

MAINE STATE LEGISLATURE

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Report of the Special Review Team
Appendices

STATE OF MAINE

DEPARTMENT OF PERSONNEL

Date June 13, 1975

To: Joseph P. Youngs, Jr., Superintendent
Gov. Baxter State School for the Deaf

I, Susan C. Nordmann hereby resign from my position
(Employee name)

as jr. hi-high school teacher effective June 13, 1975
(Position title)

I do so of my own free will and for the following reasons: immaturity and lack
of professionalism on the part of a certain administrator as evidenced
by extreme favoritism toward a few students and random physical abuse
of others

Signed: Susan C. Nordmann
(Employee)

* Note to employee: You should not sign this document unless it is intended to be a bona fide resignation without influence on the part of your employer.

cc: Employee
Department of Personnel
Employee's Record File
Governor Longley
Commissioner Millett
Alan B. York



STATE OF MAINE

Department of
Educational and Cultural Services

STATE HOUSE STATION 23
AUGUSTA, MAINE 04333

August 26, 1982

To: Recipients of the Report of the Special Review Team on the Governor
Baxter School for the Deaf

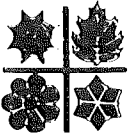
From: Harold Reynolds, Jr., Commissioner, Department of Educational and
Cultural Services

On July 12, 1982, the report of the Special Review Team of the Department of Educational & Cultural Services on the Governor Baxter School for the Deaf was delivered to me. We published and released on July 14 the contents of that report, with the exception of Chapter XII(B), which was kept confidential pursuant to legal counsel. This section detailed the complaints made to the Department before February 2, 1982 by individuals concerning the administration of the School and alleged mistreatment of children at the School and the response of Department officials and employees to those complaints. I asked the Attorney General for an opinion as to whether this information and related documents were "public" or "confidential" under the Freedom of Access and Personnel laws of the State of Maine.

On August 18, the Attorney General ruled that the report was not a "public record" under the Freedom of Access Act, but was a "confidential" report under the State Personnel Law. He said, however, that because the names and allegations against several School employees, and because the names and allegations of the persons making various complaints and charges were already publicly known, I had discretionary authority to make public the report and certain related documents from the Department's files.

On August 18, I received a revised and updated version of the report. The revised report, as explained by David Stockford, coordinator of the Team to me, includes the following:

- Corrections of mistakes in fact
- Additional information from new interviews and Department records
- Additional information from the files of the criminal investigators
- Information from an interview with Dr. Youngs conducted previously, already given to me, but included for clarification in this report.



Four seasons for Me.

On August 24, still other corrections were made in the report.

I asked the Attorney General for a second opinion as to the legality of releasing this final draft of the report and related documents. He has now issued that opinion and I have taken action to follow that advice. Names and minimal text have been deleted according to his instructions. In addition, the names of two persons have been retained in this second, updated text, although we deleted them from the earlier draft, based on the first Opinion of the Attorney General on August 18. These two had not spoken out publicly and did not receive the special delivery notification which we sent out last week. The names of the two individuals are included in the final text of the report in light of the second Opinion of the Attorney General which itself makes these names public.

The work of the Review Team is exemplary. It provides the basis for the reorganization and proper development of educational and residential programs for hearing impaired and deaf students. The members deserve commendation for their efforts.

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(July 12, 1982 -submitted to
Commissioner Reynolds)

AUGUSTA, MAINE

Chapter XII (B)

B. DECS Responses To Complaints, Charges About GBSD

Criticism and allegations concerning the Governor Baxter School for the Deaf fall into three general categories:

- complaints about or disagreements with the "philosophy" or method of educating the deaf as taught at GBSD ("total communication" including signing vs. "oralism" practiced elsewhere) or opposition to the residential School environment;
- complaints about the style of supervision and management in the academic, residential and support services areas of the School;
- complaints concerning this treatment of children, including allegations of physical and sexual abuse.

The complaints about the GBSD educational program have been substantially explained elsewhere in this report (see Sections II and VI). The Department's response to such criticism has been to widen the choices available to parents of deaf children by defining and refining the special education (P.E.T./I.E.P.) process and by supporting legislative changes to change the role of GBSD in the state's overall program of education for the deaf. The Department, however, has not taken any steps to define or change the educational program at GBSD itself, leaving this to the superintendent of the School.

This section will focus on the Department's response to complaints ^{72/} about the supervision and management of the School and to allegations of mistreatment of children. This subsection discusses only the Departmental responses to complaints or allegations expressed at the time, and does not attempt to assess or discuss the substance or validity of the allegations. In short, it makes no assumptions about the allegations but only discusses the Department's administrative reaction to them. Complaints concerning school management including complaints of current staff members, have been investigated by the Special Review Team; the findings are detailed elsewhere in this report. The allegations of child abuse have been investigated by the Attorney General and his findings will be addressed in a separate report.

On June 13, 1975, Susan Nordmann, a teacher at GBSD, filed her resignation at the School giving her reasons for resigning as:

"Immaturity and lack of professionalism on the part of a certain administrator as evidenced by extreme favoritism toward a few students and random physical abuse of others."

^{72/} The review included a review of all relevant records which could be found at the School, in Department files, and in the Department of Personnel. Interviews with Messrs. Millett, Reynolds, Pineo, Trenholm and York were completed jointly with the Attorney General's investigators.

Although such a form would routinely go only to the Department's personnel office and then to the state Department of Personnel,⁷³ Ms. Nordmann herself appeared to have sent copies to Alan York, DECS personnel officer, then Governor Longley, and then Commissioner H. Sawin Millett, Jr. (Notes that copies had been sent were made on the form by Ms. Nordmann, but no copies have been located.)

Former Commissioner Millett did not recall receiving the resignation form, but does recall receiving an inquiry from the Governor's office about Ms. Nordmann's complaints. Although he cannot pinpoint the date, he recalls referring the matter to Larry Pineo to check out.

Although Mr. Pineo's files contain no request from Commissioner Millett, on this matter, they do hold two pieces of correspondence from Mr. Youngs concerning Ms. Nordmann. The superintendent wrote to Beverly Trenholm on July 17, 1975, a month after Ms. Nordmann's resignation, referring to an unnamed staff member who had recently resigned and stating his belief that she was harboring personal grudges and had only "superficial reasons" for resigning.

In the same letter, Mr. Youngs discussed a "confidential problem" describing some concerns about Robert Kelly, the director of academic affairs. After praising Kelly's skills and efforts, he expressed an increasing concern because of "personality changes" in the man. These were described as "not serious and probably not apparent" to others, resulting in his (Kelly) losing his temper with staff and students on occasion. Mr. Youngs attributed this to the "heavy load he has carried" and "the great deal of pressure he has been working under." He said he intended to lighten Mr. Kelly's load.

Mr. Youngs also stated that Mr. Kelly had developed an "unusual friendship" with a student, "becoming deeply involved with a young man and his family." This, he assured Mr. Trenholm, was "purely a personal and respectable friendship" although "evidence of favoritism" caused observers to be "suspicious."

A copy of the Nordmann resignation form in Mr. Pineo's files is attached to a second letter from Mr. Youngs sent several months later, October 27, 1975. In that letter the superintendent stated his concerns that Ms. Nordmann, this time identified by name, had been "canvassing other persons who have resigned . . . and soliciting affidavits from them to substantiate her claim that the program at Baxter is not conducive to good teaching nor in the best interest of children." Mr. Youngs stated his concern that Ms. Nordmann was "canvassing the homes of parents" and "filling them with tales about the horrible things at Baxter in an effort to solicit their support in establishing a class action suit."

^{73/} The Personnel Department could not locate Ms. Nordmann's personnel file. All records concerning the School and the Department along with almost all other records on government business, which were in the Longley office were removed before Governor Brennan's administration took over.

Mr. Youngs stated that the "employees who have worked here are dedicated to the program feel that Ms. Nordmann is putting them down and some of them were good friends with her." He stated he was at a loss as to "what action I should take" and wondered whether he should be contacting the Attorney General's office about it. He said he would "present this problem to the Board of Visitors" during the week.

Mr. Youngs attached a copy of a statement by Ms. Nordmann to the Employment Security Commission appealing from a denial of unemployment benefits. In the appeal she stated her belief that she was entitled to benefits because there had been "good cause" for her resignation, specifically, that the "conditions at Baxter are contrary to good teaching or sound care of the deaf" She stated her intention to "present witnesses and documents fully substantiating" her reasons for leaving.

The class action suit feared by Mr. Youngs never materialized. Ms. Nordmann withdrew her appeal before the Employment Security Commission and never received unemployment benefits.

Neither Mr. Pineo nor Mr. Trenholm remembered any contact with Ms. Nordmann before their meeting in late 1976. That meeting was precipitated by a letter (October 1, 1976) from a field representative in the office of Representative David Emery to Commissioner Millett, indicating that Ms. Nordmann had contacted the office. Notes on the letter in Mr. Pineo's file indicate that it was agreed "we should handle it alone", that Ms. Nordmann was called, and that a meeting was arranged for October 14.

At the meeting with Mr. Pineo and Mr. Trenholm, Ms. Nordmann related several concerns about the School she had left. According to notes kept by Mr. Trenholm, she did not like the prevailing educational practices and thought Mr. Kelly was arbitrary in his treatment of faculty members. She was critical of a class trip to Italy taken, on school time, only by those who could afford it. She described a girl student whom she thought could be performing better.

The notes also indicated the following concerns and complaints:

- Mr. Kelly misrepresented facts, figures on the School to members of a conference;
- Mr. Kelly showed great "favoritism", especially toward boys, treating some more generously than others;
- Cocktail parties held for a "specially selected" group of faculty at both Kelly's and Youngs' residences;
- Mr. Kelly was on a power trip, going on tirades;
- Mr. Kelly smashed up the driver education car at night, leading to an arrest;
- A teacher was dismissed in 1973 with only a few days remaining in the school year.

The notes show that Ms. Nordmann related several instances of alleged mistreatment of children by Mr. Kelly: one where he kicked a student's leg off a library stool, another where he pushed a student in ordering him outside, and a third where he pushed a student during a field trip on the Freedom Train.

Further, on the notes they say:

"Kelly had many trips and spent funds frequently with [name of student] . . . Kelly gave him the key to his apartment and often took him out of his dormitory in evenings by Mr. Kelly personally. Joe Youngs knew of this but he was very defensive about it and dismissed the allegations as having no real foundation in his opinion."

The next day, October 15, Ms. Nordmann sent to Mr. Pineo a 14-page "narrative", dated September 1975, repeating her concerns about the School and some of the allegations discussed in her visit ⁷⁴ and included examples of what she perceived as improper behavior by Mr. Kelly. The "narrative" also described her concern over complaints from students and other teachers that Mr. Kelly was "constantly calling" one boy out of class to run errands, that he was "Mr. Kelly's favorite", that he had been taken on trips by Mr. Kelly and had spent the night in Mr. Kelly's apartment and shared a room with him on a class trip. Ms. Nordmann also described an hour-long meeting with Mr. Youngs during which she discussed Mr. Kelly's relationship with the student and her belief that "both civil and criminal statutes were being violated"

In his interview, Mr. Trenholm recalled Ms. Nordmann's allegations as of a general nature. Mr. Pineo said he had felt at the time that she was vindictive and with "an axe to grind." Both men were concerned at the time that she would be perceived simply as an embittered former employee with gripes against the School. The two men asked Ms. Nordmann to assist them in locating another teacher, preferably still an employee, who would substantiate her complaints. Mr. Trenholm said Ms. Nordmann was advised that it would be nearly impossible to take any administrative action on her allegations without corroboration from, and assistance from, other persons.

Ms. Nordmann later provided the name of Dorothy Davis. In early December, 1976, Mr. Pineo and Mr. Trenholm met with Ms. Davis in Portland. She agreed to talk with the two expressly on the condition that her comments and her identity would be protected as confidential. She extracted a promise that the two administrators never reveal her name, the fact that she had talked with them, and the substance of her remarks. As Mr. Pineo and Mr. Trenholm understood the meaning of this promise, Ms. Davis would be unavailable as a witness in any disciplinary proceedings concerning her complaints or observations. Ms. Davis only recently, after initiation of the investigation, came forward publicly.

^{74/} The purpose of the "narrative" is not known. Since it was dated September 1975, it might have been prepared by Ms. Nordmann for use in her scheduled appeal on unemployment benefits, an appeal which was dropped.

Mr. Trenholm told the Team that it was at this time he began to realize the apprehension of teachers at the School concerning their administrators. He recalled that he felt frustrated at being unable to use the information provided by Ms. Davis and felt that neither he nor Mr. Pineo was in a position to use the information she provided. He was also concerned with the "one-on-one" instances of alleged abuse, where there were no witnesses. The reference to "favoritism" on the part of Mr. Kelly, he learned at that time, extended beyond just one boy.

Mr. Trenholm told the Team interviewer that, although he did not completely discount the suggestion of a sexual relationship between Mr. Kelly and students, he felt the apparent "favoritism" could be attributed to a natural affinity for certain students. He also said he was suspicious of allegations of a sexual relationship because Mr. Kelly was friendly with the students' families, they were supportive of him, and he (Mr. Trenholm) could not conceive of Mr. Kelly being in a position to take sexual advantage of students.

Mr. Pineo and Mr. Trenholm considered going down to the School to talk with other teachers but decided against this because Mr. Davis had demanded "confidentiality", and they would have had to identify her concerns to others.

Since both wanted more information "badly", Mr. Trenholm recalled, he talked again with Ms. Nordmann, suggesting that she convince a parent to talk with them. He recalled calling her several times, but could not get the name of any parent. In addition, Mr. Trenholm said he came to realize, after talking with Ms. Davis, that deaf persons are particularly fearful of being unable to obtain employment and that both School administrators were in positions which had significant impact on employment decisions and future educational opportunities.

Mr. Trenholm recalled that he and Mr. Pineo decided to meet with Mr. Youngs and to "lay out everything to him." He recalled two meetings in Augusta (one was December 16, 1976) at which they outlined all of the allegations made by Ms. Nordmann and Ms. Davis (although the latter's name was not used.)

Mr. Trenholm posed a number of questions in his own notes in preparation for the meeting with Mr. Youngs:

- "Why didn't Joe Youngs advise us about the charges, fines, etc., when Kelly was arrested last spring ('76)."
- "Shouldn't we keep Joe in the Baxter School more--not just at his house or on the island? Also, shouldn't we cut down on his out-of-state requests even though paid for from other-than-state sources? (Ms. Nordmann says he's physically unreachable too frequently, by the teachers, etc.!!)"
- "Where do we go from here? I'd like to be notified prior to any teacher dismissals or non-rehiring!! I'd like to be assured of situations such as Mr. Kelly's arrest!!!"
- Follow-ups on all the matters raised by Ms. Nordmann.
- "What is the School's policy on decisions not to rehire teachers for the coming year? Is there a resignation slip required from all and where does it go?"

Mr. Trenholm recalled Mr. Youngs' reaction as one of surprise. Mr. Youngs insisted that the extent of physical contact with students was only in the nature of touching. In addition to the allegations of physical abuse on the part of Mr. Kelly, they related to Mr. Youngs of Mr. Kelly's statement that the "causeway goes both ways" indicating that teachers could leave employment at the School at any time.

Mr. Trenholm recalled Mr. Youngs as very defensive of Mr. Kelly, admitting to having heard of his favoritism toward one student, but describing the relationship as wholesome and part of a relationship with the whole family.

Mr. Trenholm stated further that Mr. Youngs was also advised that his lack of communication to DECS was both unacceptable and embarrassing.

In an apparent follow-up to one or both meetings with Mr. Pineo and Mr. Trenholm, Mr. Youngs wrote a memorandum on January 7, 1977 giving some details about staff turnover. He stated that turnover was not as high as it seemed because several female staffers had taken married names. Others were described as leaving for higher salaries, or returning home. Gerald Amelotte was said to have "resigned in the middle of the school year for personal reasons." Mr. Youngs described the staff as "quite stable" and himself as more surprised if teachers did not move on to greener pastures.

Referring to the previous discussion about Ms. Nordmann, Mr. Youngs stated he was "terribly upset."

"So many of the allegations which were stated to me at the meeting refer to isolated incidents blown all out of proportion and taken out of context. Some of the incidents occurred many years ago prior to Ms. Nordmann's tenure at our school and involved people Ms. Nordmann never knew or met. This means that she has been busy collecting secondhand, hearsay information from other former staff members who may be disgruntled.

While it is true that some of the allegations are cause for alarm, it is important to know that as administrator of this school I have made every effort to reprimand and to correct any individual who gets out of hand. It is not my responsibility to be concerned about the personal lives of my staff. It is my responsibility to be concerned about their professional behavior here at school and I have made this my business. Perhaps this does not satisfy Ms. Nordmann but I really don't know what she wants done."

Mr. Youngs recommended a "confrontation" between Ms. Nordmann and Mr.

Kelly who, he said, should not be held "guilty" until "he has a chance to defend himself." The superintendent asked for advice and stated he did "not feel at this time that there is anything more I should do until you take the next step and apprise Mr. Kelly of what you have told me."

Mr. Trenholm recalled that Mr. Youngs contacted him after the meetings (the date is not known) to report that he had personally observed the favoritism which Mr. Kelly appeared to display toward selected students and that he had talked with Mr. Kelly about the matter. Mr. Youngs had reported that Mr. Kelly reacted favorably to the discussion. Mr. Trenholm was left with the impression that "Youngs really laid it on the line to Kelly." He thought Mr. Youngs was taking positive action on these and other matters discussed, and he had thought that he (Youngs) would handle problems as they arose.

Mr. Pineo also remembered the two meetings with Mr. Youngs as resulting in a more positive impression of his ability and willingness to approach problems. He also indicated that steps were taken to reduce the superintendent's time away from the School by refusing approval of attendance at professional conferences.

Although he could not remember exactly when events occurred, former Commissioner Millett did recall asking Mr. Pineo to check into the Nordmann complaint, referred to him by the Governor. Mr. Millett recalled that he was later informed by Mr. Pineo that her allegations were unsubstantiated, that she had resigned because she was about to be terminated. Mr. Millett did not know the details or scope of the inquiry by Messrs. Pineo and Trenholm, but believed that they had visited the School. He could not recall whether any report was made to him in writing. (A search of the Commissioner's files has found no documents relating to this matter; no records exist in the Governor's office.)

Mr. Millett also recalled allegations of homosexuality concerning Mr. Kelly and said he responded by assigning both Mr. Pineo and Mr. Trenholm to a "full scale evaluation" of these allegations. He said that they later reported there was no foundation to the charges.

Although Mr. Youngs represented in the January 17, 1977 memo to his DECS supervisors that teacher resignations were few and not related to administrative practices or complaints, the records show that several teachers who left during the 1975-76 school year stated their dissatisfaction with the School as reason for leaving. (See Section V). Gerald Amelotte resigned, stating on his resignation form the following:

"I can no longer work in an environment which I think has incorporated abuse of power to the extent that people, both children and teachers, have been subjected to cruel mental and, in some cases,

physical abuse. The rapid changeover of faculty since I've worked here attests to this fact. Moreover, many of these ex-faculty expressed, and current teachers expressed similar feelings directly to me. I can no longer tolerate the 'fear' ethic of discipline because it stifles overall individual growth and causes untold grief. There are too many 'bad examples' in high positions here. I cannot accept an atmosphere lacking in real love and understanding.⁷⁵

On June 21, 1976, a teacher resigned citing a "lack of professional ethics and accountability on the part of several members of the administration" and "an inadequate salary."

On the other hand, several other teachers who resigned at that time, as attested by their resignation letters, made no mention of any dissatisfaction with the School, its program or its administration.

During the next two years (1976-77 and 1977-78) several other employees resigned, stating various "reasons for leaving" on official resignation forms. One teacher stated that she wanted to "broaden" her professional experience and: "Also, I do not feel I was used to the fullest extent of my professional capabilities." Several teacher aides resigned. One stated: "I am responsible, capable and skilled at my job. I feel that I deserve to be treated accordingly." Another complained in a personal letter to Mr. Youngs that her schedule was changed from an aide to a substitute teacher without prior notice and that she was "upset at the way the whole situation was handled." A third aide, also in a personal letter to Mr. Youngs, complained of working long hours "without any breaks from the responsibilities of my job, even for dinner." These letters are in their files at GBSD, not at DECS. Three resigning houseparents also indicated unhappiness on their official resignation forms. One cited an "unworkable schedule that only I was asked to work and "unfairness of employer." The available records indicate that the explanation at the time, to the superintendent, was that she had to work the split-shift, the only position still available. A second houseparent also stated dissatisfaction with the split-shift. A third stated only the name of her supervisor as the "reason" for resigning, without further explanation. None of these resignation letters made any statements or suggestions concerning mistreatment of children.

Assuming these resignations were handled in the usual manner, all of these resignation forms went from GBSD to the Department's personnel office

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There is no evidence that Mr. Pineo or Mr. Trenholm ever saw the Amelotte letter; it is not in their files. Although Mr. Amelotte has referred publicly to a "letter" written "to Augusta", the Team found no evidence of any letter other than the official resignation form, a copy of which remains in his records at GBSD. His official personnel file (in the Department of Personnel) could not be located.

and from there to the State Department of Personnel. They are not found in the files of the Bureau of School Management.

In mid-summer 1978, Governor Longley made known to Commissioner Millett that he had received "complaints" from several persons concerning GBSD and wondered about reactivation of the Board of Visitors. None of these complaints were apparently forwarded to DECS; none survived in the Governor's office. There is no suggestion that any relate to mistreatment of children.

Mr. Pineo told the Commissioner in a memorandum (8/17/78) that he thought the Department should continue supporting the concept of the Board of Visitors. He stated his belief that the superintendent "is very interested in seeing that people sympathetic to his administration and philosophy be appointed" to the Board.

"While I see nothing to be gained by intentionally appointing people with axes to grind, I believe the Board of Visitors should be composed of people with varying philosophical points of view."

He went on to state he had a

"personal concern that the school has been for some time what I call a closed shop with people being afraid to speak out. I am told this is typical of the 'deaf community.' I believe Joe is perceived as being extremely powerful in this community. In addition, job opportunities have been very limited in this area."

Commissioner Millett responded to the Governor's office that he hoped that persons appointed would be "initially neutral, and, therefore, objective in their views regarding the Baxter School."

In the late summer of 1979, when Commissioner Raynolds took office, he held a series of meetings with DECS administrators to become familiar with departmental procedures and problems. According to his recollection, and that of former Commissioner Millett who was present, no mention was made of any problems at GBSD or the allegations which had been received several years earlier.

In November of 1979 (11/28/79) Beverly Trenholm talked again with Susan Nordmann by telephone. Notes indicate that she still felt there was "physical abuse . . . pushing around" of students. She also felt that dormitory life was "miserable." She indicated the need for more independence for children, fairness in administrative procedures, (no favoritism for teachers), getting pupils "off the island" and bringing more hearing people to the island. She saw parents as reluctant to testify at any hearing, unless they felt it would be nonthreatening to them and their children.

The events leading to this conversation are not known.

In November 1980, the resignation of two employees (one houseparent and one teacher on the same day for similar reasons, caught the attention of Alan York, the Department's personnel officer.⁷⁶ He forwarded to Mr. Pineo copies of the two resignation forms.

(A teacher) [name deleted] stated her reasons as:

"I have secured a position as Teacher of the Deaf elsewhere. This move was primarily made due to the lack of support given by administration in matters concerning the discipline of students and their overall educational welfare."

Sarah Treat wrote:

"I feel there is a lack of an administrative support system concerning disciplinary matters with the children. There needs to be a lot more staff communication and cooperation in order to properly educate the children."

Mr. Trenholm wrote on November 21 to (the teacher) [name deleted] asking to talk with her about the reasons for her resignation. The letter was returned to DECS by the post office.

After contacting Ms. Treat, Mr. Pineo discussed her concerns in more detail. Ms. Treat talked of the unprofessional manner in which she believed the School was operated and suggested that houseparents were not treated as "professionals." She did not mention any instances of child abuse or mistreatment.

No other employees contacted Mr. Pineo or Mr. Trenholm about any complaints until the fall of 1981.

In a letter dated September 17, 1981, [name deleted], a former houseparent, wrote asking to meet with Mr. Pineo concerning her experiences at the School. Both he and Mr. Trenholm recalled a meeting (in October) very professional in nature, during which [name deleted] was critical of (certain superiors)[description deleted]. She also mentioned one allegation of Robert Kelly's mistreatment of a multiply-handicapped child. She told the two men, when asked, that she was willing to be a witness on the record in any hearing.

⁷⁶

Mr. York could not explain why these letters would have come to him from the School after the Personnel directive to send all resignation forms directly to Payroll. He thought they might have been sent by School personnel who forgot about the new directive.

In an interview, [name deleted] reiterated these statements to the Team. She was surprised that no action had resulted from her meeting because Mr. Pineo appeared to be very concerned and commented "something is very wrong here."

On October 11, 1981, another former houseparent wrote to Mr. Pineo. She said she had "left under good conditions, but while I was there I was aware of several areas where things could have been done differently." Her resignation form did not indicate any dissatisfaction. Mr. Pineo responded by writing to her in Texas asking for any incidents which "would indicate child abuse either physical or mental, and anything that might be construed as employee abuse, if such things existed while you were there." He received no answer.

Also in October of 1981, Mr. Pineo and Mr. Trenholm met with the Rev. Rich McIlveen, a minister from Brunswick. He expressed grave concern about the educational program and philosophy at GBSD. Both men were impressed with his knowledge and concern, and the apparent respect for him among members of the state's deaf community.

On October 30, 1981, Commissioner Raynolds met with Pamela Fogg, a former Baxter teacher, who asked to see him regarding an "informal complaint." Ms. Fogg had resigned on September 22, 1980, stating only her intention to take another job as the reason for leaving. She had made no complaint of any kind to Mr. Youngs or DECS concerning her employment at the School prior to this. Ms. Fogg told the Commissioner that after she had been invited to participate in a seminar on the education of the deaf at the University of Southern Maine, Mr. Youngs had written a letter to the president suggesting that she was not qualified to teach. Mr. Raynolds saw the letter as nasty, unnecessary and vindictive.

The Commissioner said he then talked at length with Ms. Fogg and, although she was distraught at the time, he got a sense from her as to the manner in which the two top administrators "controlled people's lives and destinies." He stated that she made a number of comments general in nature about people being "pushed around", but she provided no specific information. She mentioned there were rumors of Dr. Kelly's being intimately involved with a student seven or eight years earlier, according to Mr. Raynolds' recollection, but she either did not know the source of the rumor or would not divulge it. The Commissioner told the Special Review Team that this discussion was the first time he had heard of any possible abuse of students at the School.

On November 2, 1982 in a memorandum to Mr. Pineo, Commissioner Raynolds recounted briefly his conversation with Pamela Fogg, stating she had provided him "with a good deal of information about the present attitude and methods utilized by the administrators at Baxter School." Also, he saw Ms. Fogg as a source for providing DECS with "a large number of people to interview." Ms. Fogg, he said, "confirmed the need for some significant changes at the school."

As a result of that memorandum, the Commissioner, Mr. Pineo and Mr. Trenholm met to discuss the situation at the School. The result was a decision to proceed immediately to secure the resignation of the superintendent on the grounds that he had not kept up with changes and developments in education of the deaf and was inconsistent and uncertain in the management and administration of the School.

Also on that date, in response to a request from Mr. Trenholm, the GBSD business manager, William Dunning, sent a memorandum describing the turnover rate among houseparents as "pretty grim." The reasons for resignations listed by Mr. Dunning were: demanding jobs which were underestimated by applicants; low pay rates; academically trained persons who wished to stay only a short time for experience, and a split-shift which "cannot be maintained." He included copies of 14 resignation forms from houseparents which corroborated these explanations, citing: "returning to college", "change of schedule conflicts with private music lessons"; "moving with her husband, further education, new jobs, and staying at home with her child." None of the 14 referred to dissatisfaction with any administrator at the School and none stated or suggested there was any mistreatment of children.

On November 24, 1981, Messrs. Pineo and Trenholm met with Mr. Youngs to ask about his retirement plans. (According to Mr. Pineo, Mr. Youngs had been discussing possible retirement for several years, but had not taken any action to retire.) When he indicated that he intended to stay on another four or five years, they requested his resignation, effective at year's end. They left the meeting, believing they had his agreement and that announcement of his retirement would be made officially, by Mr. Youngs, after the holidays.

Still believing Mr. Youngs had agreed to resign, Mr. Pineo met on December 1, with Charles Overholser. Mr. Overholser had been Dean of Students in the late 60's and returned later as a houseparent. During the meeting--it appeared to be rather impromptu, Mr. Overholser dropping in at lunchtime--they discussed the educational philosophy at the School and "mainstreaming."

At a second meeting, on or about December 30, also attended by Mr. Trenholm, they again discussed the general philosophy of educating the deaf. According to Mr. Overholser, Mr. Pineo sought specific information about any physical abuse at the School, and Mr. Overholser replied that he had no knowledge of any student abuse.

Mr. Overholser invited the two to a meeting of "25 to 30 people" in Waterville to discuss the possibility that Mr. Kelly might become superintendent of GBSD. Although Mr. Trenholm was interested in attending, Mr. Pineo decided that their attendance was not appropriate at an "anti-Baxter" meeting. At another time in January, although he could not remember the date, Mr. Pineo met again with Mr. Overholser and a former student [name deleted] (The former student) [] complained at that time that the education he had received had not adequately prepared him for after-school employment.

Sometime in December, 1981, Robert Kelly went to the Governor's Office about the demand for Mr. Youngs' resignation. According to Commissioner Raynolds, who was told about this, Dr. Kelly met with the Governor, tried to intercede for the Superintendent, and termed Department officials "paranoid" about the School.

On January 26, the Commissioner received a call from the Governor's office to meet with him and Mr. Youngs. At that meeting, according to the Commissioner, Mr. Youngs asked the Governor to intercede and reverse the request for his resignation. The Governor refused to do so.

After the meeting, Mr. Youngs went over to the Department where he dictated a letter of resignation, effective June 30. The announcement was left to Mr. Youngs' discretion; he did not make it until after the Coping article was published.

Commissioner Raynolds stated that he met with Lance Tapley and Mr. Overholser on February 1, at which time he was shown proof of an article to be published shortly in Coping. The Commissioner recalls being amazed at the extent of the allegations and described Mr. Pineo as similarly surprised.

Mr. Raynolds met with his immediate staff and legal counsel, drafted letters placing the two administrators on leave, made arrangements to take over administration of the School, and launched the Department's investigation. Shortly thereafter, he met with representatives of the Attorney General's office to discuss cooperation between the two investigatory efforts.

B. DECS Responses To Complaints, Charges Concerning GBSD

Complaints and charges concerning the Governor Baxter School for the Deaf fall into three general categories:

- Complaints about or disagreement with the philosophy or method of educating the deaf as practiced as GBSD ("total communication" including signing vs. oralism practiced elsewhere) or opposition to the residential school model;
- Complaints about supervision and management of the School;
- Charges of mistreatment of children, including charges of physical and sexual abuse by staff members.

Complaints about the GBSD educational program have been explored in Sections II and VI. The Department's response to such criticism has been to broaden the choices available to parents of deaf children by redefining the special education process and by supporting legislation to change the role of GBSD in the state's program of education for the deaf.

This subsection will focus on the Department's response to complaints about the management of the School and to allegations of mistreatment of children. It discusses only the responses at the time complaints were expressed and does not assess the validity of the complaints themselves. 72/

* * * * *

On June 13, 1975, Susan Nordmann, a teacher at GBSD, filed her resignation at the School giving on the official form her reasons for resigning as:

"Immaturity and lack of professionalism on the part of a certain administrator as evidenced by extreme favoritism toward a few students and random physical abuse of others."

Although the resignation form would routinely go only to the Department's personnel officer and then to the Department of Personnel for processing, Ms. Nordmann appears to have sent copies directly to Alan York, DECS personnel officer, then DECS Commissioner H. Sawin Millett, Jr., and then Governor James Longley. Notation that copies were sent was made on the resignation form, although no copies have been found in the files of the intended recipients. 73/ Mr. Millett did not recall receiving a copy of Ms. Nordmann's resignation letter although he did remember receiving an inquiry about her complaints from the Governor's office. He could not pinpoint the date, but recalled referring the matter to Larry Pineo to check out.

72/ The review included a review of all relevant records which could be found at the School, in Department files and at the Department of Personnel. Initial interviews with Messrs. Raynolds, Pineo, Trenholm and York were completed jointly by Dr. Bobbi Kamil and the criminal investigators. Other information was obtained from criminal investigation files and through supplemental interviews.

73/ The Personnel Department could not locate Ms. Nordmann's file. No relevant documents could be found in the Governor's office. An aide said that all records on governmental affairs, with a few exceptions, had been removed before Governor Brennan's administration took office.

Although the files of the Bureau of School Management ^{74/} (those of Mr. Pineo and Mr. Trenholm) contain no communication on the Nordmann resignation from Mr. Millett, they do hold two pieces of correspondence from GBSD Superintendent Joseph Youngs concerning Ms. Nordmann, only one of which mentioned her name. The superintendent wrote to Beverly Trenholm on July 17, 1975 to discuss a "confidential problem which I would like to share with you." He continued:

"I am not certain there is much you can do about it but at least I would like you to be aware that this problem exists and I am trying to resolve it with a minimum of overt administrative action."

After praising Mr. Kelly's skills and his "invaluable aid to our school program and to our deaf children . . .", Mr. Youngs stated he had become "increasingly concerned by personality changes in Mr. Kelly."

"They are not serious and probably not apparent to many persons, even those closely identified with him, but they are cause for concern on my part. I have heard of occasions when he has lost his temper with staff and with students and this is not a customary behavior on his part."

Mr. Youngs also stated that Mr. Kelly had developed an "unusual friendship" with a student, "becoming deeply involved with a young man and his family." This, he assured Mr. Trenholm, was purely a personal and respectable friendship although "evidence of favoritism" caused observers to be "suspicious." He continued:

"Recently, one member of our staff resigned and . . . indicated that she could no longer tolerate "a certain administrator's favoritism and 'abuse' of children." While I don't go along with the staff member's accusations (I feel she was harboring personal grudges and these are just superficial reasons on her part) I am deeply concerned that there is evidence of a personality-emotional change in Mr. Kelly's behavior. I am inclined to attribute this to the heavy load he has carried and the great deal of pressure he has been working under. I intend to lighten his load somewhat during the school year and did encourage him to become involved in outside interests."

"I have already had a very serious heart-to-heart talk about my feelings with him and this is strictly confidential."

Mr. Youngs concluded that he was "sharing these feelings" so that Mr. Trenholm would "know pretty much what is concerning me and be aware of the problem."

A copy of Ms. Nordmann's resignation letter in Bureau files is attached to a second memorandum from Mr. Youngs, dated October 27, 1975, on "possible class action suit against our program." Mr. Youngs stated that several groups which were "directed against" the School and the administration "are now combining forces." He wrote: "They feel that a pure oral program can never be implemented at Baxter until the State gets rid of me." Still another group "is headed by Mrs. Susan Nordmann, a teacher who resigned . . . because she did not like Mr. Kelly."

^{74/} The files of the Bureau of School Management contain hundreds of pages of memoranda, letters, budget figures, union grievance documents and handwritten notes.

Mr. Youngs continued:

"In her letter of resignation she implied that he showed extreme favoritism to some students and was abusive to others. However, since her resignation she has been canvassing other persons who have resigned from Baxter over the years and soliciting affidavits from them to substantiate her claim that the program at Baxter is not conducive to good teaching nor in the best interest of deaf children. Unfortunately, she is beginning to get strong support from employees who we have let go for various reasons. These people have found in Mrs. Nordmann someone to alleviate their wounded egos. Recently, she has been canvassing the homes of parents of our children and filling them with tales about the horrible things at Baxter in an effort to solicit their support in establishing a class action suit." 75/

Mr. Youngs stated that the "employees who have worked hard and are dedicated to the program feel that Mrs. Nordmann is putting them down and some of them were good friends with her." He wrote that he was "at wit's end" as to "what action I should take" and wondered whether he should be contacting the Attorney General's office, noting that Joseph Brennan was familiar with the School's program. He also said he would "present this problem to the Board of Visitors during the week." 76/ He ended: "Perhaps you might be able to get some ideas in Augusta"

The superintendent attached a copy of the Nordmann resignation letter and a copy of a statement she wrote to the Employment Security Commission appealing its denial of her claim for unemployment benefits. In the appeal she argued an entitlement to benefits because there had been "good cause" for her resignation, specifically, that the conditions at Baxter are contrary to good teaching or sound care of the deaf" She stated an intention to "present witnesses and documents fully substantiating" her reasons for resigning.

The class action suit never materialized. Ms. Nordmann withdrew her appeal before the Employment Security Commission and never received unemployment benefits.

Neither Mr. Pineo nor Mr. Trenholm remembered any contact with Ms. Nordmann before a meeting on October 14, 1976. That meeting was precipitated by a letter (dated October 1, 1976) from a field representative of Congressman David Emery to

75/ Ms. Nordmann apparently did attempt to organize other persons, but there is no evidence that any of them ever contacted DECS officials. A former GBSD staff member wrote to Mr. Youngs about contact "from people deeply distressed about the 'GBSD situation' . . . urging her to 'do something.'" Mr. Youngs replied (on 7/10/75): "I don't know what is meant by the 'GBSD situation' unless it refers to REK. I do know that Mrs. Nordmann resigned at the end of the school year and indicated that she was 'ashamed' to be associated with our school. She implied that this had to do with the relationship between Mr. Kelly and (Student A). Since she had nothing concrete to suggest and we had no official criticisms, there wasn't much I could do." This correspondence was found in the superintendent's files at GBSD.

76/ The Attorney General's investigators found no indication of any referral to that office. The records of the Board of Visitors contained no reference to Ms. Nordmann in the agenda or minutes of the meetings. Mr. Trenholm attended the meeting of the Board at which Mr. Youngs said he would discuss the Nordmann problem and, he said, no mention was made of her activities.

Commissioner Millett. It indicated that Ms. Nordmann, described as having resigned "because of apparent differences with the school's administration", had contacted the Congressman's office. It suggested that the Department should talk with her and offered assistance. Notes on the letter in Mr. Pineo's handwriting indicate that it was "agreed we should handle it alone," that Ms. Nordmann was called, and that a meeting was arranged for October 14.

At the meeting with Mr. Pineo and Mr. Trenholm, Ms. Nordmann related several types of concerns about the School. She did not like the educational practices and thought Mr. Kelly was arbitrary and unprofessional in his treatment of faculty members. According to notes made by Mr. Trenholm at the time, she made the following complaints and allegations:

- Mr. Kelly misrepresented facts about the School to visitors;
- "Drinking parties" were held for a "cliquish group" of faculty at Youngs' and Kelly's residences;
- Mr. Kelly smashed up the driver education car at night and was arrested;
- A teacher was dismissed in 1973 just before school's end;
- Mr. Kelly called a girl "fats, fats, fats";
- Mr. Kelly "shows great favoritism--especially toward boys", allowing some of them privileges not allowed others;
- A class trip to Italy was taken only by wealthier students;
- A girl student could be performing better;
- Mr. Youngs gave no credence to complaints by three girls about advances of a lesbian nature made to them in the dormitory.

Ms. Nordmann alleged two instances of physical abuse of children by Ms. Kelly: one where he kicked a boy's leg off a footstool in the library and another where he "pushed a boy hard" in ordering him outside, according to Mr. Trenholm's notes. Further on, the notes described Ms. Nordmann as relating Mr. Kelly's special relationship with one student, whom she named:

"Kelly had many trips and spent funds frequently with (Student A). . . . Kelly gave him the key to his apartment and often took him out of his dormitory in evenings by Mr. Kelly personally. Joe Youngs knew of this but he was very defensive about it and dismissed the allegations as having no real foundation in his opinion."

The next day, October 15, 1976, Ms. Nordmann sent to Mr. Pineo a 14-page type-writing "narrative", dated September 25, 1975, which repeated many of her concerns, 77/ including the two instances of alleged physical abuse by Mr. Kelly which, the narrative indicated, she had witnessed. She attached several other memoranda, including a memorandum she had written to Mr. Youngs, dated April 18, 1975, in which she complained of a third instance of Mr. Kelly's mistreatment of children: shoving two girls during a field trip on the Freedom Train. The narrative also described an conversation Ms. Nordmann said she had had with Mr. Youngs after the alleged kicking incident by Mr. Kelly:

". . . I spent almost an hour with him (Youngs). He listened politely as I told him many other concerns I had about how the school was being run. He acted as if it were the first

77/ The purpose of the "narrative" is not known. Its date of a year earlier suggests that it might have been prepared for use in Ms. Nordmann's appeal on unemployment benefits, which she later abandoned.

time he had heard any of this. I personally knew of at least one dozen other teachers who had been to him with similar problems. He said that usually he has teachers coming to him who would like to marry Mr. Kelly but are upset when he turns his attention to someone else. I told him that I was very concerned because I felt that both civil and criminal statutes were being violated by Mr. Kelly. He asked me what I meant by criminal statutes. I said I meant the relationships Mr. Kelly has with (Student A) and other male students who were Mr. Kelly's "pets" before (Student A). That appeared to put Mr. Youngs on the defensive and he told me he hoped I knew what a serious allegation I was making. He claimed to have personally checked out other reports of this nature and found they never amounted to anything. . . ."

Mr. Pineo said he had felt at the time that Ms. Nordmann was biased, with an "axe to grind" and not rational. Both he and Mr. Trenholm were concerned that she would be perceived simply as an embittered former employee. They asked her to identify another teacher, preferably still an employee and "in Dr. Youngs' camp", who would talk about conditions at the School and who might substantiate the complaints and charges. Mr. Trenholm said Ms. Nordmann was advised that it would be nearly impossible to take any administrative action on her allegations without corroboration from persons who would publicly pinpoint instances of abuse or other problems at the School." 78/

Ms. Nordmann later provided the name of Dorothy Davis. On December 2, 1976, Mr. Pineo and Mr. Trenholm met with Ms. Davis in a Portland motel. She agreed to talk with them only on the condition that her identity and her remarks would remain confidential. They agreed to meet in hopes she would provide additional leads. She said she would be fired if it were known she had talked with them. Mr. Pineo and Mr. Trenholm understood the guarantee of confidentiality to mean that Ms. Davis would not be available as a witness in any disciplinary proceeding against Mr. Kelly. Mr. Pineo told the Team he was now sorry he had ever promised "confidentiality."79/

Mr. Trenholm found the meeting helpful to the extent that Ms. Davis' information corroborated information provided by Ms. Nordmann concerning favoritism toward students. Mr. Pineo recalled that Ms. Davis substantiated much of the information Ms. Nordmann had provided. Ms. Davis, according to notes made by Mr. Trenholm at the time, commented on actions by both Mr. Kelly and Mr. Youngs, as follows:

- No contracts given to or evaluations done on teachers;
- Mrs. Youngs had been hired to teach full-time at the School;
- Mr. Kelly states "The causeway goes both ways" to teachers he feels are "making mischief";
- A teacher who reported in sick, but went to a workshop, was fired;
- Mr. Kelly called senior students "village idiots" during a test;

78/ Mr. Pineo said he acted on the belief that Mr. Kelly would be entitled to due process in any dismissal or other disciplinary action and that this would mean a hearing in which accusing witnesses would testify and Mr. Kelly could defend himself.

79/ Ms. Davis telephoned Mr. Pineo about a week before publication of the February 1982 Coping issue, he recalled, to inform him that he could now use her name and the information she had given him.

- Mr. Kelly keeps special confidential employee files with "anecdotal" or "earthy" types of materials in them;
- Mr. Youngs uses the driver education car for personal business.

Ms. Davis also indicated that Mr. Kelly "now seems to have improved in behavior as though [deleted reference to possible medical treatment]" according to the notes. Mr. Trenholm recalled Ms. Davis's comment that things were now better at the School as significant because it had not been mentioned by Ms. Nordmann. Mr. Trenholm's notes make no mention of any physical abuse alleged by Ms. Davis. She did, according to the notes, corroborate Mr. Kelly's interest in one student:

"Mr. Kelly called Mrs. Dorothy Davis on her school phone 132 times in (Student A)'s 4-year period at Baxter for (Student A) to be sent out to see Mr. Kelly at his office, to Mr. Kelly's apartment, etc."

Mr. Pineo and Mr. Trenholm began to realize the apprehension of GBSD teachers concerning their administrators, that Mr. Kelly instilled fear in them and kept them from coming to DECS with complaints. Mr. Pineo said he and Mr. Trenholm concluded that both Mr. Youngs and Mr. Kelly were perceived by staff and parents as very powerful persons who could affect the careers of teachers and the educational future of deaf children. Mr. Trenholm felt frustrated at being unable to use the information given by Ms. Davis. He said he was concerned with the "one-on-one" instances of alleged abuse with no other witnesses.

Mr. Pineo and Mr. Trenholm considered going down to the School to talk with teachers about Mr. Youngs and Mr. Kelly but decided against this because of the promise to Ms. Davis. Since both wanted "more information badly," Mr. Trenholm recalled, he asked Ms. Nordmann to name a parent who would talk with them. The parent, said Mr. Pineo, had to be one willing to come forward and willing to allow his information to be used for further investigative purposes. Ms. Nordmann agreed to name a parent. Mr. Trenholm later called her several times to obtain a name, but Ms. Nordmann said it was her impression that no parent would get involved because of adverse consequences from Mr. Youngs and Mr. Kelly.

Feeling that the information provided was largely unsubstantiated, Mr. Trenholm said, he and Mr. Pineo decided to meet Mr. Youngs and "lay out everything to him." At a meeting on December 16, 1976 in Augusta, they outlined each allegation made by Ms. Nordmann and Ms. Davis. Mr. Trenholm's notes, apparently made in preparation for the meeting, asked, in part:

- "Why didn't Joe Youngs advise us about the charges, fines, etc., when Kelly was arrested last spring . . ."
- "Shouldn't we keep Joe in the Baxter School more -- not just at his house or on the island? Also, should we cut down on his out-of-state requests. . ." (Ms. Nordmann says he's physically unreachable too frequently, by the teachers, etc. !!)"
- "Where do we go from here? I'd like to be notified prior to teacher dismissals or non-rehiring!! I'd like to be assured of situations such as Mr. Kelly's arrest!!!"
- Followups on all the matters raised by Ms. Nordmann
- "What is the School's policy on decisions not to rehire teachers for the coming year? Is there a resignation slip . . . and where does it go?"
- "What would Joe Youngs have meant. . . (by) 'personally check out' all the allegations about Bob K's relationships with (Student A) and other pets and 'found them not to have amounted to anything!' What did his 'personal investigation' consist of !?"

Mr. Trenholm recalled Mr. Youngs' reaction as one of amazement, the superintendent insisting that the extent of any physical contact with students was only in the nature of touching. Mr. Pineo saw him as surprised and very defensive of Mr. Kelly, admitting to having heard of his favoritism toward one student, but describing that relationship as wholesome and part of a relationship with the whole family. Mr. Trenholm stated that Mr. Youngs was advised that his lack of communication to DECS was both unacceptable and embarrassing. The three agreed to meet again within a month on the matters discussed, according to Mr. Pineo, and met in Augusta in January.

In a memorandum dated January 7, 1977 to Mr. Pineo, Mr. Youngs wrote that he was "terribly upset" about the allegations related by Mr. Pineo and Mr. Trenholm.

"So many of the allegations which were stated to me at the meeting refer to isolated incidents blown all out of proportion and taken out of context. Some of the incidents occurred many years ago prior to Ms. Nordmann's tenure at our school and involved people Ms. Nordmann never knew or met. This means that she has been busy collecting secondhand, hearsay information from other former staff members who may be disgruntled.

"While it is true that some of the allegations are cause for alarm, it is important to know that as administrator of this school I have made every effort to reprimand and to correct any individual who gets out of hand. 80/ It is not my responsibility to be concerned about the personal lives of my staff. It is my responsibility to be concerned about their professional behavior here at school and I have made this my business. Perhaps this does not satisfy Mrs. Nordmann but I really don't know what she wants done.

"I recommend that a confrontation be held in your office between Mrs. Nordmann and Mr. Kelly. I have not told Mr. Kelly anything about our meeting but feel that he has every right to know what is going on and it is our responsibility not to hold him "guilty" until he has a chance to defend himself.

"I would appreciate your advice on this matter as I don't want it to proceed any further and get out of hand. I do not feel at this time that there is anything more I should do until you take the next step and apprise Mr. Kelly of what you have told me." 81/

Mr. Pineo said that Mr. Trenholm later called Mr. Youngs to insist that he (Youngs) take care of the matter himself, as superintendent of the School. Mr. Trenholm recalled Mr. Youngs' telling him later that he had talked with Mr. Kelly and that Mr. Kelly had reacted favorably. Mr. Trenholm had the impression that

80/ Mr. Youngs told the Team he had been aware of the kicking incident and had reprimanded Mr. Kelly for that behavior at the time.

81/ In response to a request from Mr. Pineo, Mr. Youngs also forwarded a list of faculty who had left during the past five years, explaining the turnover. He stated that turnover was not as high as it seemed because several female teachers had taken married names. Others were described as leaving for higher salaries or returning home. Gerald Amelotte was described as "resign(ing) in the middle of the school year for personal reasons." Mr. Youngs wrote that the faculty was "quite stable" and that he would be more surprised if teachers did not move on to greener pastures.

"Youngs really laid it on the line to Kelly." He thought Mr. Youngs was taking positive action on all the matters discussed and he believed Mr. Youngs would handle other problems as they arose. Mr. Trenholm recalled that, although he did not completely discount the suggestion of a sexual relationship between Mr. Kelly and any student, he felt that the "favoritism" could be innocent, attributable to a natural affinity for certain students. He questioned charges of sexual relationships because Mr. Kelly was friendly with the students' families and they were supportive of him. Mr. Trenholm could not conceive of Mr. Kelly's being in a position to take sexual advantage of students.

Mr. Pineo recalled meeting with Mr. Youngs at the School after his January 7 memorandum and again discussing the various complaints. He came away with a more positive impression of Mr. Youngs' ability and willingness to confront problems. He also said that steps were taken to reduce the superintendent's time away from the School by denying his travel requests to attend professional conferences. After the second meeting, Mr. Pineo said, Mr. Youngs notified him of his own concern with Mr. Kelly's favoritism toward certain students, but still expressed his opinion that the "favoritism" was innocent and demonstrated Mr. Kelly's concern to help students and their families. Mr. Pineo remembered that Mr. Youngs said he was keeping an eye on the problems raised and that Mr. Kelly appeared to be more sensitive to public perceptions of his favored treatment of certain students.

Both officials remained unconvinced that certain allegations were true. Mr. Trenholm recalled that Mr. Youngs had denied using any state vehicle for personal use and that no person other than Ms. Davis ever made this charge. Mr. Trenholm also stated that no special confidential employee files with "anecdotal" or "earthy" types of materials in them, as alleged by Ms. Davis, were ever found during a search undertaken by Mr. Pineo and Mr. Trenholm at the School.

Mr. Pineo told the Team he had no reason to believe that Mr. Youngs would not take appropriate action on the complaints which had been related to him. He thought matters at the School were running smoothly after January 1977. His impression was that Mr. Youngs had learned from the meetings and intended to address problems which came to his attention. Mr. Pineo could not recall any significant complaints concerning the School from January 1977 to mid-1981. Mr. Trenholm also said the School seemed to be running on an even keel until he became aware of complaints in 1981. Mr. Trenholm said he made numerous trips to the School between 1976 and 1981, taking a particular interest in employee grievances. He said he tried to use those occasions to talk directly with employees and that the grievance settlements he worked out appeared satisfactory to them and the unions. He said no employees ever spoke to him during those visits of any child abuse or teacher abuse by Mr. Kelly or others. (Travel vouchers show trips at least monthly to the School by Mr. Trenholm.)

82/ Mr. Youngs told the Team he was convinced that Mr. Kelly's attentions to some boys was always of an innocent nature. He also said Mr. Pineo and Mr. Trenholm gave him no advice on handling Ms. Nordmann's complaints. He said he did raise the Nordmann charges with Mr. Kelly after meeting with DECS officials.

83/ Mr. Pineo confirmed that he had met several years ago with (a woman) [name deleted] and her son [name deleted], a School alumnus to discuss (her son's) [name deleted] wish to be hired as a houseparent. The only critical comment Mr. Pineo recalled was (the son's) [name deleted] opinion that "Kelly was a fairy," but there was no allegation that Mr. Kelly had sexual relations with students. (The son) [name deleted] told criminal investigators he had suggested improvements to Mr. Pineo. He also said he had no complaints about the School and felt the investigation was unnecessary.

Although former Commissioner Millett could not remember exactly when events occurred, he recalled asking Mr. Pineo to check into the Nordmann complaints referred to him by the Governor. Mr. Millett remembered being told that Mr. Youngs had indicated that the teacher was not credible, that she was threatened with termination and had quit. He could not remember whether any written report had been made to him. (A search of DECS files found no documents relating to this matter in the Commissioner's office.) Mr. Millett also recalled hearing allegations of homosexuality concerning Mr. Kelly and said he had responded by assigning both Mr. Pineo and Mr. Trenholm to a "full-scale evaluation" of these allegations. He said that they later reported there was no foundation to the charges.

Although Mr. Youngs represented in his January 7, 1977 memorandum that teacher resignation were not related to administrative practices or complaints about the School, the records show that several teachers who left during 1975-76 stated on their resignation forms some kind of dissatisfaction with the School. (See Section V.) Gerald Amelotte, whom Mr. Youngs described as leaving for "personal reasons" stated on April 16, 1976:

"I can no longer work in an environment which I think has incorporated abuse of power to the extent that people, both child and teachers, have been subjected to cruel mental and, in some cases, physical abuse. The rapid changeover of faculty since I've worked here attests to this fact. Moreover, many of these ex-faculty expressed, and current teachers expressed similar feelings directly to me. I can no longer tolerate the 'fear' ethic of discipline because it stifles overall individual growth and causes untold grief. There are too many 'bad examples' in high positions here. I cannot accept an atmosphere lacking in in real love and understanding."

There is no evidence that Mr. Pineo or Mr. Trenholm ever saw the Amelotte letter; it is not in their files. Although it appears likely it would have been processed by the DECS personnel officer before being sent to the Department of Personnel, Mr. York did not recall seeing it. 84/

On June 21, 1976, Mary Devine Gray, the librarian, resigned citing a "lack of professional ethics and accountability on the part of several members of the administration" and "an inadequate salary." Two other teachers cited differences with the educational program. (See Section V.)

During the next two years (1976-77 and 1977-78) several more employees resigned, stating various reasons for leaving on their resignation forms. These did not include any allusion to mistreatment of children, but focussed on work schedules, the educational philosophy and unhappiness with unspecified employment practices. (See Section V.) Other employees resigned without stating any complaints. 85/

84/ The Department of Personnel could not locate Mr. Amelotte's official personnel file.

85/ For example, Charles Overholser resigned on August 23, 1976 as night house-parent stating: "I have accepted a position at Abilities & Goodwill . . . I have enjoyed my work with the students at GBSD and will certainly miss the students & staff."

In mid-summer 1978, Governor Longley made known to Commissioner Millett that he had received "complaints" from several persons concerning GBSD and wondered about reactivation of the Board of Visitors. None of these complaints was forwarded to DECS; none survive in the Governor's office. There is no indication that any related to mistreatment of children.

Mr. Pineo told the Commissioner in a memorandum (8/17/78) that he thought the Department should continue supporting the concept of a GBSD Board of Visitors. He stated his belief that the superintendent "is very interested in seeing that people sympathetic to his administration and philosophy be appointed" to the Board.

"While I see nothing to be gained by intentionally appointing people with axes to grind, I believe the Board of Visitors should be composed of people with varying philosophical points of view."

He went on to state he had a

"personal concern that the school has been for some time what I call a closed shop with people being afraid to speak out. I am told this is typical of the 'deaf community.' I believe Joe (Youngs) is perceived as being extremely powerful in this community. In addition, job opportunities have been very limited in this area."

Commissioner Millett responded to the Governor's office that he hoped persons who were appointed to the Board would be "initially neutral, and, therefore, objective in their views regarding the Baxter School."

On March 16, 1979, a houseparent resigned stating as her reason: (a superior) [name deleted].^{86/} The letter apparently followed the usual processing route and did not go to the Bureau of School Management.

[Name deleted], a first year teacher on extended probation, was dismissed in mid-May, 1979, by Robert Kelly, several days after she held a meeting of teachers at her home. The union's grievance that dismissal was without "just cause" was not heard by DECS because (this teacher) [name deleted] was a probationary teacher and not entitled to union representation. A settlement reinstating (this teacher) [name deleted] was reached at the next grievance level (Department of Personnel). There is no evidence that the union's contention, that (this teacher) [name deleted] was fired by Mr. Kelly in retaliation for the meeting, was ever brought to the attention of DECS officials by the union, the employee or the Department of Personnel, or that DECS officials asked about the reasons for the grievance and the settlement.^{87/}

In late summer, 1979, when Harold Raynolds, Jr., became Commissioner, he held meetings with DECS officials to become familiar with the Department. Mr. Pineo and he each recalled discussing the School's operation and programs, but no mention was made of the earlier allegations by Ms. Nordmann and Ms. Davis and the disposition of those allegations.

^{86/} (This person) [name deleted] served as [title deleted], a supervisory position.

^{87/} The MSEA field representative confirmed that no hearing had been held before DECS officials on the [name deleted] matter and that he had not discussed the grievance with anyone in the Department. A copy of the final settlement agreement is in the files of the Bureau of School Management.

On November 28, 1979, Beverly Trenholm called Susan Nordmann, he said, as part of his continuing effort to monitor the original complaints and to ascertain whether she knew of anything new at the School. He recalled that she had no new information from any of her former colleagues at the School. Mr. Trenholm's notes indicate that she still felt there was "physical abuse . . . pushing around" of students. She also felt that dormitory life was "miserable." She indicated the need for more independence for children, fairness in administrative procedures, getting pupils "off the island" and bringing more hearing people to the island. She saw parents as reluctant to testify at any hearing, unless they felt it would be non-threatening to them and their children.

On November 11, 1980, Donna Allen, a teacher of the deaf; resigned, giving as her reasons the following:

"I have secured a position as Teacher of the Deaf elsewhere. This move was primarily made due to the lack of support given by administration in matters concerning the discipline of students and their overall educational welfare."

DECS personnel officer Al York referred the letter to Mr. Pineo who referred it to Mr. Trenholm. Mr. Trenholm wrote on November 21, 1980, to Ms. Allen asking to talk with her about her resignation. The letter was returned to DECS by the post office. Also on November 11, 1980, Sara Treat, a houseparent, resigned from the School, writing on her resignation letter:

"I feel there is a lack of an administrative support system concerning disciplinary matters with the children. There needs to be a lot more staff communication and cooperation in order to properly educate the children."^{88/}

That letter was apparently not forwarded to the Bureau of School Management at the time.

Jane Riley, DECS affirmative action coordinator, received a telephone call on February 24, 1981, from Cyrene Slegona, a houseparent who complained about (a superior). She asked if Ms. Riley was aware of the high turnover among houseparents. After talking with her, Ms. Riley informed her that the harassment she complained of was not protected by civil rights laws, but was a personnel matter. Ms. Riley urged her to write to Commissioner Raynolds. When Ms. Slegona declined, fearing, she said, retaliation by (a superior)[name deleted]^{89/} and Mr. Youngs in the form of bad references, Ms. Riley said she told her the Department could not intervene "unless something were put in writing because of the risk of libel, violation of privacy . . ." and told her to call again for the names of Department staff who could address her concerns. Ms. Slegona resigned on February 26, 1981.^{90/}

^{88/} Mr. York did not know why these letters would have come to him from the School after the Personnel directive (#80-18) to send all resignation forms directly to Payroll. He thought they might have been sent by GBSD personnel who had forgotten about the new directive or did not know about it.

^{89/} [Footnote deleted describing the superior's position.]

^{90/} Ms. Slegona's resignation form stated: "I do not feel confident that when I am carrying out my responsibilities as houseparent my decisions or actions will not be usurped or otherwise interfered with by (a superior) [title deleted]." Under the new Personnel directive, this went directly from the School to the Department of Personnel and did not reach any DECS official.

Ms. Riley and Vendean Vafiades, assistant to the Commissioner, visited GBSD on April 6, 1981 to talk with the personnel clerk, Rita Corson, who had been named the School's affirmative action coordinator. Ms. Corson said she told them of rumors that Mr. Kelly had carried on homosexual affairs with students and had physically abused students before her employment in September 1980. Ms. Riley and Ms. Vafiades have both stated that Ms. Corson did not mention such suspicions to them.^{91/}

In June, 1981, Ms. Riley began arrangements for an affirmative action workshop at the School in the fall, after invitations from Ms. Corson and Mr. Youngs. At the workshop on September 3, Ms. Riley said, she felt there was a confusion in the minds of workshop participants about sexual harassment as it related to employment as distinguished from students. She recalled comments that students harassed each other and innuendos that some of the houseparents might be harassing students. One seminar facilitator reported to her that an unusual number of questions were asked about treatment of students and student discipline in her session. Also, Ms. Riley said she noted traces of "low morale" among staff. Evaluations of the workshop "hinted that students were treated too harshly", she said, although one indicated students were being "coddled". Ms. Riley concluded that the staff were "concerned, dedicated and caring people" but frustrated and eager to talk, "particularly with persons from outside the school."

^{91/} Ms. Corson's allegations came to the Team's attention after publication of the three reports on GBSD. In earlier interviews with the Team and with criminal investigators, she did not mention that she had told of her suspicions to DECS officials. In an interview with the Team coordinator on July 19, 1982, Ms. Corson said she had spoken to both Ms. Vafiades and Ms. Riley of her suspicions about Kelly's engaging in homosexual affairs with students at a February, 1981, conference and again in April, 1981. In April, she said, one or both women had told her that the Commissioner "was aware of it." Ms. Corson said she had written letters to DECS officials on the subject. She said Ms. Vafiades had avoided her and refused to speak with her at a June, 1982, conference.

Ms. Riley recalled no charges of abuse, only that Ms. Corson had remarked, during a tour of the School, that Mr. Kelly visited the boys' dormitories and took students off campus at night, and that this was against School policy. Ms. Riley said she had no way of knowing whether this was against School policy and did not ask because it was not an affirmative action matter. Ms. Vafiades did not remember any such comments about Mr. Kelly, but did recall that Ms. Corson went into great detail about [personal reference about staff member's family deleted]. Both DECS employees recalled that Ms. Corson was upset with Mr. Kelly's hiring practices. Both denied ever stating that the Commissioner was aware of child abuse at the School and believed he was not until publication of the Coping article.

Subsequently, Ms. Corson could not locate any correspondence which indicated that she had transmitted suspicions about Mr. Kelly's sexual involvement with students to DECS. Her correspondence to DECS was concerned with arrangements for the affirmative action conference, a complaint to Al York about Mr. Kelly's refusal to follow her evaluation format, and a suggestion in December, 1981, that the Department talk with the former principal of the School. The criminal investigatory files revealed that Ms. Corson had said only that she told DECS officials of general problems at the School, not of any child abuse. Ms. Vafiades did not attend the June, 1982, conference where she purportedly had avoided Ms. Corson.

The next day, she discussed the workshop with Mr. Trenholm, recommending he talk to the staff because she "felt there was something going on that wasn't quite right and that the concerns were not related to affirmative action but rather to policies and practices at the school". Mr. Trenholm suggested she talk with Mr. Pineo. During their discussion, Ms. Riley told the Team, Mr. Pineo indicated the difficulty of working "with lack of specifics", stating he would investigate if someone would come forward. Ms. Riley told him of Cyrene Slegona's concern about her future employment and the fear of a negative job recommendation. Mr. Pineo, according to Ms. Riley, stated that the Department would provide a positive recommendation to anyone who would come forward to discuss concerns. Ms. Riley telephoned Ms. Slegona, who agreed to talk with Mr. Pineo. He, Mr. Trenholm and Ms. Slegona met in Portland several weeks later.

Ms. Slegona, according to Mr. Trenholm, "hit hard at (a superior) [name deleted] and (another superior) [name deleted] ." He recalled Ms. Slegona as college educated and with a professional demeanor. Mr. Pineo did not recall any mention of abuse of students. Ms. Slegona told investigators that she had talked about the mistreatment of a multiply-handicapped child. The mistreatment she cited was that the child, who was retarded, was very shy and fearful, was physically carried by staff and lacked needed therapy. When asked, she said she would be a witness of any hearing and also gave the names of two other dissatisfied houseparents, Sara Treat and Veronica Siek. Ms. Slegona told the Team Mr. Pineo had appeared very concerned and had commented: "Something is very wrong here."

Sara Treat told criminal investigators that she called Mr. Pineo after she learned of his conversation with Ms. Slegona. Ms. Treat, according to Mr. Pineo, talked about the unprofessional manner in which she saw the School being operated and claimed that houseparents were not treated as "professionals." She did not mention any child abuse. Ms. Treat recalled that she had described the (supervisory staff) [position description deleted] as nonprofessional, very distrustful of house-parents and difficult to get along with. She had said that Mr. Youngs was not very visible, that she had met him only after working there 18 months. She remembered Mr. Pineo as very supportive and receptive and felt he was trying to gather as much information as he could about the School. He was particularly interested in the general attitude of employees and working conditions. She said he told her that the time was soon that corrective actions would be taken.

In an October 11, 1981 letter to Mr. Pineo, Veronica Siek wrote that she had "left under good conditions, but while I was there I was aware things could have been done differently." Mr. Pineo responded by writing to her in Texas asking for information on any incidents which "would indicate child abuse either physical or mental, and anything that might be construed as employee abuse, if such things existed while you were there." He received no answer.

In a memorandum to Larry Pineo, dated October 27, 1981, the Commissioner thanked Mr. Trenholm and him for "meeting with me to discuss your concerns regarding Baxter School for the Deaf." He cited agreement on "one specific step": "Larry will meet with Joe Youngs to discuss continued service and retirement." Depending on the meeting, "we will determine what other steps need to be taken." Mr. Pineo recalled the meeting as focussing on administrative matters regarding the School. All participants at the meeting recalled discussing Mr. Youngs' resignation as desirable,

feeling that he had not kept up with developments in education of the deaf and was inconsistent and uncertain in managing the School.^{92/} (According to Mr. Pineo, Mr. Youngs had been discussing retirement for several years, but had not made any definite plans. Mr. Reynolds did not recall the date of the meeting, believing it had occurred in early November.

On October 30, 1981, Commissioner Reynolds met with Pamela Fogg, a former GBSD teacher, who had asked to see him regarding an "informal complaint". Ms. Fogg told the Commissioner that after she had been invited to teach a seminar on the education of the deaf at the University of Southern Maine, Mr. Youngs had written a letter to the University of Southern Maine president suggesting she was not qualified to teach the seminar. Mr. Reynolds saw the letter as unnecessary and vindictive. He observed that Ms. Fogg was "very hurt" by the letter and that she wept continuously in his office.

At the end of their discussion, with Ms. Fogg still "distraught" according to Mr. Reynolds, she referred to the School as "not a good place to be", a place where people are "heavy-handed . . . they push people around . . . they pushed me around." Mr. Reynolds said he got a sense as to the manner in which the two top administrators "controlled people's lives and destinies." Just before she left, Ms. Fogg mentioned a rumor of Dr. Kelly's being sexually involved with a male student seven or eight years earlier and said there had been a witness to an incident. The Commissioner asked for the name of the student and the purported witness so that he could investigate. He said that Ms. Fogg would not divulge any names and he did not know whether she, in fact, had such names or any information or believed the rumor. He urged her to divulge the names "if you believe this is true." The Commissioner told the Team that this was the first time he had heard any suggestion of any abuse of students at the School. He said Ms. Fogg never told him the names of any persons with knowledge of the purported rumor.^{93/}

In a November 2, 1981 memorandum to Mr. Pineo, Mr. Reynolds recounted briefly his conversation with Pamela Fogg, stating she had provided him "with a good deal of information about the present attitude and methods utilized by the administrators at Baxter School." Also, he saw Ms. Fogg as a source for providing DECS with "a large number of people to interview". Ms. Fogg, he said, "confirmed the need for some significant changes at the School."

^{92/} It was understood that, as a classified employee, Mr. Youngs' resignation would be voluntary. To remove him from his job could require DECS to prove "cause" in a formal hearing, should he appeal a dismissal.

^{93/} Ms. Fogg told criminal investigators in February, 1982, that she had primarily discussed the mistreatment of teachers at the School with the Commissioner. She said she had also described one instance of physical abuse by Mr. Kelly, in 1973-74, involving his dragging a girl by the hair. She also told criminal investigators of her belief that Mr. Kelly had been sexually involved over a period of years with four male students (whom she named) and was currently involved with a student, and of a rumor that Jan Repass, dean of students, was sexually involved with a female student (whom she named).

The Commissioner recalled meeting with Mr. Pineo and Mr. Trenholm after the meeting with Ms. Fogg. He said he determined after meeting with her to review the School's program, to formulate plans for the future of the School and to develop appropriate criteria for selection of a new Superintendent to be on the job by September, 1982.

Also on November 2, in response to an earlier request from Mr. Trenholm, the GBSD business manager William Dunning sent a memorandum describing the turnover rate among houseparents as "pretty grim." The reasons for resignations listed by Mr. Dunning were: demanding jobs which were underestimated by applicants; low pay rates; academically trained persons who wished to stay only a short time for experience, and a "split-shift" schedule which "cannot be maintained." He included copies of 14 resignation forms filed by houseparents which corroborated these explanations, citing: "returning to college", "change of schedule conflicts with private music lessons"; "moving with her husband, further education, new jobs, and staying at home with her child". None referred to dissatisfaction with any administrator; none alleged any mistreatment of children.

In a memorandum to the personnel officer, dated November 3, 1981, Rita Corson complained that Mr. Kelly did not complete teacher evaluations after she had developed a system for recording evaluation scores. Mr. York replied that the evaluation system "has always been a source of considerable controversy" in state government and that he would refer her concerns to Messrs. Pineo and Trenholm.

On November 20, Ms. Riley talked at a church convention with the Rev. Richard McIlveen, a Brunswick minister who had worked at GBSD. She asked if there were any problems at the School that the Department should be aware of. He indicated that there were and that he would be willing to talk with Mr. Pineo. Ms. Riley relayed the message. When Mr. Pineo and Mr. Trenholm met with Rev. McIlveen in November, he expressed concern about the educational program and philosophy at GBSD. He believed Mr. Youngs was incapable of providing appropriate programs and services and that he should be removed from the superintendency. Both men said they were impressed with Rev. McIlveen's knowledge and interest and the apparent respect held for him by the deaf community.

On November 24, 1981, Messrs. Pineo and Trenholm met with Superintendent Youngs at the School to ask about his future plans, specifically, how long he planned to remain at GBSD. When Mr. Youngs said he intended to stay another 4-5 years, Mr. Pineo requested his resignation, effective in June. Mr. Pineo and Mr. Trenholm left the meeting, believing that they had Mr. Youngs' agreement to resign and that he would make an announcement of his resignation after the holidays.^{94/}

^{94/} Mr. Youngs told the Team that he did not agree at that time to resign, but to think it over during the holidays and to give his answer later. He said Pineo told him there was too much paternalism and that he (Pineo) was tired of complaints about the School.

Mr. Pineo met in early December with Charles Overholser, a former GBSD dean and houseparent who appeared for an impromptu meeting. They discussed the educational philosophy at the School and "mainstreaming". At a second meeting, on or about December 30, they again discussed the general philosophy of educating the deaf. According to Mr. Overholser, Mr. Pineo sought information about any physical abuse at the School, and Mr. Overholser replied that he had no knowledge of any student abuse. Mr. Overholser invited the two officials to a meeting of "25 or 30 people" in Waterville to discuss the possibility that Mr. Kelly might become superintendent of GBSD. Although Mr. Trenholm was interested in attending, Mr. Pineo decided that their attendance was not appropriate at an "anti-Baxter" meeting. He thought the meeting was to focus on educational concerns, especially the "mainstreaming" goal of Mr. Overholser. They offered to meet at a later date with the new group.

During December, Robert Kelly went to the Governor's Office to intercede for Superintendent Youngs by arranging a meeting for him with the Governor. According to Mr. Reynolds, who learned of this from the Governor's Office, Dr. Kelly described Department officials as "paranoid" about the School.

On January 11, 1982, Mr. Pineo met again with Mr. Overholser and with a former GBSD student, [name deleted]. Mr. Pineo remembered [name deleted] complaining that the education at the School had not adequately prepared him for after-school employment. [Name deleted] told criminal investigators he had also mentioned instances of child abuse.

On January 26, 1982, the Commissioner received a request that he meet with the Governor and Superintendent Youngs. At the meeting, Mr. Youngs asked the Governor to intercede and reverse the request for his resignation. The Governor refused to do so. Commissioner Reynolds stated his intention to dismiss him if no resignation were tendered. After the meeting, Mr. Youngs submitted a letter of resignation, effective June 30. The public announcement was to be left to Mr. Youngs' discretion, according to Mr. Reynolds, but it was not made public until after February 2.^{95/}

Commissioner Reynolds stated that he met with Lance Tapley and Mr. Overholser on February 1, at which time he was shown a proof of a special issue of Coping to be published shortly.^{96/} The Commissioner recalls being amazed at the extent of the charges of child abuse and described Mr. Pineo as being similarly surprised. The article was the first indication of allegations of abuse against Mr. Youngs. The Commissioner met with his immediate staff and legal counsel that evening. Arrangements were made to take over administration of the School early the next day and to launch the Department's investigation.

^{95/} Mr. Youngs told the Team he resigned, convinced it was for the good of the School and would forestall unpleasant allegations about the School which would cause havoc in the deaf community.

^{96/} In fact, the proof of the Coping article contained a number of allegations against both Mr. Kelly and Mr. Youngs by alumni or former staff persons which were deleted before publication.

CONFIDENTIAL



Governor Baxter State School for the Deaf
P.O. Box 799
Portland, Maine 04104

July 17, 1975

Beverly Trenholm, Director
Division of School Operations
Department of Educational and Cultural Services
Education Building
Augusta, ME 04330

Dear Bev:

This is a confidential problem which I would like to share with you. I am not certain there is much you can do about it but at least I would like you to be aware that this problem exists and I am trying to resolve it with a minimum amount of overt administrative action.

As you know, Robert Kelly is my assistant and in that capacity has been an invaluable aid to our school program and to our deaf children. Largely through his efforts we have been able to develop a comprehensive program within the limited resources available to us. Courses of Study are an integral part of the program and they are revised continuously to keep abreast with modern educational developments. He has worked hard in preparing the Self-evaluation Study of our school and achieving, finally, ultimate accreditation by the Conference of Executives of American Schools for the Deaf. He gives unselfishly of his time and can be counted on to assist at the school seven days a week and many times late into the evenings. His knowledge of the education of the deaf and the needs of deaf children is excellent. He has earned himself a national reputation. We are fortunate to have him on our staff.


However, in recent years I have become increasingly concerned by personality changes in Mr. Kelly. They are not serious and probably not apparent to many persons, even those closely identified with him, but they are cause for concern on my part. I have heard of occasions when he has lost his temper with staff and with students and this is not a customary behavior on his part. During the past few years he has developed an unusual friendship with one of our students, becoming deeply involved with a young man and his family. I am certain that this is purely a personal and respectable friendship. However, evidence of favoritism to this young man lead observers to be suspicious.

Recently, one member of our staff resigned and in her letter of resignation indicated that she could no longer tolerate "a certain administrator's favoritism and 'abuse' of children." While I don't go along with the staff member's accusations (I feel she was harboring personal grudges and these are just superficial reasons on her part) I am deeply concerned that there is evidence of a personality-emotional change in Mr. Kelly's behavior. I am inclined to attribute this to the heavy load he has carried and the great deal of pressure he has been working under. I intend to lighten his load somewhat during the school year and did encourage him to become involved in outside interests.

I have already had a very serious heart-to-heart talk about my feelings with him and this is strictly confidential. I am hopeful that there will be a change for the better as I depend heavily on Mr. Kelly's professional support in the development of our program.

I am sharing these feelings with you so that you will know pretty much what is concerning me and be aware of the problem. Should matters cross your desk, at least you will have some knowledge of what the situation is and may be able to respond accordingly. In the meantime I would appreciate any suggestions or recommendations you can make.

Sincerely yours,


Joseph P. Youngs, Jr.
Superintendent

JPY:ph

CONFIDENTIAL

3

STATE OF MAINE

Inter-Departmental Memorandum Date October 27, 1975

To Beverly Trenholm, Director

Dept. Division of School Operations

From Joseph P. Youngs, Jr., Superintendent

Dept. Gov. Baxter State School for the Deaf

Subject Possible class action suit against our program.

I am deeply concerned by activities taking place in the community directed against the Governor Baxter State School for the Deaf and the administration, in particular. There are several groups that have been operating rather independently of each other and are now combining forces. MAPHIC, under the direction of Dr. George Connick, has long held that Baxter should convert to pure oralism and his organization is working toward that direction. They feel that a pure oral program can never be implemented at Baxter until the State gets rid of me.

Another group is headed by Mrs. Susan Nordmann, a teacher who resigned from our school last year because she did not like Mr. Kelly. In her letter of resignation she implied that he showed extreme favoritism to some students and was abusive to others. However, since her resignation she has been canvassing other persons who have resigned from Baxter over the years and soliciting affidavits from them to substantiate her claim that the program at Baxter is not conducive to good teaching nor in the best interest of deaf children. Unfortunately, she is beginning to get strong support from employees whom we have let go for various reasons. These people have found in Mrs. Nordmann someone to alleviate their wounded egos. Recently, she has been canvassing the homes of parents of our children and filling them with tales about the horrible things at Baxter in an effort to solicit their support in establishing a class action suit.

Unfortunately, I don't know what the suit is about--whether she is planning to sue individuals, the Department, the State, or what, but her actions are creating a serious morale problem among my staff. The employees who have worked hard and are dedicated to the program feel that Mrs. Nordmann is putting them down and some of them were good friends with her. Presently, I am at wits' end as to what action I should take. I have been just biding my time waiting to see what develops but maybe that is not appropriate. I am wondering, too, if I should be contacting the Attorney General's Office for some advice. Mr. Brennan is knowledgeable about our program and may be able to tell us something.

Mrs. Nordmann has filed for unemployment compensation for the period she was unemployed this summer. She was denied compensation on the basis that she resigned her job. Now, she has filed an appeal and intends to present affidavits and witnesses to substantiate her appeal that she had to resign because she could not tolerate the bad situation at Baxter. I understand there will be a hearing sometime in November. Again, I don't know what my role is in this situation. Since we are not directly involved in this appeal for compensation, I have been remaining aloof from the problem but I wonder if this is appropriate action for me to take.

I intend to present this problem to the Board of Visitors when we meet on Wednesday but I thought I should alert you of the situation. Perhaps you might be able to get some ideas in Augusta.

Joe Young

Deputy's Decision

EMPLOYER'S COPY

SNAP

| | | | |
|---|--------------------------------|-----------------------|------------------|
| Claimant's Name and Address Susan C. Hordman 55 Sherwood St. Portland, Me. 04103 | S.S. Number 313-48-7391 | Separation (Claimant) | |
| | BYE 3/21/76 | Date 6/13/75 | Reason VQ |
| | | Separation (Employer) | |
| | | Date 6/13/75 | Reason VQ |
| | WBA \$ 74. | Report Code 0333 | |

Unpaid claim filed by claimant for week ending 7/5/75 7/12/75 7/19/75 7/26/75 has been

investigated, and based on the findings of fact, the following decision is made.

You left your last employment voluntarily on 6/13/75 as you disagreed with the policies and practices of the administration.

CONCLUSION:

You left your last regular employment voluntarily without good cause attributable to such employment.

You are disqualified for benefits as indicated below.

Claimant attachment ED 2.13

| | |
|---------------------------------------|---|
| <input type="checkbox"/> ALLOWED FROM | <input checked="" type="checkbox"/> DISQUALIFIED FROM <u>6/13/75</u> to <u>5/6/75</u> OR UNTIL CLAIMANT HAS EARNED \$ <u>522.</u> WHICHEVER OCCURS FIRST. |
| <input type="checkbox"/> DENIED FROM | <input type="checkbox"/> DISQUALIFIED FROM AND UNTIL CLAIMANT HAS EARNED \$ |

NOTE the TIME LIMIT governing appeals.

Dated and Mailed 5/7/75
8/17/75
This decision becomes FINAL unless appealed on or before
(SEE REVERSE SIDE FOR IMPORTANT INSTRUCTIONS.)

NOTICE OF POTENTIAL BENEFIT CHARGE

YOUR EXPERIENCE RATING RECORD ☐ WILL BE ☒ WILL NOT BE CHARGED BECAUSE: Special Unemployment Assistance

Program only.

☐ AS A DIRECT REIMBURSEMENT EMPLOYER, YOU WILL BE ASSESSED YOUR SHARE OF BENEFITS PAID.

EMPLOYING UNIT'S NAME, ADDRESS
Corner Porter School for the Deaf
P.O. Box 799
Portland, Me. 04104

Determined under the provisions of section
of the Maine Law.

1193.1 1221.14

EMPLOYMENT SECURITY COMMISSION

By Stella Dawkins (Deputy) Field (Officer)

MAINE DEPARTMENT OF MANPOWER AFFAIRS
EMPLOYMENT SECURITY COMMISSION

Post Office Box 309
20 Union Street
Augusta, Maine 04330

SUAP

DECISION OF APPEAL TRIBUNAL

No. 75-ASU-439

S.S. No. 313-48-7391

Susan C. Nordmann
55 Sherwood Street
Portland, Maine 04103

Claimant's Name and Address

| | |
|---|--|
| Deputy's Decision Mailed 8-7-75 | Date of Appeal 8-13-75 |
| Issues Voluntary Quit | |
| Section(s) of Law 1193-1 & 1221 | |
| Date(s) of Hearing(s) | |
| Appealed By: <input type="checkbox"/> Claimant <input type="checkbox"/> Employer | Appearances By: <input type="checkbox"/> Claimant <input type="checkbox"/> Employer |

FINDINGS OF FACT The deputy's decision in this case disqualified the claimant for benefits from June 13, 1975, to September 6, 1975, or until she has earned \$592, whichever occurs first, on the grounds that she left regular employment voluntarily without good cause attributable to such employment, within the meaning of Section 1193-1 of the Employment Security Law. The deputy further determined that the last employing unit is not an employer subject to the payment of contributions under the provisions of the Maine Employment Security Law.

Under the date of November 3, 1975, the claimant-appellant gave written notice of her withdrawal of appeal.

DECISION: This appeal is dismissed.

Dated at Portland, Maine, this 4th day of November, A. D., 1975.

Lee M. Karatsanos
Appeal Tribunal

Copies mailed to:

Claimant
Employer
Deputy

ATTEST: *[Signature]*

Governor Baxter School for the Deaf
P.O. Box 799
Portland, Maine 04104

Employer's Name and Address

IMPORTANT: This decision mailed on **NOV 4 1975**

It becomes FINAL UNLESS APPEALED either in person or by mail WITHIN 15 DAYS of this date. If you do not agree with this decision and wish to file an appeal, state your reasons in full on Statement of Appeal, Form Me. A-1. This form may be obtained upon request from any local employment office. If you have any question about this decision, contact your local employment office in person or by mail AT ONCE.

REC'D PORTLAND AUG 14 1975

55 Sherwood Street
Portland, Maine 04103
August 13, 1975

Maine Department of Manpower Affairs
Employment Security Commission
307 Cumberland Avenue
Portland, Maine

Dear Sirs:

I wish to advise you of my decision to take an appeal from the denial of application for unemployment compensation benefits on August 7, 1975. My declaration of reasons for leaving indicated that I did so "voluntarily," in the sense that I was not fired. While that is true, my leaving was not truly voluntary, since my departure was compelled by intolerable circumstances at the Governor Baxter State School for the Deaf. I briefly alluded to some of these in my application.

These circumstances are such that I could not, consistently with my professional ethics and obligations, remain at Baxter School. These circumstances were not only incompatible with my remaining but--had I known of them--would have precluded my coming to teach at Baxter. Briefly, conditions at Baxter are contrary to good teaching or sound care of the deaf, for whose benefit I was employed.

In my view, I did not leave my "employment voluntarily without good cause attributable to such employment," in the language of the statute. There was emphatically good cause for my leaving. I would appreciate an opportunity to demonstrate this in a hearing before your Commission.

At that hearing I intend to present witnesses and documents fully substantiating my reasons for leaving, establishing thereby the necessary "good cause." Because this will require considerable preparation, I would appreciate your scheduling the hearing in mid-October. Please advise as to whether there are any rules or procedures governing such hearings.

Very truly yours,

Susan Nordmann

Susan Nordmann

Dear Margaret Joe -

Within the past week I have received a long distance phone call and a letter, both from people deeply distressed over the "GBSD situation" and both urging me to "do something".

I have never been bashful about leaping to the fray, but age has mellowed the fire in my eyes! During my very happy years with you I tried to be objective and constructive knowing only too well that the view from behind the executive desk must differ by its very nature from that of the employees.

Perhaps the time for me to speak up has come. Do you feel that my coming to Yaine for a confidential chat would be helpful? I am ready and willing to do so, but only if you wish me to do so. (No hard



feelings if you say you'd rather I didn't.)

I have commitments for July 15 and 17, but nothing else I can't cancel.

With love, and deep concern -

Digger

GARDEN FLOWER NOTES

Yucca, Inc.
COLORADO SPRINGS, COLORADO

July 10, 1975

Miss Margaret Gruver
140 Brunswick Drive
Warwick, Rhode Island 02886

Dear Peggy:

I have your note and am quite concerned over it. I don't know what is meant by the "GBSSD situation" unless it refers to PEK. I do know that Mrs. Nordmann resigned at the end of the school year and in her letter of resignation indicated that she was "ashamed" to be associated with our school. She implied that this had to do with the relationship between Mr. Kelly and [REDACTED]. Since she had nothing concrete to suggest and we had no official criticisms, there wasn't much I could do.

Certainly if things are not up to par, I should know about it and I would be glad to have you come up for a confidential chat. It really is discouraging, isn't it?

Sincerely yours,

Joseph P. Youngs, Jr.
Superintendent

JFY:ph

P.S. We expect to be here the entire coming week. The RID Evaluation Team will be here on the 18th, 19th and 20th to check us out. Call us up before you come and I will see that your room is ready.

J. P. Y.

DAVID F. EMERY
1ST DISTRICT, MAINE

COMMITTEE ON SCIENCE
AND TECHNOLOGY

COMMITTEE ON MERCHANT
MARINE AND FISHERIES

HOUSE REPUBLICAN
CONFERENCE RESEARCH
COMMITTEE TASK FORCE ON
ENERGY AND ENVIRONMENT



Congress of the United States
House of Representatives
Washington, D.C. 20515

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October 1, 1976

Commissioner Sawin H. Millett, Jr.
Department of Education and Cultural Services
Education Building
Augusta, Maine 04333

Dear Commissioner Millett,

We have been contacted recently by Mrs. Susan Nordmann of Portland who, until June 1975, was employed by the Governor Baxter School for the Deaf. Mrs. Nordmann left a teaching position she had held at the school for three years because of apparent differences with the school's administration. After talking with Mrs. Nordmann it is our feeling that it might be appropriate for her to have a meeting with your office which we would be willing to attend.

Any assistance that you can give us in this matter would be greatly appreciated. If you have any questions, please do not hesitate to contact us.

Sincerely,

Cass A. Gilbert

Cass A. Gilbert
Field Representative

46 Sewall Street
Augusta, Maine 04330

622-9328

Called 10/8/76
10:15 AM

Agreed we should handle it alone!
JH.

Porter Soc. Grippled
84 Front Street

443-3341

Called Mrs. Nordmann
10/12/76

Will meet w/ Me + Bev
10/14/76

OCT - 4, 1976
OCT - 4, 1976

3

he was arrested in Portland, Wash St., for original charge O.U.I., but reduced to driving to Endanger. Two police officers in the case were very unhappy in the case and felt strongly that Kelley was in a sad state of affairs etc. & "plea bargaining" & Kelley's attorney(s) got reduced charge. This came out in newspaper - indicating the fine etc. (200⁰⁰???)

One teacher in 1923, [REDACTED] was dismissed at end of school with only a few days remaining - advised that she would be back teaching next year.

Susan Nordmann

NARRATIVE ON 'THE GOV. BAXTER STATE SCHOOL FOR THE DEAF

In late July, 1972 my husband and I were residing in Fayetteville, Arkansas where we had recently completed graduate work at the University of Arkansas. I received a telephone call from Robert Kelly informing me that he had checked out all my references and was ready to hire me to teach at the Governor Baxter State School for the Deaf. Previously I had been notified that my application would remain on file; however there were no openings at the school. Mr. Kelly said that an opening had arisen when a newly hired teacher backed out due to "his wife threatening to leave him if he took the job." Mr. Kelly made no mention of a contract but told me I had the job if I wanted it. I asked him about the teaching methods used at the school and he assured me that Total Communication was presently the method used and as a matter of fact, had always been the philosophy of the school since its origin almost 100 years before. (Later I found this to be untrue. The school had been strongly oral not many years ago, but does now espouse T.C. which was attractive to me since that also was my philosophy as Mr. Kelly was well aware.)

My first year at Baxter (1972-73) was a good year for me. It seemed that anything I wanted in the way of supplies or advice or permission to do things with my class was freely granted. I was never directly told by anyone in the administration that I was

doing a good job, but heard second-hand from other teachers that Mr. Kelly was highly pleased with my work. He found special merit in my "Brown Book" which is a record kept by each teacher of his daily lessons taught. I did receive positive written comments in this book from Mr. Kelly who checked all Brown Books.

When a field trip was planned for certain classes in the junior high-high school to Boston, I was chosen to go to be an interpreter although I was somewhat puzzled as most of the students going were not students of mine at that time.

During that first year when my class put on a dramatic idioms program for the junior high-high school, Mr. Youngs made mention in a teachers meeting how clever he felt it was. This type of thing had evidently never been done at the school before.

When two deaf teenagers, whom my husband and I had worked with, arrived here from Arkansas, one was given permission to enter the school as a senior and I was permitted time off on a few rare occasions when they needed my assistance as an interpreter to visit the doctor or to interview for jobs.

From my experiences the first year at Baxter, I had a strongly positive feeling about the school. However, I sensed that other teachers in the program were highly dissatisfied. Although they remained extremely professional toward me and never told me in detail what their problems were, there were many times comments to the effect that I would learn; that I was in my first year of teaching there and so I was being given a free ride.

A few days into this first year, Mr. Kelly made a comment to me which was later to have much greater significance. He told me

that he was putting his foot down this year and that he had just sent home a boy who had sworn at his houseparent, and that this boy was Kelly's "pet." (The boy, I later learned was [REDACTED] [REDACTED].)

My second year at Baxter (1973-74) also began smoothly. In the fall I was teaching a unit on journalism to a class of high school students. At the end of the unit I planned a field trip to the Guy Gannett Publishing Company. I was given permission to go and the trip went well. Because of this initial contact with the newspaper, one of the reporters asked my permission to do a special feature article on me for the Sunday edition. (See attached article.) The same day the article was printed, the Youngs were giving a special Christmas party for the "singles" who were teachers at the school. One of these people asked if Mr. Youngs had seen the paper. As it was told me, Mr. Youngs was quite snappy in his response that yes, he had seen it. Because of the way in which Mr. Youngs responded, my friend did not pursue the subject and no more was said about it. Later another teacher friend of mine told me that the administration was disgusted with the article because it did not focus enough attention on the school, but rather on one teacher.

As the year continued I began to hear many complaints from the students and from a few teachers who taught [REDACTED]. What I was hearing was that Mr. Kelly was constantly calling [REDACTED] out of class to run errands for him, that [REDACTED] was Mr. Kelly's favorite, that [REDACTED] had been taken on trips with Mr. Kelly, paid for by Mr. Kelly, that [REDACTED] had spent the night in Mr. Kelly's

apartment. During my third year at Baxter (██████████ year) one academic teacher told me that according to his attendance records, ██████████ was put of class nearly 50% of the time. There was supposedly a rule at the school permitting only senior students to bring automobiles to school, but when ██████████ was only a junior he was permitted to bring his car to school. I personally saw ██████████ and his parents being ushered into Kelly's office and Mr. Kelly was telling a staff member (I forget who) that Mr. Kelly had just checked ██████████'s grades and his grade point average was high enough that he would qualify for reduced insurance rates.

It was during this second year that a very fine teacher was teaching English and literature to the college prep high school classes. It seems that she had run-in after run-in with Mr. Kelly who apparently disagreed with everything she did, although she was highly respected by all students and staff. Mr. Youngs praised her to the teachers in a teachers meeting. She was suspicious that Mr. Kelly was giving ██████████ help on his work so she waited until Mr. Kelly was out of town and would not be checking lesson plans that week and she scheduled a test. It was a comprehensive reading test and was given at the end of the year. When ██████████ came into class and she presented him with the test he said, "You can't do this. Mr. Kelly did not give you permission." She went ahead and gave the test and ██████████ scored the lowest out of the entire class.

It was near the end of this year that I felt certain I was not so highly approved of as I had been the previous, my first year. When I asked the head teacher, he confirmed that Kelly did seem to be changing his feelings toward me, but the head teacher was unsure

as to why. I made an agreement that my head teacher would tell me the next year every time Kelly complained about me and to give me the exact reasons for the complaint.

From the beginning of my third year (1974-75) the head teacher gave me reports that Mr. Kelly was not satisfied with my work. I was given an educational T.V. schedule booklet in the fall and when I made use of the programs on reading and literature it came back to me that Mr. Kelly was saying that I used too much visual material with my students. (What is deaf education supposed to be anyway?)

During the fall I witnessed Mr. Kelly in the high school hall at recess time. He was screaming at the head teacher, Mr. Repass, because the students had not gone outside for recess. The teachers had devised a system of telling the students whether to go outside or not by posting a flag at the end of the hall. If the flag were red it meant the temperature was too low and everyone remained inside. If there was a yellow flag it was up to the students or the teacher on duty, and if there was a green flag everyone went out. I forget what the temperature had to be to keep the students in, but there was a red flag posted on this particular day. I heard Mr. Kelly screaming, "To hell with the damn flag. I want everyone out, out, out!" He then went down the hall shoving students with both hands.

Another incident that fall: The junior class had decided to earn money for their class fund by having slave days when a staff member could hire a student to come to his home and do odd jobs for him. I had requested a "slave" to come to my home. I was standing

in the hall during recess talking to the junior (a boy) who was in charge of setting up slave day. Mr. Kelly came down the hall, came up behind the boy and gave him a violent shove, nearly causing him to fall. He refused to listen to the boy's explanation and demanded that he go outside immediately for recess.

One more thing on this junior class. When the students become sophomores it is customary for them to begin having class meetings and working on class projects. However, when this particular class matriculated to their sophomore year, Mr. Kelly refused to permit them to have their class meetings. It was generally accepted by the students (as well as most of the staff) that the reason for this was simply that Mr. Kelly did not like this class.

It was also this fall that the senior class (of which [REDACTED] was then a member) took its trip to Italy. Although this was billed as a class trip, only 8 out of the 14 in the class went. In reality it all depended on whose parents could afford to send them. I taught those seniors who stayed behind and there was tremendous bitterness expressed in the class. (The trip was taken on school time.) One girl refused to come to school while the others were gone and then "became sick" when the slides of the trip were shown to the student body (also on school time). During this slide showing the students who went were responsible for explaining the slides, many of which they had forgotten the place and other details. The slide showing lasted two hours. The students' slides as well as the slides Mr. Kelly took were shown. In Mr. Kelly's group of slides was a slide of [REDACTED] asleep in bed. Mr. Kelly and [REDACTED] had shared a room on the trip.

In early January, 1975 I decided it was time for me to face Mr. Kelly and find out why he was apparently so dissatisfied with the work I was doing. (I had continued to receive negative reports on my teaching.) I arranged a meeting with him during which he denied ever having said these things. He ended the conference on a cordial note.

On January 22, 1975 I had a class of seniors in the library for their reading period. The day before the librarian had held a meeting with the high school teachers. She had requested that we make an effort to keep the students' feet off the library furniture, but that the footstools which the library had were for this purpose. One of my boys had his feet up on the footstools and was reading a library book. I was working with two other students who have serious vocabulary and reading problems. Mr. Kelly walked into the library, saw the boy with his feet up, walked over to him and kicked him in the leg. He then started screaming, first at the boy, then at me. He said the boy was destroying school property, and that my class did not belong in the library. I told him I was sorry but that's what I thought the stools were for. He continued to rant for a few minutes, then abruptly changed his manner when he saw a group of parents sitting on the other side of the room. He walked over to them, smiling, asking them how they were. One of them said something about his new glasses. It was five minutes until the end of class, then recess. While walking back to my classroom, I began to cry. There was a student waiting in my room to see me and I asked him to get the head teacher. I spent recess crying and telling the story to the head teacher. I

was in no condition to teach, but did teach my next class, then had a free period. During the class the head teacher came back in, wrote me a note saying that he had heard the story from another source and that it was the feeling of all those present in the library (██████'s class was also there for study hall) that Mr. Kelly had been 100% wrong. At the end of my class I went directly to Mr. Kelly's office. I was still crying. Mr. Kelly was not in. I told the secretary I would wait. A few minutes later ██████ came in and stood waiting until Mr. Kelly showed up. When Mr. Kelly saw both of us, he told me he had to take care of ██████ first because ██████'s mother was in the hospital. I sat in the office and heard Mr. Kelly place a telephone call and also distinctly heard him referring to ██████'s drivers license. I did not hear anything about a sick mother. After waiting for about 15 minutes, Mr. Kelly was finished and asked me if I wanted to see him. When we went into his office he began by saying he was so mad that he didn't know if we should talk or not. He proceeded to yell at me. I do not remember every detail of the $\frac{1}{2}$ -hour conversation. When I asked him what was wrong with my student having his feet on the footstool he said it was wrong because the student was wearing boots. (They were suede dress boots.) We talked some about teaching philosophy and methods. I reminded him that he had announced a few months before that the students had the highest score on the achievement tests in the history of the school that year "so we must be doing something right." He denied ever having said that. I was still crying at the end of the meeting with him, and I told him I was going home. It was a teacher-release

afternoon so I had no classes. A day or two later, the boy who had been kicked told me Mr. Kelly had apologized to him after [REDACTED] told Mr. Kelly he felt what he had done was very stupid. I never got an apology.

I then set up a meeting with Mr. Youngs for the following Monday afternoon. I spent almost an hour with him. He listened politely as I told him many other concerns I had about how the school was being run. He acted as if it were the first time he had heard any of this. I personally knew of at least one dozen other teachers who had been to him with similar problems. He said that usually he has teachers coming to him who would like to marry Mr. Kelly but are upset when he turns his attention to someone else. I told him that I was very concerned because I felt that both civil and criminal statutes were being violated by Mr. Kelly. He asked me what I meant by criminal statutes. I said I meant the relationships Mr. Kelly has with [REDACTED] and other male students who were Mr. Kelly's "pets" before [REDACTED]. That appeared to put Mr. Youngs on the defensive and he told me he hoped I knew what a serious allegation I was making. He claimed to have personally checked out other reports of this nature and found they never amounted to anything. I told him I did not mean this as a threat. On leaving I said that he should know that I felt I had now touched all the bases by informing him of my feelings, in case I had to take any more drastic action in the future.

At the beginning of the 1974-75 school year a new student was admitted. She was a pretty 16-year-old who started going with a popular, good-looking boy the first week of school. She had been

placed in a junior high class with students as much as four years younger than she was. She seemed to me to be able to do the work being done by the sophomore class and I, along with at least one other academic teacher, recommended that she be advanced in her class placement. Mr. Kelly called a staffing on her during a time when some of her teachers had free periods, but not all her teachers were able to make it. I had already been to the office and read her file and knew what her records stated. Mr. Kelly began the meeting by "filling in" the other teachers on this girl. None of the others had read her file. He said she was not a very bright girl, with a mild hearing loss, who had been in a lot of trouble in public school so that's why we were stuck with her. All these things I knew to be untrue. I felt that he was trying to sway the teachers to his way of thinking so they would stand behind him to remove her from the school. I had seen exactly the same thing happen the year before with another hard-of-hearing, later-deaf girl who was also pretty and had a boyfriend. Sometime after the staffing the girl (first mentioned) was told she would be going back to public school. She came to class in tears. I told her not to worry. A week or two later I heard this girl out in the hall with Mr. Kelly. She had been given a permission slip by another teacher and was on an errand for him when Mr. Kelly saw her. I heard him yelling at her. "Out of class again? That's why you never learn anything. You can't learn anything parading up and down the halls." I then heard the girl trying to show him the permission slip, but he continued yelling at her, repeating over and over what he had just said. This girl needed the school,

in the opinion of the majority of her teachers. In fact there was only one teacher who did not get along with her and the rest of us felt it was due to a personality conflict. I cannot remember how many times this girl came to class crying because she was constantly being told by one person or another that Mr. Kelly was going to make her go back to public school. In late winter or early spring the school social worker came to my room and said that Mr. Kelly had told her that I was having trouble with this girl. I didn't know what to say, but assured her I didn't know what she was talking about. In May this girl broke up with her boyfriend. In early June she came to me and said she really couldn't understand it. Since she had broken up with her boyfriend, Mr. Kelly had been very nice to her. Incidentally, I understand that she is now a senior at the school this year (last year she was classified as a junior high student.), classified as a special student. She always did A-/B+ work for me and I felt she was college material.

In March, 1975 there was a convention co-sponsored by the A.G. Bell Association and G.B.S.S.D. During the afternoon group sessions Mr. Kelly gave a presentation on the school. I came in during the last half of his talk and took notes which I will now quote from. "...there are 11,000 books in the library..." There are actually somewhere between 5 and 6,000. "...all teachers hold both types of certification..." (State of Maine and deaf education certification) This is definitely false. "...all assistant teachers have degrees..." Again false. "...All classrooms at Baxter have overhead projectors, filmstrip projectors and opaque projectors..." False. "...Very few students remain on the island over weekends. This weekend 160

out of the 130 students will be going home..." That's because it was a long weekend. "...Every classroom has auditory equipment which can be used in two ways, with or without hearing aids. There used to be overlap but now they can't hear what is happening in the next classroom because each teacher has his own frequency..." First, there are not auditory systems in each classroom, and second the system I had produced so much feedback (as well as receiving a local radio station) so as to be completely inoperable. "...an inservice program during the day for staff to learn communication..." Not true. "...There are three people at the school who work on speech: two are trained speech pathologists, two are teachers of the deaf who work on developmental speech..." When Mr. Kelly gave this speech there was no speech pathologist at the school. The two teachers of the deaf were evidently two high school teachers who had speech classes for half an hour or an hour a week for about half the junior high-senior high students. It would not be correct to say that high school students would still be working on developmental speech and since when do two and two make three? "...an interchange of students with the public schools where the teachers know each other..." Possibly there was something of this nature in the lower grades, but I am familiar with several cases in the junior high-high school where the students wanted this very thing but were denied permission from the administration. "...the dentist does only screening and checking; then we let the parents know..." False. He did many fillings. "...only five minutes to Maine Medical Center..." Maybe with no cars on the road, and an ambulance going 90 miles perhour, a person could get there

October 15, 1976

The attached is a copy of some very rough notes I ran across in my file today. They were made at a meeting of the junior high-high school department teachers with Mr. Kelly in May, 1975. The meeting was called at noontime for the purpose of explaining the accreditation report recently received by the school, and the Gallaudet College Entrance Examinations taken by the high school students. The part of the notes headed "Our Weaknesses" covers the above topics. However, it is the start of this meeting which I would like to explain in further detail.

Mr. Kelly began by saying that three teachers had stopped him that week and "what you were saying was a slam against your fellow teachers...complaining about each other, complaining about me..."

An example of the teachers' lack of control is Mr. Kelly's "straightening out problems in the hall." One "teacher suggested" to him that he should "sue the teacher." G.B.S.S.D. teachers should "support each other." There are "too many social workers and not enough teachers" at the school.

Although it does not show up in my notes, I recall during this meeting Mr. Kelly said that every teacher in the department, except one, had needed him to come into the classroom to discipline students that week. Following the meeting, three or four of us discovered that none of us had called for his assistance in many months.

Again, the allusion to firing people shows up in my notes. I do not know who was being referred to on this particular occasion, but this was commonly brought to the attention of the teachers.

Dr. Youngs:

I feel that I must report an incident which occurred during the junior high outing to the Freedom Train yesterday. As the group was concluding the tour Mr. Kelly, who had accompanied the 5:30 group of high school students, met us. He walked back to the bus with us. Not far from the waiting bus were the high school students standing in line. As the junior high group approached, two of the girls ([REDACTED] and [REDACTED]) began talking with people in the high school group. I did not see who they were talking with, but judging by Kelly's reaction, I'd say a good guess is that they were talking with their boyfriends. In an instant Kelly "charged up," grabbed both girls at the backs of their necks and yelling loudly gave them a violent shove. They stumbled and nearly fell. There were well over 100 adult witnesses nearby and the identity of the group was obvious because of the bus.

What kind of public image does this type of behavior present? Frankly, I was terribly ashamed to be associated with the Governor Baxter School for the Deaf. I told you several months ago that if I ever saw this man lay a hand on one of my students again, I would walk out. Unfortunately I feel that I am now betraying my word by continuing to work in this place.

These students are people with rights. When are these rights going to be protected and when is this violent behavior going to end?

Susan Nordmann
April 18, 1975

Susan Nordmann

in six minutes, but I doubt it. When Mr. Kelly was asked about multi-handicapped students at the school, he said the school was not built for multi-handicapped, but then he mentioned a senior girl who went on the trip to Italy who has "a cane and braces and has no use of her legs." She does have a cane, does not have braces and is able to walk unaided with this cane. At the end of the talk, several parents from out of state asked Mr. Kelly how their deaf children could be admitted to this wonderful school.

Attached is also a memorandum which I wrote to Mr. Youngs. It should be self-explanatory. However, one thing which I later found to be untrue was my assumption that the girls were talking to their boyfriends. Other teachers who witnessed this (there were between six and ten) said the girls were talking to the high school group as a whole, not to any specific person.

This memorandum on the Freedom Train incident was one of many I wrote during the course of my three years at Baxter. I wrote reports on students, even when they were not specifically requested. I wrote my opinions on questions raised at teachers meetings. I wrote one memo to inform them of a gentleman at a local radio station who was offering the school the use of the station's audio equipment. I never received a reply to any of these.

When I returned a form which they gave to all teachers in March, I indicated I would not return for the 1975-76 school year. Neither Mr. Kelly nor Mr. Youngs ever mentioned to me anything about my resignation to my face. Mr. Kelly did tell several people he was glad I was leaving. Mr. Youngs told several people he was

sorry that I was unable to handle Mr. Kelly. Before I left, Mr. Youngs wrote me an excellent letter of recommendation.

Susan Nordmann
September 25, 1975

(10)

Baxter School notes ~~Pages 10-11~~ on 12/2/76 ~~Pages 10-11~~

No. 10. Contracts of Baxter School for Teachers!

No evaluations on Teachers except for when accreditation terminated in 1975.

Mr. Kelley called Mrs. Dorothy Davis on her school phone 132 times in ~~the~~ 4-year period at Baxter School - for ~~her~~ to be sent out to see Mr. Kelley at his office, to ^{Mr. Kelley's} apartment, etc.

* Mrs. Jones has been teaching full-time for 1975-76 and 76-77.
Mr. Kelley has often said "The Conscience goes Both Ways" to Teachers who he feels have been "making mischief".

Mrs. — says her job would be terminated if once if he knew she had talked with B.V.T. + L.P.

X Driver Ed Car — Joe Youngs uses it for personal reasons to a point where the Driver Ed Instructor couldn't depend on it being available for continuity of instruction for the students.

X Joe is using Driver Ed car to go to class in Fenton (?) ~~with~~ with two (?) other teachers - when Joe is Teaching.

X ~~Find~~ Find out how many grievances have been brought up at Baxter — Type of employees bringing them, job descriptions of those bringing grievances, are grievances going all the way to U.S.E.A., what has the disposition been on grievances going that far?

X But Kelley passed ^{around} ~~the~~ laboratory reports on a brief copy among the ^{first} ~~first~~ employee's colleagues.

X Kelley now seems to have improved in behavior, as though

X A teacher who asked to go to workshop, was denied, but went anyway, —

* What has Joe's ~~stance~~ stance or procedure been relating to dismissal of employees (especially teachers), firing, etc.? Is there any written policy available at Baxter School on this?

* Episode when B.K. went to room where seniors were taking achievement tests important to their after-school endeavors & a good grade would help - and he pounced into room & ~~came~~ said "Village Idiots" & all pupils sagged in spirit & then ~~did~~ ^{made} only perfunctory attempt to complete testing.

Mr. K. has a set of teacher-employee files in his office and a set is kept in Joe's office. These are the files that people can see. Mr. Kelly's files hold the "anecdotal" or the "earthy" types of documents on the teachers.

Questions:

⊗ Why didn't Joe Yang advise us about the changes, prices etc when Kelby was arrested last spring (76)

* Shouldn't we keep Joe in The Nation School more - not just at his house or on the island? Also - shouldn't we cut down on his out of state reports even though some from other than state sources? (Mrs. Nordman says he's physically unmanageable too frequently, by the teachers etc.)

Questions

1. What were the disposition(s) in the several case histories that Susan is presented relating to the grade placement changes that she suggested?
2. Were there reports, e.g. Report on [redacted] [redacted] etc, submitted to Joe Youngs? If to others, whom?
3. What was the reason two pupils from Arkansas enrolled at J.B.S.S. sometime after Mr. Jordan was hired?
4. Who is the "head teacher" referred to??
5. Are there written rules about who can bring a car to school and ^{what} grade level is it permissible?!
6. Senior class trip - need some real explanation here!
7. I am concerned that Mr. Jordan said Joe Youngs acted "as though she were the first person to tell him anything negative about Bob & the police, whom she -

Then teachers ('at least a dozen').

8. What would Joe Young have requested, when he told us
Wednesday that he had "personally checked out" all the
allegations about Bob H's relationships with [redacted] + other
[redacted] & found them not to have anything to do with J.
What did his "personal investigation" consist of??
9. Why did he feel he had to give inflated figures
when he spoke to the crowd of people at the city public conf?
10. What is the school's policy on decisions not to
re-hire teachers for the coming year? Is there a
resignation slip required from all and where does it go?

Where do we go from here?

I'd like to be notified prior to any teacher dismissal or non-renewals!! I'd like to be aware of situations such as on 11's ^{may current etc!!}

STATE OF MAINE

Inter-Departmental Memorandum Date January 7, 1977

To Larry N. Pineo, Associate Commissioner

Dept. Bureau of School Management

From Joseph P. Youngs, Jr., Superintendent

Dept. Gov. Baxter State School for the Deaf

Subject _____

Enclosed is a list of our faculty for the past five years as you requested. Although it may appear that we have had some major changes in our staff, it is not as it seems because several of our teachers married and acquired new names. Mercia Adams is now Mercia Hobson, Julie Schilling is now Julie Patch, Sally Hall is now Sally Albert. I have indicated on the paper those who have resigned for each year. Most of the people who resigned did so to go on to better paying positions. Mr. and Mrs. Gatehouse have moved to California, Mary Grey took a job closer to home at a higher salary, Margaret Holt returned to her home in Wisconsin, Anne Roseberry-Grange is teaching at the Lexington School in New York City, and David and Betty Wood have returned to Mr. Wood's home in Oregon and are teaching at the Oregon School. Marie Coretti retired. Gerald Amelotte resigned in the middle of the school year for personal reasons.

I think our present staff is quite stable although I would not be surprised if some of our younger teachers moved on to greener pastures and I don't blame them because the salary scale in Maine is so far below that of the national level. Many young people come here for their first two or three years of teaching experience because this enhances their employability in other better paying schools.

I have given a great deal of thought to our recent conference. To say the least, I have been terribly upset. So many of the allegations which were stated to me at the meeting refer to isolated incidents blown all out of proportion and taken out of context. Some of the incidents occurred many years ago, prior to Mrs. Nordmann's tenure at our school and involved people Mrs. Nordmann never knew or met. This means that she has been busy collecting secondhand, hearsay information from other former staff members who may be disgruntled.

While it is true that some of the allegations are cause for alarm, it is important to know that as administrator of this school I have made every effort to reprimand and to correct any individual who gets out of hand. It is not my responsibility to be concerned about the personal lives of my staff. It is my responsibility to be concerned about their professional behavior here at school and I have made this my business. Perhaps this does not satisfy Mrs. Nordmann but I really don't know what she wants done.

I recommend that a confrontation be held in your office between Mrs. Nordmann and Mr. Kelly. I have not told Mr. Kelly anything about our meeting but feel that he has every right to know what is going on and it is our responsibility not to hold him "guilty" until he has a chance to defend himself.

I would appreciate your advice on this matter as I don't want it to proceed any further and get out of hand. I do not feel at this time that there is anything more I should do until you take the next step and apprise Mr. Kelly of what you have told me.

cc: Bev Trenholm

Enc.

GOVERNOR BAXTER STATE SCHOOL FOR THE DEAF

TEACHING STAFFS 1972-1977

| 1972-1973 | 1973-1974 | 1974-1975 | 1975-1976 | 1976-1977 |
|-------------------------|-------------------------|-------------------------|--------------------------|--------------------|
| Ainbender, Hilary | Ainbender, Hilary | Adams, Mercia | Adams, Mercia | Albert, Sally |
| Ainsworth, Phyllis | Ainsworth, Phyllis | R Ainsworth, Phyllis | R Amelotte, Gerald | Bowling, Wallace |
| Bowling, Wallace L. | Amelotte, Gerald | Amelotte, Gerald | Bracy, David | Bracy, David |
| Cheraso, Samuel | R Ashby, Charmon | Bracy, David | Cheraso, Samuel | Cheraso, Samuel |
| Coretti, Marie | Bowling, Wallace | Cheraso, Samuel | R Coretti, Marie | Davis, Dorothy |
| Davis, Dorothy | Bracy, David | Coretti, Marie | Davis, Dorothy | Dupont, Philippe |
| Foley, Mildred | R Brussleback, Donna | Davis, Dorothy | Fogg, Pamela | Fogg, Pamela |
| Gatehouse, James T. Jr. | Cheraso, Samuel | R Dorsk, Hillary | Foley, Mildred | Foley, Mildred |
| Gatehouse, Lois | Coretti, Marie | Foley, Mildred | R Gatehouse, James T. | Hanson, Linda |
| Goode, Leigh | Davis, Dorothy | Gatehouse, James T. | R Gatehouse, Lois | Hawks, Janet |
| R Gruver, Margaret | Dorsk, Hillary | Gatehouse, Lois | R Grey, Mary | Hobson, Mercia |
| Hall, Nancy | Foley, Mildred | Hall, Sally Ann | Hall, Sally Ann | Johnson, M.E. |
| Hanson, Linda | Gatehouse, James T. Jr. | Hanson, Linda | Hanson, Linda | Kelly, Robert |
| R Higgins, Paul | Gatehouse, Lois | Holt, Margaret | R Holt, Margaret | Laferriere, Denise |
| Kelly, Robert | Goode, Leigh | Johnson, Mary-Ellen | Johnson, Mary-Ellen | Lindblom, Elsie |
| Ladner, Suzanne | Hanson, Linda | Kelly, Robert | Kelly, Robert | Loughin, Bertha |
| Lindblom, Elsie | Hickey, Joan | Laferriere, Denise | Laferriere, Denise | Maxwell, Joseph |
| Loughin, Bertha | Kelly, Robert | Lindblom, Elsie | Lindblom, Elsie | Morin, Lois |
| Maxwell, Joseph | Loughin, Bertha | Loughin, Bertha | Loughin, Bertha | Muzzy, Kathy |
| Nordmann, Susan | Maxwell, Joseph | Lumpkins, Janette | Maxwell, Joseph | Nicely, Brenda |
| Nye, William | Nicely, Brenda | Maxwell, Joseph | Morin, Lois | Nye, William |
| O'Regan, Marie | Nordmann, Susan | Nicely, Brenda | Nicely, Brenda | Parker, Carlene |
| Repass, Jan | Nye, William | R Nordmann, Susan | Nye, William | Patch, Julie |
| Roseberry, Anne K. | R Olmedo, Stephanie | Nye, William | Parker, Carlene | Raven, Judy |
| Rumford, Susan | O'Regan, Marie | R O'Regan, Marie | Repass, Jan | Repass, Jan |
| Stewart, John | Repass, Jan | Repass, Jan | R Roseberry-Grange, Anne | Roth, John |
| Vezina, Isabelle | Roseberry-Grange, Anne | Roseberry-Grange, Anne | Schilling, Julie | Sullivan, Estelle |
| Wood, Betty | R Rumford, Susan | Schilling, Julie | Sullivan, Estelle | Trower, Martha |
| Wood, David | Stewart, John | R Stewart, John | Trower, Martha | Vezina, Isabelle |
| | Vandermast, Priscilla | R Vandermast, Priscilla | Vezina, Isabelle | Walcott, Sherry |
| | Vezina, Isabelle | Vezina, Isabelle | Walcott, Sherry | Wells, Joanne |
| | Wood, Betty | Wood, Betty | Wells, Joanne | Wolf, Elsie |
| | Wood, David | Wood, David | Wolf, Elsie | Youngs, Mary |
| | | R Hickey, Joan | R Wood, Betty | |
| | | | R Wood, David | |
| | | | Youngs, Mary | |

STATE OF MAINE

DEPARTMENT OF PERSONNEL

Date April 16, 1976

To: Joseph P. Youngs, Jr., Superintendent
Gov. Baxter State School for the Deaf

I, Gerald R. Amelotte hereby resign from my position
(Employee name)
as teacher effective April 16, 1976
(Position title) (Date)

I do so of my own free will and for the following reasons: I can no longer work in an environment which I think has incorporated abuse of power to the extent that people, both children and teachers, have been subjected to cruel mental and, in some cases, physical abuse. The rapid changeover of faculty since I've worked here attests to this fact. Moreover, many of these ex-faculty expressed, and current teachers express similar feelings directly to me. I can no longer tolerate the "fear" ethic of discipline because it stifles overall individual growth and causes untold grief.

Signed: Gerald R. Amelotte
(Employee)

There are too many "bad examples" in high positions here.
I cannot accept an atmosphere lacking in real love and understanding!

* Note to employee: You should not sign this document unless it is intended to be a bona fide resignation without influence on the part of your employer.

cc: Employee
Department of Personnel
Employee's Record File

19

STATE OF MAINE

DEPARTMENT OF PERSONNEL

Date June 21, 1976

To: Joseph P. Young, Jr. Superintendent
Gov. Baxter State School for the Deaf

I, Mary Devina Gray hereby resign from my position
(Employee name)

as Librarian effective June 21, 1976
(Position title) (Date)

I do so of my own free will and for the following reasons: (1) Because I do not want employment where there is a lack of professional ethics and accountability on the part of several members of the administration. (2) an inadequate salary.

Signed: Mary D. Gray
(Employee)

* Note to employee: You should not sign this document unless it is intended to be a bona fide resignation without influence on the part of your employer.

cc: Employee
Department of Personnel
Employee's personnel file

15

STATE OF MAINE

DEPARTMENT OF PERSONNEL

Date Aug. 23, 1976

To: Joseph P. Youngs, Jr., Superintendent
Gov. Baxter State School for the Deaf

I, Charles Overholser hereby resign from my position
(Employee name)

as night houseparent effective Aug. 27, 1976.
(Position title) (Date)

I do so of my own free will and for the following reasons: I have accepted a

position at Abilities & Goodwill effective 8/30/76. I have
enjoyed my work with the students at Gov. B.S.S.D., & will certainly
miss the students & staff.

Signed: Charles Overholser
(Employee)

* Note to employee: You should not sign this document unless it is intended to be a bona fide resignation without influence on the part of your employer.

cc: Employee
Department of Personnel
Employee's Record File

16
H. Sawin Millett, Jr., Commissioner

August 17, 1978

Larry Pineo, Associate Commissioner

Board of Visitors - Baxter School

I believe we should continue supporting the concept of the Board of Visitors for the Governor Baxter State School for the Deaf.

You will recall there was legislation considered by the Legislature concerning a Board of Visitors for all State institutions. I am not up-to-date on this. I will research current statutes, together with the status of the Board relating to the Baxter School.

I have discussed very briefly with you some of my concerns relating to the administration of the Baxter School. Therefore, I am not surprised that some of the people opposed to the current administration have written critical letters.

I have attached a copy of a memo I sent to Joe Youngs dated June 22. Prior to its being sent, I discussed its contents with John Kierstead, Bev Trenholm and one or two others. I have also attached a copy of his response. Subsequent to June 30, we agreed that because of both work and vacation schedules, we would delay this first meeting until after the school year begins. I have every intention of following through on this matter. I believe a logical agenda item would be a discussion of the merits of having a Board.

I believe Joe is very interested in seeing that people, sympathetic to his administration and philosophy, be appointed to the Board. While I see nothing to be gained by intentionally appointing people with axes to grind, I believe the Board of Visitors should be composed of people with varying philosophical points of view.

My personal concern is that the school have been for some time what I call a closed shop with people being afraid to speak out. I am told this is typical of the "deaf community." I believe Joe is perceived as being extremely powerful in this community. In addition, job opportunities have been very limited in this area.

In summary, I believe we should respond to the Governor in the affirmative and ask for a month or two to review the current situation as far as the Board is concerned. I would like the opportunity to discuss this in a meeting as proposed in my memo of June 22 to Joe. Recommendation for replacement appointments will be made to you subsequent to the meeting.

If you wish to discuss any of this, I will be happy to do so at your convenience.

LP:lt
Attach.

17

STATE OF MAINE

DEPARTMENT OF PERSONNEL

Date 3-16-79

To: Joseph P. Youngs, Jr., Superintendent
Gov. Baxter State School for the Deaf

I, Charles T. Wood hereby resign from my position
(Employee name)

as House PARTIAL I effective 3-24-79
(Position title) (Date)

I do so of my own free will and for the following reasons: [REDACTED]

Signed:

Charles T. Wood
(Employee)

* Note to employee: You should not sign this document unless it is intended to be a bona fide resignation without influence on the part of your employer.

cc: Employee
Department of Personnel
Employee's Record File

11/28/79

Discussion with Sue Nordman

- ➔
1. She feels that there is still physical abuse of students - pushing around etc.
 2. The "status quo" at Baxter changes frequently
 3. Continues to be quite a high turnover especially in dormitories. There is talk of indiscriminate dismissals...

#

Issues that should be addressed:

- # 1. Dormitory life. Many parents have always been concerned about the children being miserable in the dorms
2. Developing more independence in pupils. Bringing them more in touch with reality.
3. Fairness in administrative procedures - fair play to all teachers & not favoritism toward certain ones "Mr."
4. materials - as teachers records the do disappear from files.
5. Get the pupils off the island more whenever possible - bring more hearing people onto the island to "break up the deaf personality" ~~and~~ atmosphere that indicates a super, super dependency and poor personality development.

6. She feels a person like an attorney
(e.g. Robert Calkins) a person who
is extremely knowledgeable about the
deaf. Law office in Portland 775-3781
She ~~Recommends~~ his inclusion in our
group review

Sue is Director of Deaf Services
at Pine Tree Society for Crippled
Children & Adults

She coordinates interpreter
services in Maine. An independent
operation - Easter Seal Society
A number of State/Federal funds
grants have gone into this effort
especially through Deaf Rehab.

Sue thinks that at ~~any~~ any hearing
testimony session, too many parents
would be very reluctant to speak
out at a session like this - unless
the chairman really makes them
feel that it will be non-threatening
to them via repercussions from
Easter staff later!

Sue's number
774-9438

STATE OF MAINE

DEPARTMENT OF PERSONNEL

Date Nov 11, 1980

To: Joseph P. Youngs, Jr., Superintendent
Gov. Baxter State School for the Deaf

I, Donna Allen hereby resign from my position
(Employee name)

as Teacher of the Deaf effective Nov. 26, 1980
(Position title) (Date)

I do so of my own free will and for the following reasons: I have secured a position as Teacher of the Deaf elsewhere. This move was primarily made due to the lack of support given by administration in matters concerning the discipline of the students and their overall educational welfare.

Signed: Donna Allen
(Employee)

* Note to employee: You should not sign this document unless it is intended to be a bona fide resignation without influence on the part of your employer.

cc: Employee
Department of Personnel
Employee's Record File



STATE OF MAINE
Department of
Educational and Cultural Services
AUGUSTA, MAINE 04333

November 21, 1980

Ms. Donna Allen
C/O Rochward
3 Sherman Street, #8
Portland, Maine 04101

Dear Ms. Allen:

I would like to talk to you about your recent resignation as teacher of the deaf at the Baxter School.

Would you please advise me of your phone number so that I can call you at the earliest opportunity?

As you may know, I am Director of the Division that administrates the Baxter School and am required to review resignations when reasons are listed such as you have given. You may be sure that our talk will be wholly confidential and our discussions will in no way reflect adversely upon you.

Sincerely,

A handwritten signature in cursive script that reads "Beverly Trenholm".

Mr. Beverly Trenholm, Director
Division of School Operations

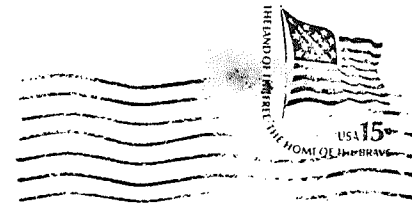
BT/ewp

CC: Larry Pineo



Four seasons for Me.

SCHOOLING CHILDREN IN UNORGANIZED TERRITORY
STATE OF MAINE
DEPARTMENT OF
EDUCATIONAL AND CULTURAL SERVICES
STATE HOUSE STATION 23
AUGUSTA, MAINE 04333



ALL US 022504N1 11/23/90

RETURN TO SENDER
NOT DELIVERABLE AS ADDRESSED
UNABLE TO FORWARD

Ms. Donna Allen
C/O Rochward
3 Sherman Street #8
Portland, Maine 04101

STATE OF MAINE

DEPARTMENT OF PERSONNEL

Date 11/26/80

To: Joseph P. Youngs, Jr., Superintendent
Gov. Baxter State School for the Deaf

I, Sara L. Treat hereby resign from my position
(Employee name)

as Houseparent I effective 11/26/80.
(Position title) (Date)

I do so of my own free will and for the following reasons: I feel there is a

lack of an administrative support system concerning disciplinary
matters with the children. There needs to be a lot more staff
communication and cooperation in order to properly educate the
children.

Signed: Sara L. Treat
(Employee)

* Note to employee: You should not sign this document unless it is intended to be a bona fide resignation without influence on the part of your employer.

cc: Employee
Department of Personnel
Employee's Record File

STATE OF MAINE

DEPARTMENT OF PERSONNEL

Date 2.26.81

To: Joseph P. Youngs, Jr., Superintendent
Gov. Baxter State School for the Deaf

I, Cyrene A. Stegona hereby resign from my position
(Employee name)

as House Parent I effective March 7th, 1981.
(Position title) (Date)

I do so of my own free will and for the following reasons: I do not feel
confident that when I am carrying out my
responsibilities as house parent my decisions or
actions will not be usurped or otherwise interfered with by
the house parent II.

Signed Cyrene A. Stegona
(Employee)

* Note to employee: You should not sign this document unless it is intended to be a bona fide resignation without influence on the part of your employer.

cc: Employee
Department of Personnel
Employee's Record File

62278127

October 11, 1981

Larry Pine
Assistant Commissioner
Department of Educational and Cultural Services
State House
Augusta, Maine 04333

Dear Mr. Pine,

I worked at Gov. Baxter School for the Deaf from 5/78 to 6/81 as a Houseparent.

I left under good conditions, but while I was there I was aware of several areas where things could have been done differently.

If you wish to contact me regarding the work situation while I was at Baxter, my address is:

VERONICA SIEK
P.O. Box 22551
T.W.U. STATION
DENTON, TEXAS 76204

Sincerely,
Veronica Siek



STATE OF MAINE

Department of
Educational and Cultural Services

STATE HOUSE STATION 23
AUGUSTA, MAINE 04333

October 16, 1981

Veronica Siek
P.O. Box 22551
T.W.U. Station
Denton, Texas 76204

Dear Ms. Siek:

Many thanks for your letter of October 11, 1981, regarding your experiences at the Baxter School. I appreciate your willingness to comment on the operations of the school based on your experiences there. I am also pleased that you were able to leave the school in good standing as a house parent. Your letter indicates that you were there for just over three (3) years and you should be able to provide the good insight to various activities there at the school.

I want you to know that I shall not be using your name unless you specifically authorize me to do so. I would be interested in any comment you might want to make regardless of its significance. I am particularly interested in any incidence that would indicate child abuse either physical or mental, and anything that might be construed as employee abuse, if such things existed while you were there.

I am concerned that the employees of the school, up to and including Dr. Youngs, conduct themselves in a professional manner at all times.

It might be more profitable for us to discuss this matter by phone. I would be willing to call you if you would provide your number and some indication of the time of day or day of the week that it would be convenient to call you. My telephone number is 207-289-2061.

I would be extremely interested in any recommendations that you could offer for improving any phase of the operations at the school.

I am treating this as a confidential matter between you, me and Mr. Beverly Trenholm, who has a more direct responsibility for the school.

Again, I appreciate your getting in touch with me and I shall look forward to hearing from you soon.

Sincerely,

Larry N. Pineo
LARRY N. PINEO

Associate Commissioner
Bureau of School Management

LNP/bdm

four solutions for Me.

State of Maine
DEPARTMENT OF EDUCATIONAL
AND CULTURAL SERVICES
Augusta 04333

October 27, 1981

To: Larry Pineo
From: Ron Raynolds
Re: Baxter School for the Deaf

Thanks to you and Bev for meeting with me to discuss your concerns regarding Baxter School for the Deaf. We agreed on one specific step: Larry will meet with Joe Youngs to discuss continued service and retirement. Based on that meeting, we will determine what other steps need to be taken.

In a related matter, we discussed the settlement in the Peter Roach case and agreed that Neil Rolde and Harold Fenlason should be informed.

We briefly reviewed the story of the Bangor roof and talked about the possibilities concerning the mandated lunch programs. These matters will come up for review at a later time. Please let me know what arrangements you have made to initiate an administrative review on the Bangor roof request from Howard Storm.

HR:pdg

BEU —

THE TURNOVER RATE IS PRETTY GRIM !

MANY FACTORS CONTRIBUTE TO THIS HIGH TURNOVER RATE.
I FEEL THAT THE FOLLOWING ARE MAJOR:

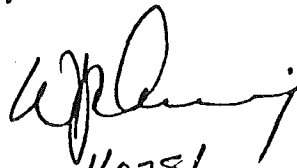
(1) THE JOB(S) IS/ARE MOST DEMANDING AND IS/ARE CONSTANTLY UNDERESTIMATED BY APPLICANTS FOR POSITION(S);

(2) PAY RATES ARE NOT HIGH ENOUGH TO RECRUIT TRAINED PERSONS FROM OTHER AREAS AND NOT HIGH ENOUGH TO RETAIN TRAINED PERSONS;

(3) THE WORK ATTRACTS ACADEMICALLY TRAINED PERSONS WHO WISH TO ADD WORK EXPERIENCE TO THEIR CAREERS AND THEN CONTINUE THEIR EDUCATION; AND

(4) SPLIT/SHIFT WORK CANNOT BE MAINTAINED .

V.R.


110281

State of Maine
DEPARTMENT OF EDUCATIONAL
AND CULTURAL SERVICES
Augusta 04333

November 2, 1981

To: Larry Pineo

From: Ron Raynolds

Re: Concerns for Baxter School for the Deaf

On Friday afternoon, I met with Pamela Fogg on a series of issues relating to Baxter School. She recounts and has evidence that she, personally, has been discriminated against since she left the employment at Baxter School for the Deaf. I can provide additional details when we meet. However, she was an employee and teacher at the Baxter School for more than seven years.

In addition, she provided me with a good deal of information about the present attitude and methods utilized by the administrators at Baxter School. She could provide us with a large number of people to interview concerning the affairs at Baxter School. I have no doubt they should be included in any investigation which we might conduct about recent activities and management of the school.

She confirmed the need for some significant changes at the school. Let us proceed accordingly when you have talked with the Director.

HR:pdg



Gov. Baxter School for the Deaf
P.O. Box 799
Portland, Maine 04104

November 3, 1981

Alan York, Personnel Officer
Educational & Cultural Services
Education Building
State House Station #23
Augusta, Maine 04333

Re: Evaluation System

Dear Al:

Last October, 1980, I developed a system whereby the School had a great savings in money, work hours, time and paper with regard to the Evaluation Procedures. For the past year, the system has worked well throughout the school and with little explanation of the system, the majority of the supervisors felt it was a very worthwhile and efficient manner for evaluations on an annual basis. The only exception to the majority was with the Academic Dept., Mr. Robert E. Kelly. When the first revised evaluations were sent to his office, they were returned to me with a memo stating that he did not have the time to do them.

In light of Mr. Kelly's memo, Mr. Dunning and Dr. Youngs assumed the responsibility of the teacher's annual evaluations for the 1980-81 school year. Since September of this year, Mr. Kelly now has a Principal for the school which would relieve him of some of the burden placed on him by the absence of the previous Principal, Ms. Elsie Lindblom. Therefore, an evaluation was sent to his office in October for a Teacher Aide. The evaluation was returned with handwriting marring the original and completely ignoring the established, cost-effective system making it necessary for a complete new original of the Form E to be retyped and copied. This is extremely wasteful.

Upon approaching Dr. Youngs, I might add with total disgust and frustration, his reply to me was "tough, I don't like that method anyway". I might make mention that with the implementation of this system, it received his 'blessings' and felt it was a much more efficient manner in which to complete annual evaluations.

I proceeded to inform Mr. Dunning of what had taken place with regards to the evaluation and Mr. Kelly's destruction of the Form E, and also of Dr. Youngs' remarks and attitude. He (Mr. Dunning) said I should not get upset about such matters and just ignore the incident. He further added that I would just have to recopy the Form E next year after I had removed Mr. Kelly's scores.

By this time, I was completely astounded by Mr. Dunning's remarks and attitude and began to get agitated. I reminded him of the fact that the purpose of the new system was to avoid the procedure of copying the complete Form E year after year.

Alan York, Personnel Officer
Evaluation System

November 3, 1981

Mr. Dunning further stated that thats the way it was and I should not get upset and let it bother me. I became so upset I began to cry. Mr. Dunning told me I should take the rest of the day off. I said no because I had work to do and he said he also had work to do and suggested that I get to mine so that he could do his. He then completely ignored me.

So that you might have a more complete knowledge of the new system, here is a brief explanation:

In the past, the Form E of the evaluation process had to be copied in it's entirety, year after year, creating an enormous volume of paper being used, not to mention the poor soul who had to stand there to do the copying. They were then circulated to the proper supervisor where a numerical score was placed beside each job function.

The new system established, eliminated the need for copying the Form E year after year. A master scoring sheet was designed for each individual's Form E. Thus, the only item to be copied each year was the single page (sometimes two page) score sheet that would be matched up with the corresponding section and job function number of the Form E.

This system is much like that of the Personnel Department's examination process whereby an answer sheet is given to the applicant along with the corresponding book of questions.

After these incidents took place, and after I calmed down and stopped crying, I placed a telephone call to M.S.E.A. in Augusta. I spoke with the area rep and he said he could advise me as to how I should proceed after he had the opportunity to speak with the staff attorneys. I called him back this afternoon and his reply was to send this letter to you in hopes that once it has been established that the new system is extremely cost effective and has worked so well for the past year, that you might be able to examine for yourself the system and recommend that this system be allowed to continue throughout the school without exceptions for Mr. Kelly. 75% of the teacher's evaluations are done in a bulk amount in Spring, prior to the summer recess, therefore countless hours were need for copy work prior to the implementation of the new system. Now, it takes approximately 15 to 30 minutes to do all of them at once.

I would appreciate your views on the above and look forward to hearing from you soon.

Cordially yours,



Rita C. Corson
Personnel/Payroll Clerk

STATE OF MAINE

Inter-Departmental Memorandum Date November 9, 1981

To Rita Corson

Dept. Baxter School

From Al York

Dept. MDECS - Personnel

Subject Evaluation System

Thanks very much for advising me of your concerns relative to the present evaluation system that is used at Baxter School. The evaluation system has always been a source of considerable controversy in every area of this Department and in the other departments throughout the State.

The people in this Department in Augusta who have responsibility for handling any questions relative to Baxter School are Mr. Beverly Trenholm, Director, Division of School Operations and Mr. Larry Pineo, Associate Commissioner, Bureau of School Management. I will share your concerns with them and offer my assistance to them to explore your concerns more fully.

My own experience with the evaluation system over the years has frequently led to moments and even hours of frustration. It seems to be an area which results in a large number of questions, objections, and apprehension. Probably the very subject of evaluating and/or being evaluated raises at least a momentary objection with most people. But it does seem to be a necessary part of any working environment.

Again, thanks for pointing out your concerns.

cc: L. Pineo
B. Trenholm
J. Youngs
W. Dunning
R. Redmond

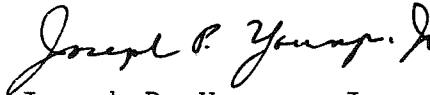
January 26, 1982

Harold Raynolds, Jr., Commissioner
Dept. of Educational & Cultural Services
State House Station #23
Augusta, Maine 04333

Dear Commissioner Raynolds:

This is to inform you of my plans to resign my position as
Superintendent of the Governor Baxter School for the Deaf, effective
June 30, 1982.

Sincerely,

A handwritten signature in cursive script, reading "Joseph P. Youngs, Jr.".

Joseph P. Youngs, Jr.
Governor Baxter School for the Deaf
P. O. Box 799
Portland, Maine 04104

JY:clk

HV 2561 .M21 R471 1982

Report of the special review team
and related reports on the
Governor Baxter School for the
Deaf: additional materials

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| DATE DUE | | |
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| APR 29 1999 | | |
| APR 29 1999 | | |
| MAY 28 1999 | | |
| JAN 25 2000 | | |
| NOV 6 2000 | | |
| MAR 12 2001 | | |
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| Feb 8, 2006 | | |
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