Insurance.)

Required Tabs

34. Certificates of Insurance. (We will provide proof of insurance once we secure the additional buildings).

Tab 34
Certificates of Insurance

Once we have approval for the two additional buildings we will provide insurance coverage using our existing company Kyes-Carpenter out of Skowhegan, ME.

We anticipate the cost for the Early Childhood Center at no more than \$3,000 for the first year of operation.

D.6 Food Service

We will provide a snack that meets federal and state requirements for PreK age learners.

Please see Tab 14 for the proposed schedule for snack time.

D.7 Closure Protocol

The School Closure Template, as outlined by the Commission and the Department of Education is included in Tab 35. CRCS will adhere fully to the requirements and processes outlined in this closure plan of any of their facilities or programs.

In the event of a school closure, employees at CRCS will remain employed for the duration of the closing and will create comprehensive educational records to be transferred to the receiving districts that the students may enroll in. Records will include educational, disciplinary, contact and medical information, to be released after receiving signed parental consent.

The Administration will provide parents with the contact information for the public schools located within their town of residence. A letter will accompany this information with directions detailing enrollment and registration processes.

In accordance with IRS and State law, assets will be transferred to eligible programs after a closeout audit, completed within twelve months of the announcement of closure. Assets shall be distributed first to satisfy any outstanding payroll obligations and then to creditors. Any remaining assets purchased with public funds shall be returned to the Treasurer of the State.

Required Tab

35. School Closure Template

CLOSURE PLAN
Tab 35

School Closure Process

Documentation of Closure Action

Should the School be closed for any reason by its governing board, notice of such action shall be sent to the Commission and the Maine Department of Education (MDOE) within five (5) calendar days of any official closure action taken by the board. Should the Commission initiate the closure action, timely notice will be sent to the board and the MDOE. The notice by either party will include a description of the circumstances of the closure. Following receipt of such notice, the parties will develop a joint agreement on a closure date. The parties will send a joint notice of closure to:

- Parents or guardians of students and students;
- The special education local plan area in which the school participates, if applicable;
- The retirement systems in which the school's employees participate; and
- Collaborative partners in the local community.

Notification of all the parties will include at least the following:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) handling inquiries regarding the closure;
-
- The students' school districts of resident; and
- How parents or guardians may obtain copies of student records, including specific information on completed courses and standards met towards graduation requirements.

In addition to the four required items above, notification to the MDOE will also include:

- A description of the circumstances of the closure; and
- The location of student and personnel records.

In addition to the four required items above, notification to parents, guardians, and students will include:

- Step by step instructions as well as essential information on how to transfer the student to a school that can meet their needs both educationally and geographically; and
- A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information;

The governing board will announce the closure to any school administrative unit that may be responsible for providing education services to the former students of the School. These units can then assist in facilitating students' transfers.

If a closure should occur, it will happen at the end of an academic year as long as it is feasible to maintain a safe and legally compliant program until then.

School and Student Records Retention and Transfer

School records will be kept in a file folder in the central office in a fireproof file cabinet. Attached to every cabinet will be a copy of student records policies. A formal request for records will be required from any school to which a student wishes to transfer.

Closure procedures for the School will include the following plans for the transfer and maintenance of School and student records that will be completed within 30 days of closure:

- Transfer and maintenance of personnel records in accordance with applicable law;
- Provision of a list of students in each grade level and the standards that they have completed to the entity responsible for overseeing the closure;
- Provision of the students' school administrative units of residence to the entity reasonable for overseeing the closure; and
- Transfer and maintenance of all student records, state assessment results and any special education needs to the custody of the entity responsible or overseeing the closure, unless transferred to a different entity.

Personnel records will include any employee records in the possession of the School. They include, but are not limited to, records related to performance and grievance.

Financial Close-Out

Within 60 days after receiving notification of closure, the MDOE and the Commission will notify the School if they are aware of any liabilities that school owes the State or the students' school administrative units of residence. These may include overpayment of apportionments,

unpaid revolving fund loans or grants, or other liabilities. An audit will be conducted after the School has been closed as described below.

An independent final audit will take place within six months after the closure of the School that includes:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, requirements, and other items of material value; and
- An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings or other investigation.

A plan for completing and filing of any annual reports will include the following sections:

E. Education Service Providers

“Education service providers (ESPs), or education management organizations, are for-profit or non-profit organizations that contract with new or existing public, charter, or private schools to help them implement comprehensive reforms.” - Online Definition

According to the definition above, we do not have an Education Service Provider. Nevertheless, we do belong to the Maine Cohort for Customized Learning which is a big resource for our school's programming. On many levels they are a large support system for implementing the comprehensive reforms within our building. Justin Belanger and Travis Works served on the Board of Directors, which fostered a greater relationship between the school and Cohort. The content and curriculum we use comes from the Cohort and our staff has been part of the curriculum development. Last year we had 3 of our 8 regular education facilitators present at the national level on behalf of the Cohort. This summer, 4 of our 8 facilitators flew to South Dakota to present and all 8 presented at the Maine Regional Customized Learning Conference. 90% of our teachers attended the National Customized Learning Conference in Pennsylvania, which was extremely important for creating a shared experience and common understanding of Customized Learning. While the cohort is a support and we are deeply involved, it is the staff that is implementing the comprehensive reforms within our building. It is important to note the role and asset that the MCCL plays in creating what we call the “ideal learning experience”.