



TO: Kate Brown, Candy deCsipkes, Maddy Vertenten

FROM: Cynthia Alexander

DATE: February 20, 2020

RE: Policy Review – March 6, 2020

The Policy Sub-Committee is scheduled to meet on Friday, March 6, 2020 at 8:30 a.m. at the RSU5 Central Office.

Agenda

BIA-New Board of Directors Member Orientation

BIB-Board of Directors Member Development Opportunities

BIC-Board of Directors Member Freedom of Access Training

BIC-E-Certification of Completion of Freedom of Access Training

BID - Board Member Compensation and Expenses.pdf

JICK-Bullying

JICK-R-Bullying-Administrative Procedure

JICK-E1-RSU No. 5 Bullying Report Form

JICK-E2-RSU No. 5 Bullying Investigation Form

JICK-E3-Documentation of Disciplinary and Remedial Actions Taken

JICK-E4-Bullying Reporting, Investigation and Intervention/Resolution Process

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NEW BOARD OF DIRECTORS MEMBER ORIENTATION

In order that newly elected Board of Director members may cast informed votes and function effectively as Board members, the Board and Superintendent will extend to them the fullest measures of courtesy and cooperation and will make every reasonable effort to assist newly elected Board members in understanding the Board's functions, policies, procedures and current issues.

- A. In the interim between a new member's election or appointment and his/her assuming office, the Board of Directors, through the Superintendent, will invite new members to attend meetings, except those held in executive session, and provide new members with agenda, minutes and reports applicable to those meetings. During the time between election or appointment and the assumption of office, the status of the future-member remains that of a private citizen and not that of an elected or appointed official.
- B. The Board of Directors, through the Superintendent, will provide new members with copies of appropriate publications, such as the Board of Directors policy manual, student handbook(s), collective bargaining agreements and current budget documents.
- C. The Board of Directors, will remind Board members of their obligation to complete, not later than the 120th day after the date of taking the oath of office, training on the requirements of Maine's Freedom of Access Law. The Chair will provide Board members with information regarding available training options. Each Board member shall attest by means of a written or electronic record that he/she has completed the training and provide a copy of such record to the Superintendent's Office. To facilitate documentation of training, the Superintendent will make available to Board members copies of the State's sample Certification of Completion of Access Training form.
- D. The Board of Directors will encourage new members to attend appropriate in-district and out-of-district orientation and/or School Boardsmanship workshops. Reimbursement for such activities must be approved in advance by the Board of Directors Chair, in consultation with the Superintendent, and is subject to the availability of funds.
- E. The Chair and Superintendent will schedule and arrange for an orientation session for new Board members as soon as practicable after election or appointment. A reasonable amount of time will be provided for discussion of:
 - 1. The roles and responsibilities of the Board of Directors and individual members;
 - 2. Basic operational procedures of the Board of Directors;

3. Placement of items on the agenda;
4. The role of committees, subcommittees and advisory committees;
5. How and why executive sessions may be held;
6. What is considered confidential or privileged information;
7. Appropriate responses of an individual member when a request or complaint is made directly to him/her by a student, parent or member of the community;
8. How the Board of Directors responds to complaints involving personnel;
9. General information about the school system and its resources;
10. How Board of Director members, in fulfilling their duties, may request information concerning schools and District operations, finances and personnel;
11. How Board of Director members may make arrangements to visit schools, and the protocol for such visits;
12. Protocol for dealing with the media; and
13. Other relevant topics.

All Board of Director members will be invited to the orientation session and encouraged to attend. The orientation is intended to serve as a useful review of basic boardsmanship concepts for experienced members as well as an opportunity to provide information and counsel to new Board members.

Adopted: November 18, 2009
Reviewed: April 27, 2011
Reviewed: March 26, 2014

BOARD OF DIRECTORS MEMBER DEVELOPMENT OPPORTUNITIES

Recognizing the value of continuous and life-long learning, the RSU No. 5 Board of Directors places a high priority on the development of its members' "boardsmanship" skills and on supporting opportunities for in-service education. The purpose of the Board of Directors development is to enhance the quality of education in the Board of Directors and the effectiveness of school unit governance.

Board of Director members need to be well-informed and to expand their knowledge of trends and issues affecting education and school governance. In addition, Board of Director members need to develop and reinforce the skills required for effective policy-making, budget planning and communications.

Board of Director members are encouraged to participate in district-sponsored training sessions and/or workshops and in Board or related conferences, seminars, workshops and conventions sponsored by the Maine School Boards Association, the Maine School Management Association, the National School Boards Association and other recognized leaders in education. Board members are also encouraged to be active in leadership opportunities that may be available within regional, state and national associations.

Adequate funds should be budgeted annually to support Board of Director member development, including participation at meetings, subscriptions to publications that address the concerns of Board members and memberships in school board associations.

Upon Board of Director approval and within budgetary limitations, reimbursement for travel and necessary expenses will be provided to individual members for activities related to Board development. The Board of Directors, on a case-by-case basis, will determine the number of Board members authorized to attend specific meetings, conferences, conventions or other events at the Board of Director's expense, as warranted by budgetary limitations. Board members may use their own discretion regarding attendance at meetings, conferences, conventions or other events where reimbursement will not be provided by the Board of Directors.

At a Board of Directors meeting subsequent to attendance at an educational event, members are encouraged to report briefly to the Board and to the public to share knowledge gained and thoughts on implications for local school governance. Board of Director members are also encouraged to study and share with the Board and Superintendent materials of interest they have collected.

Adopted: November 18, 2009
Reviewed: April 27, 2011
Reviewed: March 26, 2014

BOARD OF DIRECTORS MEMBER FREEDOM OF ACCESS TRAINING

In accordance with Maine law, beginning July 1, 2008, every Board of Director member must complete a course of training on the requirements of Maine's Freedom of Access law as it relates to public records and proceedings not later than the 120th day after the date he/she takes the oath of office to assume his/her duties as an elected official. Board members serving in office on July 1, 2008, must complete the training by November 1, 2008. Freedom of Access training must be repeated within 120 days of taking the oath of office each time a Board member is elected to serve a new term.

At a minimum, the training course must include instruction in:

- A. The general legal requirements of the Freedom of Access law regarding public records and public proceedings;
- B. Procedures and requirements regarding complying with a request for a public record under the Freedom of Access law; and
- C. Penalties and other consequences for failure to comply with the Freedom of Access law.

A Board member may meet the training requirement by conducting a thorough review of all the information made available by the State of Maine on the Frequently Asked Questions portion of its Freedom of Access website, or by completing any other training course that includes all of this information.

Each Board member shall attest by means of a written or electronic record that he/she has completed the training and provide a copy of such record to the Superintendent's Office. To facilitate documentation of training, the Superintendent will make available to Board members copies of the State's sample Certificate of Completion of Freedom of Access Training form.

Legal Reference: 1 M.R.S.A. §§ 411, 412

Cross Reference: BID – New Board of Directors Member Orientation
KDB – Public's Right to Know/Freedom of Access

Adopted: November 18, 2009
Reviewed: May 25, 2011
Reviewed: March 26, 2014

CERTIFICATION OF COMPLETION OF
FREEDOM OF ACCESS TRAINING REQUIRED BY 1 M.R.S.A. § 412

I, _____, hereby certify that I have met the
(Name of elected official)

training requirements set forth in M.R.S.A. § 412 on _____ by
(Date of training)
completing the following training.

A thorough review of all of the information made available on the Frequently Asked Questions portion of the State Freedom of Access website, www.maine.gov/faaa/faq

Another training course that includes this information, identified as follows:

(Title of course)

(Name of course provider)

Dated this _____ day of _____, 20xx.

(Signature)

(Printed name)

(Elected office)

NOTE: Training must be completed within 120 days after an elected official takes the oath of office or, for elected officials serving in office on July 1, 2008, by November 1, 2008.

Adopted: November 18, 2009

Reviewed: May 25, 2011

Reviewed: March 26, 2014

BOARD MEMBER COMPENSATION AND EXPENSES

A stipend of \$25.00 per meeting for each Board member is authorized. This payment will be made for attendance at all regular meetings and for attendance at special Board of Director meetings when minutes are prepared and subsequently accepted.

Legal Reference: 20-A MRS § 1251 (MSAD)
20-A MRS § 1652 (CSD)
20-A MRS § 2306 (MUN)
20-A MRS § 1471 (RSU)

Adopted: March 24, 2010
Reviewed: May 25, 2011
Reviewed: March 26, 2014

BULLYING

The Board believes that bullying, including cyberbullying, is detrimental to student well-being and to student learning and achievement. It interferes with the mission of the schools to educate their students and disrupts the operations of the schools. Bullying affects not only students who are targets but also those who participate in and witness such behavior.

Bullying Prohibited

Bullying, including "cyberbullying," is not acceptable conduct in RSU5 and is prohibited.

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

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

Definition of Bullying

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

Bullying

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

- A. Has, or a reasonable person would expect it to have, the effect of:
 - 1. Physically harming a student or damaging a student's property; or
 - 2. Placing a student in reasonable fear of physical harm or damage to his/her property;
- B. Interferes with the rights of a student by:
 - 1. Creating an intimidating or hostile educational environment for the student; or
 - 2. Interfering with the student's academic performance or ability to participate in or benefit from the services, activities or privileges provided by the school; or
- C. Is based on:
 - a. A student's actual or perceived characteristics identified in

5 MRSA § 4602 or 4684-A (including race; color; ancestry; national origin; sex; sexual orientation; gender identity or expression; religion; physical or mental disability) or other distinguishing personal characteristics (such as socioeconomic status; age; physical appearance; weight; or family status); or

- b. A student's association with a person with one or more of these actual or perceived characteristics or any other distinguishing characteristics; and that has the effect described in subparagraph A. or B. above.

Cyberbullying

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

Application of Policy

This policy applies to bullying that:

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

Consequences for Policy Violations

Students

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

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

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

School Employees and Others

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

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

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

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

Staff Training

RSU5 will provide professional development and staff training in bullying prevention and response.

Delegation of Responsibility

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

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

Dissemination of Policy

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

Legal Reference: 20-A M.R.S.A. § 1001(15), 6554

Cross Reference: AC - Nondiscrimination, Equal Opportunity
ACAA-R - Harassment and Sexual Harassment of Students
ACAD - Hazing
ADF - School District Commitment to Learning Results
CHCAA - Student Handbooks

JI - Student Rights and Responsibilities
JIC - Student Code of Conduct
JIC - Student Conduct on Buses
JICIA - Weapons, Violence and School Safety
JK - Student Discipline
JKD - Suspension of Students
JKE - Expulsion of Students
KLG - Relations with Law Enforcement Authorities

Adopted: July 8, 2009
Revised: March 27, 2013

BULLYING – ADMINISTRATIVE PROCEDURE

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

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

Definitions

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

Bullying

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

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

and that has the effect described in subparagraph A. or B. above.

Cyberbullying

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

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

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

Retaliation

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

School Grounds

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

Alternative Discipline

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

Bullying Reports

Students and Parents/Guardians

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

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

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

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

School Employees

For the purposes of this procedure, "school employees" includes coaches, advisors for co-curricular or extracurricular activities and volunteers.

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

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

Others

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

Form of Reports

Complaints or reports of bullying may be made orally or in writing, but all reports will be recorded in writing by school personnel authorized to receive complaints or reports, using the school unit's reporting form (JICK-E1).

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

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

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

Interim Measures

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

Investigation

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

Response to Bullying by Students

If bullying has been substantiated, the building principal or designee as appropriate under the circumstances will determine the appropriate disciplinary consequences, which may include detention, suspension or expulsion; alternative discipline; remediation; and/or other intervention.

Alternative discipline includes but is not limited to:

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

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

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

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

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

Appeals

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

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

Adopted: March 27, 2013

RSU NO. 5 BULLYING REPORT FORM

Name of complainant/reporter (by law, reports may be anonymous): _____

Status of reporter: Student Parent School employee/coach/advisor Other _____

Contact information for reporter (if reporter is student, contact information for parent/guardian):

Phone: _____ Cell phone: _____ Email: _____

Address: _____

Name of alleged target(s): _____

Name of alleged bully(ies): _____

Relationship between alleged target/bully(ies): _____

Time(s) and location(s) of alleged incident(s): _____

Names of witnesses: _____

Description of incident(s) (attached additional pages if more space is needed):

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

Signature of complainant/reporter _____ Date: _____

Received by: _____ Date: _____

Position/title: _____

Copy to building principal: Date: _____ Copy to Superintendent: Date: _____

Adopted: March 27, 2013

RSU NO. 5 BULLYING INVESTIGATION FORM

Date: _____

1. Name of person investigating alleged incident(s): _____
Position/title of investigator: _____
Name of complainant/person reporting bullying: _____
Name(s) of alleged target(s): _____
Complainant/reporter is (circle one): Student Parent School employee
Coach/advisor Volunteer Other _____
Name(s) of alleged bully(ies): _____
Name(s) of potential witnesses: _____

2. Relationship between alleged target(s)/bully(ies): _____

3. Did the alleged incident(s) occur (check one or more):
_____ on school property (including a school bus)
_____ at a school sponsored activity
_____ through use of technology
_____ elsewhere

Time and location(s) of incident(s): _____

4. Is this a first time occurrence or has the same or similar occurred previously?

5. Interview of complainant/reporter's, description of alleged incident(s):

6. Interview of alleged bully(ies): _____

7. Name(s) of potential witnesses, if any: _____

8. Witnesses interviewed and summary of witness information provided:

9. Further evidence of bullying (videos, photos, email, letters, etc.):

10. Is the alleged bullying substantiated, i.e., does the alleged conduct meet the definition of bullying as articulated in Board policy? Yes No

11. Nature of harm incurred:
 Physical harm to student or damage to student's property
 Student's reasonable fear of physical harm or damage to property
 Infringement of student's rights at school

12. Conduct resulting in harm (in item 11 above) is on the basis of:

- National origin/ancestry/ethnicity
- Religion
- Physical, mental, emotional or learning disability
- Sexual orientation
- Gender/gender identity/expression
- Age
- Socioeconomic status
- Family status
- Physical appearance
- Weight
- Other distinguishing personal characteristics

12. Summary of investigation/Explanation of findings:

13. Recommended disposition and/or recommended disciplinary action (including alternative discipline, support for targeted student, other intervention/referral)

14. Recommendation of report to law enforcement? Yes No
 Potential criminal violation
 Potential civil rights violation

Signature of investigator: _____

If investigator is not building principal, copy to principal on [_____] Date

Copy to Superintendent on [_____] Date

Adopted: March 27, 2013

**DOCUMENTATION OF DISCIPLINARY AND
REMEDIAL ACTIONS TAKEN**

___ Notification of law enforcement authorities, if warranted (if any question, principal should consult with Superintendent first)

Date: ___ Reported to: _____

___ In school suspension

___ Out of school suspension

___ Recommendation for expulsion

___ Alternative discipline/restorative justice (describe): _____

___ Other intervention: _____

___ Support for targeted student: _____

___ Counseling/referral to services (targeted student), if suitable

___ Counseling/referral to services (bully), if suitable

___ If bully is school employee or administrator, recommendation for action to be taken by Superintendent (any action must be consistent with collective bargaining agreement or individual contract).

___ If bullying by other person (e.g., volunteer, visitor, contractor), action taken: _____

___ If bullying by school-affiliated organization, action taken: _____

**WRITTEN NOTIFICATION TO PARENTS/GUARDIANS OF TARGETED STUDENT,
INCLUDING MEASURES BEING TAKEN TO ENSURE STUDENT'S SAFETY:**

Date: _____ By: _____ (Attach copy of notification here)

**WRITTEN NOTIFICATION TO PARENTS/GUARDIANS OF STUDENT FOUND TO HAVE
ENGAGED IN BULLYING BEHAVIOR, INCLUDING PROCESS FOR APPEAL:**

Date: _____ By: _____ (Attach copy of notification here)

Signature of building principal: _____ Date: _____

Copy sent to Superintendent on [_____]
Date

DOCUMENTATION OF APPEALS OF PRINCIPAL'S DECISION

Date appeal submitted: _____

**All appeals to the Superintendent must be submitted, in writing, within 14 calendar days of
the building principal's decision, to the Central Office.**

ACTIONS TAKEN BY SUPERINTENDENT

____ Recommendation to Board for student expulsion

____ Action taken against employee: (If confidential employment action, in personnel file)

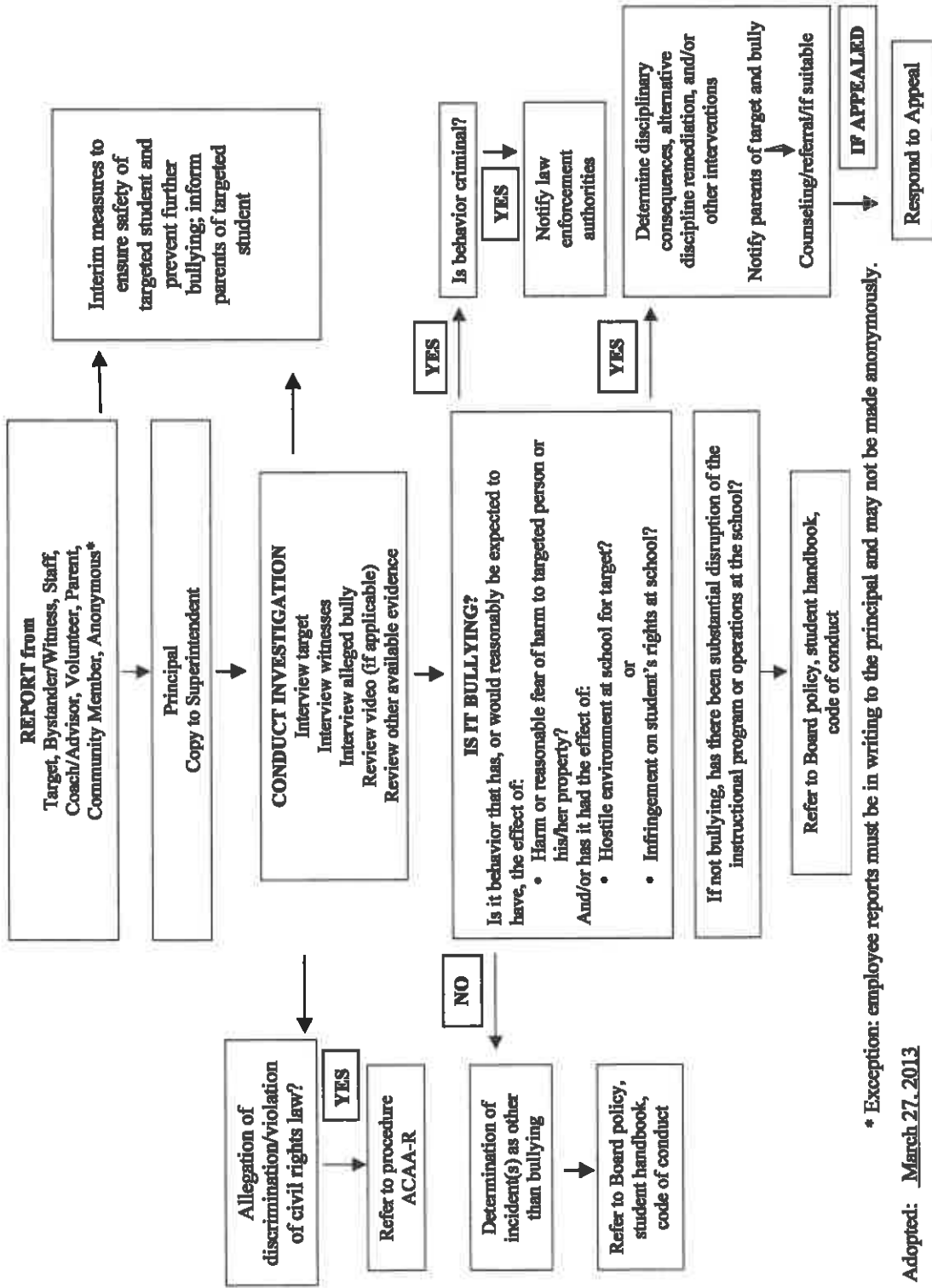
____ Recommendation to Board for suspension/revocation of sanctioning/approval of school-
affiliated organization

____ Action on appeal of principal's decision: _____

____ Other: _____

Adopted: March 27, 2013

BULLYING REPORTING, INVESTIGATION AND INTERVENTION/RESOLUTION PROCESS



* Exception: employee reports must be in writing to the principal and may not be made anonymously.

Adopted: March 27, 2013