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DEPARTMENT OF EDUCATION  
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JOHN ELIAS BALDACCI  
GOVERNOR

SUSAN A. GENDRON  
COMMISSIONER

TO: Senator Justin Alford, Chair  
Representative Patricia Sutherland, Chair  
and Members of the Joint Standing Committee on Education and Cultural Affairs

FROM: Susan A. Gendron, Commissioner 

DATE: March 2, 2010

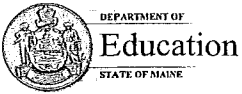
SUBJECT: Dating Violence Prevention Efforts for Maine Youth  
In response to Legislative Directive: RESOLVE Chapter 99 LD 1105 –  
Resolve, To Facilitate Training and Education on Dating Violence Prevention

The Department of Education is pleased for the opportunity to present the enclosed report; *Dating Violence Prevention Efforts for Maine Youth* to the Joint Standing Committee on Education and Cultural Affairs. This Report was completed and filed by the Department of Education in accordance with the provisions of Resolve, Chapter 99 LD 1105 – Resolve, To Facilitate Training and Education on Dating Violence Prevention

We look forward to the opportunity to present the report to, and have a conversation with, the Joint Standing Committee on Education and Cultural Affairs at your convenience.

Attachment





# **Dating Violence Prevention Efforts for Maine Youth**

In response to Legislative Directive:  
RESOLVE Chapter 99  
LD 1105 – Resolve, To Facilitate  
Training and Education on Dating Violence Prevention

Prepared by:  
The Maine Department of Education

March 2010



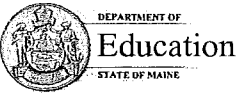


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**Source materials available upon request from the Maine Department of Education,  
Susan Berry at [susan.berry@maine.gov](mailto:susan.berry@maine.gov)**

- Texas Association of School Boards’ Austin Independent School District Board Policy Manual
- Massachusetts Department of Education Guidelines for Schools on Addressing Teen Dating Violence
- Recommendations from the New York State Office for the Prevention of Domestic Violence
- California Assembly Bill No. 589
- Lindsay Ann Burke Act, Rhode Island S-875
- List of schools by agency



**RESOLVE Chapter 99 LD 1105, item 1, 124th Maine State Legislature**

**Resolve, To Facilitate Training and Education  
on Dating Violence Prevention**

**Sec. 1 Review of policies and rules. Resolved:** That the Department of Education shall review its policies and rules regarding faculty training and student education on dating violence prevention for students in grades 7 to 12 to determine the extent to which those policies and rules provide sufficient guidance to school administrative units on teaching and training basic principles and definitions of dating violence prevention, how to recognize dating violence warning signs, outlining actions and responses to dating violence, including communications with parents or legal guardians, and defining the characteristics of healthy, age-appropriate dating relationships. The review must also assess the extent to which school administrative unit policies address the issue of dating violence prevention, including the elements and consistency of those policies; and be it further

**Sec. 2 Report. Resolved:** That the Department of Education shall report to the Joint Standing Committee on Education and Cultural Affairs by March 1, 2010 on the findings of its review under section 1.





## EXECUTIVE SUMMARY

*Treasure Genaw, Jennifer Soto and Zoe Sarnacki. These women represent three names from the last decade of Maine homicides that are attributed to domestic violence. What makes their stories unique is that they were all victims of teen dating violence and they all had attended Maine schools. Treasure, a senior at Noble High School, was 17 when her ex-boyfriend chose to murder her. Jennifer was 17 and living in Portland when she met the man who would later end her life. Zoe had attended Lyman Moore Middle School and Deering High School. She was 18 last May, when her boyfriend brutally killed her. Results of the 2001 Maine Youth Risk Behavior Survey found that 12% of Maine high school students have been physically hurt by a dating partner in the past year; that number rose to 15.4% in the 2009 Survey. National dating violence experts confirm that many high school students will be in, or know someone who is in, an abusive relationship before they graduate. The percentage of students who reported they had ever been physically forced to have sexual intercourse increased from 7.8 % in 2001 to 10.7% in 2009<sup>1</sup>. According to Maine law enforcement agencies, 67% of all sexual assault victimizations were against people under the age of 18<sup>2</sup>. For adolescents, interventions that have been shown to effectively prevent and reduce the effects of partner violence and sexual assault include school-based programs that teach students about domestic violence and sexual assault, gender norms and stereotypes and their relationship to violence against women and alternative conflict-resolution skills.<sup>3</sup> These interventions can only be met and enacted with the support of a school policy that identifies protocols and procedures for school board administrators, school faculty, student and parents, so they may all share in the responsibility of holding perpetrators accountable for their actions, supporting students who are at risk, and supporting victims who have been affected by dating violence at school.*

*Resolve Chapter 99 LD 1105 asks if current policies and practices around teen dating violence in Maine schools provide sufficient guidance to address this important issue. Members of the working group convened by the Department of Education found they do not. The recommendations put forth by the work group call for the establishment of a model school policy that will include school personnel awareness training, procedures and protocols for keeping students safe, and PreK – high school student education that provides age-appropriate knowledge and skills for healthy relationships, safety and prevention of violence. It is the hope of the work group that implementation of the report recommendations will create an environment in Maine schools where students are safe and empowered to seek support to leave abusive relationships safely and disclose abuse.*

*As charged by the 124<sup>th</sup> Maine Legislature, the Maine Department of Education (DOE), in collaboration with a host of interested agencies, organizations and individuals, carried out the directive of the aforementioned Resolve by conducting a review of existing policies and rules and found that there were no policies specific to dating violence prevention in State rules or statute. There are related policies and rules such as the Code of Conduct policy, the sexual harassment prevention rules and the violence prevention and intervention statute (Title 20A Part 1 Chapter 3 subchapter 2 section 262). Regarding faculty training, again, there are no specific State rules or statute; however SAUs are bound to keep all students safe and must receive training on sexual harassment. Looking at student education, dating violence prevention as outlined above is part of the Maine Learning Results: Parameters for Essential Instruction, (October 2007) Health Education Standards as well as identified supporting links in Social Studies. Some SAU staff do*



*receive dating violence prevention education and training, but agencies specializing in dating violence prevention report it is very limited. Some school personnel receive training through the Comprehensive School Health Education annual professional development program and others via suicide prevention Gatekeeper Training. The strongest area was the classroom curriculum. In middle and high schools across the state, age-appropriate dating violence prevention knowledge and skills are being taught within comprehensive health education coursework. Educational links to the Maine standards and performance indicators for Social Studies reinforce and expand the importance and teaching opportunities for dating violence prevention. The quality and consistency of what is being included in the curriculum, grade levels receiving the information, and how information and skill development are delivered are however, inconsistent and not monitored.*

*A work group was convened in December 2009 with representation from over 25 Maine agencies, organizations and interested parties involved in the prevention of dating violence and the promotion of healthy relationships. The work group members volunteered for three sub-committees (Policy, School Personnel Training, and Student Education), which examined existing resources and shortfalls, researched policies and practices in other states, and made the recommendations that are outlined in this document. (See Appendix A, Membership List and Appendix B, Meeting Minutes.) Many of the recommendations mirror laws, policies and guidelines established by other states in recent years. The sub-committees further concluded that that the term “school personnel” should be used to reference all employees working within a SAU, including but not limited to teachers, administrators, administrative assistants, food service staff, custodial staff, transportation staff and contracted personnel. A summary of the recommendations is next in the Executive Summary followed by detailed recommendations resulting from the work of each sub-committee with feedback from the full work group.*

## Summary of Recommendations

### **Policy recommendations:**

A specific Teen Dating Violence Policy must be implemented at schools in Maine, grades 7-12.

The Policy must include the following:

- 1) Definitions
- 2) Prevention and Training
  - a. School Personnel Training
  - b. Student Education
  - c. General Awareness Education
- 2) Protocols for Responding to Dating Violence in Schools
  - a. Intervention in Schools
  - b. Protocols for School Interventions: School Personnel
  - c. Protocols for School Interventions: Administrators
  - d. Documentation of Incidents
  - e. Working with the Victims
  - f. Working with the Alleged Perpetrator
  - g. Working with the Bystanders
  - h. Notice to Parents/Guardians
  - i. Community Coordination



### **School Personnel Education and Training recommendations:**

- 1) Establish or utilize a Crisis Response Team
- 2) Educate and train the Administrative Team on the laws and issues related to students experiencing dating violence and its impact on the learning environment
- 3) Educate Crisis Response Team on dating violence prevention
- 4) Crisis Response Team and Administration develop protocols in conjunction with local domestic violence prevention agencies
- 5) Educate school personnel on current protocols for reporting student concerns and crisis response protocols.
- 6) Require Teen Dating Violence Prevention and Awareness Training on dating violence and prevention for all school personnel and contracted personnel PreK – high school.
  - a. New hires must be trained during 1<sup>st</sup> year of employment
  - b. Training must be delivered at least every 2 years
  - c. School Boards should receive awareness presentations on a regular basis
- 7) SAUs Code of Conduct addresses issues of teen dating violence in the school board approved policy.
- 8) An optional Teen Dating Violence Prevention Awareness session is recommended for parents/guardians, coaches, the community, volunteers, school board members, etc...
- 9) Professional development for teachers responsible for the education of students about teen dating violence prevention

### **Student Education Recommendations:**

- 1) Statewide public awareness and education campaign about teen dating violence and the importance of teen dating violence prevention education.
- 2) Education for students regarding teen dating violence prevention.
- 3) In addition to classroom curriculum, schools should consider providing additional educational opportunities
- 4) Establishment of Teen Dating Violence education, prevention and intervention resource webpage created and maintained by the Maine 211

### **Conclusion...Looking Forward**

*It is clearly evident from this Executive Summary that much thought and consideration went into the recommendations that have been put forth by the many representatives of the Resolve Chapter 99 LD 1105 Work Group to the Joint Standing Committee on Education and Cultural Affairs. Let it be known that a large percentage of the agencies, organizations and individuals, who came to the table to address Resolve Chapter 99 LD1105, made a commitment to seeing the recommendations moved forward by the Committee on Education and Cultural Affairs and brought to fruition.*

<sup>1</sup> 2009 Youth Risk Behavior Survey Results , Maine High School Survey, Decade Trend Analysis Report (2001-2009).

<sup>2</sup> Maine Coalition Against Sexual Assault. *Statistics*. 2004. Retrieved January 5, 2010 from <http://www.mecasa.org/statistics.html>

<sup>3</sup> Hester, Marianne & Westmarland, Nicole. *Tackling Domestic Violence: Effective Interventions and Approaches*. London: Home Office Research, Development and Statistics Directorate, 2005. Retrieved November 17, 2009 from <http://www.homeoffice.gov.uk/rds/pdfs05/hors290.pdf>

For more information contact Susan Berry from the Maine Department of Education at [susan.berry@maine.gov](mailto:susan.berry@maine.gov) .



## Detailed Recommendations

Following are the full recommendations from each of the three identified areas in the Resolve; *Policy, School Personnel Training, and Student Education.*

### **LD 1105 – Policy Sub-Committee Report**

The Policy Sub-Committee makes the following recommendations:

A specific Teen Dating Violence Policy must be implemented at schools in Maine, grades 7-12.

#### **Overview**

The Teen Dating Violence Policy must include the following:

- 1) Definitions of dating violence, perpetrator, victim, etc...;
- 2) Prevention and Training for school personnel (including administrators, staff, contract personnel), students, and parents/guardians;
- 3) Protocols for Responding to Dating Violence in Schools

#### **Section One: Definitions**

- 1) *Teen Dating Violence Definition:*

Teen Dating Violence is defined as the intentional use of physical, sexual, verbal or emotional abuse or stalking by a person to harm, threaten, intimidate or control another person in a dating relationship. Teen dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.

- 2) *Sexual Harassment Definition:*

As defined by Maine Statute and in existing policies

- 3) *Sexual Violence Definition:*

As defined by Maine Statute and in existing policies

- 4) *Bullying Definition:*

As defined by Maine Statute and in existing policies.

- 5) *Alleged Perpetrator Definition:*

A perpetrator is a person who uses coercive tactics to establish and maintain power and control over a dating partner. Perpetrators may come from any cultural, educational, religious or economic stratum of society. A perpetrator's background is never grounds to justify the abuse. An alleged perpetrator is an individual who has been accused of exhibiting harassing or violent behaviors toward another individual or an individual who has been suspected of such behaviors.

- 6) *Victim Definition:*

A victim is the target of the alleged perpetrator's coercive and/or violent acts. Victim safety is a top priority of any dating violence policy.

#### **Section Two: Prevention and Training**

Prevention and Training begin with modeling respectful behavior. The Policy should include guidelines for training, as follows, and as recommended in the sub-committee reports for School Personnel Education and Training and Student Education:



- 1) **School Personnel Education and Training:**  
Must receive training at least every other year for all school personnel, including administrators and contracted employees. New hires must receive training within the first year of employment.
- 2) **Student Education:**  
Teen dating violence prevention education must be included in the Health Education curriculum and other appropriate disciplines. Evidence-based curriculum programs are preferred in collaboration with existing local resources.
- 3) **General education and awareness for Parents/Guardians, coaches, the community, school board members, volunteers, etc...**

Training should include the following: how to recognize dating violence warning signs; confidentiality issues; victim safety; state laws pertaining to interpersonal violence; information about local resources; protocols for actions and responses to dating violence; including communications with parents/guardians with sensitivity to culturally specific responses; and the characteristics of healthy, age-appropriate dating relationships.

### **Section Three: Protocols for Responding to Dating Violence in Schools**

- 1) *Intervention in Schools*  
The protocol must include procedures to determine when school resource officers and other law enforcement officials should be notified, participate in the intervention, and refer the incident to the juvenile justice system. This protocol must also include procedures for compliance with Maine law requiring mandated reporting of incidents. Confidentiality is an essential component of victim safety; school policies consistent with state and federal laws should be developed.
- 2) *Protocol for School Intervention: School Personnel*  
Districts provide schools with protocol for staff members responding to an incident of dating violence between students occurring anywhere at school.
- 3) *Protocol for School Intervention: Administrators*  
Administrators' duties include informing students, parents/guardians and school personnel of a student's right to make a complaint for incidents of dating violence.
- 4) *Documentation of Incidents*
  - a. Separate category within existing documentation of Incidents Policy
  - b. Description of incident: what, when, where, witnesses
  - c. Victim and alleged perpetrator information, including class schedules, group and club memberships and school activities
  - d. Disciplinary and accommodation recommendations, including changes to class schedules
  - e. Response actions taken, including safety planning, referrals for services and disciplinary actions
  - f. Incident updates, including response to disciplinary actions, alleged perpetrator compliance, utilization of referrals for services, reviews of safety plans, and status reports from the victim, including further referrals for services
- 5) *Working with the Victims*  
Victim safety is top priority of a dating violence prevention program. The policy for working with victims should include the following components:

- a. Conference with the victim and parent/guardian, when appropriate. Consider any necessary culturally specific sensitivity.
- b. Identify immediate actions that should be taken to increase the victim's safety and ability to participate in school without fear or intimidation. If changes need to be made, attention may be given to the victim's preference. The burden for any bus, classroom or other schedule changes should be on the alleged perpetrator.
- c. Inform the student and parent/guardian of school and community resources as needed, including their right to file charges or seek legal protection.
- d. Encourage the student to report further incidents.
- e. Tools for ensuring victim safety include safety plans for the victim, court-issued Protection from Abuse or Harassment Orders which must be enforced in schools, and school-based alternatives to Protection from Abuse Orders. Inform the victim of her or his right to request a "Stay-Away Agreement." The "Stay-Away Agreement" provides a list of conditions that must be followed by the alleged perpetrator while on school grounds or at school-sponsored activities.
- f. Monitor the victim's safety as needed. Whenever possible, face to face contact between the victim and alleged perpetrator should be avoided.
- g. Document the meeting and any action plans on a complaint form.
- h. Store all complaint forms in a separate, confidential file and document subsequent follow-up actions and complaints on a complaint form.
- i. Victims have the right to have a support person present during all stages of the investigation.

6) *Working with Alleged Perpetrators*

The policy for working with alleged perpetrators should include the following components:

- a. Conference with the alleged perpetrator and parent/guardian, when appropriate, in a way consistent with state laws governing questioning of juveniles. Consider any necessary culturally specific sensitivity.
- b. Investigate the reported incident pursuant to school Code of Conduct and make required findings before imposing disciplinary consequences.
- c. Delineate expectations for positive behavior.
- d. Identify and implement disciplinary and other actions and consequences that will be taken to prevent further incidents.
- e. Inform the alleged perpetrator and parent/guardian of help and support available at school or in the community as needed.
- f. Address the seriousness of retaliation against the victim for reporting the incident or cooperating with the investigation.
- g. Increase supervision of the alleged perpetrator as needed.
- h. Document the meeting and action plans on a complaint form.

7) *Working with Bystanders*

- a. Educate students on how to respond to issues of dating violence they may witness.
- b. Develop a culture that does not tolerate teen dating violence, and encourages safe disclosure.

8) *Notice to Parents/Guardians*

- a. Inform the student's parents/guardians of the school district's dating violence policy.
- b. Involve parents/guardians in individual cases as outlined above.

9) *Community coordination*

Include Appendix with community resources/organizations

## **LD 1105 – School Personnel Education and Training Sub-Committee Report**

The School Personnel Education and Training sub-committee met on January 6, 2010. The committee reviewed the Resolve and the information collected by the work group at the December 1, 2009 work session. (See Appendix B) The challenge was to determine what to do for school personnel that would be effective, reasonable and “doable” in terms of Teen Dating Violence Prevention education, awareness and intervention.

The sub-committee recommends the following:

- 1) Establish or utilize a Crisis Response Team
- 2) Educate the Administrative Team on the laws and issues related to students experiencing dating violence and the impact on the learning environment. Possible venues include but are not be limited to:
  - a. Maine School Management Association
  - b. Maine Principals Association
  - c. Curriculum Coordinator Conference
  - d. Maine Association for Health Physical Education Recreation and Dance (MAHPERD)
  - e. Comprehensive School Health Education Conference
  - f. Online education
- 3) Educate Crisis Response Team on dating violence prevention
- 4) Crisis Response Team and Administration develop protocols in conjunction with local domestic violence prevention agencies. Align protocols to other policies and procedures related to safe environment (safe and unsafe places and times in school, safety planning code of conduct, sexual harassment, etc...)
- 5) Educate and train school personnel (including contracted personnel) on current protocols for reporting student concerns and crisis response to issues such as,
  - a. Dating violence prevention
  - b. Suicide prevention
  - c. Bullying prevention
- 6) Require Teen Dating Violence Prevention and Awareness Training on dating violence and prevention for all school personnel and contracted personnel PreK – high school. Though dating violence prevention is focused on education for grades 7 – 12, the personal and educational impact of dating and domestic violence can affect family members, friends, and trusted adults throughout a school system. Therefore school personnel throughout the SAU need training. In addition, students need to be educated in the knowledge and skills for prevention from a very early age.
  - a. All new hires should be trained within the first year of employment
  - b. Training must be delivered at least every 2 years
  - c. Trainings should be organized to reach all members of the school community, including educators, administrators, resource officers, health services staff, custodial and food service staff, education support staff, transportation staff, etc...
  - d. Trainings should be facilitated by a school staff person (i.e. guidance counselor, school nurse, health education teacher) and a representative from a community agency that focuses on domestic and dating violence prevention and related issues such as rape crisis centers, sexual assault prevention agencies, etc... (See partial list of potential community agency resources in Appendix E)

- e. Allow at least 45 minutes to deliver education and awareness training during a school personnel in-service/staff meeting
- f. School Boards should receive teen dating violence prevention awareness presentations on a regular basis
- g. Required Teen Dating Violence Prevention awareness presentation would include:
  - i. Defining and examining the issue of teen dating violence and prevention
  - ii. Learning to recognize dating violence warning signs
  - iii. Understanding the laws regarding confidentiality
  - iv. Reviewing the laws pertaining to interpersonal violence
  - v. Identifying help resources
  - vi. Outlining actions, and responses to dating violence including communications with parents/guardians
  - vii. Defining the characteristics of healthy, age-appropriate dating relationships
  - viii. Establishing appropriate school-based interventions
  - ix. Providing support for the bystander
  - x. Understanding the effects of domestic violence on children
  - xi. Learning how to support a colleague experiencing domestic violence
  - xii. Understanding of cultural competencies, gender issues and the needs of the underserved populations
- 7) SAUs Code of Conduct addresses issues of dating violence in the school board approved policy. (All Maine SAUs must have a Code of Conduct by law, Title 20A Sec. 1001)
- 8) An optional teen dating violence prevention awareness session is recommended for parents/guardians, coaches, the community, volunteers, school board members, etc...
- 9) Professional development needs to be provided for teachers responsible for the education of students about teen dating violence prevention. Information should align with the information presented in school health education curriculum. Possible venues include but are not limited to:
  - a. Maine Association for Health, Physical Education, Recreation and Dance (MAHPERD) Annual Conference
  - b. Department of Education Comprehensive School Health Education (CSHE) Spring Conference
  - c. Comprehensive Sexuality Education Conference (FPA/MDOE/MCDC)
  - d. Maine School Counselors Association Conference
  - e. Maine Counseling Association Conference
  - f. Maine School Nurses Association
  - g. Online education opportunities

## **LD 1105 – Student Education Sub-Committee Report**

### **Student Education regarding Teen Dating Violence Prevention**

The Maine Department of Education convened one Student Education sub-committee meeting with the task of identifying existing resources, providers and services regarding student education that addresses teen dating violence prevention and developing recommendations for student education regarding teen dating violence prevention. The group examined work completed at the prior full group meeting which included services already in place for students in schools, primary providers of dating violence prevention instruction and ways to expand and enhance what currently exists. (See Appendix B)

Understanding that all students in grades 7 - 12 need education regarding dating violence prevention; the sub-committee identified alignments to the Maine Learning Results: *Parameters for Essential Instruction* standards and performance indicators for Health Education and Social Studies that support the inclusion of dating violence prevention in the classroom.\* Although standards and performance indicators of the Maine Learning Results exist, instruction is not ensured. The sub-committee made the following recommendations to enhance consistency of dating violence prevention education.

- 1) Statewide public awareness and education campaign about teen dating violence and the importance of teen dating violence prevention education. Audiences would include but not be limited to:
  - a) Youth
    - i) Civil Rights Teams
    - ii) Gay/Straight Alliances
  - b) Alternative education programs
  - c) Co-curricular activity/athletic advisors and coaches
  - d) Colleges
  - e) Guidance counselors
  - f) Parent organizations
  - g) Parents
  - h) School administrators
    - i) Maine School Management Association
    - ii) Maine Principals Association
  - i) School boards
  - j) School health services
  - k) School resource officers
  - l) School staff including:
    - i) Educational technicians
    - ii) Food service
    - iii) Custodial
    - iv) Transportation
    - v) Administrative support/secretarial
    - vi) Technology support
  - m) Social workers
  - n) Teachers
- 2) Education for students regarding Teen Dating Violence Prevention that will include:
  - a) Examining the dynamics and definitions of dating violence and dating violence prevention
  - b) How to recognize dating violence warning signs
  - c) Identifying societal expectations of males and females that contribute to violence and abuse, including cultural and gender issues.
  - d) Examining the role of media in supporting gender stereotypes and how these stereotypes can contribute to abuse and violence
  - e) Exploring how teens can help themselves or a friend, access legal, medical, mental health and other support services
  - f) Identifying the role of the bystander in prevention and/or intervention of potentially abusive relationships
  - g) Defining healthy and respectful behaviors in relationships

- h) Outlining school actions and responses to dating violence, including communications with parents/legal guardians
- 3) In addition to classroom curriculum, schools should consider providing additional educational opportunities such as peer training programs, special seminars, video or theater presentations combined with discussion groups, or workshops
- 4) Establishment of Teen Dating Violence education, prevention and intervention resource website created and maintained by the Maine 211 with input from the Maine Department of Education and representatives from State agencies addressing domestic and teen dating violence prevention

\* The following standards and performance indicators from the Health Education and Social Studies sections of the Maine *Learning Results: Parameters for Essential Instruction* support the inclusion of Dating Violence Prevention Education.

#### Health Education Standards and Performance Indicators

- Grades 6-8
  - A1, A2, A4, A6, B1, B2, C1, C2, C3, D1, D2, D3, E1, E2, F1
- Grades 9-Diploma
  - A1, A2, A4, A6, B1, B2, C1, C2, C3, D1, D2, D3, E1, E2, F1, F2, F3

#### Social Studies Standards

- Grades 6-8
  - A1, A2, A3, B2, D2, E1, E2
- Grades 9-Diploma
  - A1, A2, A3, B1, B2, C1, D2, E1, E2

Appendix A

**Resolve Chapter 99 LD1105, Response Work Group Contact List**

<b>Work group members</b>	<b>Affiliations</b>	<b>Phone</b>	<b>Email</b>
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Chris Galgay	MEA	622-5866	<a href="mailto:cgalgay@nea.org">cgalgay@nea.org</a>
Jennifer Clapp	Caring Unlimited	490-3227 ext. 103	<a href="mailto:jenniferc@caring-unlimited.org">jenniferc@caring-unlimited.org</a>
Karen Wentworth	Family Crisis Services	767-4952 ext. 202	<a href="mailto:karen_w@familycrisis.org">karen_w@familycrisis.org</a>
KT Crossman	Family Crisis Services	767-4952 ext. 108	<a href="mailto:kt_c@familycrisis.org">kt_c@familycrisis.org</a>
Shannon King	MCDC/DHHS	287-4577	<a href="mailto:Shannon.king@maine.gov">Shannon.king@maine.gov</a>
Jason LeBlanc	Family Violence Project	848-0941	<a href="mailto:jasonl@familyviolenceproject.org">jasonl@familyviolenceproject.org</a>
Tina Panayides	SA/DV Consultant	729-8757	<a href="mailto:tina@tpanlaw.com">tina@tpanlaw.com</a>
Catherine Yomoah	DHHS	287-5737	<a href="mailto:Catherine.yomoah@maine.gov">Catherine.yomoah@maine.gov</a>
Fatuma Hussein	United Somali Women of Maine	753-0061	<a href="mailto:fhussein@uswofmaine.org">fhussein@uswofmaine.org</a>
Layne Gregory	Boys to Men	774-9994	<a href="mailto:boystomen@maine.rr.com">boystomen@maine.rr.com</a>
Jeff Morrill	Boys to Men	774-9994	<a href="mailto:jeffb2m@gmail.com">jeffb2m@gmail.com</a>
Diane Hitchcock	USM Muskie School Portland VAWA ME	780-4475	<a href="mailto:dhitchcock@usm.maine.edu">dhitchcock@usm.maine.edu</a>

Brandon Baldwin	Civil Rights Team Project	626-8548	<a href="mailto:Brandon.baldwin@maine.gov">Brandon.baldwin@maine.gov</a>
Lauren Sterling	Governor's Children's Cabinet	287-4349	<a href="mailto:Lauren.sterling@maine.gov">Lauren.sterling@maine.gov</a>
Ansley Newton	DOE/SAT	624-6685	<a href="mailto:Ansley.newton@maine.gov">Ansley.newton@maine.gov</a>
Jean Zimmerman	DOE/HIV Education Specialist	624-6687	<a href="mailto:Jean.zimmerman@maine.gov">Jean.zimmerman@maine.gov</a>
David Stockford	DOE/Special Services	624-6650	<a href="mailto:David.Stockford@maine.gov">David.Stockford@maine.gov</a>
Peter Spears	DOE/Health Education	624-6697	<a href="mailto:Peter.spears@maine.gov">Peter.spears@maine.gov</a>
Susan Berry	DOE/Health Education	624-6695	<a href="mailto:Susan.berry@maine.gov">Susan.berry@maine.gov</a>



## Appendix B

### Meeting Minutes

LD 1105, Resolve 99 Response Committee

December 1, 2009

Agenda with minute highlights

Summary of sub-group notes follows

- 1) Welcome and purpose
  - a) Use the combined knowledge of the group to respond to LD1105, Resolve 99Materials overview  
Housekeeping
- 2) Who's in the room
  - a) Affiliation
  - b) Why you are at the table?
  - c) Your expectations
- 3) Review Resolve
  - a) Read through
    - i) Reviewing policies and rules regarding faculty training,
    - ii) Student education grades 7-12
      - (1) 4 parts (see resolve)
    - iii) School policy regarding dating violence prevention
  - b) Charge
    - i) Review DOE policies and rules regarding faculty training
    - ii) Review student education on dating violence prevention for grades 7 -12
      - (1) Sufficient guidance for SAU on teaching and training basic principles and definitions of dating violence prevention
      - (2) How to recognize dating violence warning signs
      - (3) Outlining actions and responses to dating violence
        - (a) Communication with parents/legal guardians
      - (4) Defining characteristics of healthy, age appropriate dating relationships
    - iii) Assess the extent to which SAU policies address the issue of dating violence prevention
    - iv) Report to the Joint Standing Committee on Education and Cultural Affairs by March 1, 2010
- 4) To accomplish the charge...
  - a) 3 primary areas to address
    - i) Student education (Pete)
      - (1) What currently exists/is happening in schools?
      - (2) Who are the primary providers/delivery people/agencies?
      - (3) How do we enhance and/or expand on what exists?
        - (a) Issue of under reporting of teen dating violence
          - (i) School culture change to allow for safe disclosure
          - (ii) Confidentiality, who's going to know, what will happen
    - ii) Faculty training (Cheryl)
      - (a) Any person employed in a school district (teacher, admin, support staff, ed tech, custodial, bus drivers, ...)
        - (2) What currently exists/is available?
        - (3) Where does dating violence prevention fit in the bigger picture of professional development for faculty?
        - (4) How do we enhance and/or expand on what exists?
    - iii) Policies (Charlotte Bates)
      - (1) What currently exists/ is in place?
      - (2) What is missing?
      - (3) How do we enhance and/or expand on what exists?
  - b) Consideration to keep in mind while gathering information and brainstorming
    - i) Dating violence prevention is broader than schools

- ii) Need to engage multiple community sectors
  - (1) Youth
  - (2) Law enforcement
  - (3) Parents/guardians
  - (4) Community groups
- iii) Coordinated School Health Programs/Cross-systems Prevention
- iv) Procedural safeguards that support the victim and perpetrator

BREAK

- 5) Large group report outs and additional input from all
- 6) Where do we go from here?
  - a) Sub-committee work
    - i) More research as needed
    - ii) Draft sections of the report
  - b) Reconvene
    - (1) January 27, 2010 (snow date January 29<sup>th</sup>) from 1 – 4 p.m.
    - ii) Review draft work
    - iii) Final input
  - c) Final review by email
  - d) Set a completion date

Email link to Teen Dating Violence document (ABA) to group

**Student Education work group poster** (Peter Spears)

Currently exists/is happening in schools

- Maine Learning results for health education
- Youth hotlines
- Prevention curricula are covering the information in the resolve and the MLRs
- Some teachers are teaching DVP in the curriculum
- Some guidance counselors may deliver DVP curriculum
- Civil rights teams may offer guidance
- Gay/straight alliance
- Jobs for Maine grads
- YAAPP
- School health services
- Direct service youth advocates
- Boys to men reducing sexism and violence program

Primary Providers/delivery people/agencies

- Domestic violence project
- Sexual assault
- Family planning
- Addverb
- Hardy Girls Healthy Women
- Health Education teachers
- Guidance counselors
- School nurses
- Administrators
- Coaches
- School resource officers
- All teachers
- School social workers



- 21<sup>st</sup> century learning grant
- Student organizations

How do we enhance or expand on what currently exists?

- Inconsistency in dating violence prevention curriculum in schools
- Time allotted varies in schools
- Teacher may determine if DVP is in the curriculum
- Inconsistency geographically with DVP projects/agencies/ect...
- Need written protective policies in schools/handbooks
- Boys to men reducing sexism and violence program,
- athletic teams
- School coordinator/liaison/team for resources
- Coordination of efforts within school
- "simple" / manageable system
  - Not cumbersome
  - Time
- Listserv for DVP and education
- Website with resources
- Improving school culture to safely disclose
  - Students feel safe
  - Faculty training, policies to address issue

**Faculty training work group posters** (Cheryl)

What currently exists/is available?

Where does dating violence prevention fit in the bigger picture of professional development for faculty?

How do we enhance and/or expand on what exists?

**Faculty training**

- CALME caring about lives in Maine
  - Procedures/protocol for multiple issues/crisis
  - How to recognize the at-risk factor
  - ½ day protocol training offered 3x a year
  - Day long gatekeeper training a good requisite
  - Lifelines
    - For health education teachers
    - How to teach the curriculum/program
    - Multiple at risk factors
- Annual conferences
  - Suicide prevention
  - CSHE spring conference
  - Comprehensive Sexuality conference
  - Annual bullying prevention
  - SAT
  - Restorative justice
  - OSA providers
  - MAHPERD
  - School nurses/counselors

**Keys**

- Warning signs
- Guiding principals
- FAQs
- What can I do?
- Self quiz
- Fact sheet (Maine and national)
- Key concepts
- Administration needs to understand TDV/SA
- Offering during non-school year
- Primary prevention piece

#### Exists

- Remember primary prevention piece not just recognize and respond
- AG/JJ Kit training on D/V (SR)
- Civil rights
- Key concepts
- ME mentoring partnerships
- KMCC (fall training/regional mtgs)
- 21<sup>st</sup> century grants (ME after school)

#### Where does it fit?

- Code of conduct
- Resource/tool kit – variety of methods + sign off
- Fit within larger school culture
- Tie to larger group of risks- awareness week or month
- Part of teacher certification?
- Integrate with relational issues rel(?) bet(?) staff/faculty/students

### **WHAT IS THE EVIDENCE BASE?**

#### Brainstorm

##### Where training could come from:

- MSMA conference
- MPA/ Athletic directors and coaches
- MEA
- MYAN
- Wellness conference
- Maine support network
- KMCC
- ME afterschool network
- 21<sup>st</sup> century
- DHHS (High school)

##### Deliver through

- Webinar
- Conference
- Staff meeting/in-service
- Fold in to something that exists
- Offer hours for online training staff sign off
- Bullying health
- Advisor/advisee groups

##### Format

- PR campaign
- What do we know
- What helps

##### Key concepts

- Healthy person
- Safety
- Good touch/bad touch
- Emotional/physical/mental health

##### Clarify who- define faculty

All school staff (spell out list)

### **Policy work group** (Charlotte Bates)

#### What currently exists/ is in place?

- Are they required by law?
- Non discrimination policy



- Harassment /sexual harassment policy
- Anti bullying
  - Cyber bullying
- School safety
  - Weapons violence
- At risk student
- Drug/alcohol policies
- Student code of conduct
- Injurious hazing
- Access from abuse orders for teen violence victims
- SDFSCA

What is missing?

What's needed?

- Policy to support staff to support students
- Integration/coordination
  - CSHP
- How to safety plan
  - Victim safety
  - Support
- Limited access to protection from abuse if under 18
- Perp accountability – parent role and involvement
- Policy on teen dating violence guidelines
- Support students
- Resources for
  - Parents
  - Communities
  - Students
- Involvement from school resource officer, when, how, where, who
- Define/identify policy guidelines, protocols and procedures

How do we enhance and/or expand on what exists?

LD 1105, Resolve 99 Work Group on Dating Violence Prevention  
January 27, 2010

Minutes

- 1) Welcome and purpose
  - We would be using the combined knowledge of the group to refine the draft report to LD1105, Resolve 99
- 2) Introductions around the room
- 3) Reviewed Resolve, Susan provided copies of the most recent draft including email comments.
  - Read through individually, had a brief discussion
  - Agreed to divide into smaller sub-committee groups to review the draft recommendations in detail.
    - Student education (Pete Spears)
    - Faculty training (Susan Berry)
    - Policies (Jill Barkley)
- 4) The groups were reminded to consider and reflect on, did we include in the report?
  - Dating violence prevention is broader than schools
  - Need to engage multiple community sectors
    - Youth
    - Law enforcement
    - Parents/guardians
    - Community groups
  - Coordinated School Health Programs/Cross-systems Prevention
  - Procedural safeguards that support the victim and perpetrator
- 5) Each sub-committee reported out to the large group and received additional input
- 6) Next steps -
  - Finalize report via email in order to complete the report for the Joint Standing Committee on Education and Cultural Affairs by March 1<sup>st</sup>.

Thanks again to all from  
the Maine Department of Education for your contributions and support!

## Appendix C

### **Feedback from students on dating abuse education**

#### General Approach in Dating Abuse Education/Content:

Abuse is indicative a lack of self-confidence within both parties – the victim cannot vocalize the pain due to feeling weak and helpless, she can't stand up, advocate for herself; the abuser builds himself up by tearing the partner down

Encourage self confidence in the primary grades. Start dating abuse education in middle school, emphasize it in high school, have complementing refreshers in college and Adult Ed

Presentations would be age appropriate but should not water things down or skip over anything

Present in Health classes [complimenting lesson plans could be presented in English class: classics that involve domestic violence

There should be a coed component containing common messages that everyone should hear; there should also be a component in which genders are in separate discussion groups [genders learn differently, absence of opposite gender during discussion allows for more freedom of expression]

Avoid a single day overview without context and continuity; instead follow a pattern of set up, presentation, follow-up

As an initial set-up step consider a community/class reading about dating abuse, follow with a workshop

Workshops should be comprised of guest speakers who work in the field or who have survived abusive relationships and can speak from experience

Present material in a way that makes a visual impression: movie-documentaries and live performances of role playing have a strong, lasting impact on the audience

Provide statistics and translate them into meaningful proportionalities [teens are three times as likely to experience abuse, the reported 500 cases of abuse each year exceeds the size of the student body by a factor of two]

Refer to news events with which the audience is familiar.

Follow presentations with small group discussions

Provide complementing faculty training

Field-focus group test presentation material beforehand

Communicate a Warning Sign Checklist to the students:

Examples:

He is different with me

He doesn't act that way with me [yet]

I can change him [no you can't]

He controls who you see, who you talk to

He tries to drive a wedge between you and your family

He tells you how to dress

He pressures you

Provide information on Where to go for help, How to get out

### Relationships:

A relationship is a balanced partnership of equals, a commitment to mutual respect

Appreciate when a relationship works and why it works

In a healthy relationship partners can candidly communicate mutual expectations

There needs to be an ongoing dialogue on how culture frames gender roles

The media provide distorted images of social roles; know that reality is not a reality show, contrived conflict is not a part of a normal, healthy relationship

Little stuff is little stuff, not worthy of affected, melodramatic clash

Physiologic maturation is outpacing emotional maturation

### Messages:

Think better of yourself:

No relationship is better than trying to maintain a bad relationship

It's okay to be single

When dating, your significant other should not become the entirety, the whole of your life

Avoid: this guy is a jerk but he is the best I can do, the one that I deserve

What are the Rules of Dating? Mutual respect, safety

There must be real consequences for misconduct


A person may be in an abusive relationship and not realize it or may be denying it

Be careful and aware; it *can* happen to you

Domestic Violence ends only if people stop ignoring, enabling, tolerating it



Appendix D

 Family Crisis Services

*Working to end domestic abuse in Cumberland and Sagadahoc Counties*  
P.O. Box 704, Portland, ME 04104 • (207) 767-4952 • FAX (207) 767-8109  
E-mail: [familycrisis@familycrisis.org](mailto:familycrisis@familycrisis.org) • [www.familycrisis.org](http://www.familycrisis.org)

The following data was extrapolated from YAAPP's pre and posttest completed by many of the high school students from Cumberland and Sagadahoc counties schools that participated in YAAPP's dating violence prevention programs during the 2007-2008 and 2008-2009 school years.

**Selected questions from school year 2007-2008 & 2008-2009 evaluations:**

Do you believe that information on dating violence should be part of your high school education?  
Yes or No?

Yes: 2216  
No: 216

**91% of the students feel that information on dating violence should be part of their high school education.**

Do you know anyone in a relationship that contains dating violence? Yes or No?

Yes: 1308  
No: 1096

**54% of the students know someone in a relationship that contains dating violence.**

Do you know more ways to plan for your safety in a dating relationship? Yes or No?

Yes: 2072  
No: 297

**87% of the students know more ways to plan for their safety in dating relationships.**

**Selected questions from school year 2007-2008 & 2008-2009 pre and post tests:**

“I have learned to recognize warning signs of abuse in dating relationships” Agree or Disagree?

Pretests:	1489 students agree (66%)	756 students disagree (34%)
Posttests:	2423 students agree (96%)	111 students disagree (4%)

**A shift of 30% of the students learned to recognize warning signs of abuse in dating relationships.**

“Dating violence is as common in gay, lesbian and bisexual relationships as it is in heterosexual relationships.” Agree or Disagree?

Pretest:	1519 students agree (69%)	698 students disagree (31%)
Posttests:	2314 students agree (91%)	239 students disagree (9%)

**A shift of 22% of the students learned that dating violence is as common in gay, lesbian and bisexual relationships as it is in heterosexual relationship.**

“I know of services available for people who are experiencing dating/domestic violence in their lives.” Agree or Disagree?

Pretest:	1372 students agree (60%)	913 students disagree (40%)
Posttests:	2420 students agree (96%)	110 students disagree (4%)

**A shift of 36% of the students learned of services available for people who are experiencing dating/domestic violence in their lives.**

**The data shows that with education comes a greater understanding of the dynamics of dating violence, safety in dating relationships and the resources for those being affected. Though not all schools in our area provide dating violence education and hence the information is not disseminated to all students.**

## Appendix E

Below is a partial list of local Maine agencies that provide dating violence prevention education as submitted by print date in response to LD1105.

The following agencies offered one or more classroom presentations in 515 different school venues to elementary, middle school, high school, alternative education, college, and adult education programs:

- Maine Coalition Against Sexual Assault
- Hardy Girls Healthy Women
- Family Planning Association of Maine
  - Downeast Health Services
  - Health 1<sup>st</sup>
  - Family Planning Association
  - KVCAP Family Planning
  - Penquis Health Services
  - Planned Parenthood of Northern New England
  - Tri-County Health Services
  - Western Maine Community Action Health Services
- Maine Coalition to End Domestic Violence
  - Abused Women Advocacy
  - Battered Women's Project
  - Caring Unlimited
  - Family Crisis Services
    - Young Adult Abuse Prevention Program
  - Family Violence Project
  - New Hope for Women
  - Spruce Run
  - The Next Step
  - Womancare

Schools served by the agencies listed above include the following (for specific agency information contact Susan Berry [susan.berry@maine.gov](mailto:susan.berry@maine.gov))

Albert S Hall School	Baileyville Elementary School	Biddeford Primary School
Albion Elementary School	Baldwin Consolidated School	Bloomfield Elementary School
Alexander Elementary School	Bangor High School	Blue Hill Consolidated School
Alfred Elementary School	Bath Middle School	Bonny Eagle High School
Alton Elementary School	B-Cope	Bonny Eagle Middle School
Ames Elementary School	Beatrice Rafferty School	Boothbay Region High School,
Andover Elementary School	Belfast High School	Bowdoin Central School,
Appleton Village School	Belgrade Central School	Bowdoinham Community School
Ashland Central School	Benton Elementary School	Brewer High School
Ashland Middle/High School	Berwick Academy	Brewer Middle School
Athens Elementary School	Biddeford High School	Bristol Consolidated School,
Atwood-Tapley Elementary	Biddeford Middle School	Brownville Elementary School
Auburn Middle School		
Augusta Adult Ed		



Bruce M Whittier Middle  
 Brunswick High School,  
 Brunswick Junior High School,  
 Buckfield Jr/Sr High School  
 C K Burns School  
 Calais Elementary School  
 Calais High School  
 Calais Middle School  
 Camden Hills Regional HS  
 Camden Rockport MS  
 Canaan Elementary School  
 Cape Elizabeth High School  
 Cape Elizabeth Middle School  
 Capitol Area Technical Center  
 Capri Street School  
 Capt Albert W Stevens School  
 Caravel Middle School  
 Caribou High School  
 Caribou Middle School  
 Carlton Project Houlton & PI  
 Carrabec Community School  
 Carrabec High School  
 Carrie Ricker Middle School  
 Catherine McCauley HS  
 Center Drive School  
 Central Aroostook Jr.Sr. HS  
 Central Elementary School  
 Central Grade School  
 Central High School  
 Charles A Snow Elementary  
 Charles D. Knowlton School  
 Charlotte Elementary School  
 Cherryfield Elementary School  
 Chewonki - Wiscasset  
 China Middle School  
 China Primary School  
 Clinton Elementary  
 Coffin School, Elementary,  
 Colby College  
 Congin School  
 Connors Emerson School

Cony High School  
 Cornish Elementary School  
 Cornville Elementary School  
 Crescent Park School  
 Crooked River Elementary  
 Dawn F. Barns School  
 Dedham School  
 Deer Isle Stonington Elementary School  
 Deering High School  
 Denmark Elementary  
 Dexter Head Start  
 Dexter Middle School  
 Dexter Primary School  
 Dexter Regional High School  
 Dike-Newell School  
 Dirigo Elementary  
 Dirigo High School  
 Dover-Foxcroft Academy  
 Dr Carl E Trough School  
 Dr. Levesque Elementary School  
 Dresden Elementary School  
 Eagle Lake Elementary/Middle  
 Earl C McGraw School  
 East Auburn Community School  
 East Belfast School  
 Eastport Elementary School  
 Edgecomb Eddy School  
 Edmunds Consolidated School  
 Edna Drinkwater School  
 Edna Libby Elementary School  
 Edward Little High School  
 Eliot Elementary School  
 Eliza Libby Elementary School  
 Ella Lewis School  
 Ella P Burr School  
 Ella R Hodgkins School  
 Ellsworth Elementary School  
 Ellsworth High School  
 Ellsworth Middle School  
 Elm St School, Elementary  
 Elm Street School

Embden Elementary School  
 Erskine Academy  
 Etna-Dixmont School Elem  
 Exeter Head Start  
 Exeter Middle School  
 Fairfield Primary School  
 Fairmount School  
 Fairview School  
 Falmouth High School  
 Falmouth Middle School  
 Farrington School  
 Farwell Elementary  
 Fisher-Mitchell School Elem  
 Forest Hills Regional School  
 Fort Fairfield Elementary School  
 Fort Fairfield Middle/High School  
 Fort Kent Community School  
 Fort Street Elementary School  
 Foxcroft Academy, HS  
 Frank Jewett School  
 Frankfort Elementary School  
 Franklin Alternative School  
 Fred C Wescott School  
 Fred W Morrill School  
 Freeport High School  
 Freeport Middle School  
 Frenchboro School  
 Friendship Village School  
 Frisbee Elementary School  
 Gardiner High School  
 Gardiner Middle School  
 Garland Elementary School  
 Garret Schenck Elementary School  
 Gaul Middle School  
 Geiger Elementary School  
 George B Weatherbee School  
 George E Jack School  
 George J. Mitchell  
 Georges Valley High School  
 Georgetown Elementary School  
 Gilbert Elementary School

Gladys Weymouth Elementary School	Houlton Elementary School	Lawrence High School
Glenburn Elementary School	Houlton High School	Leavitt Area High School
Gorham High School	Houlton Jr. High School	Lebanon Elementary School
Gov John Fairfield School	Houlton Southside School	Lee Academy
Granite Street School	Hussey Elementary School	Lee/Winn Elementary School
Gray-New Gloucester High School	Ilesford School	Leonard Middle School
Gray-New Gloucester Middle School	Indian Township School Elem	Leroy H Smith School
Great Salt Bay Community	Islesboro Central School	Lewiston High School
Greater Houlton Christian Acad.	Jack Memorial School	Lewiston Middle School
Greely High School	James F. Doughty School	Libby-Tozier School
Greely Middle School	James H Bean School	Lillian Parks Hussey School
Greenville Head Start/ Lil Lakers	Jameson Elementary School	Limestone Community School
Greenville Middle/High School	Janus Project	Lincoln Academy
Guilford Butler School	Jay Elementary School	Lincoln Elementary School
Guy E. Rowe Elementary School	Jay High School	Lincoln Middle School
H B Emery Jr. Mem School	Jay Middle School	Lincoln School
Hall Dale Elementary School	Jefferson Village School	Lincolnvile Central School
Hall School	Job Corps, Bangor	Line Elementary School
Hall-Dale High School	Jobs For Maine Graduates	Lisbon Adult and Community Education
Hall-Dale Middle School	John Bapst Memorial HS	Lisbon Community School
Hampden Academy	John F Kennedy Mem School	Lisbon High School
Hancock School, Elementary	Jonesboro Elementary School	Little Miracles Nursery School
Harland Consolidated School	Jonesport High School	Little People's Nursery School
Harmony Elementary School	Jordan Acres School, Brunswick	Livermore Falls High School
Harpwell Islands School	Jordan Small Middle School	Livermore Falls MS
Harrington Elementary School	Katahdin Elementary School	Longfellow School
Harrison Elementary	Katahdin Mid/High School	Longley Elementary School
Harrison Middle School	Kennebunk Elementary School	Loranger Middle School
Hartford-Sumner Elementary	Kennebunk High School	Lyman Moore Middle School
Hartland Consolidated School	Kents Hill School	MacDougal School
Hebron Station Elementary	Kermit Nickerson School	Machias High School
Heinrich Curtis House	King Middle School	Machias Valley Christian School
Helen S Dunn Elementary	Kingfield Elementary School	Madawaska Elementary School
Helen Thompson	Knowlton School	Madison Area Memorial HS
Hermon High School	Kennebec Valley Community College	Madison Elementary School
Hiram Elementary School	Lake Region High School	Madison Junior High School
Hodgdon High School	Lake Region Middle School	Mahoney Middle School
Hollis School	Lake Street Elementary School	Maine Children's Home
Hope Elementary School	Lamoine Consolidated School	Maine Maritime Academy
Horace Mitchell Primary School	Laura E. Richards Elem. School	Maine School of Science and Mathematics
	Lawrence Jr. HS, Fairfield	



Manchester Elementary School  
Maranacook High School  
Maranacook Middle School  
Marcia Buker School  
Margaret Chase Smith School  
Skowhegan  
Margaret Chase Smith School  
Sanford  
Marshwood High School  
Marshwood Junior High School  
Martel Elementary  
Marttanawcook Jr. High School  
Mary Hurd School, Primary  
Mary Snow School  
Massabesic High School  
Mattanawcook Academy  
McMahon Elementary School  
MDI High School  
Medomak Middle School  
Medomak Valley High School  
Medway Elementary School  
Medway Middle School  
Memorial Middle School  
Meroby Elementary School  
Merrill Hill Alternative School  
Messalonskee High School  
Messalonskee Middle School  
Middle School of the Kennebunks  
Milbridge Elementary School  
Mill Pond School  
Miller School  
Millinocket Middle School  
Milo Day Care/Nursery School  
Milo Head Start  
Minot Consolidated School  
Monmouth Academy  
Monroe Elementary School  
Morse High School  
Morse Memorial School  
Morton Ave Elementary School  
Moscow Elementary School  
Mount Jefferson JH School

Mountain View Youth  
Correctional Facility  
Mouth Desert Elementary School  
Mt Abrams Regional HS  
Mt. Ararat High School  
Mt. Valley High School  
Mt. Valley Middle School  
Mt. Vernon Elementary School  
Mt. View Elementary School  
Mt. View High School  
Mt. View Middle School  
Narraguagus High School  
New Sweden Consolidated  
Newport Elementary School  
Nickerson Elementary School  
Noble High School  
Noble Middle School  
Nobleboro Central School  
Nokomis Regional High School  
Norridgewock Consolidated  
North Berwick Elementary  
North Elementary School  
North Haven Community School  
North Yarmouth Academy  
Northern Penobscot Tech  
NYA-Middle School  
Old Orchard Beach High School  
Old Town High School  
Orono Adult Education  
Orono High School  
Orono Middle School  
Owl's Head Central  
Oxford Elementary School  
Oxford Hills Comprehensive HS  
Oxford Hills Middle School  
Oxford-Cumberland Canal  
School  
Palmyra Consolidated School  
Parkman Preschool/Head Start  
Patrick Theriault Elementary  
Penobscot Community School  
Penobscot Valley High School

Perry Elementary School  
Philip W Sugg Middle School  
Phillips Elementary School  
Phippsburg Elementary School  
Pittston Consolidated School  
Poland Community School  
Poland Regional High School  
Portland High School  
Portland School System (18)  
Prescott Memorial School  
Prides Corner School  
Providence College  
Quimby Elementary School  
Ralph M Atwood Primary School  
Rangeley Lakes High School  
Readfield Elementary School  
Reeds Brook Middle School  
Region II Vocational Education  
Regis College  
Richmond High School  
River View Community School  
Riverbend School (Alternative)  
Robert W Traip Academy  
Robinson Grade School  
Rockland District High School  
Rockland District Middle School  
Rockport Elementary School  
Rose Gaffney Middle School  
Sabattus Central School  
Sabattus Primary School  
Saccarappa School  
Saco Middle School  
Saco Sweetser School  
Sacopee Valley High School  
Sacopee Valley Middle School  
SAD 70 Elementary School  
Saint Joseph's College  
Samuel D Hanson School  
Samuel L. Wagner Middle School  
Sanford High School  
Sanford School System (8)



Scarborough High School  
Scarborough Middle School  
Schenck High School  
Se Do Mo Cha Middle School  
Searsport District Middle School  
Searsport Elementary School  
Searsport High School  
Sebago Elementary School  
Sebasticook Valley Middle School  
Shapleigh Middle School  
Shead High School  
Sherwood Heights Elementary  
Skowhegan Area Elementary schools (7)  
Skowhegan Area High School  
Skowhegan Area Middle School  
Smithfield Elementary School  
Solon Elementary School  
Somerset Valley Middle School  
Songo Locks School  
South Hiram Elementary  
South Maine Community College  
South Portland School  
System (8)  
South School  
Southern Aroostook Community School  
Southern Maine Community College  
Southport Central School  
St Albans Consolidated School  
St. Albans Elementary School  
St. Francis Elementary School  
St. George School  
St. John Valley Technical Center  
St. Joseph's College  
St. Michael's School  
Starks Elementary School

Stearns High School  
Steep Falls Elementary School  
Stepping Stones  
Stevens Brook School  
Stockton Springs Elementary School  
Stratton Elementary School  
Strong Elementary School  
Sunmer Memorial High School  
Sylvio J Gilbert School  
T.C. Hamlin Elem. School  
Teague Park Elementary School  
Telstar High School  
Telstar Middle School  
Teresa C Hamlin  
The Carleton Project  
The New School  
The Rivers Alternative MS  
Thomaston Grammar School  
Thornton Academy High School  
Thornton Academy Middle School  
Tremont Consolidated School  
Trenton Grammar School  
Troy Central School  
Troy Howard Middle School  
TW Kelley Dirigo Middle School  
Unity Elementary School  
U of Maine, Farmington  
U of New England – Westbrook  
U of New England, Biddeford  
U of Southern Maine – Gorham  
U of Southern Maine-Portland  
Upper Kennebec Valley Senior High School  
Van Buren Community School  
Vassalboro Community School  
Vinalhaven School  
Vivian E Hussey School

Waldo County Tech Center  
Wales Central School  
Wallagrass Elementary School  
Walton School  
Warren Community School  
Washburn District Elem. School  
Washburn District High School  
Washburn School  
Washington Academy  
Waterville Jr. High School  
Waterville High School  
Waynfleet School  
Webster Intermediate School  
Wellington School  
Wells Elementary School  
Wells High School  
Wells Jr. High School  
Wesley Elementary School  
Westbrook High School  
Willard School  
Williams Elementary - Oakland  
Windham High School  
Windham REAL School  
Winslow Elementary - Winslow  
Winslow Jr. High School  
Winslow High School  
Winthrop Elementary School  
Winthrop High School  
Winthrop Middle School  
Wiscasset Middle School  
Wisdom High School  
Woodland Consolidated School  
Woodstock School  
Woolwich Central School  
Yarmouth High School  
York High School  
Young School  
Young Building Alternatives