

City of Biddeford
School Committee
November 10, 2020 4:30 PM Little Theater at BHS
Public Virtual

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[Further Instructions 11_10_20.pdf](#)

- A. Call to Order:**
- B. Roll Call:**
- C. Pledge of Allegiance:**
- D. Adjustments to Agenda:**
- E. Consideration of Minutes:**
 - E.1. Minutes from 10/27/20
[Minutes 10_27_20 Meeting.pdf](#)
- F. Consent Agenda**
 - F.1. Appointments:

Non-Athletic and Athletic Stipends BMS

Danielle McPhee ~ Ed Tech I BPS ~ Replacing Angela Rowe

Transfer:

Joyce Stevens ~ Special Education Tech II JFK ~ Replacing Leslie Kiesel who moved to another position in the District

[Non-Athletic & Athletic Stipends BMS 2020 - Sheet1.pdf](#)

G. Student Rep Reports:

H. Superintendent's Report:

I. Committee Reports: Finance/Building, Grounds; Curriculum; Policy; Waterhouse Advisory Committee

J. Old Business:

K. New Business: Public participation opportunity after each item listed below (3 minutes per item)

K.1. OWL Presentation - Chris Indorf

TalkingPoints - Chris Indorf

BMS School Opening - Scott Descoteaux

BHS School Opening - Martha Jacques

COT School Opening - Paulette Bonneau

APC School Opening - Tracy Gibson

First and Second Reading of the Adopted Policy EB-R ~ Respiratory Protection Program

First Reading of the Revised Policy IFF ~ Remote Instruction Policy

[Memo_ Opening to School BMS.pdf](#)

[BHS School Committee Memo.pdf](#)

[COT.pdf](#)

[Respiratory Protection Program EB-R Adoted.pdf](#)

[IFF-Remote Instruction Policy-Revision .pdf](#)

[APC 2020-2021 start of the school year memo.pdf](#)

L. Communications:

M. Executive Session:

N. Adjournment:

O. Public Participation: (3 minutes; any item)

Instructions for Public Participation

The Biddeford School Committee will hold a meeting on Tuesday, November 10, 2020, at 4:30 PM.

This meeting will be held in person by the School Committee only in the Little Theater. The meeting for the public will be conducted using [Zoom](#) Webinar, a web-based video conferencing tool, under [1 M.R.S.A. § 403-A](#), which authorizes the school department to hold remote meetings during the state of emergency declared by the Governor due to the outbreak of COVID-19.

Topic: Biddeford School Committee Meeting

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As a meeting viewer, you will not be shown on the camera, and your microphone will be muted by default.

What controls should I use to participate in the meeting?

If you would like to participate during the meeting, click the “raise your hand” button at the bottom of the screen at the appropriate time for comment. The host of the meeting will see that you would like to participate and will be able to turn your mic on for you when it is your turn to speak.

If you have joined the meeting by phone only, you will need to use the following codes:

***6-Toggle mute/unmute**

***9-Raise hand**

Do I have to use Zoom to watch the meeting?

No, you will still be able to watch a live stream of the meetings as you usually would on Public Access Channel 1301 or on the city website.

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Due to the COVID-19 PANDEMIC, the Biddeford School Committee will meet in person but will conduct the public hearing and meeting telephonically. The public will not be allowed to attend the meeting in person. However, the meeting may be viewed live on the City's Public Access Channel or on the City's website: www.biddefordmaine.org, selecting the Government tab and then clicking on "Video/Agendas/Minutes". Copies of the agenda and minutes are available on the City's website and School website www.biddefordschools.me. Questions or comments may be emailed prior to the meeting to [School Committee Members](#), Superintendent, [Jeremy Ray](#), Assistant Superintendent, [Christopher Indorf](#), or Director of Instruction & Innovation, [Mandy Cyr](#).

Biddeford School Department
Tuesday, October 27, 2020
7:00 pm **Minutes**
Live Meeting in Little Theater/Zoom “Virtual Meeting”

Public Viewing:

The meeting can be viewed in the following locations:

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- A. Call to Order:** The meeting was called to order at 4:35 pm
 - B. Roll Call:** Alan Casavant, Lisa Vadnais, Karen Ruel, Amy Grohman, Dominic Deschambault, Randy Forcier, Rebecca Henry, Nate Bean, Jeremy Ray, and Mandy Cyr were all present
 - C. Pledge of Allegiance:** The Pledge was led by Lisa Vadnais
 - D. Adjustments to the Agenda:** None
 - E. Approval of Last Meeting's Minutes:** [Minutes from 10/13/20](#) ~ Dominic Deschambault moved to approve the minutes from 10/13/20, Randy Forcier seconded, and all were in favor
 - F. Consent Agenda:** ~ Dominic Deschambault moved to approve the consent agenda, Randy Forcier seconded, and all were in favor
- Appointments:**
- a. Mike Desrochers ~ Lead Custodian Facilities ~ Replacing Jacquelyn Leonard who moved to a new position in the district
 - b. Meghan Brown ~ Ed Tech I JFK ~ Replacing Allison Stratis
 - c. Nissa Norris ~ Custodian BPS
 - d. Jessica Maywalt ~ Ed Tech II BPS ~ Replacing Kylie Ireland
 - e. Christine Thompson ~ Full-time Bus Driver ~ Replacing Sandra Harris who will remain as a substitute bus driver
 - f. Stephanie Sullivan ~ Ed Tech II BPS ~ Replacing Patrick Conley
 - g. Seth McKenney ~ Ed Tech II BMS ~ Replacing Zach Wheeler

Resignations:

School Committee Members:

Alan Casavant-Chair	Randy Forcier
Lisa Vadnais-Vice Chair	Dominic Deschambault
Karen Ruel	Nate Bean
Amy Grohman	Rebecca Henry

cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent
cc: Mandy Cyr- Dir. Instr. & Inov

- a. Kaycee Hamilton ~ Head Custodian BPS
 - b. Austin Gagne ~ Custodian BMS
 - c. Sandra Harris ~ School Bus Driver
- G. Superintendent's Report:** ~ Jeremy Ray (Superintendent of Schools) ~ A reminder to everyone that election day is next Tuesday, November 3rd here in the Tiger Gym. For that day we will not have 8th grade, BHS, or COT students. They typically have the flex day on Wednesday and we have moved the flex day to Tuesday. Those students will come to school on Wednesday due to the expected large crowd. Parent-teacher conferences will be starting next week. Please schedule your time with a teacher if you haven't done so already. Conferences will be conducted via zoom with parents. Our students have been involved with NWEA testing and will be reporting out scores to parents with their report cards. Students, staff, and teachers did a very nice job getting that accomplished for us. As everyone is probably aware, high school sports have started. We had our first game last night at Waterhouse Field. The NPA announced today, there will be a delay to the winter sports season, no details other than there will be a delay. We also have Mike Murphy who is working with students on winter Drumline. Karl Lebreux will be working with Scott and they have started to talk about what middle school activities would be like. Those obviously might look much different than your traditional support settings. We're trying to get something out there so that we can keep kids involved. I know that there is some frustration around music and band that is out there, but the guidance from the DOA has not changed one bit for that. Around 14 feet of indoor space, especially with wind instruments or trumpets, trombones, and those things. So we have no updated guidance on that. If students and families want to return to in-person instruction, whether that be from Remote Academy or if they've been home at the middle school and high school level we encourage you to reach out to the principal and have that conversation. Administrative staff will be reaching out to families to just talk them through that piece because there are some families who I know would like to return. Tonight we will have presentations from our Elementary Principals. We also got data back from our parent surveys that will be shared with people. Our cameras have come in. They were delivered yesterday. People are excited to get them up and running. The staff is doing a really good job trying to keep kids engaged at home. We're hoping that this will help. I know we thank our staff for everything they've done in all the efforts of teachers working really hard but there are also groups from our custodians, food service, secretaries, and bus drivers who all learned a whole different set of routines and procedures and they're doing a fantastic job. Last week was Bus Driver Appreciation Week. They have a tough job to make sure that kids get on the bus safely, sanitized, wear masks, windows down, and all of those types of things. Thank you to all of them.
- H. Committee Reports:**
- I. Old Business:**
- J. New Business:**
- a. [BHS Athletic Stipend Positions](#) ~ Dominic Deschambault moved to approve

School Committee Members:

Alan Casavant-Chair	Randy Forcier	
Lisa Vadnais-Vice Chair	Dominic Deschambault	
Karen Ruel	Nate Bean	cc: Jeremy Ray- Superintendent
Amy Grohman	Rebecca Henry	cc: Chris Indorf-Asst. Superintendent
		cc: Mandy Cyr- Dir. Instr. & Inov

the BHS Athletic Stipend Positions, Nate Bean seconded, and all were in favor.

- b. Presentations Re-Opening ~ Please see attached presentations discussed by Principals, Mandy Cyr, and Chris Indorf
 - i. [Data and Overview](#) - Mandy Cyr
 - ii. [JFK](#) - Rico Mariello
 - iii. [BPS](#) - Margaret Pitts
 - iv. [BIS](#) - Lindsey Nadeau
 - v. [Parent Survey Results Presentation](#)
- c. Snow Day Discussion ~ The School Committee agreed to allow three snow days with no instruction for students. They will revisit the decision in January if the days are used by that time.

K. Communications: ~ Beth Donohoe (President of Teachers Association) ~ The principals have done a great job highlighting all of the positives and certainly, there are teachers who agree with all of that, especially class sizes. I know that's a big hot topic tonight. And it's really good to see those that hard work reflected in the survey that Mr. Ray presented, I want to say thanks to the administrative team at all levels for doing such an excellent job anticipating and mitigating concerns early on and for continuing to make adjustments as we navigate through the year. And thank you to all principals administrator school board for acknowledging all the hard work from everybody working in the schools to make this school year work for everyone. I particularly want to point out and say a special thank you to both Mrs. Cyr and Mrs. Vadnais for recognizing the challenges that teachers are facing right now. While there are a lot of positives. We're also facing some good challenges and I really just want to give you our perspective to seek some understanding from where we're coming from. So I did a little bit of research and teachers make in the neighborhood of 1500 decisions during the school day. And it begins when kids show up at our door as we navigate through our lessons communicate with colleagues and parents in a normal year when we're used to the schedule and the routines. One teacher says that I've noticed teachers remain stressed and pressed for time, we're trying to answer a lot of demands, yet there are not enough hours in the day, it seems, many of us go home burned out daily. I'm trying to learn to teach a new subject virtually all electronically without the advantage of a textbook. I sense a lot of struggle in the souls of our employees. I like this line, in particular, it may be becoming routine, but it's still ain't easy. From another teacher. I'm so exhausted. I'm barely awake at 7:30 pm so much to do and I know I just can't do all of this. The idea I can plan for a new curriculum teaching in-person and online. The expectation to contact parents, nobody to take the kids for just 15 minutes in the course of a day. Moving classrooms and buildings and changing teams greeting and Google Classroom and transitioning to Jump Rope attendance that gets updated when kids are on time to aren't on time to Zoom. Buses that aren't here so kids can be part of morning routines work so hard to be flexible and we do it for the kids. It doesn't mean we should be so burned out and exhausted. We have nothing left for ourselves at the

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cc: Chris Indorf-Asst. Superintendent
cc: Mandy Cyr- Dir. Instr. & Inov

end of the day. And the third teacher I know I'm not alone in my feelings about not being able to sustain this pace. It was an OK plan for a few weeks. This can't work for a whole year. I won't survive. But don't just take it from them this is not just Biddeford I've heard it from teacher friends from around the state. And it's just not Maine it's national. NBC News had a segment on it. Just last week. That doesn't take away any of the successes that we've had all the positives that were stated here tonight, but it's coming at a cost. And it's our mental health. And so I just wanted to deliver our perspective. And if you go on YouTube and search for Amy Foley school board and you listen to her speak to her school board as a teacher, she speaks quite eloquently about how teachers are feeling. It was heartening to hear Mr. Ray talk about the social, emotional work that we need to do with students and that also needs to include teachers as he stated, and I thank him for that.

L. Public Participation: (3 minutes; any item)

L. Executive Session:

a. Contract negotiations pursuant to 1 M.R.S.A. § 405 (6)(D)

M. Adjournment: The meeting was adjourned at 7:50 pm to enter into Executive Session. Dominic Deschambault moved to enter into Executive Session, Rebecca Henry seconded and all were in favor

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Signed:
Jeremy Ray ~ Superintendent of Schools

Date: 11/4/20

School Committee Members:

Alan Casavant-Chair	Randy Forcier
Lisa Vadnais-Vice Chair	Dominic Deschambault
Karen Ruel	Nate Bean
Amy Grohman	Rebecca Henry

cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent
cc: Mandy Cyr- Dir. Instr. & Inov

Non-Athletic & Athletic Stipends BMS 2020

Stipend Position Title:	Position Responsibilities:	Stipend Dollar Amount:	Recommended Employee:	Background/experience:
Ia Equipment Maintenance	Maintenance	\$1,907.00	Ray Sampson	Previous Years
Ia Equipment Maintenance	Maintenance On Machines	\$1,907.00	Doug Bertrand	Previous Years
Yearbook	Meetings, Putting Yearbook Together With Students	\$2,272.00	Anne Marie Duguay	Previous Years
Math Curriculum Leader	Attending Meetings	\$1,617.00	Linda Descoteaux	Previous Years
Science Curriculum Leader	Attending Meetings	\$1,617.00	Chelsea Brittain	Previous Years
Ela Curriculum Leader	Attending Meetings	\$1,617.00	Mary Bellavance	Previous Years
Social Studies Curriculum Leader	Attending Meetings	\$1,617.00	Emily Kahn	Previous Years
Athletic Director	Full Responsibilities Of All Sports Schedules, Coaches And Assistants. Ordering Supplies And Uniforms, Attending Monthly Athletic Meetings. Attending Games And Meets Etc	\$10,500	Karl Lebreux	Extensive Experience With Sports And Athletic

To: Jeremy Ray - Superintendent of Schools
From: Scott Descoteaux - Principal Biddeford Middle School
Date: October 26, 2020
Re: Opening to School - 2020

We have had a wonderful opening to school at Biddeford Middle School. Despite facing the “unknown,” I am proud of the staff for embracing this challenge head-on and maintaining a positive attitude, specifically in front of our students. The children are resilient and have adapted well to the changes that we have implemented. Here are a few items that I would like to highlight:

POSITIVES:

1. Class sizes are much smaller. In-Person and Remote Students combined make-up classes of 13 or fewer students.
2. Students have been reporting directly to Tiger Time Block in the mornings. These smaller groups are the same cohorts that remain intact throughout each and every day in classrooms. Additionally, students eat lunch and have recess time with these Tiger Time Teachers. Our trauma team, grades 5-8, has reported that they believe that this structure has:
 - Fostered relationships between students and teachers, where teachers can help to address the needs of each student in their Tiger Time.
 - Increased the comfort level among students, leading to reduced anxiety. Students have a “Go-To” person in their Tiger Time teacher.
 - Helped to build strong relationships between teachers and families. Regular (minimum bi-weekly) communication has occurred between the Tiger Time teacher and families.
 - Created a positive learning environment in the afternoon, following their lunch and recess break.
3. Overall, general negative behavior is down in the school with significantly fewer incidents and referrals to the office.
 - Students are not moving between classes
 - Lunch and Recess is maintained within the Tiger Time structure instead of the larger cafeteria.
 - Behavior is much better in the afternoon after lunch and recess.
 - In-person attendance is very good.
 - Safety compliance, including mask-wearing and physical distancing, has been minimally challenging. Students have been very adaptable and cooperative.
4. Wednesdays have been a nice way to focus on what is working, what needs to improve, and to find professional development opportunities for the things we need to be better at.

CHALLENGES:

1. Technology with Remote Instruction:

- Managing in-person students, and Zoom meetings, while projecting meaningful instruction has required quite a bit of adjustment.
- Lots of technology “opened at the same time” might create lagging within individual computers. This has sometimes led to poor reception, dropping students from Zoom, making for a frustrated teacher in the middle of a teaching opportunity.
- Some teachers are feeling frustrated that they cannot tend to everything that is happening at once.
- As we continue to become acclimated to the “new normal” with Zoom meetings, we are having a lot of difficulty meeting all of the needs of the students at home.

Examples:

- Teaching our remote students the “new structure,” teaching families how to maintain proper Zoom etiquette has been challenging.
 - Meeting the needs of students with Individualized Educational Plans and the needs of our English Language Learners has been difficult to coordinate.
 - The inconsistency of students going back and forth between in-person and remote learning makes it difficult for teachers to plan for individualized instruction.
 - Building relationships with remote students is naturally more difficult than in-person.
2. While the Professional opportunities have been beneficial on Wednesdays, perhaps the Wednesday time with students has been limited.
- Initially during the first two weeks of school, a mock remote schedule was put into place in the event that we would be ready for a full remote model if necessary.
 - At the Middle School, the office hours structure has been harder to maintain the same level of investment from the students at home on Wednesdays.

Data is reflective of October 23rd of each respective year.

	2020 (Includes Grade 5)	2019	2018	2017
Enrollment	5: 202 6: 157 7: 170 8: 169 Total: 698	6: 182 7: 187 8: 199 Total: 568	6: 189 7: 203 8: 207 Total: 599	6: 209 7: 204 8: 217 Total: 630
Level 2 & 3 Behavioral Infractions	11	162	127	139
Attendance %	93.87%	93.02%	93.92%	93.4%

In School Suspensions	1	21	17	17
Out of School Suspensions	4	56	22	25

MEMO

TO: Biddeford School Committee Members

CC: Jeremy Ray, Superintendent
Chris Indorf, Assistant Superintendent
Mandy Cyr, Director of Instruction and Innovation

FROM: Martha Jacques, Principal of Biddeford High School

DATE: November 10, 2020

RE: 2020-2021 Start of the School year at Biddeford High School

The start of the school year at Biddeford High School has been wonderful. I have been impressed by and proud of the hard work that the staff, students and administration have put forth and am grateful to our families for being patient and understanding.

Positives:

- Daily health screening and temperature scans of every student that enters the building. Not only does this contribute to the safety of the building but also affords me the opportunity to say good morning to every student as they enter the building each day.
- Change to a 5 block schedule.
 - Consistency in schedule.
 - Math and English everyday, all year.
 - Teachers prep for and teach 4 blocks instead of 6.
 - Students take 5 classes at a time instead of 8.
 - Shortened block time creates more focused instruction.
- Culture shift around expectations.
 - Importance of and focus on communication.
 - Weekly staff meeting, open and ongoing Q&A documents for staff, monthly Q&A Zoom for parents and students, availability of teachers and administrators.
 - In a recent Staff Satisfaction survey, 94% of staff feel that the communication has been just right or better.
 - Adherence to SOPs and building protocols.
- Smaller in person class size.
- Wednesday Flex Day
 - 30 min advisory to teach SEL lessons and build relationships for all students each week.
 - Office hours to work 1 on 1 or in small groups.
 - Time for communicating with families and students.
 - Opportunity for tailored professional development based on surveys and feedback.
 - Teachers are able to utilize PD time as they see fit. Feel like they're being treated as professionals and trusted to do the work that needs to be done.

- Collegiality across the school has been wonderful. Staff helping each other, students and staff working together, students working with one another and staff and administration working to support each other.
 - Staff satisfaction survey shows that 74% of staff feel good or better about the current climate and culture, 20% are neutral and 6% are dissatisfied.
- Addition of a Resiliency Coordinator to help with student, staff and family relationships, creating weekly Advisory lessons with our Student Services department, supporting staff needs in the classroom as well as supporting the admin team with Restorative conversations with students.
- Technology Integration
 - Increased technology training for staff.
 - 1 to 1 devices for students.
 - Addition of technology support positions in buildings.
 - Streamlined process around Google classrooms, Zoom and communication expectations.
- Discipline referrals down from 179 this time last year to 20 as of November 4th.

Challenges:

- Technology
 - Managing an in-person class while attending to and engaging the students remotely.
 - Streamlining Google Classrooms, Zoom and remote expectations and enforcement.
 - Current amount of screentime is exhausting for both staff and students.
- Hybrid schedule is tough and some students would like to be in school 4 days per week.
- Lack of space at BHS can be difficult. We have maxed out options.
- Lack of electives offered in Math & English
 - Ideally we would be able to offer the core classes as well as electives to increase student engagement.
- Heightened anxiety for both students and staff. Living in a world of unknowns and what-ifs is hard.

MEMO

TO: Biddeford School Committee Members

CC: Jeremy Ray, Superintendent
Chris Indorf, Assistant Superintendent
Mandy Cyr, Director of Instruction and Innovation

FROM: Paulette Bonneau, Director of the Biddeford Regional Center of Technology

DATE: November 10, 2020

RE: **2020-2021 Start of the School year at BRCOT**

We have had a successful start to the 2020-21 school year coordinating and receiving students from 5 different Districts.

Highlights:

Enrollment

- We have 436 students attending COT programming. Since 2015-16, this is an 83% increase in student enrollment over time.
The numbers are reflected in adopting career exploration classes for 9th and 10th graders, opening some of our traditional CTE programs to 10th graders and starting a middle school CTE thread which brings greater awareness and options earlier for our students. We also work diligently with our sending schools.

Climate

- Our school year has gone smoothly. Daily health and temperature screenings by staff and students has resulted in maintaining a healthy environment for all. Students are cooperative wearing masks and following our safety operating procedures. We have not had any disciplinary issues thus far.
- Staff are doing an outstanding job despite the situation. The work that has been put into all the planning with our SOP's is showing benefit and there are some changes implemented in response to Covid that will continue in the future because it works. Our school climate is collegial and positive. Administration and staff have a unified goal: to provide the best training possible that we have control of, to our all our students.

- We, as a cohesive whole, have spent time upskilling in technology and technology integration: use of Google Classroom, ZOOM, etc. and these skills are being taught to our students. The addition of Jeanni Reagan, a position I share with our IT Department has been positive for all.

Academics and Training

- We have offered synchronous instruction/learning while providing technical training on site 2 days a week. We have redefined our expectations and grading system that are consistent regardless if we are in hybrid, in person or 100% remote.
- Parents and students are asking if students can increase their time/days with us.
- We are running two pilot programs with York County Community College- students are earning their Small Business Certificate and HelpDesk Certificate along with their high school credits. Students can earn up to 18 college credits in Business and up to 9 credits in Computer Technology.
- As we continue to address the academic skills deficit of students sent to us, we are implementing a pilot study focused on math integration and intervention in our trade programs. This study is funded with MELMAC funds and led by our Student Service Coordinator.
- We are continuing to make building improvements in the trade wing-ventilation, lighting, windows, painting, etc. We will start construction of new outside walls and windows in the trade classrooms followed by the renovation of the shop bathrooms to become ADA and OSHA compliant.
- Flex Wednesdays
 Scheduled check-in times with students in the morning.
 Scheduled study group time for students that need assistance.
 Scheduled PD time for instructors-both administrator and instructor led
 Weekly staff meeting and check-in time with each other
 Parent communication
- I continue to support the Middle School CTE initiative that began three years ago with our regional middle schools. We offered Totally Trades to our 8th grade middle schoolers and in a calculated manner, some have had an on-site visit to COT.

Challenges:

- Reduced schedule is resulting in loss hours towards our 350 hour requirement and industry certification requirements. This will most likely significantly impact our federal funding sources.
- Securing a clinical site for our CNA students and meeting the State Licensing requirements for our EMT, electrical, and plumbing requirements is challenging. Additionally, our carpentry program is doing two projects: one for Dayton schools and another for the School department and City of Biddeford-it will not be completed by June given the current hours.
- Student skill-gain is slow going and difficult to achieve in a hybrid or remote setting. Managing students remotely while trying to meet the needs of on-site students as challenging. Building momentum and rhythm is challenging in teaching. The staff is working diligently to stay connected to students and offer them as much support and opportunity as possible.
- Student placements in the community are conservative.
- Recruitment for the 21-20 school year is impacted due to the lack of access to students in an individualized, personalized approach that we have taken in the last 5 years. We are having conversations now and have some ideas about what we will do.

Despite the challenges of meeting our State and Federal mandates under Covid conditions, things are going very well. We are moving forward with our scheduled initiatives and using this pandemic as another opportunity to prepare our students for the world of work and college. And lastly, I want to reiterate, I am very proud of our COT instructors and staff.

Thank you for your continued support.

Respectfully submitted,

Paulette Bonneau

Respiratory Protection Program

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1.0 Purpose and Applicability

The following Respiratory Protection Program (RPP) is written in compliance with the Maine Board of Occupational Safety and Health's adoption of [OSHA 29 CFR 19 10.134](#), Respiratory Protection Standard (effective October 1, 1999 - including amendments for use in the public sector).

It is the policy of the Biddeford School Department to protect the health and safety of its employees by 1) eliminating hazardous exposures where possible, and 2) using engineering and administrative controls to minimize hazardous exposures that cannot be eliminated. In some cases, however, such controls will not reduce exposures to safe levels and the use of respiratory protection may be required.

The purpose of this Respiratory Protection Program (RPP) is to maximize the protection afforded by respirators when they must be used. It establishes the procedures necessary to meet the regulatory requirements for use of respiratory protection.

This RPP applies to all Biddeford School Department School Nurses. It applies to the use of all respirators, including filtering facepiece (disposable) respirators.

2.0 Responsibilities:

2.1 Respirator Program Administrator (RPA)

As of this writing, Bobbi Jo St. Peter has been designated as the RPA. The RPA has received appropriate training and is knowledgeable about the requirements of the OSHA 29 CFR 1910.134 Respiratory Protection Standard and all elements of the Respiratory Protection Program that need to be implemented, for it to be effective. The Superintendent has ultimate responsibility for all aspects of this program and has assigned full authority to make the necessary decisions to ensure its success. This authority includes (but is not limited to) conducting a hazard assessment for selecting appropriate respiratory protection, purchasing the necessary equipment and supplies, and developing and implementing the policies and procedures in the written RPP.

Specifically, the RPA will:

- Conduct a hazard assessment and select the appropriate level of respiratory protection for each task or job title with exposure and record that information in the "Recommended Equipment Use Chart" in Appendix A of this RPP;
- Develop and monitor respirator maintenance procedures;
- Coordinate purchase, maintenance, repair, and replacement of respirators; • Routinely evaluate the effectiveness of the RPP, with employee input, and make any necessary changes to the program;
- Provide or arrange for annual training in the use and limitations of respirators in accordance with 8CFR§ 5144;
- Provide or arrange for annual respirator fit testing in accordance with 8 CFR §5144;

- Maintain records of respirator training, medical clearance, and fit testing as required by 8 CFR §§3204 and 5144;
- Maintain a copy of this written RPP and program evaluations, and ensure that they are readily accessible to anyone in the program; and
- Review the written RPP at least annually to ensure compliance with 8 CFR §5144.

2.2 Supervisors

Supervisors of employees included in the RPP will:

- Participate in the hazard assessment by evaluating all potential exposures to respiratory hazards, including chemical exposures and/or aerosol transmissible diseases (ATDs), and communicate this information to the RPA;
- Work with RPA to identify employees and/or tasks for which respirators may be required;
- Be responsible for ensuring that all staff and contracted employees follow the procedures outlined in the RPP. They will schedule employees for medical evaluations, training, and fit testing and ensure that they are allowed to attend these appointments during work hours; and
- Arrange “just in time” fit testing for contracted employees, if indicated. 2.3

2.3 Employees in the Program

Employees assigned to jobs/tasks requiring the use of a respirator will:

- Complete a required questionnaire for medical clearance and participate in a medical examination, if necessary;
- Attend annual training and respirator fit testing, as required in the RPP; and
- Use, maintain, and dispose of respirators properly, in accordance with training and the procedures in the RPP.

3.0 Respirator Selection

3.1 Hazard assessment

The RPA will select the types of respirators to be used by Biddeford School Department School Nurses, based on the hazards to which employees may be exposed and in accordance with all Maine DOL and OSHA regulations and CDC guidelines. With input from the respirator user, the RPA and supervisor will conduct a hazard assessment for each task, procedure, or work area where there are airborne contaminants. The hazard assessment will include the following, as needed:

- Identification of potential exposures. The most common potential exposure for School Nurses will be aerosolized infectious diseases such as pandemic viral infections; and,
- A review of work processes to determine which tasks and locations have potential exposures.

3.2 NIOSH Certified Equipment

All respiratory protective equipment shall be approved by the National Institute for Occupational Safety and Health (NIOSH) for the environment in which it is going to be used. See [NIOSH Certified Equipment list](#) for a list of approved equipment.

The following definitions apply to equipment that may be issued to employees under this RPP:

- Filtering facepiece respirator (N95 or P100 for ATDs) is a particulate air-purifying respirator in which the entire facepiece is composed of the filtering medium. These respirators are disposable and designed for a single-use. An N95 has a filter efficiency of 95%, while a P100 has a filter efficiency of 99.9% as well as a greater resistance to oil. Other “N”, “R” or “P” categories are available for particulate exposures other than ATDs.

The RPA will use the hazard assessment to assign appropriate types of respirators for use by specific types of personnel during specific procedures or in specific ATDs. These assignments are listed in Appendix A of this RPP.

3.3 Updating the Hazard Assessment

The RPA will revise and update the hazard assessment any time an employee or supervisor anticipates a new exposure. The RPA will assess the potential hazard with the employee and supervisor. If it is determined that respiratory protection is needed, all elements of this program will be in effect for those tasks and the program will be updated accordingly. PHNs do not need to consult with a supervisor for DOTs or standard operating procedures.

4.0 Medical Evaluation

Employees whose work activities require the use of respiratory protective equipment shall receive medical clearance prior to the use of a respirator and prior to being fit tested for a respirator. Medical evaluations shall be conducted in accordance with [Amendments to OSHA 29 CFR §1910.134 for Maine Public Sector](#):

1. School Nurse will answer all of section one and questions 1-6 of section two.
2. The medical evaluation is confidential and will only be viewed by the School Nurse and MaineHealth, who is evaluating the questionnaire. School Nurse supervisors will not have access to the completed medical evaluation.
3. The respirator medical evaluation shall take place annually within 3 months of fit-testing.
4. School Nurse will only accept a medical evaluation from the LHCP or another provider with prior approval of School Nurse

Medical evaluations and clearances will be performed by an LHCP designated by Biddeford School Department. For the calendar year 2020, the provider is MaineHealth or designee.

Before being assigned to work in an area where respirators are required, each employee will complete the questionnaire in Appendix B of this RPP. The RPA will send the questionnaire to the LHCP for review. Employees may also speak directly with the LHCP if they have questions. The LHCP will be provided information about the type of respiratory protection to be used by employees, duration and frequency of respirator use, expected physical effort, other protective equipment is worn, and any expected extremes of temperature or humidity.

The LHCP will review completed questionnaires and make a medical determination as to whether the employee can safely wear a respirator. The LHCP may make this determination based on the questionnaire alone but may also require a physical examination of the employee and any tests, consultations, or procedures the LHCP deem necessary. The LHCP will provide a clearance letter, which may clear the employee for all respirator use or may specify restrictions or limitations on use, such as the type of respirator that may be worn or the duration that it may be worn. A copy of this written determination shall also be provided by the LHCP to the employee.

An additional medical evaluation is required when:

- The employee reports medical signs or symptoms that are related to the ability to use a respirator;
- An LHCP requests re-evaluation;
- Observations made during fit testing and/or program evaluation indicate a need for re-evaluation (e.g., the employee experiences claustrophobia or difficulty breathing during the fit test); or
- A change occurs in workplace conditions (e.g., physical work effort, protective clothing, or temperature) that may result in a substantial increase in the physiological burden placed on an employee wearing a respirator.

5.0 Fit Testing

Before an employee is required to use any respirator with a tight-fitting facepiece, she/he will be fit tested by designated appropriately trained personnel.

Fit tests will be provided at the time of initial assignment and annually thereafter. Additional fit tests will be provided whenever the employee experiences, or the supervisor or RPA observes, physical changes that could affect respirator fit. These changes include, but are not limited to, facial scarring, dental changes, cosmetic surgery, or an obvious change in body weight.

Employees will be offered a selection of N95 respirators from which they may choose the one that correctly fits and is most acceptable/comfortable.

A qualitative fit test will be used for all wearers of N95 and/or P100 filtering facepiece respirators. The qualitative test will follow the protocol for saccharine or Bitrex® solutions found in Appendix D of this RPP.

6.0 Training

Annual respirator training will be provided for all employees covered by this program. The training will be conducted by the designated staff fit testers and will include the following:

- The general requirements of the State of Maine Respiratory Protection Standard and RPP;
- The specific circumstances under which respirators are to be used;
- An explanation of why the respirator is necessary and how proper fit, usage, or maintenance can ensure the protective effect of the respirator;
- The limitations and capabilities of the respirators that will be used;
- An explanation for how to effectively use the respirators;
- A demonstration of how to inspect, put on, remove, use, and check the seals of the respirator (for tight-fitting respirators such as N95s);
- The procedures outlined in this program for maintenance, storage, and cleaning or disposal of respirators.
- Direction for how to recognize medical signs and symptoms that may limit or prevent the effective use of respirators; and
- Instruction for how to decontaminate (or safely dispose of) a respirator that has been contaminated with chemicals or hazardous biological materials.

Training shall be provided at the time of new employee orientation and annually thereafter.

Additional training will be provided when there is a change in the type of respiratory protection used, or when inadequacies in the employee's knowledge or use of the respirator indicate that he/she has not retained the requisite understanding or skill.

The employee will also receive additional training during the fit testing procedure that will provide him/her an opportunity to handle the respirator, have it fitted properly, test its facepiece face-to-face seal and wear it in normal air for a long familiarity period. Every respirator wearer will receive fitting instructions, including demonstrations and practice in how the respirator should be worn, how to adjust it, and how to perform a user seal check according to the manufacturer's instructions (see Appendix E of this RPP).

Employees will be given the opportunity during training to provide feedback on the effectiveness of the program and any suggestions they have for improvement.

7.0 Respirator Use

Employees will use their respirators under conditions specified by this program and in accordance with the training they receive on the use of each particular model or type of respirator. The appropriate types of respirators to be used and the exposure conditions are listed in the respirator selection chart in [Appendix A](#) of this RPP.

Respirators relying on a tight facepiece-to-face seal must not be worn when conditions prevent a good face seal. Such conditions may be a growth of beard, long mustache, sideburns, as well as scars and other facial obstructions. In addition, the absence of one or both dentures can seriously affect the fit of a facepiece.

Employees and supervisors are expected to be diligent in observing policies pertaining to ensuring the safe use of respirators. To achieve proper protection, the wearer will perform a user seal check, in accordance with the manufacturer's instructions and the training provided at the time of fit testing, each time he/she puts on the respirator. Employees who wear corrective glasses or other personal protective equipment must be sure that such equipment is worn in a manner that does not interfere with the facepiece seal.

Employees may leave the work area to change or adjust their respirator for the following reasons:

- If there is a noticeable increased resistance to breathing;
- To adjust their respirator if the respirator is impeding their ability to work;
- To wash their face if the respirator is causing discomfort or rash, or
- To inspect the respirator if it stops functioning as intended.

8.0 Storage, Maintenance, and Care of Respirators

8.1 Storage

N95s will be discarded after each use.

All respirators will be stored to protect them from damage, contamination, dust, sunlight, extreme temperatures, excessive moisture, and damaging chemicals.

Immediately following fit testing, N95 respirators will be stored in a paper bag or small cardboard box. N95 respirators should not be stored in plastic containers.

8.2 Inspection, Maintenance, and Repairs

All respirators will be inspected by the user prior to each use. Inspections should include a check of:

- Overall condition of the mask;
- All rubber or plastic parts, for pliability and signs of deterioration; and

Any defective respirators shall be removed from service. Defective disposable respirators will be discarded and replaced.

8.3 Cleaning and Disinfection

Reusable respirators issued for the exclusive use of an employee will be cleaned and disinfected by staff using the respirators and will be done before and after each use and as often as necessary to maintain a sanitary condition.

Plastic hoods used during fit testing will be cleaned with mild soap and water and after completion of each individual fit test.

9.0 Program Evaluation

The RPA will conduct a periodic evaluation of the RPP to ensure that all aspects of the program adhere to the requirements of the Maine Department of Labor (DOL) and Maine CDC PHN, and that it is being implemented effectively to protect employees from respiratory hazards. This evaluation will be done annually.

Program evaluation will include:

- A review of the written program to evaluate whether it is still current and accurate;
- Completion of a “Program Evaluation Checklist”, based on observations of workplace practices; and
- A review of feedback obtained from employees (to include fit, use, and maintenance issues) that will be collected at the annual training session.

The RPP will be revised as necessary and records of revisions will be kept on file with the written program. Any procedural changes that are implemented as a result of program evaluation will be communicated to the employees and reinforced by their supervisors.

10.0 Recordkeeping

The RPA will ensure that the following records are maintained:

- Personnel medical records, such as medical clearance to wear a respirator, shall be retained by MaineHealth as part of a confidential medical record and made available in accordance with the OSHA Access to Medical Records Standard (8 CFR §3204), for a minimum of 30 years after an employee’s separation or termination;
- Training and fit testing documentation must be kept by the RPA and stored until the next training or fit test; and
- A copy of this RPP and records of program evaluations and revisions shall be made available to all affected employees, their representatives, and the Maine DOL upon their request.

RPP Appendix A: Respirator Assignments by Task/Location
(Specifies minimum level of respiratory protection required)

Task/Location	Potential Exposure	Respirator Type	Employees Included
Performing high-hazard procedures on confirmed or suspected pandemic viral infections cases or is present during such procedures	Infectious aerosols	N95	School Nurse
Entry into airborne infection isolation room or other area occupied by confirmed or suspected case of AirID	Infectious aerosols	N95	School Nurse
Performing patient care or is present during performance of procedures on a confirmed or suspected case of pandemic viral disease	Infectious aerosols	N95	School Nurse
Cleaning/decontaminating area occupied by AirID confirmed or suspected case, or after the patient has left, if space has not yet been adequately ventilated	Infectious aerosols	N95	School Nurse
Emergency response situations as identified by	Infectious aerosols,	N95	School Nurse

[Appendix B to CFR §1910.134 Section 5199, Aerosol Transmissible Diseases – Mandatory Respirator Medical Evaluation Questionnaire](#)

[Appendix C Staff Training Video for Qualitative and Quantitative Respirator Fit](#)

RPP Appendix D: Qualitative Fit Test Protocol

Part I. OSHA-Accepted Fit Test Protocols

A. Fit Testing Procedures- General Requirements.

The employer shall conduct fit testing using the following procedures. The requirements in this appendix apply to all OSHA-accepted fit test methods, both QLFT and QNFT.

1. The test subject shall be allowed to pick the most acceptable respirator from a sufficient number of respirator models and sizes, so that the respirator is acceptable to, and correctly fits, the user;
2. Prior to the selection process, the test subject shall be shown how to put on a respirator, how it should be positioned on the face, how to set strap tension and how to determine an acceptable fit. A mirror shall be available to assist the subject in evaluating the fit and positioning of the respirator. This instruction may not constitute the subject's formal training on respirator use, because it is only a review;
3. The test subject shall be informed that he/she is being asked to select the respirator that provides the most acceptable fit. Each respirator represents a different size and shape, and if fitted and used properly, will provide adequate protection;
4. The test subject shall be instructed to hold each chosen facepiece up to the face and eliminate those that obviously do not give an acceptable fit;
5. The more acceptable facepieces are noted in case the one selected proves unacceptable and another option is necessary; the most comfortable mask is donned and worn at least five minutes to assess comfort. Assistance in assessing comfort can be given, by discussing the points in the following item A(6). If the test subject is not familiar with using a particular respirator, the test subject shall be directed to don the mask several times and to adjust the straps each time, to become adept at setting proper tension on the straps; and
6. Assessment of comfort shall include a review of the following points with the test subject and allowing the test subject adequate time to determine the comfort of the respirator.
 - (a) Position of the mask on the nose
 - (b) Room for eye protection
 - (c) Room to talk
 - (d) Position of the mask on face and cheeks
7. The following criteria shall be used to help determine the adequacy of the respirator fit:
 - (a) Chin properly placed;
 - (b) Adequate strap tension, not overly tightened;
 - (c) Fit across nose bridge;
 - (d) Respirator of proper size to span distance from nose to chin;

- (e) Tendency of respirator to slip;
 - (f) Self-observation in mirror to evaluate fit and respirator position.
8. The test subject shall conduct a user seal check, either the negative and positive pressure seal checks described in Appendix B-1 or those recommended by the respirator manufacturer which provide equivalent protection to the procedures in Appendix B-1. Before conducting the negative and positive pressure checks, the subject shall be told to seat the mask on the face by moving the head from side-to-side and up and down slowly while taking in a few slow deep breaths. Another facepiece shall be selected and retested if the test subject fails the user seal check tests.
 9. The test shall not be conducted if there is any hair growth between the skin and the facepiece sealing surface, such as stubble beard growth, beard, mustache or sideburns which cross the respirator sealing surface. Any type of apparel which interferes with a satisfactory fit shall be altered or removed.
 10. If a test subject exhibits difficulty in breathing during the tests, she or he shall be referred to a physician or other licensed health care professional, as appropriate, to determine whether the test subject can wear a respirator while performing her or his duties.
 11. If the employee finds the fit of the respirator unacceptable, the test subject shall be given the opportunity to select a different respirator and to be retested.
 12. Exercise regimen. Prior to the commencement of the fit test, the test subject shall be given a description of the fit test and the test subject's responsibilities during the test procedure. The description of the process shall include a description of the test exercises that the subject will be performing. The respirator to be tested shall be worn for at least 5 minutes before the start of the fit test.
 13. The fit test shall be performed while the test subject is wearing any applicable safety equipment that may be worn during actual respirator use which would interfere with respirator fit.
 14. Test Exercises.
 - (a) The following test exercises are to be performed for all fit testing methods prescribed in this appendix. The test subject shall perform exercises, in the test environment, in the following manner:
 1. Normal breathing. In a normal standing position, without talking, the subject shall breathe normally.
 2. Deep breathing. In a normal standing position, the subject shall breathe slowly and deeply, taking caution so as not to hyperventilate.
 3. Turning head side to side. Standing in place, the subject shall slowly turn his/her head from side to side between the extreme positions on each side. The head shall be held at each extreme momentarily so the subject can inhale at each side.
 4. Moving head up and down. Standing in place, the subject shall slowly

move his/her head up and down. The subject shall be instructed to inhale in the up position (i.e., when looking toward the ceiling).

5. Talking. The subject shall talk out loud slowly and loud enough so as to be heard clearly by the test conductor. The subject can read from a prepared text such as the Rainbow Passage below, count backward from 100, or recite a memorized poem or song.

Rainbow Passage

When the sunlight strikes raindrops in the air, they act like a prism and form a rainbow. The rainbow is a division of white light into many beautiful colors. These take the shape of a long round arch, with its path high above, and its two ends apparently beyond the horizon. There is, according to legend, a boiling pot of gold at one end. People look, but no one ever finds it. When a man looks for something beyond reach, his friends say he is looking for the pot of gold at the end of the rainbow.

6. Grimace. The test subject shall grimace by smiling or frowning. (This applies only to QNFT (quantitative fit testing) testing; it is not performed for QLFT (qualitative fit testing))
7. Bending over. The test subject shall bend at the waist as if he/she were to touch his/her toes. Jogging in place shall be substituted for this exercise in those test environments such as shroud type QNFT or QLFT units that do not permit bending over at the waist.

B. Saccharin Solution Aerosol Protocol. The entire screening and testing procedure shall be explained to the test subject prior to the conduct of the screening test.

(a) Taste threshold screening. The saccharin taste threshold screening, performed without wearing a respirator, is intended to determine whether the individual being tested can detect the taste of saccharin.

1. During threshold screening, as well as during fit testing, subjects shall wear an enclosure about the head and shoulders that is approximately 12 inches in diameter by 14 inches tall with at least the front portion clear. This enclosure shall allow free movements of the head when a respirator is worn. An enclosure substantially similar to the 3M hood assembly, parts # FT 14 and # FT 15 combined is adequate.
2. The test enclosure shall have a 3/4-inch (1.9 cm) hole in front of the test subject's nose and mouth area to accommodate the nebulizer nozzle.
3. The test subject shall don the test enclosure. Throughout the threshold screening test, the test subject shall breathe through his/her slightly open mouth with tongue extended. The subject is instructed to report when he/she detects a sweet taste.
4. Using a DeVilbiss Model 40 Inhalation Medication Nebulizer or equivalent, the test conductor shall spray the threshold check solution into the enclosure. The nozzle is directed away from the nose and mouth of the person. This nebulizer shall be clearly marked to distinguish it from the fit test solution nebulizer.

5. The threshold check solution is prepared by dissolving 0.83 gram of sodium saccharin USP in 100 ml of warm water. It can be prepared by putting 1 ml of the fit test solution (see (b)(5) below) in 100 ml of distilled water.
6. To produce the aerosol, the nebulizer bulb is firmly squeezed so that it collapses completely, then released and allowed to fully expand.
7. The tester performs 10 squeezes that are repeated rapidly and then asks test subject whether the saccharin can be tasted. If the test subject reports tasting the sweet taste during the 10 squeezes, the screening test is completed. The taste threshold is noted as 10, regardless of the number of squeezes actually completed.
8. If the first response is negative, 10 more squeezes are repeated rapidly and the test subject is again asked whether the saccharin is tasted. If the test subject reports tasting the sweet taste during the second 10 squeezes, the screening test is completed. The taste threshold is noted as 20, regardless of the number of squeezes actually completed.
9. If the second response is negative, 10 more squeezes are repeated rapidly and the test subject is again asked whether the saccharin is tasted. If the test subject reports tasting the sweet taste during the third set of ten squeezes, the screening test is completed. The taste threshold is noted as 30, regardless of the number of squeezes actually completed.
10. The test conductor will take note of the number of squeezes required to solicit a taste response.
11. If the saccharin is not tasted after 30 squeezes (step 10), the test subject is unable to taste saccharin and may not perform the saccharin fit test.

Note to subsection 3(a): If the test subject eats or drinks something sweet before the screening test, he/she may be unable to taste the weak saccharin solution.

12. If a taste response is elicited, the test subject shall be asked to take note of the taste for reference in the fit test.
13. Correct use of the nebulizer means that approximately 1 ml of liquid is used at a time in the nebulizer body.
14. The nebulizer shall get thoroughly rinsed in water, shaken dry, and refilled at least each morning and afternoon or at least every four hours.

(b) Saccharin solution aerosol fit test procedure.

1. The test subject may not eat, drink (except for plain water), smoke, or chew gum for 15 minutes before the test.
2. The fit test uses the same enclosure described in 3 (a) above.

3. The test subject shall don the enclosure while wearing the respirator selected in Section I(A) of this appendix. The respirator shall be properly adjusted and equipped with a particulate filter(s).
4. A second DeVilbiss Model 40 Inhalation Medication Nebulizer or equivalent is used to spray the fit test solution into the enclosure. This nebulizer shall be clearly marked to distinguish it from the screening test solution nebulizer.
5. The fit test solution is prepared by adding 83 grams of sodium saccharin to 100 ml of warm water.
6. As before, the test subject shall breathe through the slightly open mouth with the tongue extended, and report if he/she tastes the sweet taste of saccharin.
7. The nebulizer is inserted into the hole in the front of the enclosure and an initial concentration of saccharin fit test solution is sprayed into the enclosure using the same number of squeezes (either 10, 20 or 30 squeezes) based on the number of squeezes required to elicit a taste response as noted during the screening test. A minimum of 10 squeezes is required.
8. After generating the aerosol, the test subject shall be instructed to perform the exercises in Section I(A)(14) of this appendix.
9. Every 30 seconds, the aerosol concentration shall be replenished using one half the original number of squeezes used initially (e.g., 5, 10, or 15).
10. The test subject shall indicate to the test conductor if at any time during the fit test the taste of saccharin is detected. If the test subject does not report tasting the saccharin, the test is passed.
11. If the taste of saccharin is detected, the fit is deemed unsatisfactory and the test is failed. A different respirator shall be tried and the entire test procedure is repeated (taste threshold screening and fit testing).
12. Since the nebulizer has a tendency to clog during use, the test operator must make periodic checks of the nebulizer to ensure that it is not clogged. If clogging is found at the end of the test session, the test is invalid.

3. Bitrex™ (Denatonium Benzoate) Solution Aerosol Qualitative Fit Test Protocol.

The Bitrex™ (Denatonium benzoate) solution aerosol QLFT protocol uses the published saccharin test protocol because that protocol is widely accepted. Bitrex is routinely used as a taste aversion agent in household liquids which children should not be drinking and is endorsed by the American Medical Association, the National Safety Council, and the American Association of Poison Control Centers. The entire screening and testing procedure shall be explained to the test subject prior to the conduct of the screening test.

(a) Taste Threshold Screening. The Bitrex taste threshold screening, performed

without wearing a respirator, is intended to determine whether the individual being tested can detect the taste of Bitrex. The tester will take note of the number of squeezes required to solicit a taste response.

1. If the Bitrex is not tasted after 30 squeezes (step 10), the test subject is unable to taste Bitrex and may not perform the Bitrex fit test.
2. If a taste response is elicited, the test subject shall be asked to take note of the taste for reference in the fit test.
3. During threshold screening as well as during fit testing, subjects shall wear an enclosure about the head and shoulders that is approximately 12 inches (30.5 cm) in diameter by 14 inches (35.6 cm) tall. The front portion of the enclosure shall be clear from the respirator and allow free movement of the head when a respirator is worn. An enclosure substantially similar to the 3M hood assembly, parts #14 and #15 combined, is adequate.
4. The test enclosure shall have a 3/4 inch (1.9 cm) hole in front of the test subject's nose and mouth area to accommodate the nebulizer nozzle.
5. The test subject shall don the test enclosure. Throughout the threshold screening test, the test subject shall breathe through his or her slightly open mouth with tongue extended. The subject is instructed to report when he/she detects a bitter taste.
6. Using a DeVilbiss Model 40 Inhalation Medication Nebulizer or equivalent, the test conductor shall spray the Threshold Check Solution into the enclosure. This Nebulizer shall be clearly marked to distinguish it from the fit test solution nebulizer.
7. To produce the aerosol, the nebulizer bulb is firmly squeezed, so that the bulb collapses completely and is then released and allowed to fully expand.
8. An initial 10 squeezes are repeated rapidly and then the test subject is asked whether the Bitrex can be tasted. If the test subject reports tasting the bitter taste during the ten squeezes, the screening test is completed. The taste threshold is noted as 10, regardless of the number of squeezes actually completed.
9. If the first response is negative, 10 more squeezes are repeated rapidly and the test subject is again asked whether the Bitrex is tasted. If the test subject reports tasting the bitter taste during the second 10 squeezes, the screening test is completed. The taste threshold is noted as 20, regardless of the number of squeezes actually completed.
10. If the second response is negative, 10 more squeezes are repeated rapidly and the test subject is again asked whether the Bitrex is tasted. If the test subject reports tasting the bitter taste during the third set of 10 squeezes, the screening test is completed. The taste threshold is noted as

30, regardless of the number of squeezes actually completed.

11. The test conductor will take note of the number of squeezes required to solicit a taste response.
12. If the Bitrex is not tasted after 30 squeezes (step 11), the test subject is unable to taste Bitrex and may not perform the Bitrex fit test.

If a taste response is elicited, the test subject shall be asked to take note of the taste for reference in the fit test.

13. Correct use of the nebulizer means that approximately 1 ml of liquid is used at a time in the nebulizer body.
14. The nebulizer shall be thoroughly rinsed in water, shaken to dry, and refilled at least each morning and afternoon or at least every four hours.

(b) Bitrex Solution Aerosol Fit Test Procedure.

1. The test subject may not eat, drink (except plain water), smoke, or chew gum for 15 minutes before the test.
2. The fit test uses the same enclosure as that described in 4(a) above.
3. The test subject shall don the enclosure while wearing the respirator selected according to Section I(A) of this appendix. The respirator shall be properly adjusted and equipped with any type particulate filter(s).
4. A second DeVilbiss Model 40 Inhalation Medication Nebulizer or equivalent is used to spray the fit test solution into the enclosure. This nebulizer shall not be clearly marked to distinguish it from the screening test solution nebulizer.
5. As before, the test subject shall breathe through his or her slightly open mouth with tongue extended, and be instructed to report if he/she tastes the bitter taste of Bitrex.
6. The nebulizer is inserted into the hole in the front of the enclosure and an initial concentration of the fit test solution is sprayed into the enclosure using the same number of squeezes (either 10, 20 or 30 squeezes) based on the number of squeezes required to elicit a taste response as noted during the screening test.
7. After generating the aerosol, the test subject shall be instructed to perform the exercises in Section I (A)(14) of this appendix.
8. Every 30 seconds, the aerosol concentration shall be replenished, using one half the number of squeezes used initially (e.g., 5, 10 or 15).
9. The test subject shall indicate to the test conductor if, at any time during

the fit test, the taste of Bitrex is detected. If the test subject does not report tasting the Bitrex, the test is passed.

10. If the taste of Bitrex is detected, the fit is deemed unsatisfactory and the test is failed. A different respirator shall be tried and the entire test procedure is repeated (taste threshold screening and fit testing).

Appendix E: Qualitative Respirator Fit Test Report

RPP Appendix F: Mandatory User Seal Check Procedures

The individual who uses a tight-fitting respirator is to perform a user seal check to ensure that an adequate seal is achieved each time the respirator is put on. Either the positive and negative pressure checks listed in this appendix, or the respirator manufacturer's recommended user seal check method, shall be used. User seal checks are not substitutes for qualitative or quantitative fit tests.

I. Facepiece Positive and/or Negative Pressure Checks.

- A. Positive pressure check. If the N95 model has an exhalation valve, close it off and exhale gently into the facepiece. The face fit is considered satisfactory if a slight positive pressure can be built up inside the facepiece without any evidence of outward leakage of air at the seal. For most respirators this method of leak testing requires the wearer to first remove the exhalation valve cover before closing off the exhalation valve and then carefully replacing it after the test.
- B. Negative pressure check. Inhale gently so that the facepiece collapses slightly, and hold the breath for 10 seconds. The design of the inlet opening of some cartridges cannot be effectively covered with the palm of the hand. The test can be performed by covering the inlet opening of the cartridge with a thin latex or nitrile glove. If the facepiece remains in its slightly collapsed condition and no inward leakage of air is detected, the tightness of the respirator is considered satisfactory.

Manufacturer's Recommended User Seal Check Procedures. The respirator manufacturer's recommended procedures for performing a user seal check may be used instead of the positive and/or negative pressure check procedures provided that the employer demonstrates that the manufacturer's procedures are equally effective.

RPP Appendix G: Definitions

Air-Purifying Respirator - A respirator with an air-purifying filter, cartridge, or canister capable of removing specific air contaminants by passing ambient air through the air-purifying element.

Assigned Protection Factor (APF) - The minimum expected workplace level of respiratory protection provided by a properly functioning respirator.

Exposure - Exposure to a concentration of an airborne contaminant that would occur if the employee were not using a respirator.

Filter - A respirator component used to remove particulates from inspired air.

Fit Factor - A quantitative estimate of the fit of a particular respirator to a specific individual, and typically estimates the ratio of the concentration of a substance in ambient air to its concentration inside the respirator when worn.

Fit Test - A qualitative or quantitative evaluation of the air seal between the respirator and an individual's face.

Immediately Dangerous to Life or Health (IDLH) - Any atmosphere that poses an immediate hazard to life or poses immediate irreversible debilitating effects on health.

Negative Pressure Respirator - A respirator in which the air pressure inside the facepiece is negative during inhalation with respect to the ambient air pressure outside the respirator.

NIOSH Approved - A respirator that has been tested by the National Institute for Occupational Health and Safety

Powered Air-Purifying Respirator (PAPR) - An air-purifying respirator that uses a blower to force ambient air through an air-purifying cartridge or filter and into the facepiece. **Qualitative Fit Test (QLFT)** - A pass/fail evaluation of the seal between the respirator and the individual's face that relies on the individual's ability for sensory response to detect a challenge agent (e.g., sweet taste).

Quantitative Fit Test (QNFT) - A pass/fail evaluation of the seal between the respirator and the individual's face that used an instrument to measure the differential between a level of a challenge agent.

Service Life - The period of time a cartridge or filter provides adequate protection to the wearer.

Single Use Respirator (SUR) - A NIOSH approved disposable negative pressure respirator with a filter as an integral part of the facepiece or with the entire facepiece composed of the filtering medium (e.g. N-95). SURs require full participation in the RPP when use is required by the employer.

Tight-Fitting Facepiece - A respiratory facepiece that forms a complete seal with the face. **User Seal Check** - A self-test conducted by a respirator user to determine if a respirator is properly seated to the face prior to its use in the workplace

Appendix H: Identification of 2020 Respiratory Protection Program Staff

RPA: _____

Designated Fit Testers:

References

Maine Department of Labor, Respiratory Protection Standard:

https://www.maine.gov/labor/workplace_safety/respiratory/amend29.htm

OSHA (29 CFR §1910.134):

<https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.134>

REMOTE INSTRUCTION POLICY

As conditions require, the Biddeford School Department may adopt and implement a system of synchronous and/or asynchronous learning for its students and assign faculty to carry out their duties in a remote or hybrid fashion.

DEFINITIONS

Synchronous learning involves the use of technology to facilitate the delivery of educational services to students in different locations (such as a group of students in a classroom and others at their homes) simultaneously. Asynchronous learning is the use of technology to allow students in different locations to access the same educational services at different times (such as some students attending a class in person and other students watching the video recorded lesson at home at a later time).

USE OF TECHNOLOGY, VIDEO

Any synchronous learning model adopted by the Biddeford School Department will involve the use of video technology to allow students to access real-time lessons remotely, and any asynchronous model will involve recording lessons and making such recordings available to students who were unable to attend the lessons in real-time. Any video recorded for asynchronous learning will only show the teacher, will not show student images created for use in asynchronous learning, and will be deleted within 14 days of being created, or when the video is no longer needed for instructional purposes. Videos may be retained for a longer period of time under certain other limited circumstances, such as if their retention is necessary for disciplinary or pedagogical reasons. While they are retained, such videos will be maintained in a secure location where they will be accessible only to school officials with a legitimate educational interest in the videos and/or students who are authorized to view them. Synchronous learning sessions may not be recorded by anyone other than authorized school staff, and videos captured for the purpose of asynchronous learning may not be copied and/or distributed without the express written consent of the Superintendent.

PROCEDURES

In recognition that the educational landscape transforms by the day, and our schools' need to adopt hybrid or remote instruction changes faster than this governing board can respond in policy, the Biddeford School Committee affirms the Superintendent's discretion to review, approve, adopt, enact, and enforce procedures and rules for student participation in remote instruction, pursuant to the law, sound educational practices, and the guidance of government agencies. The Superintendent is authorized to adopt additional guidelines related to the implementation of synchronous and/or asynchronous learning systems.

PARENT INVOLVEMENT

A parent's right to observe his or her child during the school day is supported by federal law. This applies to all students, in regular and special education alike.¹

As with students, a parent or guardian who disrupts, hinders, or otherwise interferes with the execution of remote instruction may be muted, disconnected, or otherwise prohibited from participating.

Excessive parental involvement in online learning hinders student agency: independence, decision-making, and even the rigors of navigating the world of online are shouldered by the parent instead of the student.

Existing policies encourage parent involvement and permit classroom visitors; however, teachers can not attend to in-person students, remote students, technology challenges, and parents who occupy the teachers' (or other students') time.

Cross Reference: ID - School Day
IGA - Curriculum Development and Adoption
IJNDB - Student Use of School-Issued Computers, Devices and Internet and Cyber Safety
IJNDB-R - Student Computer/Device and Internet Use Rules
IMBB - Exemption from Required Instruction

Adopted: August 25, 2020

Revised: _____

¹ (See ESSA [39] PARENTAL INVOLVEMENT and [d] SHARED RESPONSIBILITIES FOR HIGH STUDENT ACHIEVEMENT).

MEMO

TO: Biddeford School Committee Members

CC: Jeremy Ray, Superintendent
Chris Indorf, Assistant Superintendent
Mandy Cyr, Director of Instruction and Innovation

FROM: Tracy Gibson, Director of Alternative Pathways Center

RE: 2020-2021 start of the school year

DATE: October 27, 2020

Instruction and learning looks different across all schools in our nation as we face an unprecedented time in education. The Alternative Pathways Center (APC) serves a traditionally smaller population where the biggest building block for success is based on relationships with students, staff, families and community members. This creates a major obstacle when students are only attending the brick-and mortar part of school two days out of the week. Our hybrid model is incorporating student choice in time, place and pace on remote days as much as possible. As a school we have seen many successes and continue to be flexible and constantly adapt around challenges as they arise.

SUCCESSES:

PROTOCOLS:

- Biddeford School Department staff met throughout the summer to develop models in preparation of the opening of school in the Fall of 2020, due to the hard work of many people our schools were able to open and continue to be open with York County now in green.
- We have been able to engage our school communities in taking a health survey every morning. I check the survey results to make sure no students have answered yes. There is fluid communication between myself, the nurse at BHS and families around attendance and support for the next steps to take based on their survey answers.
- We have successfully maintained proper prevention strategies including the wearing of masks and social distancing within the cohorted classrooms.
- We have limited school visitors and field trips in order to decrease the chances of transmissions
- We Maintain our school environments with routine cleaning and disinfecting of surfaces between classes, at the end of the day and more thoroughly on Wednesdays.

ACADEMICS/CONNECTIONS:

- The district has provided devices to all students and hotspots for connecting to the internet which has allowed equal access to all our students. We have worked with families and staff in getting them set up with free internet through a relationship with Spectrum, this has allowed students to do their academics on remote days
- The student teacher ratio is one that allows staff the ability to reach out to students and families on a regular basis as we feel communication, which has always been important, is even more so now.
- Staff have been flexible and positive during times never seen before in the field of education. They have adapted to a new working environment and an increase in the use of technology.
- At APC we have created a solid system of communication and are reaching out to students and families daily if they do not check in on remote days as well as a personalized phone call home if a student is absent.
- We were able to have parent meetings with all but 4 families this month. The 4 families we did not connect with are all students that are 18 or older.

CHALLENGES:

- Hybrid scheduling makes forming the needed relationships with students that APC is founded upon, difficult
- Hybrid scheduling requires daily contact with families when students are not in attendance which takes up a lot of teacher preparation time
- Hybrid scheduling makes it difficult to form the routine of going to school every day
- Engagement on remote days has been difficult
- Many of our students have taken jobs and want to do remote on their scheduled in class days
- Students will call out and decide they are going to take a remote day when we are trying to maintain an in school presence
- Social distancing requirements have made for small class size which can be tough when students do not attend on their scheduled cohort day

As previously mentioned, overall the successes we are seeing across our district in the areas of perseverance is extraordinary.