

**Portland School Committee**

**Business Meeting – 7pm**

**Wednesday, February 6, 2008**

**Room 250**  
**Casco Bay High School**

**Assuring that all students are learning for their future**

**Call to Order**

**Pledge of Allegiance**

**Report of the Chair**

**Report of the Superintendent**

1. Resignations:  
Effective Feb, 28, 2008 - Alice Gruba Psychological Examiners/Special Services
2. Safety and security presentation – Scott Wyman, Michael Clifford, Chanda Turner, Dana Allen
3. Update on Ocean Ave. School Site progress

**Report of the Secretary**

1. Consideration and action to approve the meeting minutes of January 23, 2008 meeting

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Voted \_\_\_\_\_ to approve the meeting minutes of January 23, 2008.

**Report of Committees**

1. Policy Committee/Legislative Affairs
2. Finance Committee
3. Personnel Committee
4. Portland Education Partnership
5. Other Committees and/or member concerns

**Consent Items** -None

**Old Business** - None

**New Business**

1. Consideration and action to remove an item from the table.

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Voted \_\_\_\_\_ to remove an item from the table.

2. Consideration and action to authorize a site plan for the Nathan Clifford Project for State Board of Education contingent upon cost approval by City Council

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Voted \_\_\_\_\_ to authorize a site plan for the Nathan Clifford Project for State Board of Education contingent upon cost approval by City Council.

3. Consideration and action to authorize the hiring process to begin for the vacancies listed:

Position	FTE	Location	Annual Salary (pro-rated)	Funding Source	Rationale
Payroll Coordinator	1.0	Human Resources	13,253.33	Local	Position required to assure compliance with state and federal regulations and labor laws. One of three positions who process payroll for 2000 employees.
Psych Examiner	.5	Special Services	\$6,191.00	Local	Imperative due to the large numbers of psych evaluations that need to be completed in order to meet compliance mandates. We are behind on completing evals., mostly due to the influx of private school and parental requests for testing.
Building Custodian 2	1.00	Deering	\$8,390	Local	clean and maintain building

\*All listed positions are currently in the FY 08 budget

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Voted \_\_\_\_\_ to authorize the hiring process to begin for the vacancies listed.

**Personnel** - None

**Committee Focus on Educational Issues**

**Public Comment Prior to 11:00 PM on any items not on the evening's agenda**

**Adjournment**

Moved \_\_\_\_\_ Seconded \_\_\_\_\_ Voted \_\_\_\_\_ to adjourn the meeting at \_\_\_\_\_

**Upcoming School Committee Meetings** – Room 250, CBHS

February 13 7pm School Committee Workshop  
February 27 7pm School Committee Business Meeting

**Upcoming Finance Committee meetings** – Room 321, PATHS

Feb. 6, 2008 5:30pm FY08 budget projections and budget status  
Feb. 13, 2008 5:30pm Budget discussions  
Feb. 27, 2008 5:30pm Special Education and Budget discussion

## 40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



**External Assets**

- |                                      |  |
|--------------------------------------|--|
| <b>Support</b>                       | <ol style="list-style-type: none"> <li>1. <b>Family support</b>—Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li>3. <b>Other adult relationships</b>—Young person receives support from three or more nonparent adults.</li> <li>4. <b>Caring neighborhood</b>—Young person experiences caring neighbors.</li> <li>5. <b>Caring school climate</b>—School provides a caring, encouraging environment.</li> <li>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</li> </ol> |
| <b>Empowerment</b>                   | <ol style="list-style-type: none"> <li>7. <b>Community values youth</b>—Young person perceives that adults in the community value youth.</li> <li>8. <b>Youth as resources</b>—Young people are given useful roles in the community.</li> <li>9. <b>Service to others</b>—Young person serves in the community one hour or more per week.</li> <li>10. <b>Safety</b>—Young person feels safe at home, school, and in the neighborhood.</li> </ol>  |
| <b>Boundaries &amp; Expectations</b> | <ol style="list-style-type: none"> <li>11. <b>Family boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li>12. <b>School Boundaries</b>—School provides clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</li> <li>14. <b>Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</li> <li>15. <b>Positive peer influence</b>—Young person's best friends model responsible behavior.</li> <li>16. <b>High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</li> </ol>  |
| <b>Constructive Use of Time</b>      | <ol style="list-style-type: none"> <li>17. <b>Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li>18. <b>Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li>19. <b>Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</li> <li>20. <b>Time at home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>   |

**Internal Assets**

- |                               |  |
|-------------------------------|--|
| <b>Commitment to Learning</b> | <ol style="list-style-type: none"> <li>21. <b>Achievement Motivation</b>—Young person is motivated to do well in school.</li> <li>22. <b>School Engagement</b>—Young person is actively engaged in learning.</li> <li>23. <b>Homework</b>—Young person reports doing at least one hour of homework every school day.</li> <li>24. <b>Bonding to school</b>—Young person cares about her or his school.</li> <li>25. <b>Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</li> </ol>   |
| <b>Positive Values</b>        | <ol style="list-style-type: none"> <li>26. <b>Caring</b>—Young person places high value on helping other people.</li> <li>27. <b>Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</li> <li>28. <b>Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</li> <li>29. <b>Honesty</b>—Young person "tells the truth even when it is not easy."</li> <li>30. <b>Responsibility</b>—Young person accepts and takes personal responsibility.</li> <li>31. <b>Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol> |
| <b>Social Competencies</b>    | <ol style="list-style-type: none"> <li>32. <b>Planning and decision making</b>—Young person knows how to plan ahead and make choices.</li> <li>33. <b>Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</li> <li>34. <b>Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li>35. <b>Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</li> <li>36. <b>Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</li> </ol>  |
| <b>Positive Identity</b>      | <ol style="list-style-type: none"> <li>37. <b>Personal power</b>—Young person feels he or she has control over "things that happen to me."</li> <li>38. <b>Self-esteem</b>—Young person reports having a high self-esteem.</li> <li>39. <b>Sense of purpose</b>—Young person reports that "my life has a purpose."</li> <li>40. <b>Positive view of personal future</b>—Young person is optimistic about her or his personal future.</li> </ol>  |


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### Knowledge

- > **Developmental Assets<sup>®</sup>**
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## Why Are the 40 Developmental Assets Important?

Search Institute has surveyed over two million youth across the United States and Canada since 1989. Researchers have learned about the experiences, attitudes, behaviors, and the number of Developmental Assets at work for these young people. Studies reveal strong and consistent relationships between the number of assets present in young people's lives and the degree to which they develop in positive and healthful ways. Results show that the greater the numbers of Developmental Assets are experienced by young people, the more positive and successful their development. The fewer the number of assets present, the greater the possibility youth will engage in risky behaviors such as drug use, unsafe sex, and violence.

The reality is that the average young person surveyed in the United States experiences only 19 of the 40 assets. Overall, 59% of young people surveyed have 20 or fewer of the 40 assets. In short, the majority of young people in this country--from all walks of life--are lacking in sufficient Developmental Assets needed for healthy development. These statistics, as well as the role assets play in predicting both positive and negative outcomes for youth, underscore the importance of the developmental asset framework and its application.

### Can Anything Be Done to Increase the Assets Young People Experience?

The answer is a resounding and hopeful yes! Adults and youth--in big and small ways--can help increase Developmental Assets in the daily lives of young people. What's needed is an understanding of what actions and behaviors breed success, willingness and ideas to apply that knowledge, and most importantly, a desire to see young people grow up happy, healthy, and confident.

"Asset-building"--the Institute's term for purposefully helping youth experience more assets in their lives--is happening in hundreds of communities by thousands of people across North America. Youth and adults--in big cities and small towns-- understand in growing numbers the awesome power they have in making positive and lasting impact on the lives of young people. Individually and together, they are actively engaged in the movement to grow

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Suite 125  
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**Map to Search Institute**

**612-376-8955  
or  
800-888-7828**

healthy communities and healthy youth.

Search Institute plays an integral role in this growing asset-building movement. Through quality social research, we seek answers to emerging and important questions about positive youth development and the nature of social change. We also provide critical resources, networking, training, and community supports that include a wide range of publications and practical asset-building tools, opportunities to network through on-line bulletin boards and connection to state asset-building initiatives, a skilled staff of trainers who bring the concepts and processes of asset-building to life, and an annual conference at which thousands of asset builders gather to compare notes, share insights, and celebrate successes.

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**Portland Public Schools**  
**Key Elements of Crisis Response Plan**

- Notification:** Immediate notification of principal and crisis response team.
  - √ Police notification: Immediate 911 call
  - √ Implementation of crisis response plan
  - √ Principal or designed to the scene
  
- Isolation of the crisis,** either by removal of students or lock down of students
  
- Establishment of communication** between principal and police, ideally through a cell phone
  
- Identification of person** to meet police and take them to the crisis scene
  
- Transfer of tactical authority to police upon arrival** with principal's designee insuring completion of evacuation plan
  
- Designation of individual to meet secondary police units** as they arrive and brief them
  
- Assembly of crisis response team** including teacher/guidance counselor responsible for student specifically, to provide access to necessary materials
  
- Communications**
  - √ Parents of students directly involved
  - √ Other parents of students
  - √ Medical response team
  - √ Media

## **CRISIS RESPONSE PLAN**

The School Committee hereby adopts the Portland Public Schools Crisis Response Plan. The Superintendent and building administrators shall be responsible for ensuring that the plan is implemented in each school and evaluated on an annual basis. It is understood that specific procedures may vary from school to school due to differences in school facilities and the ages of students.

As required by law, the School Committee will approve the plan annually. Any substantive changes in the plan shall be subject to the approval of the School Committee.

Legal Reference: 20-A M.R.S.A. § 1001(16)

Adopted: April 26, 2006

*Maine Statutes  
20-A M.R.S.A. 1001*

**16. Comprehensive emergency management plan.** Each school board 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;
- B. General information on auditing for safety and preparedness;
- C. Roles and responsibilities of school administrators, teachers and staff and the designated chain of command during an emergency; and
- D. Strategies for conveying information to parents and the general public during an emergency.

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.

**Portland Public Schools**  
**Key Elements of Bomb Threat Plan**

- Determine nature of the threat:
  - √ There is a process to follow that determines nature of the threat.
  
- Communication
  - √ Central Office, L-Team, Police, etc.
  
- Determine type of action
  - √ Searches
  - √ Evacuation
  
- Follow Up

## BOMB THREATS

The School Committee recognizes that bomb threats are a significant concern to the school unit. 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.

Any bomb threat will be regarded as an extremely serious matter and treated accordingly. The School Committee directs the Superintendent to react promptly and appropriately to information concerning bomb threats and to initiate or recommend suitable disciplinary action.

### A. Conduct Prohibited

No person shall make, or communicate by any means, whether verbal or non-verbal, a threat that a bomb has been, or will be, placed on school premises. Because of the potential for evacuation of the schools and other disruption of school operations, placement of a bomb or of a "look-alike" bomb on school premises will be considered a threat for the purpose of this policy.

It is also a violation of School Committee policy to communicate by any means that any toxic or hazardous substance or material has been placed, or will be placed, on school premises with the intent to endanger the safety and welfare of students or staff and/or to disrupt the operations of the schools. For the purpose of this policy, "toxic or hazardous substance or material" means any material or substance, including biomedical materials or organisms, that, when placed as threatened, could be harmful to humans.

### B. Definitions

1. A "bomb" means an explosive, incendiary or poison gas bomb, grenade, rocket, missile, mine, "Molotov cocktail" or other destructive device.
2. A "look-alike bomb" means any apparatus or object that conveys the appearance of a bomb or other destructive device.
3. A "bomb threat" is the communication, by any means, whether verbal or non-verbal, that a bomb has been, or will be, placed on school premises, including possession or placement of a bomb or look-alike bomb on school premises.

4. "School premises" means any school property and any location where any school activities may take place.

C. Development of Bomb Threat Procedures

The Superintendent/designee shall be responsible for developing and implementing procedures specific to bomb threats as part of the school unit's Crisis Response Plan. These procedures are intended to inform administrators and staff of appropriate protocols to follow in the event that a bomb threat is received and should include provisions to address:

1. Threat assessment (for the purpose of identifying a response that is in proportion to the threat, in light of what is necessary to ensure safety);
2. Building evacuation and re-entry (including selection of potential alternative sites for those who are evacuated);
3. Incident "command and control" (who is in charge, and when);
4. Communications contacts and mandatory bomb threat reporting;
5. Parent notification process;
6. Training for staff members; and
7. Support services for students and staff.

The initial bomb threat procedure will be subject to approval by the School Committee. The Superintendent/designee will be responsible for overseeing a review or evaluation of bomb threat procedures prior to the School Committee's required annual approval of the school unit's Crisis Response Plan, or following implementation of the procedure in response to a specific threat.

D. Reporting of Bomb Threats

A student who learns of a bomb threat or the existence of a bomb on school premises must immediately report such information to the building principal, teacher, the School Resource Officer or other employee in a position of authority.

An employee of the school unit who learns of a bomb threat shall immediately inform the building administrator. The building administrator shall immediately take appropriate steps to protect the safety of students and staff in accordance with the school unit's bomb threat procedure, as developed under Section C, and inform the Superintendent of the threat.

All bomb threats shall be reported immediately to the local law enforcement authority, as provided in the bomb threat procedures.

The Superintendent shall be responsible for reporting any bomb threat to the Department of Education within two business days of the incident. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

E. Student Disciplinary Consequences

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. The making of a bomb threat will be considered deliberately disobedient and deliberately disorderly within the meaning of 20-A M.R.S.A. § 1001(9) and will be grounds for expulsion if found necessary for the peace and usefulness of the school.

In addition, a student who is found after hearing by the School Committee to have brought a bomb to school shall be expelled from school for at least one year in accordance with 20-A M.R.S.A. § 1001(9-A) and Policy JICIA, except that the Superintendent may modify the requirement for expulsion based on individual circumstances.

A student who has been identified through the PET process as having a disability and whose conduct in violation of this policy is related to the disability shall be disciplined as provided in Policy JKF.

F. Aiding Other Students in Making Bomb Threats

A student who knowingly encourages, causes, aids or assists another student in making or communicating a bomb threat shall be subject to the disciplinary consequences described in Section E of this policy.

G. Failure to Report a Bomb Threat

A student who fails to report information or knowledge of a bomb threat or the existence of a bomb or other destructive device in a school building or on school property may be subject to disciplinary consequences, which may include suspension and/or expulsion.

## H. Staff Disciplinary Consequences

A school system employee who makes or communicates a bomb threat will be reported to appropriate law enforcement authorities and will be subject to disciplinary action up to and including termination of employment. Disciplinary action taken shall be consistent with collective bargaining agreements, other employment agreements and School Committee policies.

A school system employee who fails to report information or knowledge of a bomb threat or the existence of a bomb on school premises will be subject to discipline up to and including termination of employment.

## I. Civil Liability

The school unit reserves the right to bring suit against any individual responsible for a violation of this policy and to seek restitution and other damages as permitted by law.

## J. Lost Instructional Time

Instructional time lost as a result of a bomb threat will be rescheduled at the earliest appropriate (or: practicable) opportunity, as determined by the School Committee.

Time lost may be rescheduled on a weekend or vacation day, or after what would normally be the last day of the school year, except on days when schools must be closed as required by law.

## K. Notification Through Student Handbook

All student handbooks shall address the school unit's bomb threat policy and procedures and explain the educational consequences of bomb threats. In addition, student handbooks shall notify students and parents that bomb threats violate School Committee policy and civil and criminal law.

Legal References: 18 U.S.C. §§ 921; 8921  
17-A M.R.S.A. § 210  
20-A M.R.S.A. §§ 263; 1001(9); 1001(9-A); 1001(17); 1001(18)  
Ch. 125 § 10.06 (Me. Dept. of Ed. Rules)

Cross References: EBCA – Crisis Response Plan  
JKD – Suspension of Students  
JKE – Expulsion of Students  
JKF – Suspension/Expulsion of Students with Disabilities  
JICIA – Weapons, Violence and School Safety  
Student Code of Conduct

Adopted: April 26, 2006

*Maine Statutes*  
*20-A M.R.S.A. 1001*

**17. School bomb threat response policies.** Beginning with the 2002-2003 school year, each school board in the State must have adopted a school bomb threat policy that is consistent with the prototypical policies developed by the commissioner under section 263.

**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.

## BOMB THREATS – ADMINISTRATIVE GUIDELINES

The principal shall be responsible for:

- Implementing use of bomb threat checklist;
- Developing a visual search plan for the building;
- Developing and maintaining an evacuation plan (fire drill evacuation or other); and
- Informing all building personnel of their responsibility in the event of evacuation and/or search.

A. Principal will implement use of a bomb threat checklist (see attached) optional:

1. Training for phone – use police department resource; and
2. Install tabletop tape recorder to record bomb threats.

B. Principal will call the police department (911) to report a bomb threat.

C. Principal will evacuate the building.

If a fire alarm is used to signal evacuation, principal will call the fire dispatcher (911) and inform him/her that the alarm is being used to evacuate the school building because of a bomb threat.

D. Principal will notify the Superintendent's Office about the bomb threat and evacuation.

E. The police department will make a routine response.

F. The police officer will confer with the principal to determine if a building search is needed. A decision to search will be made by the investigating officer and his/her supervisor.

G. The police will coordinate and conduct a building search along with the building administrator. The building search plan will be implemented.

H. Upon an "All Clear," the fire department will reset the alarm system back to normal if needed.

I. The police department and the principal will confer about the safety of the building. The principal will consult with the Superintendent or designee

about the return of students to the building or about student dismissal. The principal supervises the process of student return or dismissal.

In the event of student dismissal, the principal consults with the Superintendent's Office about communicating within the school and the community, transportation, food services, and other related services or events that are planned for that day.

- J. The principal communicates the schedule that is needed for the rest of the day and debriefs staff, students, and parents as appropriate.
- K. The Superintendent shall be responsible for reporting any bomb threat to the Department of Education within two business days of the incident. Reports will include the name of the school, the date and time of the threat, the medium used to communicate the threat, and whether or not the perpetrators have been apprehended.

**ATF BOMB THREAT CHECKLIST**

Exact time of call \_\_\_\_\_

Exact words of caller \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**QUESTIONS TO ASK**

1. When is bomb going to explode? \_\_\_\_\_

2. Where is the bomb? \_\_\_\_\_

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. Where are you calling from? \_\_\_\_\_

9. What is your address? \_\_\_\_\_

10. What is your name? \_\_\_\_\_

**CALLER'S VOICE (circle)**

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

If voice is familiar, whom did it sound like? \_\_\_\_\_

Were there any background noises? \_\_\_\_\_

Remarks: \_\_\_\_\_

\_\_\_\_\_

Person receiving call: \_\_\_\_\_

Telephone number call received at: \_\_\_\_\_

Date: \_\_\_\_\_

Report call immediately to: \_\_\_\_\_

(Refer to bomb incident plan)

*Duplicate this form as necessary.*

