

City of Biddeford
School Committee
August 11, 2021 5:00 PM Little Theater at BHS

Public Instructions

Public Viewing:
Local Public Access Station
City of Biddeford Website

Please click the link below to join the webinar:

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Webinar ID: 885 0970 8695

Public Participation - Further Instructions

[Further Instructions 8_11_2021.pdf](#)

A. Call to Order:

B. Roll Call:

C. Pledge of Allegiance:

D. Adjustments to Agenda:

E. Consideration of Minutes:

E.1. Minutes 7/14/2021

[Biddeford Minutes July 14, 2021.pdf](#)

F. Consent Agenda

F.1. Nominations:

Perrin Gordon ~ School Counselor BMS ~ Replacing Angela Avery

Emily Valentino ~ 6th Grade Science/Humanities BMS ~ Replacing Crystal Blais

Melissa Mowery ~ BRCOT Math Teacher ~ New Position

Lydia Martzial ~ School Counselor/Social Worker BMS ~ Replacing Anna Gordon

Appointments:

Nicholas Silva ~ Ed Tech II BMS ~ Replacing Courtney Mann

Patricia Hamel ~ Adult Education Administrative Assistant District-Wide

Katie Babineau ~ PE Intern BMS

Gilbert Standish ~ Head Custodian BPS ~ Replacing Kaycee Hamilton

Mildred Axelsen ~ Resident Intern BIS

Mariah Raymond ~ Custodian BMS ~ Replacing Jacquelin Leonard

Cynthia Hodak ~ Full Time Bus Driver ~ Replacing Carol Court

Benjamin Durham ~ Ed Tech II BHS

Kelsey Theriault ~ Full-Time Admin Assistant Transportation ~ Replacing Selina St. Amand

Nicholas Reny ~ Ed Tech II BHS ~ Replacing Stephanie Jackson
 Timothy Boston ~ ABE/ELL Adult Education Teacher ~ Replacing Kate Ruml
 Shawn Curtiss ~ Ed Tech II BIS ~ Replacing Stephen True
 Amanda Olson ~ Ed Tech II BMS ~ Replacing Brett Pierce
 Derek Gaudreau ~ Ed Tech II BPS ~ Replacing Gay Arsenault
 BRCOT Stipends
 BHS Athletic Stipends
 BMS Athletic Stipends
 Resignations:
 Meaghan Brown ~ Ed Tech II JFK
 Lisa Roderick ~ Full Time Van Driver
 Kaitlin Jarry ~ World Language Teacher BHS
 Mariah Raymond ~ Custodian BMS
 Anna Gordon ~ Guidance Counselor BMS
 John Demers ~ Full Time Bus Driver
 Kathleen Bean ~ Full Time Van Driver
 Robert Bouley ~ Maintenance District-Wide
 Gordon Workman ~ Maintenance District-Wide
 Melissa Peraner ~ Teacher APC
 Stephanie Coleman ~ Ed Tech II JFK
 Katie Zarro ~ 1st Grade Teacher BPS
 Jesse Keisel ~ Ed Tech II BMS
 Transfers:
 Gay Myrell Arsenault ~ Ed Tech II JFK ~ Moved to BIS
 Julia Montalbano ~ 1st Grade Teacher BPS ~ Moved to Instructional Coach K-2

[2021-2022 athletic stipends nominations BHS.xlsx - Sheet1.pdf](#)

[Stipends Paulette.pdf](#)

[BMS Stipends.pdf](#)

G. Superintendent's Report:

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

I. Old Business:

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

J.1. New Business:

Return to School Recommendations
 Health Requirement for Reopening of School
 Reopening Plan
 Pool Testing
 Pool Testing FAQ
 Additional assistance for nurses
 CDC Recommendations for Return to School
 Reporting of Staff Vaccinations
 End of Year Budget

First and Second Reading of Policy BED ~ Remote Participation in School Board Meetings
Approval of Consulting Agreement with Educational Consortium for Telecommunications Savings
Grant Award Notification

[Biddeford Reopening.pdf](#)
[Back to School Guidance August 2021.pdf](#)
[Reopening_Plan_2021-22.pdf](#)
[Pooled PCR Testing FAQ_v.3_6.10.21.pdf](#)
[Guidance for COVID-19 Prevention in K-12 Schools _ CDC.pdf](#)
[School Vaccination Rate Reporting 7-28-21.pdf](#)
[BUDBAL21-June-Final.pdf](#)
[Memo Biddeford BED.pdf](#)
[ECT Biddeford.pdf](#)
[homeless grant.pdf](#)

- K. Public Participation: (3 minutes; any item)**
- L. Communications:**
- M. Executive Session:**
- N. Adjournment:**

Instructions for Public Participation

The Biddeford School Committee will hold a meeting on Wednesday, August 11, 2021, at 5:00 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.

Watch Video: [City of Biddeford Website](#)

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
Wednesday, July 14, 2021
5:00 pm **Minutes**
School Committee - Little Theater BHS in Person
Public Viewing - Zoom & Public Access

Public Viewing:

Local Public Access Station
City of Biddeford [Website](#)

Please click the link below to join the webinar:

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Webinar ID: 922 3705 4920

Public Participation - [Further Instructions](#)

- A. Call to Order:** The meeting was called to order at 5:05 pm by Lisa Vadnais
- B. Roll Call:** Dominic Deschambault, Lisa Vadnais, Amy Grohman, Nate Bean,
- C. Pledge of Allegiance:**
- D. Adjustments to the Agenda:**
- E. Approval of Last Meeting's Minutes:** Minutes from [6/8/2021](#) ~ Nate Bean moved to approve the minutes from 6/8/2021, Dominic Deschambault seconded, and all were in favor
- F. Consent Agenda:** ~ Due to the length of the list the consent agenda was taken as written by Lisa Vadnais. Nate Bean moved to approve, Dominic Deschambault seconded, and all were in favor

Nominations:

- a. Don Stanhope ~ Grade 7 & 8 STEM Science BMS ~ Replacing Robin Tiller
- b. Marc Boissonnault ~ Special Education Teacher BMS ~ Replacing Jennifer Dame
- c. Wesley Raines ~ BHS Vocal Music Director BHS ~ Replacing Christopher Ferrell
- d. Jennifer Schaubert ~ BPS School Counselor 1 year only ~ Replacing Wendy LeBlanc who moved to a new position in the district

Appointments:

- a. Diane Sotir ~ Ed Tech II BMS ~ Replacing Ann Marie Duguay who moved to a new position in the district
- b. Katherine Truman ~ Admin Assistant Full Year BMS ~ Replacing Sarah Ferrell
- c. Pamela Emerson ~ Guided Study Ed Tech III BHS ~ Replacing Jennifer Daigle
- d. Angela Rowe ~ Ed Tech II BPS ~ New Position
- e. Anthony Zarate ~ BRCOT Ed Tech III ~ Replacing Scott Hardy
- f. Kayla Coniaris ~ Ed Tech II BPS ~ Replacing Jessica Maywalt who moved to a new position in the district
- g. Megan Tenney ~ Ed Tech II BIS ~ Replacing Robert Martens who moved to a new position in the district
- h. Sarah Lafortune ~ Ed Tech II Regular Ed Support BIS ~ New Position
- i. Gay Arsenault ~ Ed Tech III Library ~ Replacing Patty Remillard who retired

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. & Innov.

Resignations:

- a. Robin Tiller ~ Grade 7 & 8 STEM Science BMS ~ Resignation
- b. Angela Avery ~ BMS School Counselor ~ Resignation
- c. Marianne Collins ~ BIS Classroom Teacher ~ Resignation
- d. Courtney Mann ~ Ed Tech II BMS ~ Resignation
- e. Selina St. Amand ~ Admin Secretary/Bus Driver ~ Resignation

Transfers:

- a. Crystal Blais ~ 6th Grade Teacher BMS ~ Transferring to Technology Integrator for the district
- b. Robert Martens ~ Special Education Ed Tech ~ Transferring to Ed Tech II Regular Ed BIS ~ Replacing Theresa Lamontagne who retired
- c. Marci Dionne ~ Adult Ed Student Advisor/Program Coordinator District-Wide ~ Replacing Jeanne MacDonald
- d. Stephen True ~ Ed Tech II Special Education ~ Transferring to Ed Tech III SEL JFK/BIS
- e. Gay Arsenault ~ Ed Tech II JFK ~ Transferring to Ed Tech III Library BIS ~ Replacing Patty Remillard who retired

G. Superintendent's Report: ~ Terry is finishing up the end of the year budget numbers so that hopefully next month we will know where we ended the year. Based on everything we see our carry forward amount should be similar to what is in the budget for this year, so there shouldn't be any large increase or decrease from that number towards the FY23 Budget. September 29th is the date the ARP funds application from the third round of stimulus funds is due. We are in very good shape with federal funding and one of the pieces is that 20% of that amount that we received in the number three amount. So a little over a million dollars needs to go towards learning recovery. Mandy is working on a three-year plan on the best way to spend the money. We have been working on curriculum and the possibility of adding some instructional coaches, we think that's an area where we may be a little shallow as a district. We need some of that to support our new teachers. Summer school has been going great with good numbers and good attendance. We will receive some guidance tomorrow from the CDC with more information regarding the Fall. Our high school softball team lost a heartbreaker in the states but they did a great job. Later on, in the agenda, we will talk about school subsidies.

H. Committee Reports: None

I. Old Business: None

J. New Business:

- a. Solar Energy Proposal - Revision Energy
 - i. [Savings Document](#)
 - ii. [Contract](#) ~ The school committee voted to approve the contract. All were in favor
- b. [School Subsidy Update](#)
- c. [School Committee Yearly Meeting Calendar](#)
- d. Vote Concerning Mandatory 403(b) Plan Amendment ~ Nate Bean - Motion: I move that the vote entitled, "Votes Concerning Mandatory 403(b) Plan Amendments" be approved in the form presented to this meeting and that the Secretary file an attested copy of said vote with the minutes of this meeting. Rebecca Henry seconded, and all were in favor
- e. Vote To Adopt an Amended and Restated Cafeteria Plans, Medical Reimbursement Plans, and Dependent Care Assistance Plans ~ Nate Bean ~ Motion: I move that

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Karen Ruel	Nate Bean
Amy Grohman	Rebecca Henry

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

the vote entitled, "Vote to Adopt An Amended and Restated Cafeteria Plan" be approved in the form presented to this meeting and that the Secretary file an attested copy of said vote with the minutes of this meeting, Rebecca Henry seconded, and all were in favor

- K. Public Participation:** (3 minutes; any item) Raise digital hand ~ No one from the public participated.
- L. Communications:** ~ None
- M. Executive Session:** Karen Ruel moved to enter into executive session, Dominic Deschambault seconded, and all were in favor
 - a.** Labor contract negotiations pursuant to 1 M.R.S.A § 405(6)(D) ~ Teacher labor contract was discussed and voted on.
- L. Adjournment:** The regular meeting was adjourned at 5:30 pm for the executive session

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Signed: 
Jeremy Ray ~ Superintendent of Schools

Date: 7/15/2021

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. & Innov.

2021-2022 Athletic Stipends Biddeford High School

Stipend Position				
FALL	Coach's Name	Season	Stipend	Nominated
Varsity Football (H)	Steve Allosso	Fall	\$6,870.96	7/30/2021
JV - Assistant Football (A)	Joie Hansen	Fall	\$4,122.58	7/30/2021
JV - Assistant Football (A)	Jeff Wolfahrt	Fall	\$4,122.58	7/30/2021
JV - Assistant Football (A)	Keith Leblanc	Fall	\$4,122.58	7/30/2021
FR Football FR (H)	EJ Kruse	Fall	\$4,122.58	7/30/2021
FR Football FR (A)	Jon Chenard	Fall	\$4,122.58	7/30/2021
Varsity Soccer (G) (H)	Darren Boynton	Fall	\$4,580.64	7/30/2021
JV Soccer (G) (A)	Alyssa Rondo	Fall	\$2,748.38	7/30/2021
Head Varsity Boys Soccer	Paul Illiano	Fall	\$4,580.64	7/30/2021
JV Soccer (B) (A)	VACANT	Fall		7/30/2021
Varsity Field Hockey (H)	Caitlin Tremberth	Fall	\$4,580.64	7/30/2021
JV - Field Hockey (A)	Laurie Maushart	Fall	\$1,374.19 (1/2)	7/30/2021
JV - Field Hockey (A)	Suraiya Gobeil	Fall	\$1,374.19 (1/2)	7/30/2021
Varsity Volleyball (H)	Ruth Shaw	Fall	\$4,198.92	7/30/2021
JV - Volleyball (A)	Gerald Lapierre	Fall	\$2,519.35	7/30/2021
Varsity Cheerleading (H) Fall	Deb Lebel	Fall	\$2,672.04	7/30/2021
Varsity - Golf (H)	Jon Jacques	Fall	\$3,435.48	7/30/2021
JV -Golf (JV Cheering Stipend)	Josh Williams	Fall	\$1,603.22	7/30/2021
Varsity Cross Country (B/G)	Chris Quint	Fall	\$3,817.20	7/30/2021
Field Lining - Fall	Shawn Descoteaux	Fall	\$1,500.00	7/30/2021
WINTER	Coach's Name	Season	Stipend	7/30/2021
Varsity - Basketball (B) (H)	Justin Tardif	Winter	\$6,107.52	7/30/2021
FR - Basketball (B) (H)	Keith Leblanc	Winter	\$3,664.51	7/30/2021
JV - Basketball (B) (A)	VACANT	Winter		7/30/2021
Varsity - Basketball (G) (H)	Jeannine Paradis	Winter	\$6,107.52	7/30/2021
FR - Basketball (G) (H)	VACANT	Winter		7/30/2021
JV - Basketball (G) (A)	VACANT	Winter		7/30/2021
Varsity - Hockey (B) (H)	Jason Tremblay	Winter	\$5,344.08	7/30/2021
JV - Hockey (B) (A)	Ethan Basille	Winter	\$3,206.45	7/30/2021
Varsity - Hockey (G) (H)	Adam Flynn	Winter	\$5,344.08	7/30/2021
JV - Hockey (G) (A)	Eric Wales	Winter	\$3,206.45	7/30/2021
Varsity - Wrestling (H)	Anthony Cincotta	Winter	\$5,344.08	7/30/2021
JV - Wrestling (A)	VACANT	Winter		7/30/2021
Var - Cheerleading (H) Winter	Deb Lebel	Winter	\$3,817.20	7/30/2021
JV - Cheerleading (A) Winter	VACANT	Winter		7/30/2021
Varsity Track Indoor (B/G) (H)	Chris Quint	Winter	\$4,962.36	7/30/2021
JV - Track Indoor (B/G) (A)	Ron Ouellette	Winter	\$2,977.42	7/30/2021
JV - Track Indoor (B/G) (A)	Erin O'Connor	Winter	\$2,977.42	7/30/2021
JV - Track Indoor (B/G) (A)	EJ Kruse	Winter	\$2,977.42	7/30/2021
Weight Lifting (School Year)	Steve Allosso	2020-2021	\$4,198.92	7/30/2021

2021-2022 Athletic Stipends Biddeford High School

SPRING				
Varsity - Baseball (H)	Keith Leblanc	Spring	\$4,580.64	7/30/2021
JV - Baseball (A)	Richard Letelliere	Spring	\$2,748.38	7/30/2021
FT - Baseball (H)	James Kenney	Spring	\$2,748.38	7/30/2021
Varsity - Softball (H)	Mike Fecteau	Spring	\$4,580.64	7/30/2021
JV - Softball (A)	Dan Letelliere	Spring	\$2,748.38	7/30/2021
Varsity - Lacrosse (B) (H)	Jason Martel	Spring	\$4,962.36	7/30/2021
JV - Lacrosse (B) (A)	Jeffrey Wolfahrt	Spring	\$2,977.42	7/30/2021
Varsity - Lacrosse (G) (H)	Caitlin Tremberth	Spring	\$4,962.36	7/30/2021
JV - Lacrosse (G) (A)	Kaitlin Prince	Spring	\$2,977.42	7/30/2021
Varsity - Track Outdoor (G) (H)	Chris Quint	Spring	\$4,580.64	7/30/2021
Varsity - Track Outdoor (B) (H)	EJ Kruse	Spring	\$4,580.64	7/30/2021
JV - Track Outdoor (B/G) (A)	Logan Gailitis	Spring	\$2,748.38	7/30/2021
JV - Track Outdoor (B/G) (A)	Ron Ouellette	Spring	\$2,748.38	7/30/2021
Varsity - Tennis (B)	Jeffrey Barrett	Spring	\$2,672.04	7/30/2021
Varsity - Tennis (G)	Teri Schang	Spring	\$2,672.04	7/30/2021
Summer Conditioning	Steve Allosso	2022	\$1,908.60	7/30/2021
Field Lining - Spring	Shawn Descoteaux	2022	\$1,500.00	7/30/2021

BIDDEFORD SCHOOL DEPARTMENT
REQUEST FOR STIPEND APPOINTMENT APPROVAL

Date: 7/29/21 **School:** BRCOT

Building Administrator: Paulette Bonneau

Stipend Position Title: Extra teaching time in lieu of prep period

Position Responsibilities:

Teaching students during a 4th block of time instead of receiving a prep period.
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Stipend Dollar Amount: per teacher's contract

Anticipated Amount of Time : 80 min block

Number of students participating: 32

Number of days per week: 5

Number of weeks per season/school year: 36

Number of hours per session:

Total hours for season/school year: 240

Recommended Employee: Ed Driscoll

Background/Experience: Engineering/Architectural Design

BIDDEFORD SCHOOL DEPARTMENT**REQUEST FOR STIPEND APPOINTMENT APPROVAL****Date: 7/29/21****School: BRCOT****Building Administrator: Paulette Bonneau****Stipend Position Title: Extra teaching time in lieu of prep period****Position Responsibilities:**

Teaching students during a 4th block of time instead of receiving a prep period.

Stipend Dollar Amount: per teacher's contract**Anticipated Amount of Time : 80 min block**

Number of students participating: 32

Number of days per week: 5

Number of weeks per season/school year: 36

Number of hours per session:

Total hours for season/school year: 240

Recommended Employee: Maureen Redmond**Background/Experience: Business teacher**

BIDDEFORD SCHOOL DEPARTMENT**REQUEST FOR STIPEND APPOINTMENT APPROVAL****Date: 7/29/21****School: BRCOT****Building Administrator: Paulette Bonneau****Stipend Position Title: Extra teaching time in lieu of prep period****Position Responsibilities:****Teaching students during a 4th block of time instead of receiving a prep period.****Stipend Dollar Amount: per teacher's contract****Anticipated Amount of Time : 80 min block****Number of students participating: 32****Number of days per week: 5****Number of weeks per season/school year: 36****Number of hours per session:****Total hours for season/school year: 240****Recommended Employee: Mary Maxfield****Background/Experience: Early Childhood Teacher**

BIDDEFORD SCHOOL DEPARTMENT
REQUEST FOR STIPEND APPOINTMENT APPROVAL

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Number of students participating: 32

Number of days per week: 5

Number of weeks per season/school year: 36

Number of hours per session:

Total hours for season/school year: 240

Recommended Employee: Marc Cadorette

Background/Experience: Machining Teacher

BIDDEFORD SCHOOL DEPARTMENT
REQUEST FOR STIPEND APPOINTMENT APPROVAL

Date: 7/29/21 **School:** BRCOT

Building Administrator: Paulette Bonneau

Stipend Position Title: Extra teaching time in lieu of prep period

Position Responsibilities:

Teaching students during a 4th block of time instead of receiving a prep period.
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Anticipated Amount of Time : 80 min block

Number of students participating: 32

Number of days per week: 5

Number of weeks per season/school year: 36

Number of hours per session:

Total hours for season/school year: 240

Recommended Employee: Deb Hapgood

Background/Experience: CNA Teacher

BIDDEFORD SCHOOL DEPARTMENT**REQUEST FOR STIPEND APPOINTMENT APPROVAL****Date: 7/29/21****School: BRCOT****Building Administrator: Paulette Bonneau****Stipend Position Title: Extra teaching time in lieu of prep period****Position Responsibilities:**

Teaching students during a 4th block of time instead of receiving a prep period.

Stipend Dollar Amount: per teacher's contract**Anticipated Amount of Time : 80 min block**

Number of students participating: 32

Number of days per week: 5

Number of weeks per season/school year: 36

Number of hours per session:

Total hours for season/school year: 240

Recommended Employee: Eric Wales**Background/Experience: Auto Collision Teacher**

2021-2022 Athletic Stipends Biddeford High School

Stipend Position				
FALL	Coach's Name	Season	Stipend	Nominated
Head Middle School Football	Gary Pleau	Fall	\$4,619.00	7/30/2021
Football Assistant	Kelly O'Guinn	Fall	\$2,061.29	7/30/2021
Football Assistant	Jay Demick	Fall	\$2,061.29	7/30/2021

In April, 2021 the school administration presented a [Reopening Plan](#) that was unanimously approved by the Biddeford School Committee after public inspection and comment. As part of the plan the administration endorsed key recommendations that will help our students return to school five (5) days per week while layering safety measures to keep kids safe. In addition to the safety of students and staff, a parallel goal is to limit school closures and quarantines, both of which are deeply disruptive to most families.

Key Recommendations I endorse:

1. Reopen all schools to in-person instruction five (5) days a week.
2. Invest federal funds in our Residency Educational Experience program (in partnership with USM and UNE) to keep our class sizes Pre-K through Grade 7 small.
3. Continue to follow all Maine CDC guidance and apply all updated US and Maine CDC guidance to our plan as the scientific community's understanding of the virus's spread and mutation evolves.
4. The 3-foot classroom distancing guideline for students to be retained district-wide. Because of a 6' distance requirement for unmasked students while eating and drinking, lunches will be (mostly) held in classrooms.
5. Return to all after school activities, athletics, and UAs. Our gyms will be busy, our theater stages vibrant, and our band halls full of joyful noise.
6. Maintain realignment of our schools and the grades they serve for another year:
 - a. JFK serving Head Start, Pre-K and K
 - b. BPS serving Grades 1 and 2
 - c. BIS serving Grades 3 and 4
 - d. BMS serving Grades 5 through 7 (plus 7/8 STEM Academy)
 - e. BHS serving Grade 8 cohort, plus 9 through 12
7. Invest federal funds to create improved spacing and facilities for our community.

Commitment to CDC Recommendation

The Biddeford School Department is committed to following the recommendation of the CDC as we have done throughout the pandemic as their recommendations have promoted health and safety for all students and staff, provide strategies for mitigation, and now encourages schools to promote in-school learning when distance between students can be a challenge. In the past week, Maine CDC (MCDC) Director Dr. Nirav Shah hinted that MCDC may adopt more stringent standards than the federal guidelines, in spite of Maine's relatively high vaccination rates and improving public health prospects.

While we had hoped that masking would not be part of our daily school routine (indoors), on August 1st, the U.S. Department of Education (USDOE) and CDC issued new mask guidance, reading, "All teachers, staff, students and visitors to K-12 schools should wear masks, regardless of vaccination status."¹ There are some in the community who may quibble with the word "should," but we maintain our recommendation to this Board that face coverings be required for all students and staff while indoors and on the school bus. This strategy is endorsed by our nursing staff, and our school department's consulting physician, Dr. Maggie Bordeaux. This requirement will be revisited as transmission data is reviewed throughout the school year. The main focus of the school department will be to keep our doors open and attempt to limit the number of quarantine situations for families. It is unclear as of this writing whether the Maine Health Advisory System (*viz.*, Red, Yellow, and Green counties) will be reactivated in September.

¹ <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

Social Distancing

The school department will use the 3 foot distance requirement for desks in each classroom. However, the requirement will not limit any instructional practices or courses throughout the school day. Desk shields will not be used in classrooms as the CDC data has failed to demonstrate their efficacy.²

Playgrounds/Recess

We have learned throughout the past year that outdoor play is extremely safe and that the risk of transmission is extremely low.³ Playground will be fully opened and students will not be required to mask while outside. Surfaces can become contaminated with microorganisms and potential pathogens. However, many of these surfaces are generally not directly associated with transmission of COVID-19. Students may use and share balls, playground equipment, etc. and will be encouraged to use hand sanitizer and avoid touching eyes and mouths. This practice is appropriate for routine health.

Transportation

Federal guidance requires the masking of students while on public transportation.⁴ As we attempt to return our operations to regular routine, we will need families' help with transportation; our fleet is stretched beyond capacity. The following requirements will be in place for a secondary drop-off/pick up location if space permits:

1. Families will designate the primary drop-off and pick up location.
2. Families will request a secondary drop-off location. Pending the availability and needs of the student a second drop off location will be considered. At this time we are still working under CDC guidance .
3. Families will provide a set schedule prior to the start of the school year. At this time we will not be able to alter the schedule after it has been requested by the family.
4. The Transportation Department will determine if space is available on each bus. It will be the goal not to place more than two students per seat.

Lunch and Foodservice

The State of Maine and USDA now cover school breakfast and lunch for all children. It remains critical for parents to complete the Meal Benefit Application by October 1, 2021, whether they believe their child would be eligible in a pre- or post-pandemic economy. These forms can be completed online, during registration, or on paper and submitted to schools. The data you provide the Biddeford School Department directly qualifies our schools and community for funding and private grants including Title I funds, before and after school programs and more.

Athletics and Extra- and Co-Curricular Activities

As of this writing, the School Department will resume all extra- and co-curricular sports and activities. Athletes (outside of locker room meetings/team meetings) are not required to mask, though the MPA may change its guidance⁵ as the season approaches and the public health picture more fully develops. We will reassess winter indoor sports in the fall.

Remote Instruction

Based on survey results last Spring, only a handful of families said they wanted their children to remain in a remote environment regardless of the public health guidance in September. Absent the critical mass required to make a separate remote program practicable, scalable, and affordable, at this time we are not able to offer a remote option. For families who have a documented medical need directly related to COVID-19 or its derivative(s), the Biddeford School Department will team with parents through the federal law commonly known as Section 504 to meet its obligation.

² [New C"DC guidance for schools removes recommendations for plastic shields or other barriers between desks. 'We don't have a lot of evidence of their effectiveness' in preventing transmission, [CDC Director] Massetti said.]

<https://www.chicagotribune.com/coronavirus/ct-aud-nw-cdc-school-guidelines-20210319-a55ljuoirffetczpctvbl4q7ri-story.html>

³ <https://www.cdc.gov/coronavirus/2019-ncov/hcp/faq.html>

⁴ <https://www.cdc.gov/quarantine/masks/mask-travel-guidance.html>

⁵ <https://www.mainepublic.org/sports/2021-04-28/maine-principals-association-drops-mask-mandate-for-outdoor-high-school-sports>

Overview of Current STATS

Delta Variant

Increased 42-68% in July

Greater contagious rate
(2x)

600 Breakthrough Cases
25-41 Hospitalizations

Vaccination Rates in Maine

FULL POPULATION

63% Fully Vaccinated
68% at least one dose

ELIGIBLE (12 and older)

72% Fully Vaccinated
77% at least one dose

AGES 12-19 ONLY

48% Fully Vaccinated
52% at least one dose

Biddeford & Dayton
(04005): 81%

Saco (04072): 99%

Pooled Testing

Of 166 Schools Enrolled,
Participation Rate: 45%

138 Pools Completed
1 Positive Case

54,185 Targeted
Students/Staff

Maine DOE Return to School Guidance Based on CDC Recommendations 2021

1

Universal indoor masking for all teachers, staff, students, and visitors to schools, regardless of vaccination status.

2

Masking for all on the bus. Per the US CDC order related to transportation, all people on public or private school-provided transport, including buses and vans, are required to wear a mask.

3

Distancing requirement is secondary to masking to strive for 100% attendance of in-person learning.
Recommends Pooled Testing within K-12 schools (see next slide).

4

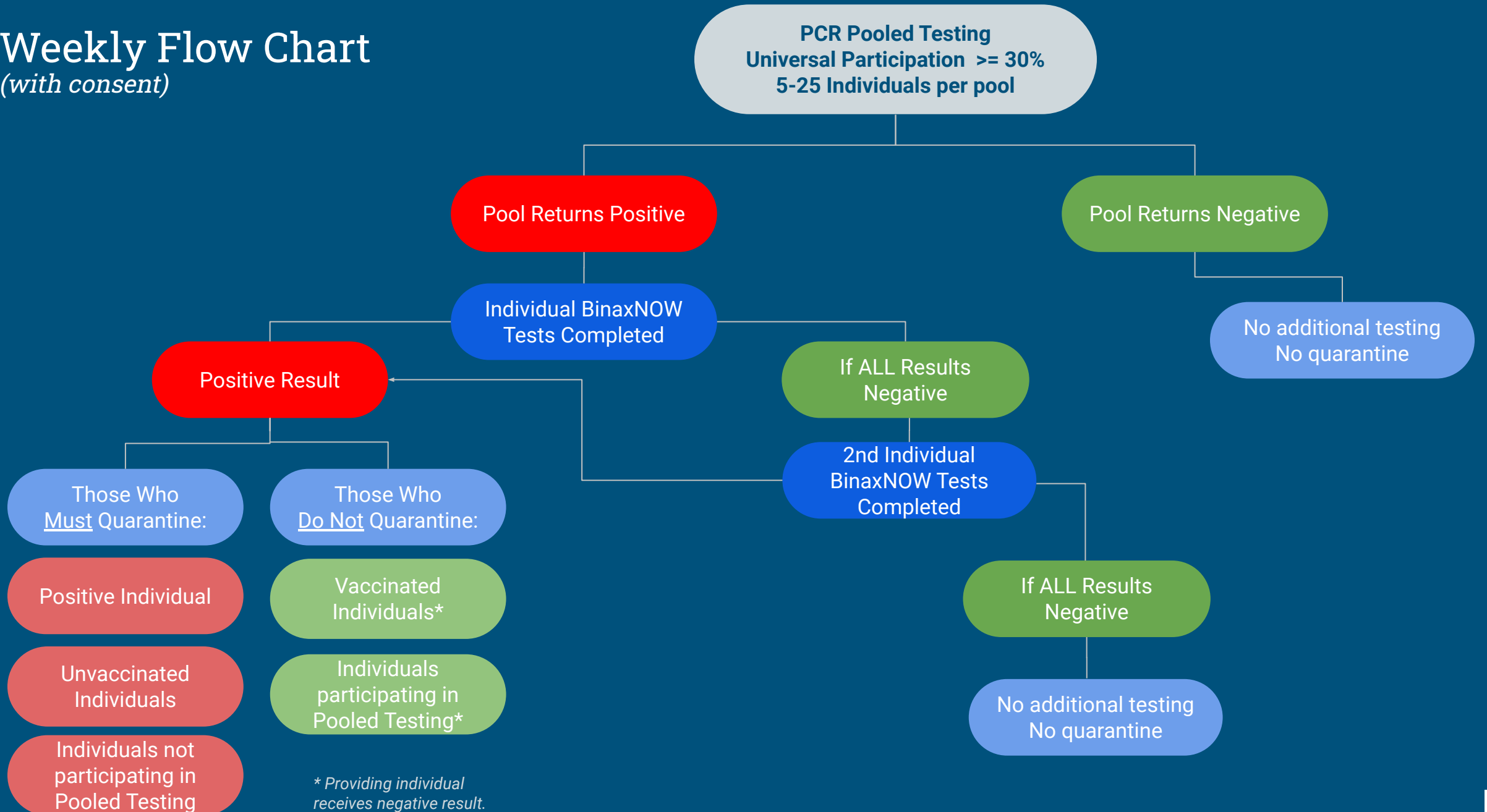
Vaccination Plan: Host vaccine clinics, promote vaccine education, and publicly report school vaccination rates.

5

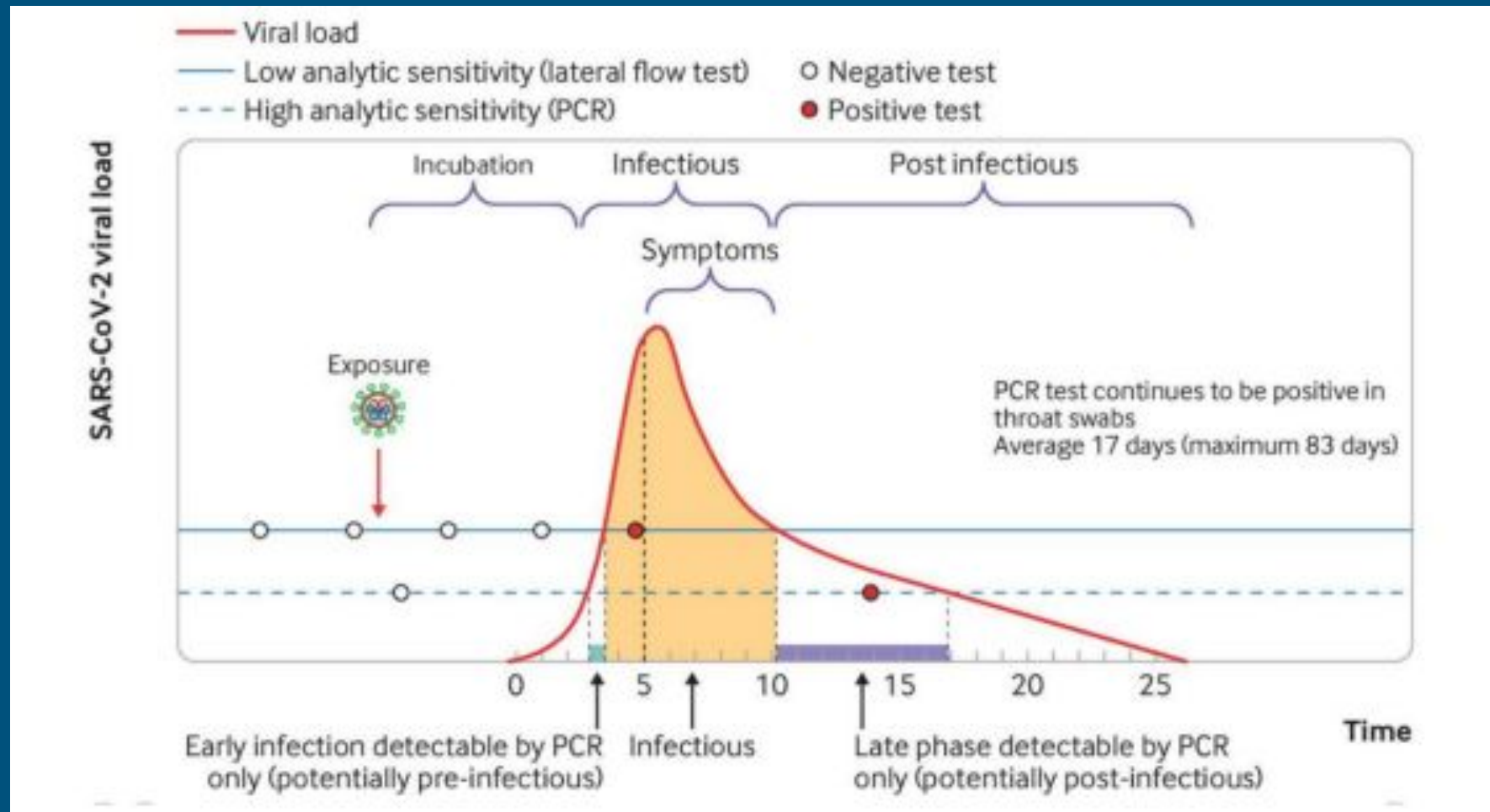
Fully vaccinated people who have a known exposure should be tested 3-5 days after exposure and wear a mask in public indoor settings for 14 days or until they receive a negative test result.

Weekly Flow Chart

(with consent)



Pooled Testing



Resources for More Information

CDC

Guidance for COVID-19 Prevention in K-12 Schools

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

Interim Public Health Recommendations for Fully Vaccinated People

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html>

DOE

COVID-19 ToolKit

<https://www.maine.gov/doe/covid-19/toolkit>

Pooled Testing FAQs

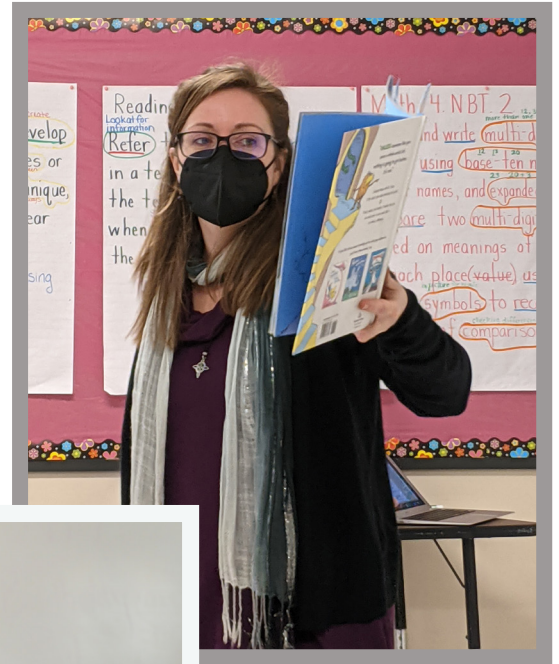
https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Pooled%20PCR%20Testing%20FAQ_v.3_6.10.21.pdf

Vaccination

COVID-19 Vaccinations in Maine by Zip Code

<https://www.maine.gov/covid19/vaccines/dashboard/rates-by-zip>

UNIFIED PLAN: *Reopening Fall 2021*



April 7, 2021

To the Biddeford Community,

I write to you today with my recommendation for a safe, comprehensive plan to reopen schools this fall. I have reviewed the attached report, and discussed its findings with our principals and program directors.

I am exceedingly proud of the work our team has done this year. We have been a leader in the development of a creative, safe, and thoughtful plan to provide remote, hybrid, and in-person learning options for our students. I am confident that the application of what we've learned this year, combined with improving public health prospects, will allow us to open all schools to in-person instruction five (5) days a week this fall.

The attached report is exhaustive in detail; the administrative team has done yeoman's work in the last three months developing it. I want to provide a brief summary of its most salient findings, along with a couple of important caveats:

Key Recommendations I endorse:

1. Reopen all schools to in-person instruction **five (5) days a week.**
2. Invest federal funds in our Residency Educational Experience program (in partnership with USM and UNE) to keep our class sizes Pre-K through Grade 7 small.
3. Continue to follow all Maine CDC guidance and apply all updated US and Maine CDC guidance to our plan as the scientific community's understanding of the virus's spread and mutation evolves.
4. The 3-foot classroom distancing guideline for students to be retained district-wide. Because of a 6' distance requirement for unmasked students while eating and drinking, lunches will be (mostly) held in classrooms.
5. Return to all after school activities, athletics, and UAs. Our gyms will be busy, our theater stages vibrant, and our band halls full of joyful noise.
6. Maintain realignment of our schools and the grades they serve for another year:
 - a. JFK serving Head Start, Pre-K and K
 - b. BPS serving Grades 1 and 2
 - c. BIS serving Grades 3 and 4
 - d. BMS serving Grades 5 through 7 (plus 7/8 STEM Academy)
 - e. BHS serving Grade 8 cohort, plus 9 through 12
7. Invest federal funds to create improved spacing and facilities for our community.

Help from the Community:

- We can execute this plan using strategic planning and federal funds with no impact on the local taxpayer.
- We will need families' help with transportation if guidelines don't change by fall; our fleet is stretched beyond capacity.
- We will survey parents one last time this Spring to get the most accurate data possible for which students need or desire a remote learning option this fall.

This plan is best for kids

- In this plan, small is *big*! The pandemic has been difficult for everyone, but we have learned a lot about how to improve our schools. For example, behavior infractions are significantly reduced because students gather in large groups (e.g. cafeteria, recesses) less frequently.
- Relationships Matter. We've always known this, but with small class sizes and shared classroom dining, teachers and students have connected like never before. We know more about our families and students' needs, desires, and academic requirements than previous years.
- Realignment of schools keeps kids young. BIS leadership and staff report that 4th graders benefit from being with third graders; similarly, BMS leadership and staff report a tremendous change in the mood, tenor, and service model in a Grades 5-7 school.
- 8th Graders Need More. Our 7/8 STEM cohort will remain on the BMS campus. Most Grade 8 students will come to BHS, and occupy a neighborhood of classrooms. This will allow students ready for a challenge to access certain high school and prevocational courses at the Center of Technology.

We are truly fortunate to have such passionate faculty and staff in Biddeford. I am so proud of our employees and our families for the many ways that we have endured the trials of the past year. I am an optimist, and I refuse to not find a silver lining from all the change that has been thrust upon us in the past year. Our schools have been changed inextricably. We have learned valuable lessons. We have been reminded of what really matters, and used the laboratories our schools have become to incubate and nurture fresh ideas about education.

I welcome the public's feedback, and recommend the School Committee endorse this plan following a period of stakeholder participation.

Yours in Service,



Jeremy Ray
Superintendent of Schools

Biddeford Schools

est. 1848

TO: Jeremy Ray, Superintendent
Biddeford School Committee
FROM: Chris Indorf, Assistant Superintendent
RE: Facilities and Staff Study: School Year 2021-22
DATE: April 5, 2021

Summary

The Biddeford School Department has developed a proposal for a full return to school with significantly reduced class sizes in Fall, 2021. This proposal will be made possible by minor space renovations paid for with federal funds, a shift in how the BSD meets its Title obligations, some grade-level/building alignment, and the institutionalization of our nascent *Residency Education Experience*. The proposal considers everything from furniture to food service, busing to band, scheduling to staffing. The administrative team has worked hard to consider every detail--every nook and cranny of every building--to ensure a full time, day-one opening in accordance with CDC guidelines¹. I credit my colleagues and the Superintendent for turning the challenge of a pandemic on its head, and reimagining what the future of school can look like, and how we can improve service and outcomes.

Background

The COVID-19 Pandemic presented school administration, faculty and staff with unprecedented challenges as we sought to keep students engaged, and to educate students in-person as much as possible and in the safest manner possible. Part of our planning to re-open schools in a “socially distanced” fashion involved halving class sizes in many cases, and utilizing paraprofessionals and university student interns to assist with instruction and intervention. (See APPENDIX A, for more information on our *Residential Education Experience*)

Latest CDC Guidance

The Biddeford School Department (BSD) has been a leader in southern Maine for establishing a plan to safely open schools and maximize in-person instruction. As of this first public reading, all schools in Biddeford are open for in-person instruction four (4) days a week, with PreK-4 five (5) days a week. Earlier this month, the US Centers for Disease Control and Prevention issued new guidelines² for schools to reopen, most of which are less stringent than our current plan, or fully aligned with Maine DOE guidelines³ and BSD’s Fall 2021 reopening plans.

¹ The plan presupposes that 3’ distancing will continue in the fall, regardless of promising vaccine trials in children ages 12 and up.

² <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html>

³ <https://www.maine.gov/doe/framework>

US CDC's Updates:

- Revised physical distancing recommendations to reflect at least three (3) feet between students in classrooms.
- Clarified that ventilation is a component of strategies to clean and maintain healthy facilities.
- Removed recommendation for physical barriers.
- Clarified the role of community transmission levels in decision-making.
- Added guidance on interventions when clusters occur.
- Spraying/fogging recommendations to be scaled back, with surface transmission rates being called “exceedingly rare.” According to CNN⁴, a CDC spokesperson said, “[fogging/spraying] disinfection is only recommended in indoor settings, schools and homes where there has been a suspected or confirmed case of Covid-19, within the last 24 hours.”

US CDC Scientific Consensus “Key Points”:

1. Evidence suggests that many K-12 schools that have strictly implemented prevention strategies have been able to safely open for in-person instruction and remain open.
2. CDC's K-12 operational strategy presents a pathway for schools to provide in-person instruction safely through consistent use of prevention strategies, including universal and correct use of masks and physical distancing.
3. All schools should implement and layer prevention strategies and should prioritize universal and correct use of masks and physical distancing.
4. Testing to identify individuals with SARS-CoV-2 infection and vaccination for teachers and staff provide additional layers of COVID-19 protection in schools.

This guidance is reflected in the BSD's student⁵ and faculty⁶ COVID-19 handbooks. The handbooks address the schools' rigorous quarantine provision, which reads thusly:

Who Needs to Quarantine?

People who have been in close contact with someone who has COVID-19 and/or traveled to non-exempt states—excluding people who have had COVID-19 within the past 3 months (90 days) or who are fully vaccinated. Those who travel internationally must continue to adhere to federal requirements and quarantine for seven (7) days as regardless of COVID recovery and vaccination. If symptoms develop in either of the exclusions, the individual may need to quarantine and be tested.

** Essential staff will report for serial testing (BinaxNOW rapid test each morning for 10 days) Serial testing will be utilized for asymptomatic teachers and staff in the school setting who are identified as a close contact to a positive case. to ensure proper staffing in schools during this pandemic.*

⁴ https://www.cnn.com/world/live-news/coronavirus-pandemic-vaccine-updates-04-05-21/h_fa00c2ae9d4743d2db24e10feac86e88

⁵ https://docs.google.com/document/d/1Czpf1_Z3umlowK11YmvKDbOXumBW6widkM1gjTVq9QE/edit?usp=sharing

⁶ <https://docs.google.com/document/d/1Nj6nT7475v2n14rOlwZOoM3OLEhrnt92h216DxQfx5w/edit?usp=sharing>

As of this writing, the Mills Administration expects vaccinations to be broadly available to adults by April 7⁷, and the *New York Times* is reporting encouraging news about the efficacy of the Pfizer vaccine for children as young as 12.⁸

Proposition Test

A latent consequence of the BSD's chosen model for hybrid instruction has been a proof-of-concept that small classes work, can be financially sustainable (though this model certainly does require additional financial investment from the community), and that we are not precluded from considering the future of our buildings.

Report

This report may undergird a community dialogue about the future of academic program delivery in the immediate future and serve as a template for a school reopening still impacted by a national health crisis.

Demographic Trends

Biddeford is one of the oldest cities in New England. In the first half of the twentieth century, the community thrived as an urban center, flush with industry, a vibrant arts scene, and opportunity aplenty for the city's residents. Following the second World War, the city experienced a significant decline in the city's industrial markets, leading to a period of general decline and economic and demographic stagnation in a roughly 70 year period between 1945 and 2015. A report commissioned by the city in 2014⁹ painted a grim future, with mass outmigration of population, falling home prices, rising taxes, and growing costs for city services—including education.

Contrary to these forecasts, the city that *rises where the river falls* is indeed rising. Median home price is up. Industry is making a comeback. Downtown is revitalized. Biddeford's restaurant scene is the stuff of national newspapers and travel sites. School budgets are flat, and privately-owned businesses are up 6% in as many years.¹⁰

Biddeford is the fastest growing city in Maine for the under 35 age bracket.¹¹ Biddeford is York County's largest and most concentrated city, and also its most diverse.

⁷ <https://www.maine.gov/governor/mills/news/governor-mills-announces-acceleration-maines-covid-19-vaccination-timeline-2021-03-19>

⁸ <https://www.nytimes.com/live/2021/03/31/world/covid-19-coronavirus>

⁹ <https://www.biddefordmaine.org/2254/Why-Biddeford>

¹⁰ Maine Department of Labor, Bureau of Labor Statistics

¹¹ City of Biddeford, Maine. 2018-2019 Goals – Changing Demographics.

https://www.biddefordmaine.org/DocumentCenter/View/3250/2018-2019_GoalsWorkplan_final1

Grade Distribution by building, pre- and post-pandemic

Prior to the start of the 2020-2021 school year, grade levels and programs were distributed thusly:

School	Address	Grade/Program
JFK	West Street	Pre-K, K, CDS, HeadStart
BPS	Hill Street	1-3
BIS	Hill Street	4-5
BMS	Tiger Way	6-8
BHS	Maplewood Ave	9-12
APC	Bacon Street	9-12
COT	Maplewood Ave	9-12 ¹²

In order to accommodate social distancing requirements during the pandemic, the following changes were made to schools:

School	Pre Pandemic	20-21 School Year
JFK	Pre-K, K, CDS, HeadStart	Pre-K, some K
New Life Church	--	Some K, pre-K
BPS	1-3	1-2
BIS	4-5	3-4
BMS	6-8	5-7 + STEM (Appx. 40 8th Graders)
BHS	9-12	8-12

Comparing pre- and post-pandemic Class Size

As previously noted, by utilizing unique partnerships with partner institutions such as the University of New England (UNE)¹³ and University of Southern Maine (USM)¹⁴, the Biddeford School Department was able to hire 17 paraprofessionals and student interns. These hires, working with our teachers as mentors, enabled principals to reassign and distribute staff to effectively reduce class sizes.

¹² In addition to Biddeford, students from Saco, OOB, Arundel, Dayton, the Kennebunks, and Massabesic Schools

¹³ <https://www.une.edu.au/about-une/faculty-of-humanities-arts-social-sciences-and-education/school-of-education>

¹⁴ FMI <https://www.usm.edu/undergraduate-programs/teacher-education.php>

Average Class Size: 2019/20 vs. 2020/21

School	Average Class Size SY19/20	Average Class Size 20/21	+/- % var
JFK	22	16	-17%
BPS	20	9	-55%
BIS	22	9	-59%
BMS	20	11	-45%
BHS	15	15	--

It should be noted that these data do not reflect the 155 students in Remote Academy.

- See **APPENDIX B** for a complete list of classroom assignments
- See **APPENDIX C** for classroom maps
- See **APPENDIX D** for scheduling options

Effects on program delivery, student engagement, and performance

As of this writing, data on student attendance and academic performance is ongoing. With nearly 10% of the student body in Remote Academy, homeschooling, or pursuing a third and highly customized program, an apples-to-apples comparison over previous years is made at our peril. While the plural of anecdote is not data, a representative sample of feedback from building leaders and teachers alike recognize the burden and challenge of remote instruction, while largely praising the effect of smaller class size.

- a. In support of smaller class size
 - i. *Principal*: “My behavior cases have dropped at least 75%. Now I have time to support my staff and work collaboratively to get ahead of problems, rather than simply responding.”¹⁵ [see table overleaf]
 - ii. *Teacher, BPS*: “Even though I can’t see their smiling faces, I feel like I know this group of students better than any in my career. Also, because I’m able to give each more attention--or manage small groups or ‘stations’ more effectively--their academic progress is through the roof.”¹⁶
 - iii. Scholarly research suggests a strong correlation between smaller class size and achievement. Meta analyses of randomized controlled studies show an increase of an average of 8-9% in math and reading scores for students whose average class size is reduced from even 22 to 15.¹⁷

¹⁵ Principal Interview, effects of smaller class size [Personal interview]. (2021, February 13).

¹⁶ Primary School Teacher Interview, effects of smaller class size [Personal interview]. (2020, December 9).

¹⁷ Woods, D. (2015, September 15). The class Size debate: What the evidence means for education policy (Darian Woods). Retrieved March 02, 2021, from <https://gspp.berkeley.edu/research/featured/the-class-size-debate-what-the-evidence-means-for-education-policy#:~:text=The%20results%20were%20strong,9%20percent%20higher%20math%20scores.&text=The%20effects%20are%20even%20stronger%20for%20minority%20and%20less%20affluent%20students>

BMS Behavior Infractions, by month, 2017-present

	2017-2018	2018-2019	2019-2020	2020-2021 (Includes Grade 5 & BHS 8)
August & September	187	113	163	5
October	188	166	167	22
November	191	113	118	22
December	127	147	91	9
January	135	147	142	18
February	174	111	103	12
March	187	182	105	32
April	117	120	COVID	
May	194	181	COVID	
June	73	46	COVID	
Total	1573	1327	899	120

The above illustration is further explained by the BMS principal with attribution. “It’s small classes, keeping 7th graders ‘younger’ in a school with grade 5 and without 8, the structure of our school day, not crowding kids into a lunch room, and smaller class sizes. Kids feel safe, and the school is a more welcoming, respectful place.” Mindful of the causation/correlation fallacy,¹⁸ the data disparities between this year and last are simply too large to ignore.

b. In opposition to smaller class size

- i. *Teacher, JFK*: “I’m used to having an Ed Tech in the room to support me. If I need to peel off and help a kid, my tech would be there to take over for a minute. Under this model, I don’t have that person.”¹⁹
- ii. *Principal*: “The only down size to small class size that I can see is probably more about the pandemic--I worry teachers are isolated and it has hurt collaboration and those spontaneous moments where classes merge or teachers swap kids, like, ‘you know how to teach phonics. I’ve got this math concept. Let’s trade these 4 kids.’ But don’t get me wrong--in all, I think this is *great* for kids.”²⁰

¹⁸ <https://www.scientificamerican.com/article/correlation-vs-causation/>

¹⁹ JFK Teacher Interview, effects of smaller class size [Personal interview]. (2021, February 10).

²⁰ Principal Interview, effects of smaller class size [Personal interview]. (2021, March 2).

In Support of Smaller Classes: A (very) brief review of the literature

Smaller classes change the culture of a school, and the conditions under which students learn. Overall, research shows that students in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes. In smaller classes students tend to be as much as one to two months ahead in content knowledge, and they score higher on standardized assessments.²¹ Research also suggests that smaller class sizes can help students develop greater ability to adapt to intellectual and educational challenges.²² When students graduate from districts with smaller classes than national averages, they enjoy better postsecondary success--particularly underserved populations. While post-secondary education participation improves for all populations, participation for students of color and economically disadvantaged students is appreciably higher than the statistical average.²³

The field's most recognized meta analysis of what influences achievement is from John Hattie.²⁴ Hattie conducted what amounts to a meta analysis of 900+ meta analyses and determined what practices or policies have the greatest impact on student outcomes by calculating effect size (ES). In his work, effect size is a calculus of progress, not a comparison between classes, teaching methods, etc.

$$\text{EFFECT SIZE} = \frac{\text{Average (post-test)} - \text{Average (pre-test)}}{\text{Spread (standard deviation)}}$$

Hattie's analysis indicates that classroom practices made possible by smaller classes (not smaller classes in-and-of themselves) create conditions for the positive influences on achievement. Of the top 15 of the 150 factors he considered, nine (9)²⁵ are made more possible in smaller classes:

RANK	INFLUENCE	ES
2	Piagetian Programs	1.28
3	Response to Intervention	1.07
4	Providing formative evaluation	0.90
6	Micro-teaching	0.88
7	Classroom Discussion	0.82
8	Comprehensive intervention for LD students	0.77
10	Feedback	0.74
12	Teacher-student relationships	0.72
13	Space vs. Mass Practice	0.71

²¹ Chingos, M. M. (2013). Class size and student outcomes: Research and policy implications. *Journal of Policy Analysis and Management* 32(2), 411–438.

²² Barrett, N., & Toma, E. F. (2013). Reward or punishment? Class size and teacher quality. *Economics of Education Review* 35, 41–52. et al.

²³ Dynarsky S., Hyman, J. M., and Schanzenbach, D. W. (2013). Experimental evidence on the effect of childhood investments on postsecondary attainment and degree completion. *Journal of Policy Analysis and Management* 32(4), 692–717.

²⁴ Hattie, J., & Clarke, S. (2019). *Visible learning: Feedback*. Abingdon, Oxon: Routledge.

²⁵ This number is somewhat variable as the BSD has been flexible with fluid enrollments. Students who wish to/need to come in and out of the program have been allowed to sans barriers such as end-of-quarter.

What about students who wish to remain remote?

As of this writing, there are currently 155 students enrolled in Remote Academy. In February, 2021 Remote Academy students and their parents were surveyed to determine potential need for Fall 2021. Students and parents were presented with the question, “*Assuming the world returns to ‘normal’ and students and staff are able to return to school safely in the fall, would you still want/your child want to remain remote?*” In anticipation of broad interest, the BSD and another York County school department embarked on preliminary planning for a joint Remote Academy for SY21-22. We were surprised, however, by how few BSD students indicated a desire to remain in a remote setting. What’s more, the respondents were so diffuse that no economies of scale can be realized.

BHS:	4 students (two 10th graders, two 11th graders)
8th Grade Program:	4 Students
BMS:	7 students (four 5th graders, two 6th graders)
BIS:	6 students (three 4th graders, three 3rd graders)
BPS:	2 students (one 1st grader, one 2nd grader)
JFK:	1 student

When pressed, these families conceded “preference” rather than need, and welcomed “hybrid options” rather than a full remote experience.

Senior administrators took meetings with three major vendors who supply “virtual curriculum” programs. None are considered viable at this time. Preliminary discussions with multiple York County districts remain ongoing for shared services. Building and district leaders will survey parents one final time pending approval of/revisions to this plan.

Proposal: Realignment of schools by grade, program 2021-2022

The Center of Technology, BHS and 8th grade administrators have conducted a comprehensive analysis of existing and potential instructional spaces to keep 8th grade on the Maplewood Avenue campus for one year during an extensive renovation package (more about which later).

Existing	Proposed	Note	Var+/-
A003- Storage	A003	Furniture into storage	+1
A324 & B124	Switch with A327	Large classroom is ~2x sf	+1
A311	B124		
A303-Left	Move to A311		
B027	A017		+1
A325	B027		
A003- Right	Build new classroom		+1

Operational Impacts

Busing - Director of Transportation²⁶ Audrey Lovejoy does not feel that the realignment of buildings with current CDC guidelines (as of March 29, 2021) present a significant barrier. Alterations to the bell schedule of more than ~5 minutes could pose a challenge, however. We anticipate ongoing restrictions for busing capacities, and this isn't without cost and will require the community's assistance. The BSD will ask parents to help do their part:

- Please be attentive to pick-up and drop-off times at bus stops
- Please transport (and especially, carpool!) whenever possible
- Help ensure that safety measures are followed at stops, and on board

We simply will not be able to handle all transportation requests and distancing guidelines with our current fleet or stable of drivers.

Foodservice - Director of Foodservice Sandy Lewis believes that the continued realignment of grade levels by building does not present an operational barrier, and the food service staff is well practiced with classroom and remote/closure food distribution. No added equipment or kitchen capacity would require a significant upgrade. Many instructional personnel have enjoyed the experience of having classroom-based meal service this year; others are wary of the continuance of the model. In order for our reopening plan to maximize safe, in-person learning, a level of compromise will be required.

Custodial and Maintenance - Director of Facilities Bill Gervais has worked with the Assistant Superintendent to identify required building upgrades and modifications, inclusive of furniture purchases. Work is slated to begin in April, and continue through the summer.

Impact on Cub Care²⁷, Biddeford Rec²⁸, and District-sponsored Summer Programs The BSD is working with its partners at the city to ensure that summer programs are able to proceed unimpeded in spite of necessary upgrades to instructional spaces.

Title I Services

For the instructional model to work as written, the BSD needs to think very differently about how Title I and other intervention services will be rendered to children. The ability to provide smaller group instruction with increased staffing allows for broader, more focused support for students in need. In recent years, all Title-eligible schools have moved to a "school wide" model²⁹, which allows the BSD to provide equitable intervention services for *all* students, not just those who have qualified for Title I in the past. Title I is one of 4 federally funded programs in the BSD under the Every Student Succeeds Act (ESSA).³⁰

Learning Recovery: *Biddeford 365*

The Biddeford School Department has decided to expand its summer programs, including for English Language Learners and a more robust JumpStart program, to bridge learning gaps. These programs will be funded primarily from a Title I reallocation grant proffered by the Maine

²⁶ <https://biddefordschools.me/transportation-department/>

²⁷ https://biddefordme.myrec.com/info/activities/program_details.aspx?ProgramID=30341

²⁸ <https://biddefordme.myrec.com/info/default.aspx>

²⁹ <https://www.maine.gov/doe/node/1848>

³⁰ <https://www.ed.gov/essa?src=rn>

Department of Education.

The JumpStart program will serve rising kindergarten through fifth-grade students who are below grade level in reading and math. In this 4-week program, students work towards targeted academic goals with a classroom teacher and interventionist. Students have the opportunity to engage in interactive learning activities and work toward individual academic goals. Teachers will continue to engage families through regular communication on academic progress and ways for families to supplement learning at home.

The Department may also consider ESSER III funds to support school year vacation programs to take another step toward the realization of a *Biddeford 365* program that integrates full-year opportunities, dental screenings, and perhaps expanded frontline health services. The school department's first foray into an intra-year vacation program for students was in the winter of 2020, but has been on pause since the pandemic.

Below, for example, is an overview of the nascent program from February, 2020. *Biddeford365* is also sponsored by the Biddeford Education Foundation.

Purpose

The return from the holiday vacation brought relief, security, and routine to many of our students. To counselors, administrators, and teachers it brought heartbreak; as we learned of the experiences some of our students endured. Though we have many cases that are extreme, we have children with limited access to local resources and experiences. We have even more students who are in charge of most of their meals, and often in need of food. Many of our children prefer to be at school; where it is warm, structured, available food, and many caring adults to surround them. Our mission is to continue to support our students and offer them experiences beyond learning in the classroom. Memories that will help them learn to survive, interact with others, and continue to feel our support as a school department.

Goals

There are many goals of *Biddeford 365* February Vacation Camp. One goal is to give students with limited resources an opportunity to have experiences similar to their peers. With this in consideration, we made mindful choices on field trips to support special experiences. A second goal for *Biddeford 365* Vacation Camp is to help students develop basic living skills. Another goal is to provide a safe and enjoyable vacation experience in which students build social skills, have mental health support, and have some fun!

Experiences and Field Trips

The goals of *Biddeford365* strongly support experiences. Experiences and field trips often come at a cost and require transportation. We want to give students an opportunity to get out into our community, travel, and have fun without worry. One trip being considered is a field trip to the University of New England to swim. This gives

students an opportunity to swim over a vacation, and see a local college. We would like to also take advantage of our awesome weather here and bring them to enjoy the outdoors! A trip to SeaCoast Fun Park and FunWorld in New Hampshire are trips that require travel and at times high admission. Another experience is snowshoeing! Clifford Park, Rotary Park, and Eastern Trail are excellent adventures but students might lack the gear. Field trips are currently being researched and considered based on location, our schedule, and budget.

Targeted Population

The population targeted is any student that is not involved in other camps, activities, or local organizations. Students who are typically home during vacations and often access resources and support from our schools. We considered all children and tried to make the groupings based on the largest population that would benefit from this experience.

Impact to Budget

Some minor retrofitting of existing facilities at BHS, BIS and JFK will be required. In addition, some furniture must be purchased to facilitate compliance with CDC guidelines. We project these costs to be nominal, and in any event covered exclusively by federal funds with zero impact on the local taxpayer. **Under this proposal, Grade 8 students will be accommodated at the high school again for SY21-22.**

- See **APPENDIX E** for proposed ESSER III investments in additional staff

APPENDIX A

Residential Education Experience Brochure

The
FUTURE
of Education



Partnership with Biddeford &
Dayton School Departments

PROGRAM OVERVIEW

RESIDENCY EDUCATION EXPERIENCE

I am thrilled to share details about Maine's most innovative inservice program for university seniors. Instead of a typical half-year student teaching model, we've developed the **Residency Education Experience (REE)**. Successful candidates fulfill their university requirements while joining the school's faculty alongside their mentor teacher, and complete a full year placement committed, competent, and *compensated*.

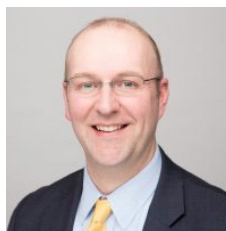
REE began in 2020 with 15 interns participating in a structured, supported placement with a caring and experienced mentor. After beginning the year like any other student teacher, resident interns are leading small classrooms in tandem with their mentors. By year's end, many interns will become full-time employees. Others will have a resume that is second-to-none.

With each educational residency cohort, there is a sense of community and interconnectedness. We are committed to changing education at *all* levels, finding solutions to keep students engaged, and preparing them socially and academically for the world and workplace.

MISSION

We believe in creating relevant learning experiences by fostering critical thinking, self-understanding, and personal initiative as preservice teachers develop professional competencies.

I encourage you to read the testimonials throughout this publication from those who participated in our pilot program, including this indepth feature by Maine College of Art at tinyurl.com/ResidentIntern.



JEREMY RAY

SUPERINTENDENT OF SCHOOLS
Biddeford & Dayton School Departments



SYNOPSIS

The Residency Education Experience (REE) program within the Biddeford and Dayton School Departments is a year-long internship experience in which preservice teachers have the opportunity to learn alongside a mentor teacher, and educate a small classroom of students in a co-teaching model. With gradual release for increased instructional responsibility and targeted monthly professional development for new teachers, resident interns have the opportunity to build a rich portfolio of teaching experiences in alignment with the initial cer-

tification standards, while preparing to work effectively within a school community. Resident interns are better prepared and leave us with more experience than any other preservice placement.

The Residency Education Experience intentionally complements the post secondary academic experience, providing simultaneous acquisition of knowledge and its practical application.

REQUIREMENTS



RESIDENT INTERN EXPECTATIONS

Resident interns are fully immersed in the teaching experience as their mentor teacher guides them in all aspects of curriculum, instruction and assessment. Resident interns are required to follow the contractual expectations for the teaching day, unless prior arrangements have been made with the district and university. They follow the policies of the school, including those adopted by the School Committee.

Resident interns participate in district professional development, including those designed for new staff, and parent-teacher conferences, IEP and 504 meetings, MTSS/RTI and Student Data Team meetings. They follow the building-based protocols and procedures for duties, faculty meetings, department meetings, and workshop days.

Resident interns must:

- Be enrolled in an accredited education degree program
- Be on pace to meet all requirements for graduation, including the required completion of an internship experience (*as verified by the University*)
- Complete background check/fingerprinting through the District and Maine Department of Education
- Commit to the position for the school year, following the school calendar for professional development, school breaks, and start/end times
- Work with the University to schedule required courses around the school schedule when possible
- Submit a completed application, letter of recommendation from their university, and interview with the building principal/school administration

PILOT PROGRAM

2020-2021
SCHOOL YEAR

NUMBER OF RESIDENT
INTERNS TO PARTICIPATE

15

171

APPROXIMATE NUMBER
OF STUDENTS IMPACTED

POSITIVE OUTCOMES

"Being a mentor to an instructional intern allows me to richly immerse my intern in all aspects of the teaching profession, at a level of depth that may not otherwise be achieved. It's rewarding to celebrate student success fostered through the collaborative relationship created between mentor and intern."

**- Lori Flynn (Right, Grade 4)
Mentor Teacher**



BENEFITS

STUDENT TEACHING

A traditional student teaching internship is a semester-long, unpaid internship in which the intern and mentor teacher work within the same classroom. The gradual assumption of responsibilities typically leads to a two to three week lead teaching experience prior to the end of the internship.

VS

RESIDENCY EXPERIENCE

The Residency Education Experience is designed as a year-long internship and residency providing candidates the opportunity to observe and implement all aspects of teaching and managing a classroom from the first day through the final day of school. The experience requires a gradual increase of responsibility, where the resident intern and the cooperating teacher/mentor work together in a co-teaching model with shared responsibility for two small classrooms. The internship requires independence working in a classroom and a longer duration of lead teaching. This is a paid position.



RESIDENT INTERN BENEFITS

- ◆ Common planning time with mentor teacher and teaching team
- ◆ Professional development and PLCs
- ◆ Access to district resources for professional development, coaching/modeling, collaborative planning, observation, and feedback
- ◆ Participation in meetings with the mentor teacher such as 504 and IEPs
- ◆ Resume review and mock interviews
- ◆ Compensated during full year placement
- ◆ Preparation and confidence upon entry into the workplace following graduation



MENTOR TEACHER BENEFITS

- ◆ Assist in the development of the future education workforce by sharing their expertise and historic knowledge
- ◆ Compensated for full year oversight
- ◆ Exposed to current best practices in education through collaboration with resident intern
- ◆ Access to district resources for professional development around mentorship and collaborative planning
- ◆ And more...

INSTRUCTION & INTERNSHIP



HOW ARE RESIDENT INTERNS SUPPORTED?

- Interns are paired with expert mentor teachers who take the time to know their mentees, and support a graduated approach to independent practice
- Mentor teachers co-plan, share instructional strategies, and assist in implementing custom classroom management practices
- Resident interns aren't strange faces or an itinerant presence in school. They become an integral part of the school's fabric and contribute to its vibrancy, culture, and sense of community.



HOW IS DIRECT INSTRUCTION PROVIDED?

Until the resident intern becomes more fully responsible for direct instruction, the mentor teacher is responsible for:

- 1 Structuring, sequencing, and planning lessons
- 2 Determining the material presented to student, in accordance with district pedagogy and curriculum
- 3 Aligning learning objectives and assessment of student progress according to district's approach to curriculum, instruction, and assessment
- 4 Providing synchronous and asynchronous learning experiences
- 5 Purposefully organizing and sequencing a series of lessons and activities aimed to increase understanding and achievement

POSITIVE OUTCOMES

"Being in the classroom every-day has taught me so much about how students learn. As rewarding as it is to be the person that is helping these students learn and grow, it is even more rewarding to watch the seeds of independence that we have been watering all year take root as kids begin to take agency of their own learning and make this classroom their haven for growth and discovery!"

**- Briana Walker (Grade 1)
University of New England**

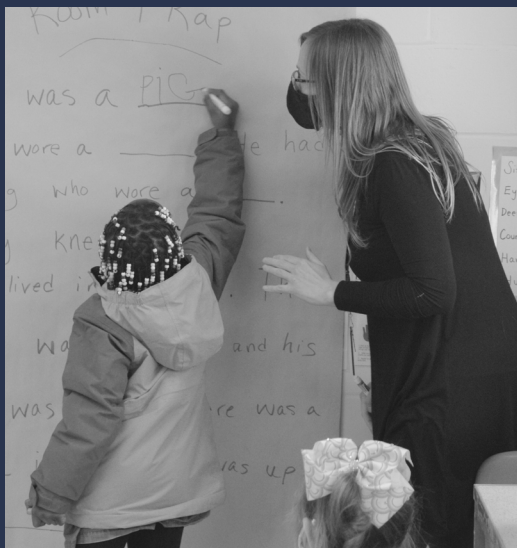


GRADUAL INCREASE IN RESPONSIBILITY

POSITIVE OUTCOMES

"I am going to enter my 'first year of teaching' next year more independent, confident, experienced, ready, and relaxed. The conversations I will have during a job interview are going to be based upon what I've already done and what has worked instead of what I think I would like to do or what I see myself doing someday."

-Tristin Thomsen (Kindergarten)
University of Southern Maine



Resident interns balance the university requirements for coursework and certification alongside the policies and practices of the District as outlined in their job descriptions. Increased instructional leadership can be negotiated on an individual basis between the university coordinator, supervisor, school/district personnel, and the resident intern.



ASSUMPTION OF RESPONSIBILITIES

START OF SCHOOL

Routines and Procedures

EARLY FALL

Supporting Students with Independent Practice

WINTER BREAK

Facilitating Targeted Small Group Instruction as Planned/Co-Planned with Mentor Teacher

NEW YEAR'S

Teaching Mini-Lessons Planned/Co-Planned with Mentor Teacher

Direct small group instruction in full partnership with mentor teacher

SAMPLE PLAN

This sample plan outlines the objectives and gradual increase in responsibilities as the resident intern progresses through the school year.

SEPTEMBER

- ▶ Become familiar with classroom routines
- ▶ Observe and practice mentor's management protocols
- ▶ Observe and practice strategies for planning and teaching lessons
- ▶ Plan and teach introductory lesson with written lesson plan
- ▶ Build relationships with students and communicate with families
- ▶ Conduct routines such as attendance, lunch count
- ▶ Take one part of the class each day
- ▶ Begin working with small groups or individual students

OCTOBER

- ▶ Begin to take over responsibility for morning meeting and routines such as attendance and lunch count
- ▶ Use some of his/her own management techniques with students
- ▶ Teach one part of the class each day
- ▶ Work steadily with a reading group
- ▶ Plan and co-teach lessons with mentor teacher in one content area or topic
- ▶ Write original lesson plans and/or procedures connected with district standards/curriculum

NOVEMBER

- ▶ Responsible for morning meeting; routines
- ▶ Plan for one content area; teach it independently
- ▶ Write original lesson plans and reflections when appropriate
- ▶ Use student data to differentiate
- ▶ Increase the amount of teaching, up to full day
- ▶ Begin planning for lead teaching and five connected lessons*

** Supported by planning with Instructional Strategist in a collaborative planning group.*

DECEMBER

- ▶ Lead teach, plan, and deliver a series of connected lessons
- ▶ Minimum of five teaching days
- ▶ Implement a series of five connected lessons
- ▶ After lead teaching is complete, the resident intern should continue co-teaching with mentor

JANUARY - JUNE

- ▶ Resident intern and mentor teacher determine the degree of independence moving forward, to include the minimum number of weeks of lead teaching required by the university.

PROFESSIONAL DEVELOPMENT

POSITIVE OUTCOMES

"This experience allowed me to walk into an empty classroom and make it my own, meet and introduce myself to the staff, set up accounts for my students on their iPads, manage a classroom, communicate with parents, fill out progress reports, create differentiated lessons, etc. I can say that I have had a year of teaching experience which has prepared me well and taught me more than I could have ever imagined."

**- Allison Cox (Grade 2)
University of Maine
at Farmington**



Seminars are offered throughout the school year. Resident Interns are also invited to attend a *Summer Seminar* series designed to help with orientation to the school district as well as support new and veteran teachers in collaborating on approaches to curriculum and instruction, effective planning, literacy strategies, data usage and more!



SEMINAR OPPORTUNITIES

- Creating a student-centered classroom culture and learning environment
- Framework for balanced instruction
- Grade level curriculum overview and collaborative workshop
- Building the home-to-school connection
- Reporting protocol and approach to standards-based assessment and reporting
- Tips for a successful parent/teacher conference
- Building resilience in our youth
- Trauma informed classroom management practices
- Understanding and utilizing data to inform instruction
- Strategies to increase student engagement
- Evaluating depth of knowledge and rigor in instruction and assessment
- Scaffolded supports for all students including special education, ELs, and 504
- *Reaching and Teaching Children in Poverty* by Paul Gorski

FOR MORE INFORMATION

**Email residency@biddefordschools.me
or contact the Biddeford & Dayton Schools
Leadership Office at (207) 282-8280.**

APPENDIX B

Classroom and Staffing Assignments

Proposed Class Sizes and Alignment, JFK School, SY21-22

PRE-K - Headstart			
Teacher	Class Size	Rm #	Max #
Teacher 1 AM	13	5	16
Teacher 1 PM	13	5	16
Ed Tech 1			
Teacher 2 AM	13	7	16
Teacher 2 PM	13	7	16
Ed Tech 2			
New 3 AM	13	9	16
New 3 PM	13	9	16
Ed Tech 3			
Headstart 1	13	8	16
Headstart 2	13	10	16
Totals:	104		128

Grade K			
Teacher	Class Size	Rm #	Max #
Teacher 1	16	111	22
Teacher 2	16	11	22
Teacher 3	16	103	22
Teacher 4	15	101	22
Teacher 5	15	14	22
Teacher 6	15	109	22
Teacher 7	15	12	22
Teacher 8	16	108	22
Teacher 9	12	110	22
Teacher 10	12	LIB	22
Teacher 11	12	107	22
Intern 1	10	105	22
Intern 2	10	112	22
Intern 3	10	LIB	22
Ed Tech 1			
Ed Tech 2			
Ed Tech 3			
Ed Tech 4			
Totals:	190		308

Proposed Class Sizes and Alignment, Primary School, SY21-22

Grade 1			
Teacher	Class Size	Rm #	Max #
Teacher 1	16	31	22
Teacher 2	16	33	22
Teacher 3	16	30	22
Teacher 4	16	8	22
Teacher 5	16	24	23
Teacher 6	15	7	22
Teacher 7	15	12	23
Teacher 8	15	22	23
Teacher 9	15	10	22
Teacher 10	12	28	22
Teacher 11	12	14	23
Intern	10	16	22
Intern	10	5	22
Ed Tech 1			
Ed Tech 2			
Totals:	184		290

Grade 2			
Teacher	Class Size	Rm #	Max #
Teacher 1	16	119	23
Teacher 2	16	104	23
Teacher 3	16	106	23
Teacher 4	15	115	20
Teacher 5	15	105	23
Teacher 6	15	117	22
Teacher 7	15	112	22
Teacher 8	12	102	23
Teacher 9	12	122	23
Teacher 10	12	118	23
Teacher 11	12	103	23
Intern	10	105	23
Intern	10	110	23
Intern	10	116	23
Intern	10	120	23
Ed Tech 1			
Ed Tech 2			
Totals:	196		340

Proposed Class Sizes and Alignment, Intermediate School, SY21-22

Grade 3			
Teacher	Class Size	Rm #	Max #
Teacher 1	15	109	22
Teacher 2	15	203	22
Teacher 3	15	207	22
Teacher 4	15	212	22
Teacher 5	15	209	22
Teacher 6	16	201	22
Teacher 7	16	210	22
Teacher 8	12	213	22
Teacher 9	12	202	22
Teacher 10	12	216	22
Intern	10	211	20
Intern	10	204	20
Intern	10	214	20
Ed Tech 1			
Ed Tech 2			
Totals:	173		280

Grade 4			
Teacher	Class Size	Rm #	Max #
Teacher 1	16	111	22
Teacher 2	16	110	22
Teacher 3	16	113	22
Teacher 4	16	107	22
Teacher 5	16	104	22
Teacher 6	15	102	22
Teacher 7	15	112	22
Teacher 8	12	101	22
Teacher 9	12	116	22
Intern	10	114	20
Intern	10	103	20
Ed Tech 1			
Ed Tech 2			
Totals:	154		238

Grade 5			
Teacher	Class Size	Rm #	Max #
Teacher 1	18	A129	20-24
Teacher 2	18	A130	20-24
Teacher 3	18	A131	ELA
Teacher 4	18	A121	18 / 24
Teacher 5	18	A122	
Teacher 6	18	A101	20-24
Teacher 7	18	A136	Tables - 18 / Desks - 25
Teacher 8	19	A124	Tables - 18 / Desks - 25
Teacher 9	19	A134	20-24
		A105	20-24
		A135	20-24
Totals:	164		

Grade 6			
Teacher	Class Size	Rm #	Max #
Teacher 1	18	A032	20-24
Teacher 2	18	A028	Tables - 18 / Desks - 25
Teacher 3	18	A033	20-24
Teacher 4	18	A031	Tables - 18 / Desks - 25
Teacher 5	18	A022	20-24
Teacher 6	18	A016	20-24
Teacher 7	18	A021	Tables - 18 / Desks - 25
Teacher 8	18	A023	20-24
Teacher 9	18	A001	20-22
Teacher 10	17	A002	20-22
		A003	20-22
Teacher (1 Year)	17		
Totals:	196		

Proposed Class Sizes and Alignment, Middle School, SY21-22 (cont'd)

Grade 7			
Teacher	Class Size	Rm #	Max #
Teacher 1	18	A228	Tables - 18 / Desks - 25
Teacher 2	18	A227	20-24
Teacher 3	18	A226	20-24
Teacher 4	18	A219	20-24
Teacher 5	17	A221	Tables - 18 / Desks - 25
Teacher 6	17	A218	20-24
Teacher 7	16	A222	Tables - 18 / Desks - 25
STEM	35		
Totals:	157		

STEM - Grades 7 & 8			
Teacher	Class Size	Rm #	Max #
Teacher 1	18	A203	20+
Teacher 2	17	A232	20-24
			Tables - 18 / Desks - 25
Teacher 3	18	A231	
Teacher 4	17	A233	20-24
Totals:	70		

*Grade 8 STEM will remain at BMS for the 2021 - 2022 school year.

Grade 8			
Teacher	Class Size	Rm #	Max #
Teacher 1	18	B330	24
Teacher 2	18	B328	24
Teacher 3	18	B324	24
Teacher 4	18	B329	24
Teacher 5	18	B332	24
Teacher 6	18	B327	24
Teacher 7	18	B323	24
Stem	35		
Totals:	161		

*Grade 8 will be placed at BHS for the 21-22 school year.

APPENDIX C

Classroom Maps - CDC Distancing Guidelines

SCHOOL: JFK
FLOOR: 1

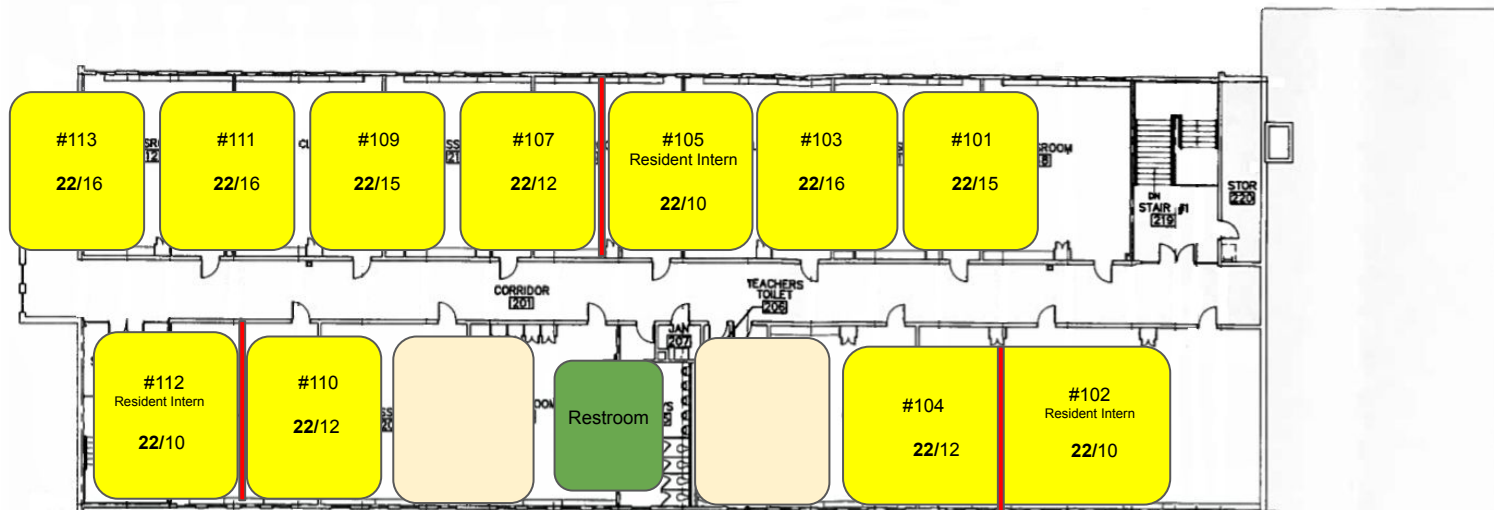
- Special Education
- Office Personnel
- PreK Classroom
- Support Staff
- Head Start Classroom
- K Classroom
- ELL



BUILDING SPACE SUMMARY

Grade Level: Pre-K	# of Assigned Rooms: 3 Current Need: 3
Grade Level:K	Currently available: 16 Current Need: 14 Rooms remaining: 2

SCHOOL: JFK
FLOOR: 2



-  Empty Rooms
-  K Classrooms
-  Open Wall

BUILDING SPACE SUMMARY

Rooms remaining: 2

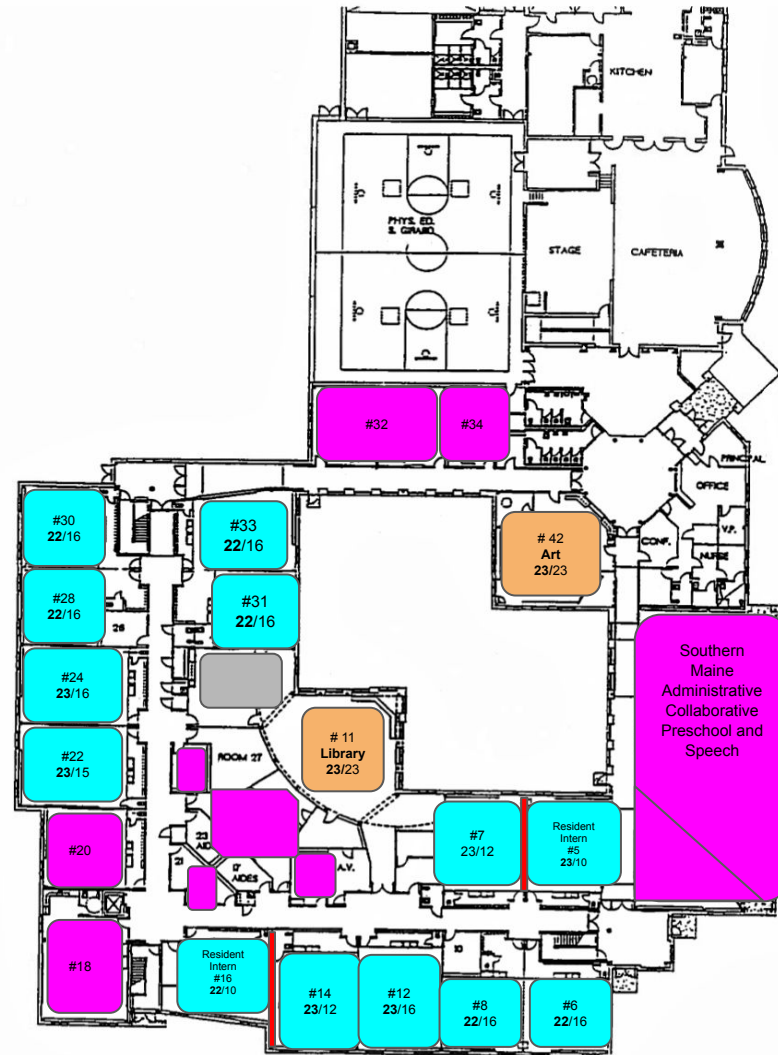
Grade Level:
Pre-K

of Assigned Rooms: 3
Current Need: 3

Grade Level:K

of Assigned Rooms: 14
Current Need: 14

SCHOOL: BPS
FLOOR: 1



BUILDING SPACE SUMMARY Rooms Remaining: 1

Grade Level 1

of Assigned Rooms: 13
 Current Need: 13

Grade Level 2

Currently available: 16
 Current Need: 15

SCHOOL: BPS
FLOOR: 2



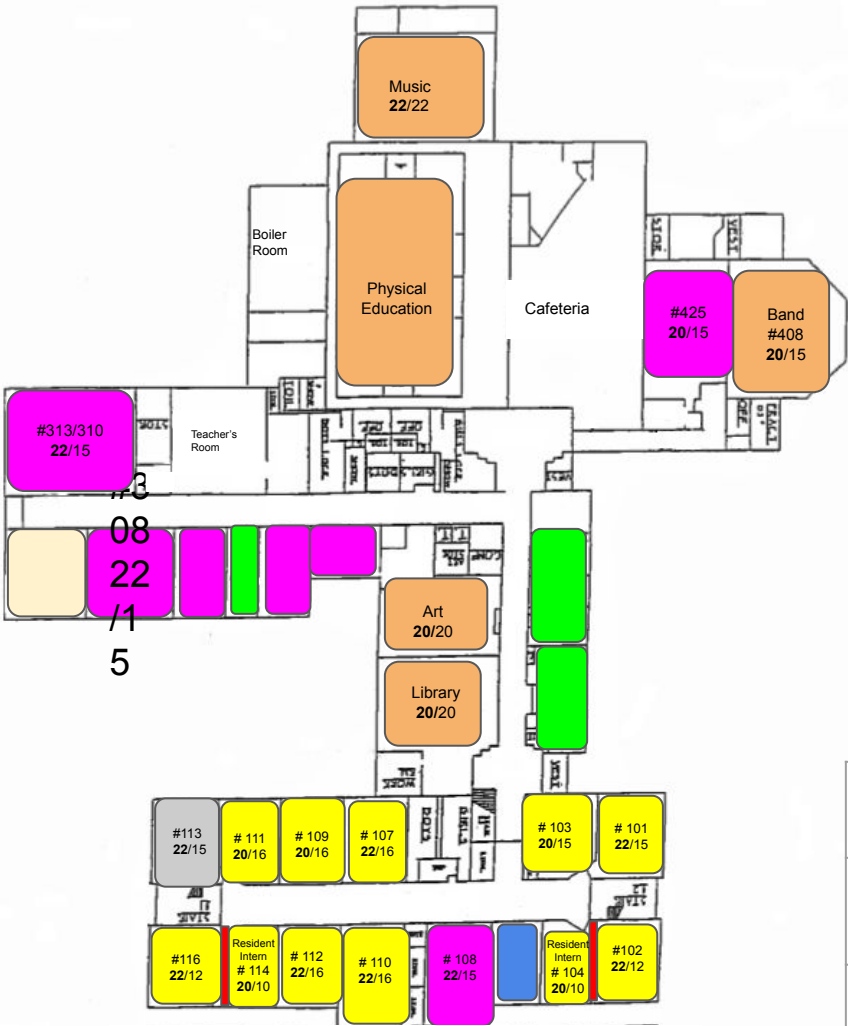
- Unified Arts
- 2nd Grade
- Special Education
- Open Wall

BUILDING SPACE SUMMARY Rooms Remaining: 1	
Grade Level 1	# of Assigned Rooms: 13 Current Need: 13
Grade Level 2	# of Assigned Rooms: 16 Current Need: 15

SCHOOL: BIS

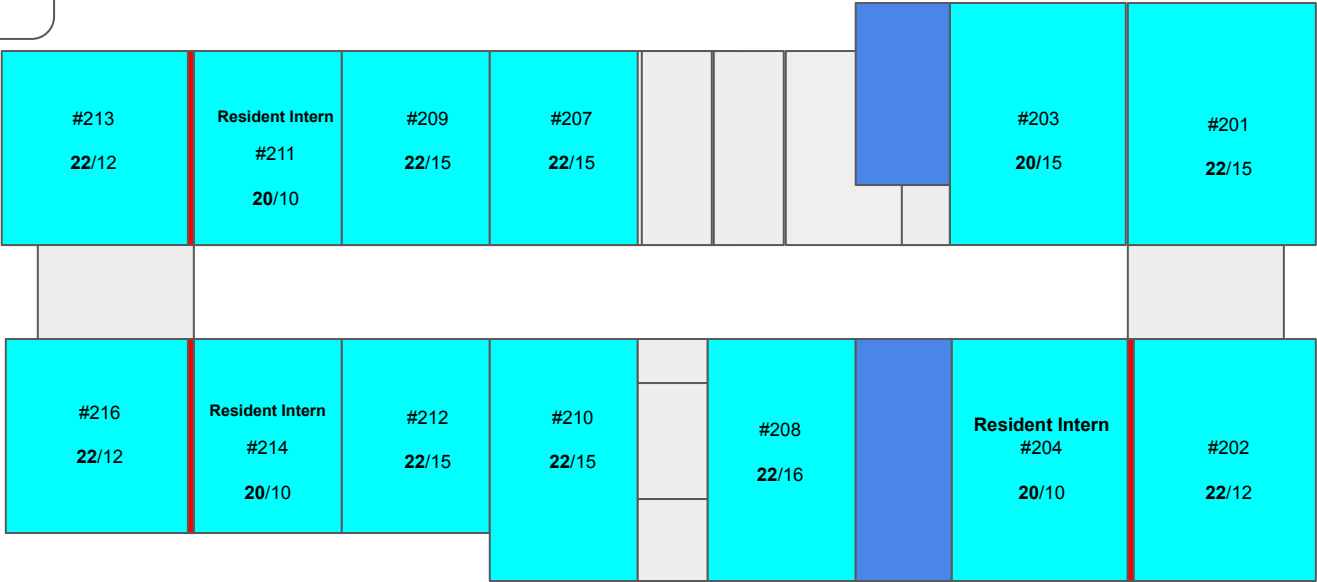
FLOOR: 1

- Unified Arts
- Office Personnel
- 4th Grade
- Support Staff
- Special Education
- ELL



BUILDING SPACE SUMMARY	
Rooms Remaining: 1+	
Grade Level 3	# of Assigned Rooms: 13 Current Need: 13
Grade Level 4	# of Assigned Rooms: 11 Current Need: 11

SCHOOL: BIS
FLOOR: 2



3rd Grade



Support Staff

BUILDING SPACE SUMMARY
Rooms Remaining: 1

Grade Level 1

of Assigned Rooms: 13
Current Need: 13

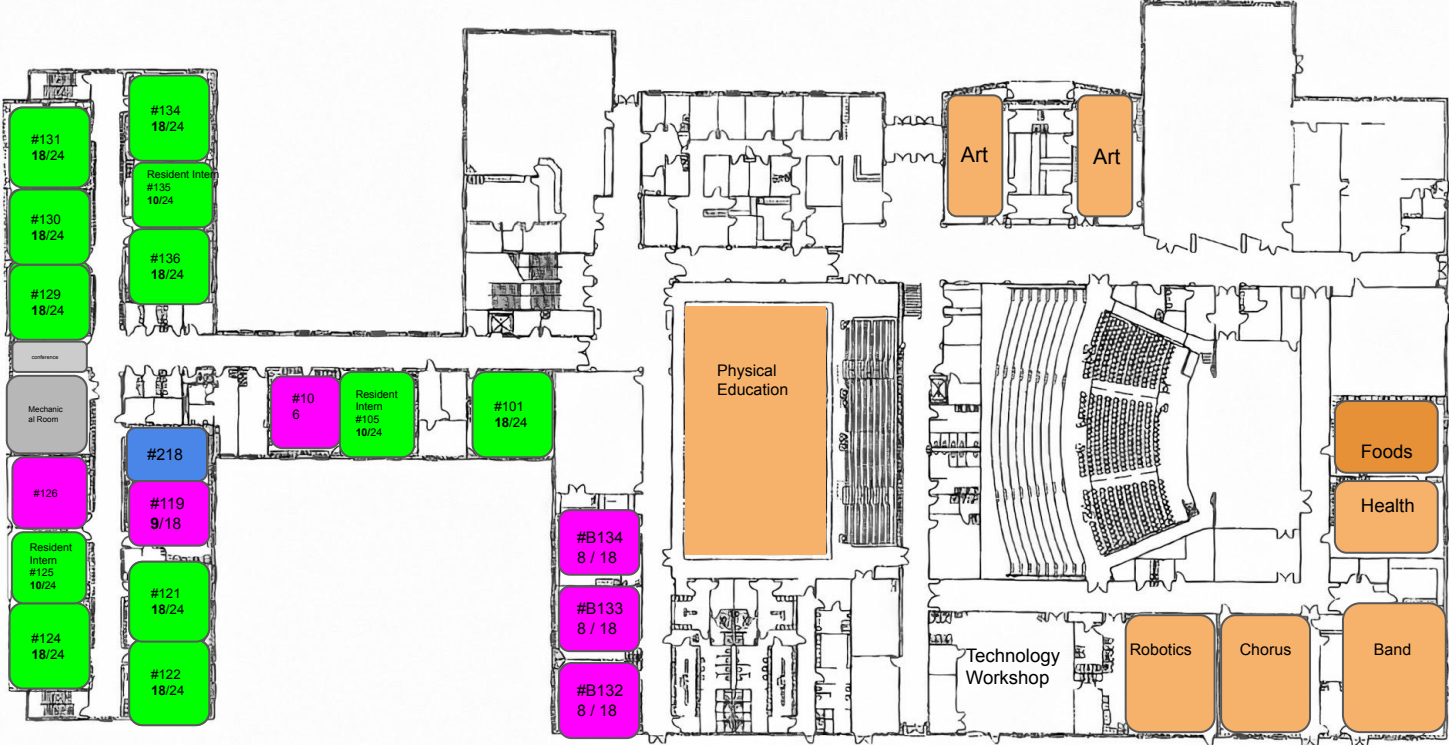
Grade Level 2

Currently available: 1
Current Need: 15

60

SCHOOL: BMS

FLOOR: Main



●

Grade 5

●

Special Education

●

Unified Arts

●

Support

BUILDING SPACE SUMMARY	
Grade Level 5	# of Assigned Rooms: 12 Current Need: 12

SCHOOL: BMS
FLOOR: Ground

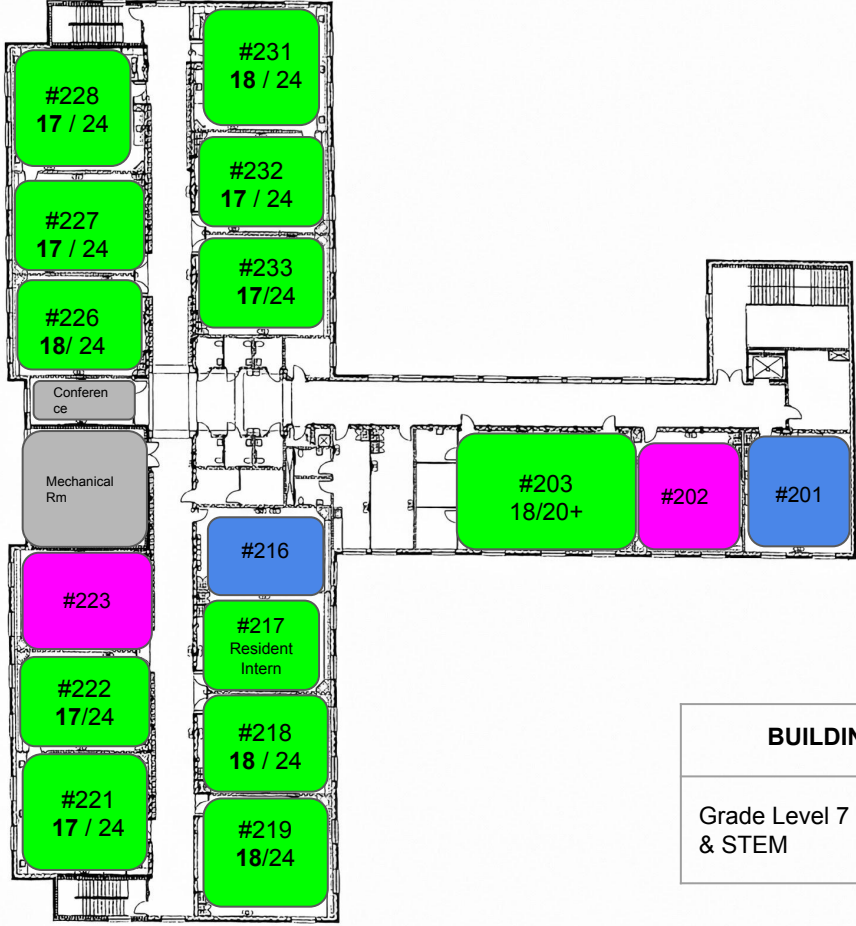


- 6th Grade Classrooms
- Support
- Special Education

BUILDING SPACE SUMMARY

Grade Level 6	Currently available: 12 Current Need: 12
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SCHOOL: BMS
FLOOR: TOP

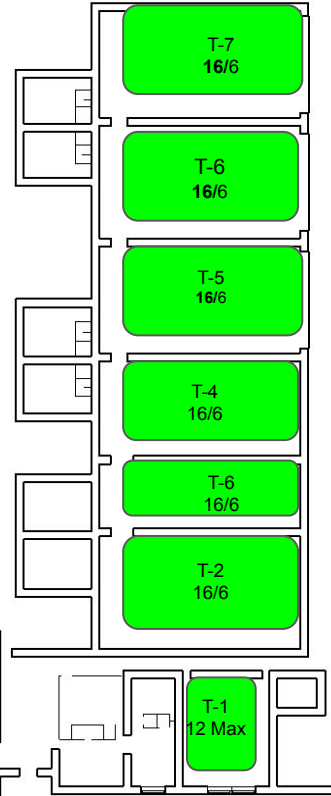
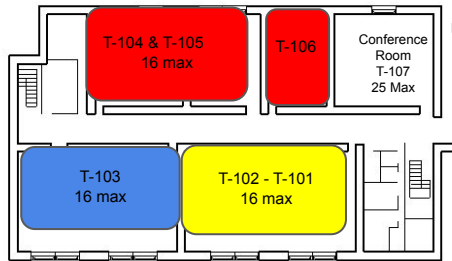
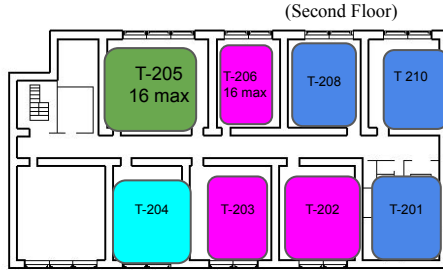


- 7th Grade & STEM Classrooms
- Support
- Special Education

BUILDING SPACE SUMMARY

Grade Level 7 & STEM	Currently available: 12 Current Need: 12
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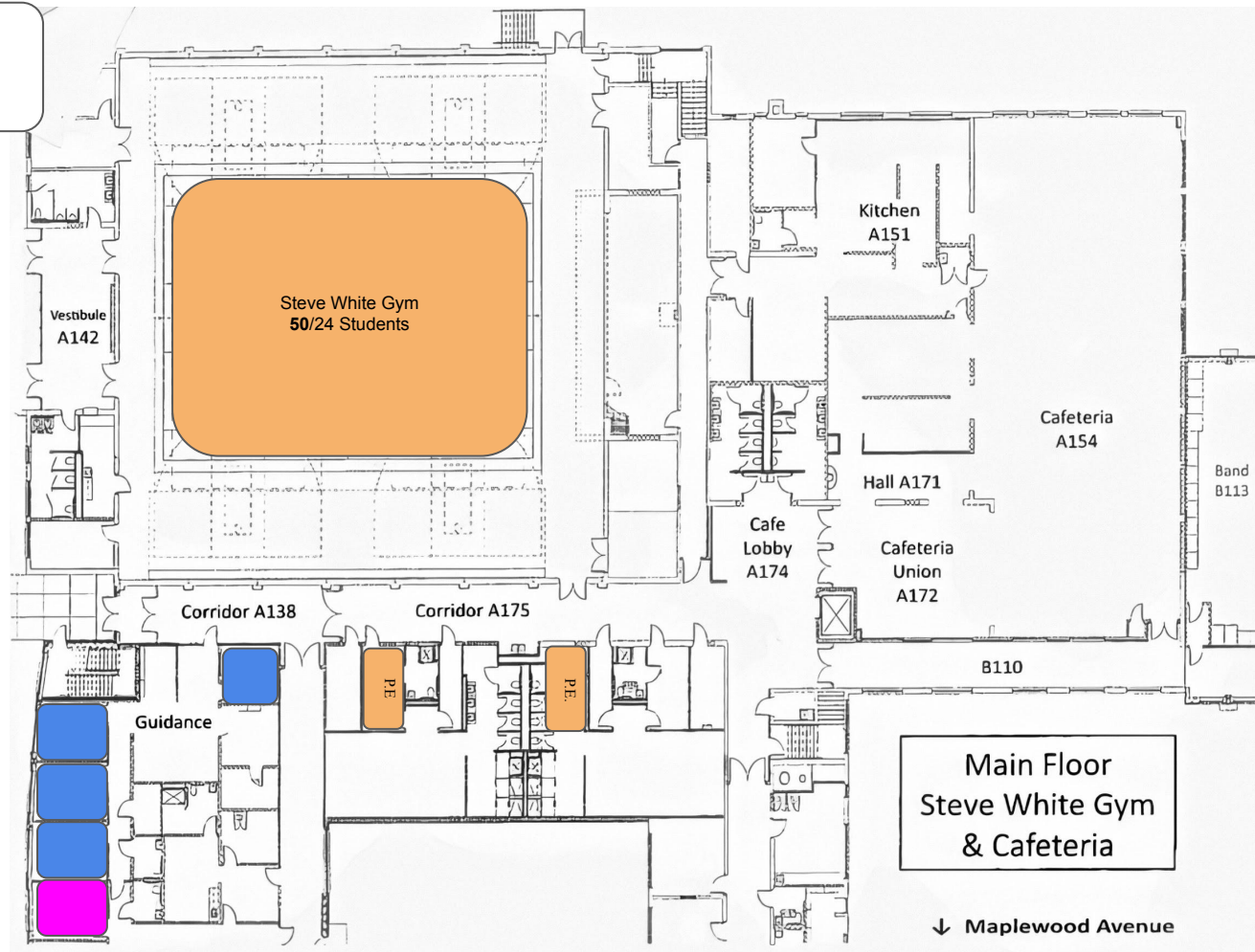
SCHOOL: COT
FLOORS: 1 & 2



BUILDING SPACE SUMMARY

Shop Wing Classrooms	Currently available: 6 + 1 instructor Current Need: 16 + 1 instructor min. Plumbing room-12 maximum current need; Currently available: 4 + 1 instructor
1st and 2nd floor classroom wing	Currently available: 16 + 1 Current Need: 16 + 1 instructor

SCHOOL: BHS
FLOOR: Main



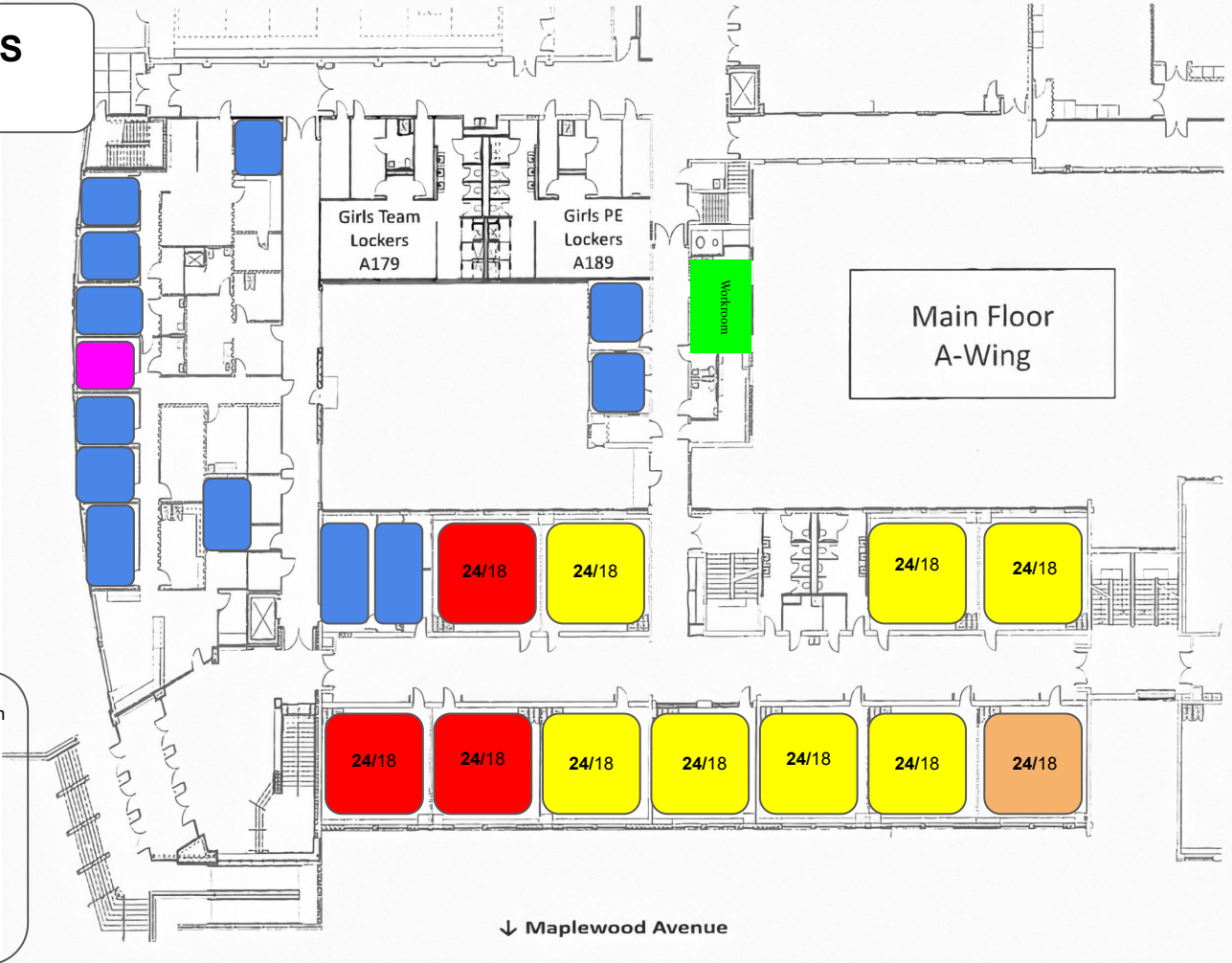
SCHOOL: BHS
FLOOR: Main



- Admin/Student Services
- Unified Arts
- Math
- English

SCHOOL: BHS
FLOOR: Main

- Special Education
- Admin/Student Services
- Unified Arts
- Social Sciences
- World Language



SCHOOL: BHS
FLOOR: 2nd

8th Grade = 16-18
Students Per Room

Top Floor
Level 4
B-Wing

- Special Education
- Grade 8 Classroom
- Admin/Student Services

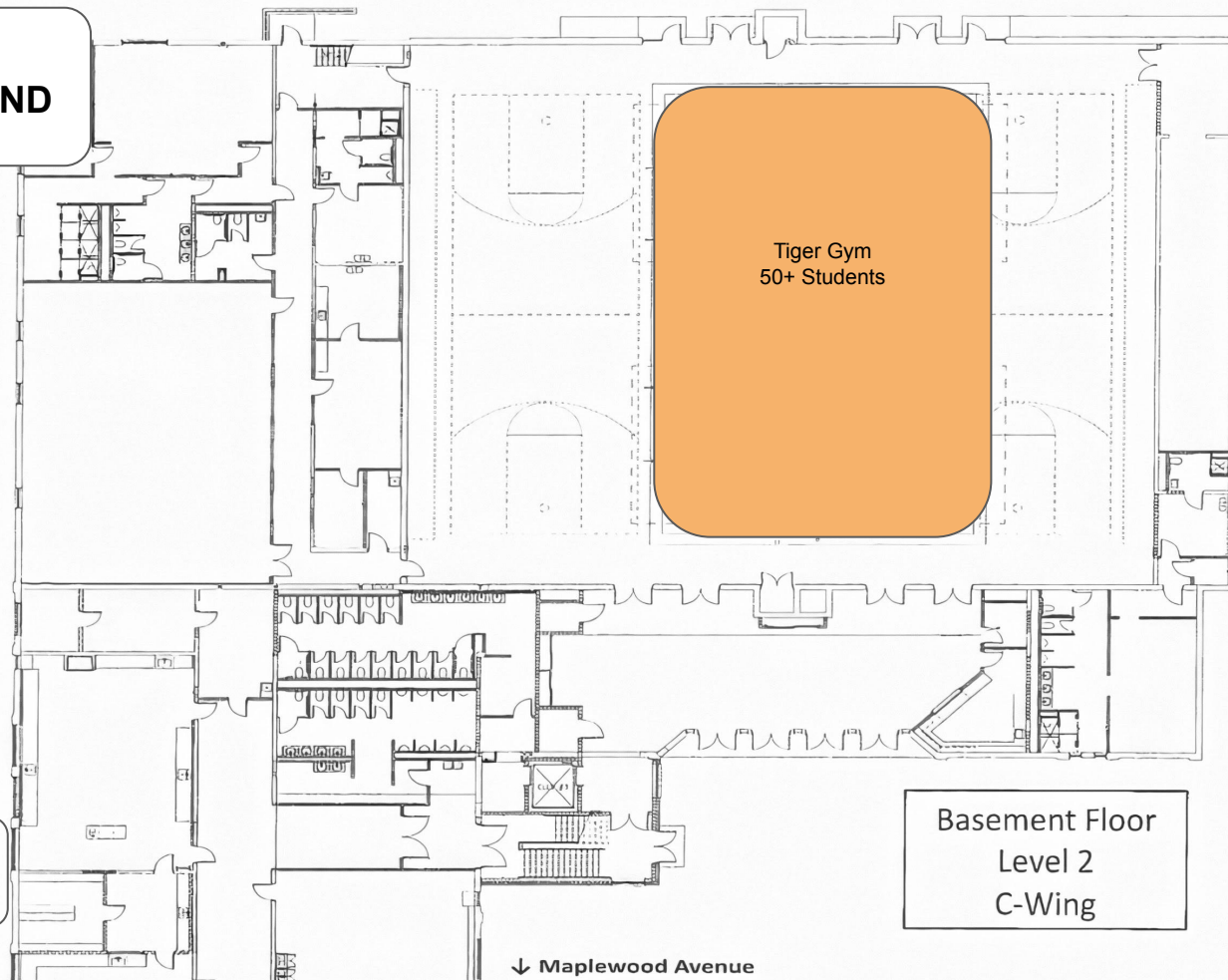


↓ Maplewood Avenue

SCHOOL: BHS
FLOOR: 2nd



SCHOOL: BHS
FLOOR: GROUND

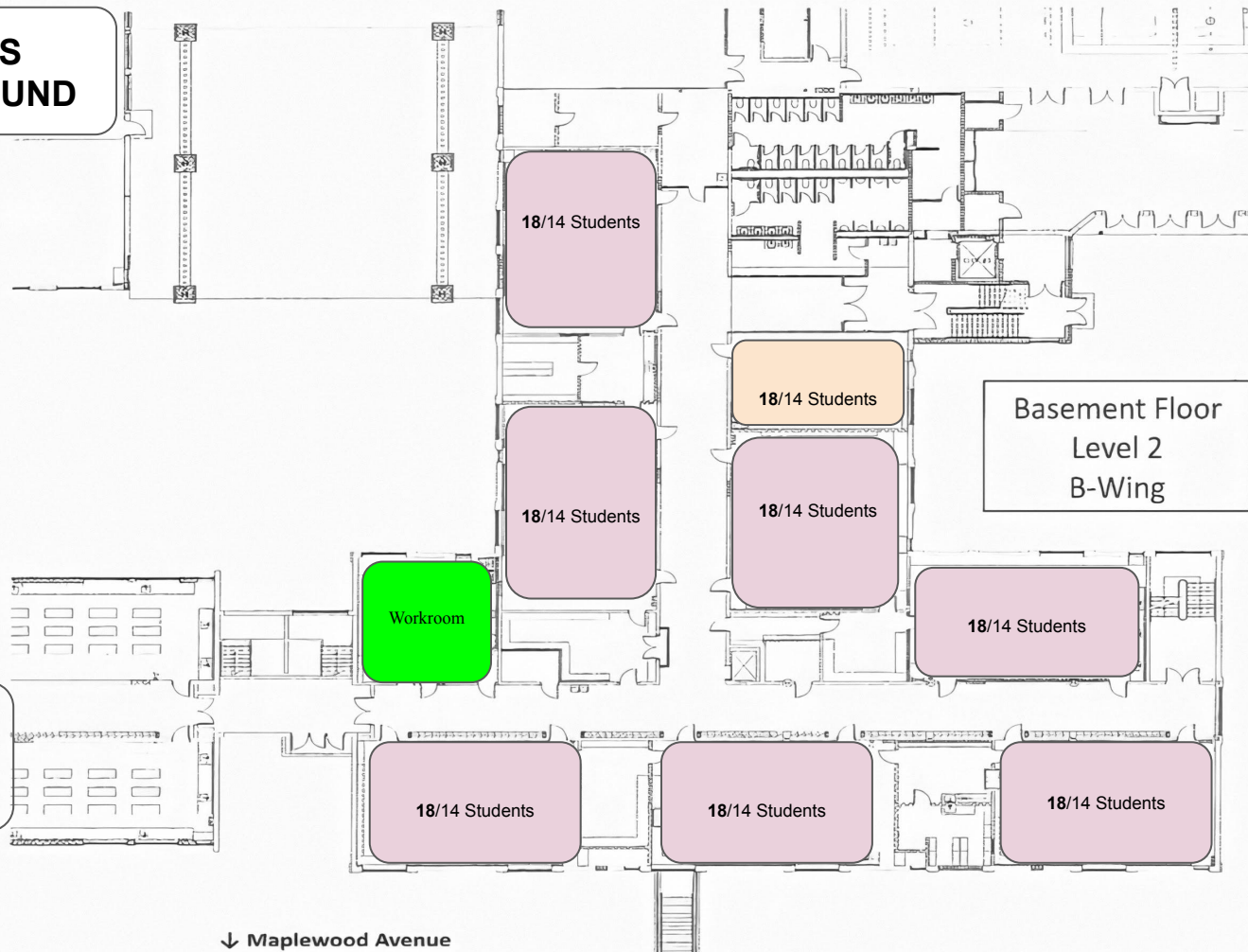


Unified Arts

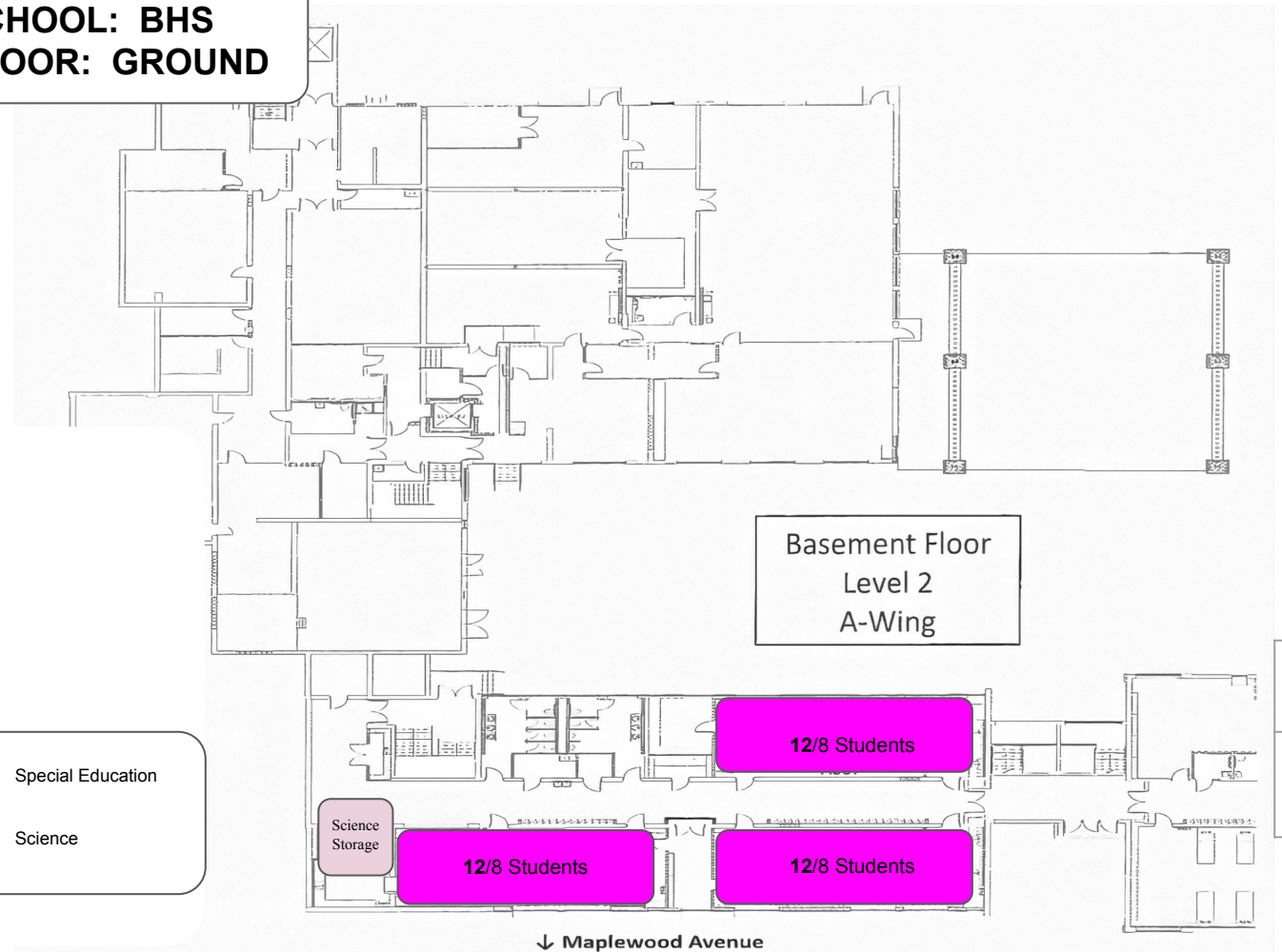
Basement Floor
Level 2
C-Wing

↓ Maplewood Avenue

SCHOOL: BHS
FLOOR: GROUND



SCHOOL: BHS
FLOOR: GROUND



Basement Floor
Level 2
A-Wing

BUILDING SPACE SUMMARY	
Rooms Remaining: 0	
Grade 8 - 12	# of Assigned Rooms: ALL Current Need: ALL

- Special Education
- Science

EXPANDED ANALYSIS - BMS FURNITURE AND RECONFIGURATION LASER MEASUREMENTS

Biddeford Middle School Classroom Sizes and Configurations

24' x 27'4" (24 spcs)

23'7" x 29' (11 spcs)

18" x 29' (3 spcs)

21' x 27'9" (2 spcs)

14' x 27' (1 space)

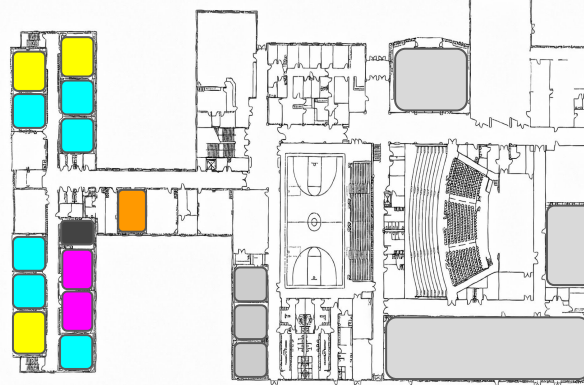
18'7" x 25'5" (1 spc)

25' x 25' (4 spcs)

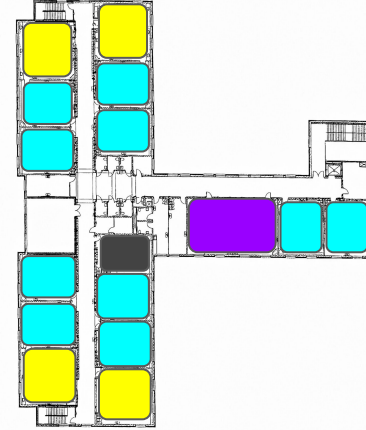
29' x 29' (1 space)

25'5" x 41'5" +2
10' x 10' (1 space)

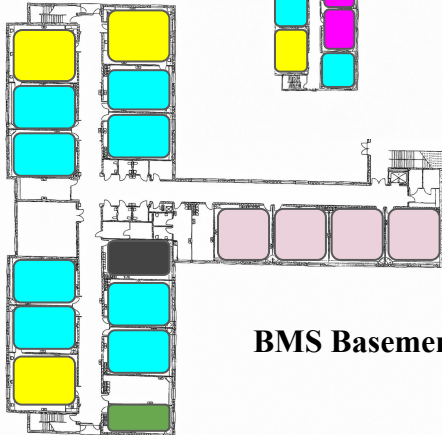
BMS Main Floor - 7th Grade & STEM



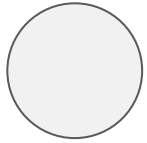
BMS Top Floor - 5th Grade



BMS Basement - 6th Grade



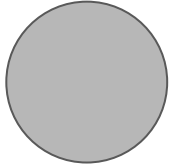
Key



3ft spacing circle



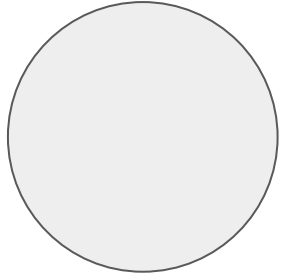
3ft x 2ft student desk



4ft spacing circle



4ft x 2ft student desk



6ft spacing circle



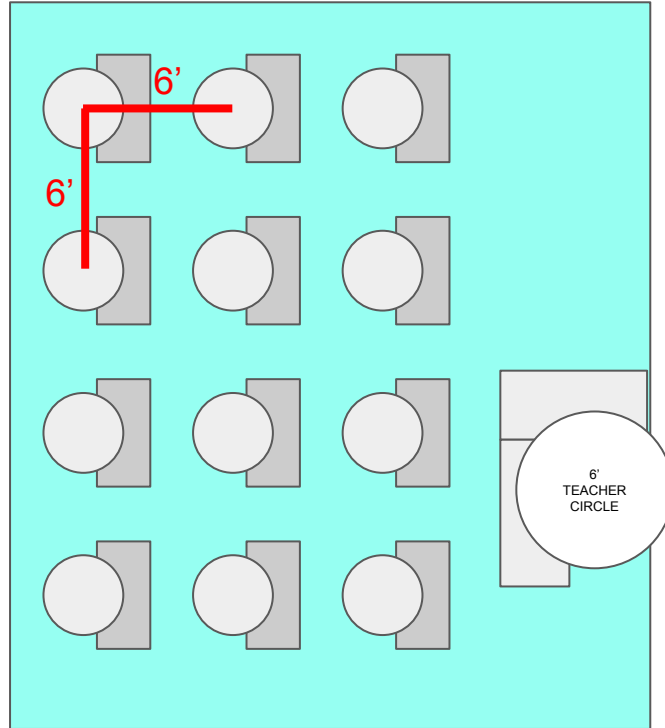
6ft x 3ft lab table



Distance indicator

24'x 27' Classroom

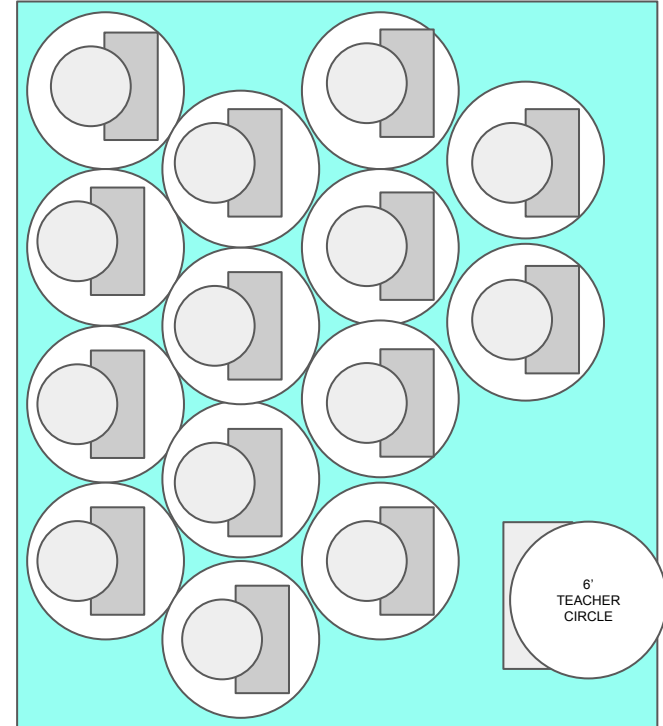
6' spacing
12 Students



BMS has 24 classrooms that are approximately this size.

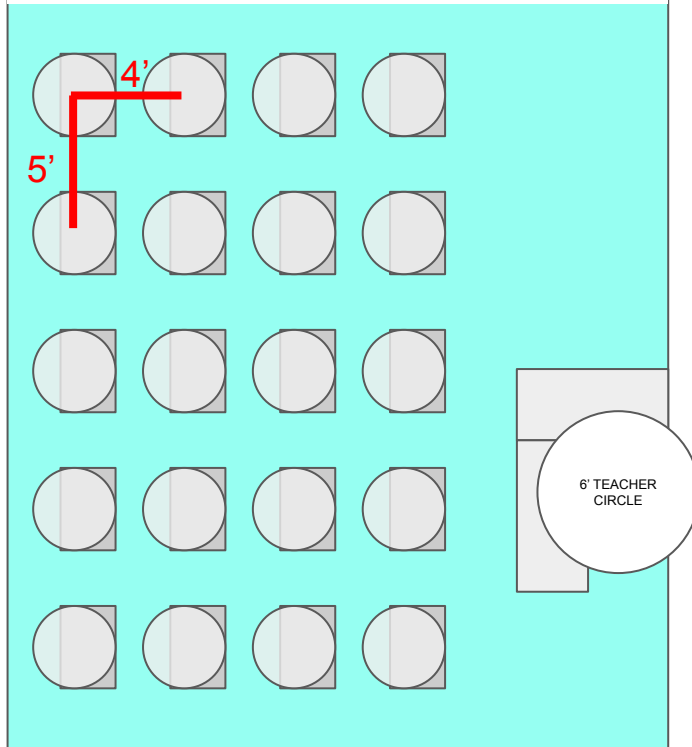
(4'x2' desks)

Optimal arrangement of 6' circles
Does not account for classroom flow
14 students.



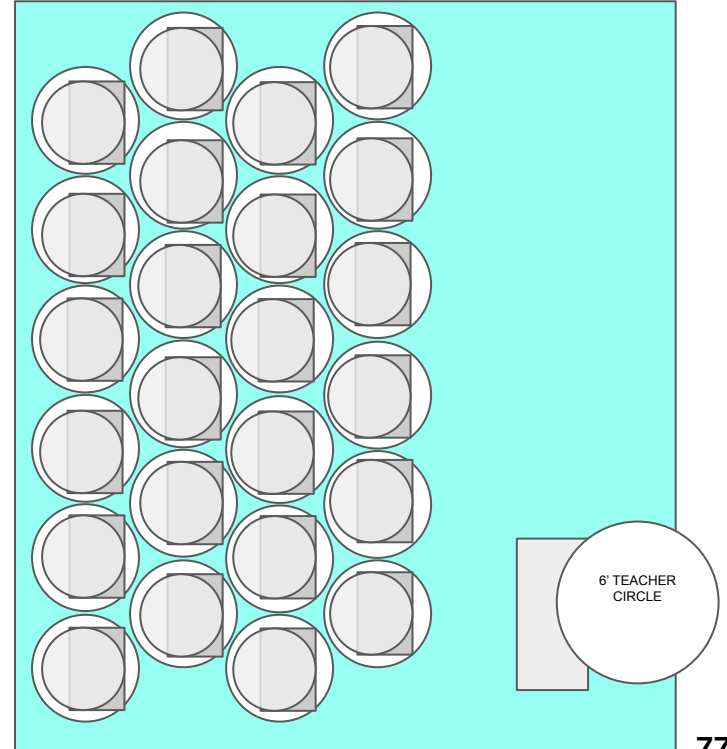
24'x 27' Classroom

4' spacing
20 Students
2 ft aisles



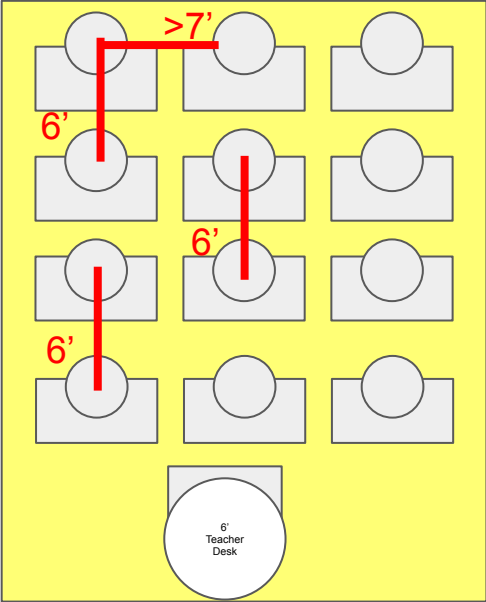
(3' x 2' desks)

Optimally placed 4 foot circles yields
>24 students, not accounting for
classroom flow.

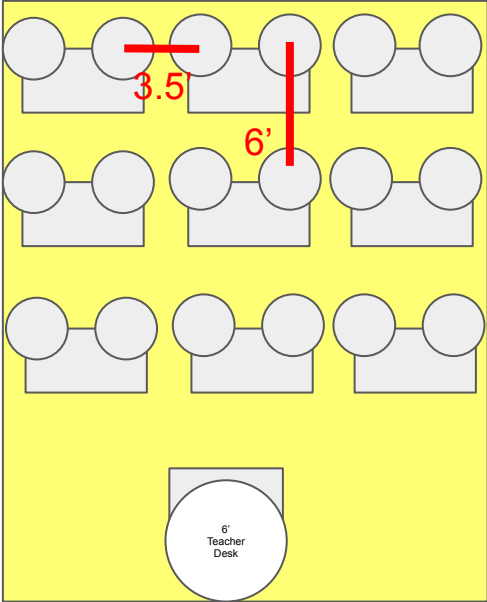


23'7"x29' Classroom

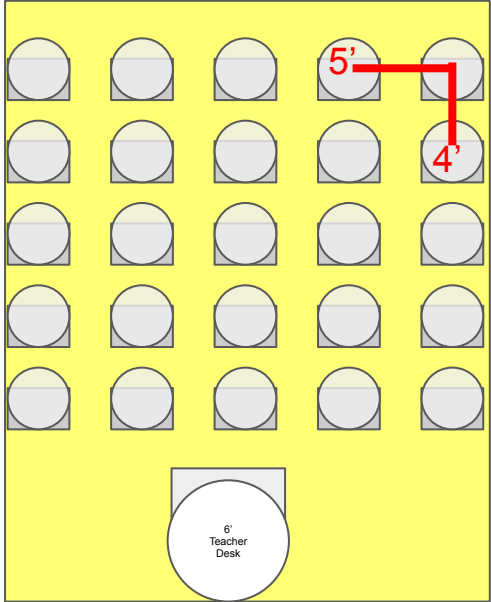
6' distancing
12 Students



3.5' distancing
18 students



4' distancing
25 students



BMS has 11 classrooms that are approximately this size.

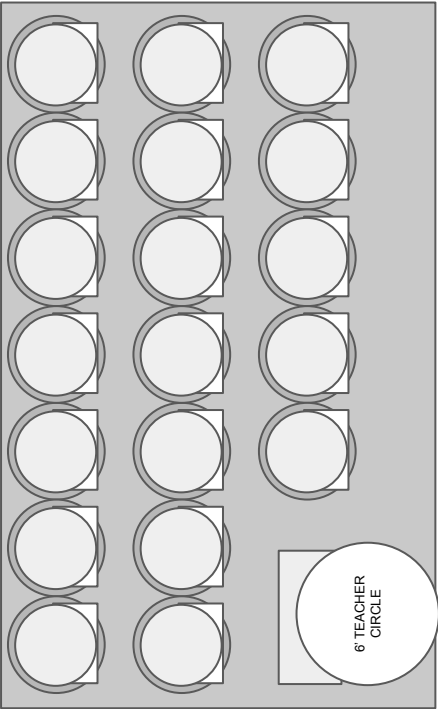
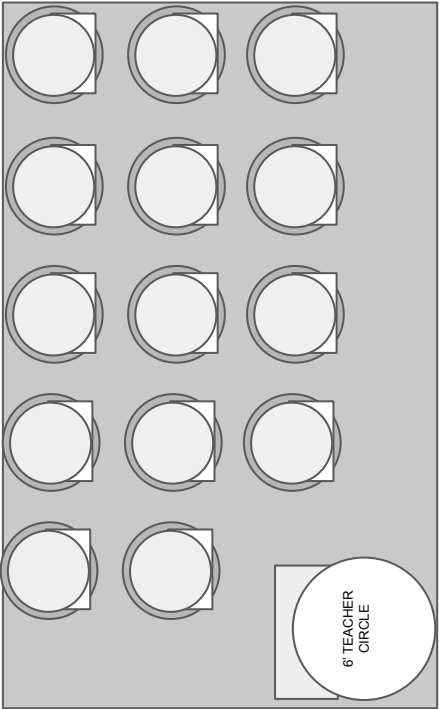
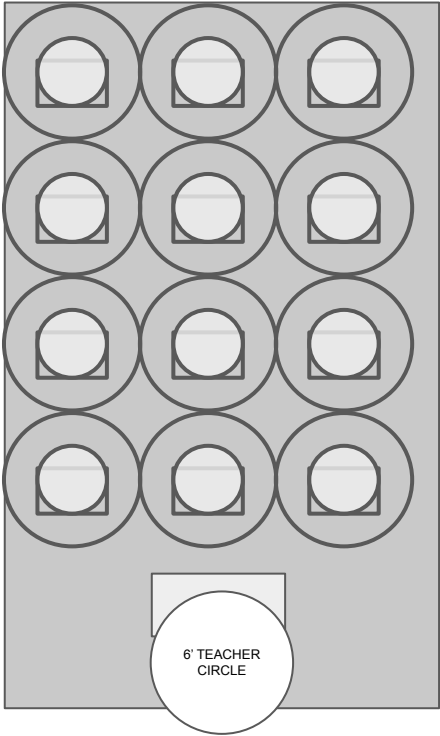
(6'x3' lab tables and 3'x2' desks with 2' aisles)

18' x 29' Classroom

12 Students
6ft distancing

14 Students
>4' distance 2' aisles

19 Students
4' distance(no aisles)

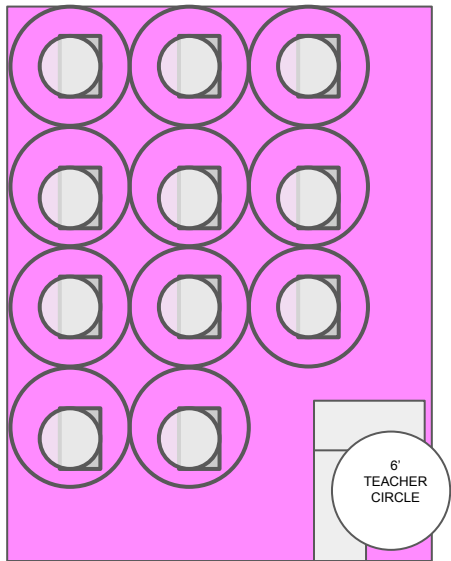


BMS has 3
classrooms that are
approximately this size.

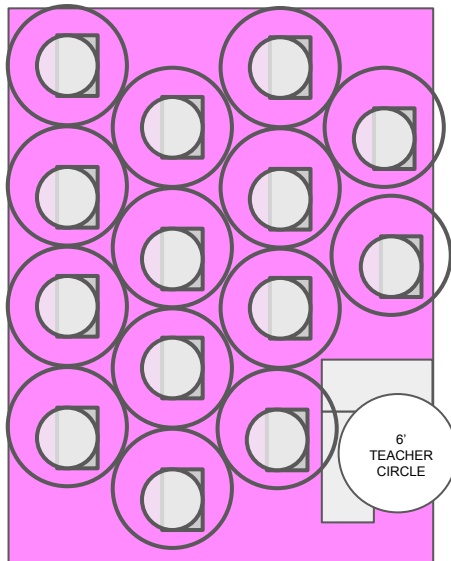
(3'x2' desks)

21'x 27'9" Classroom

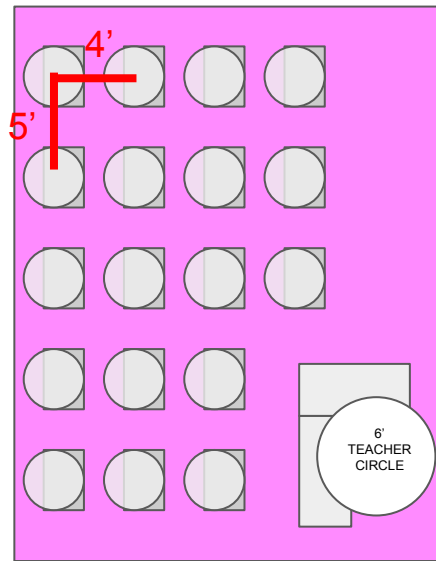
6' spacing
11 students



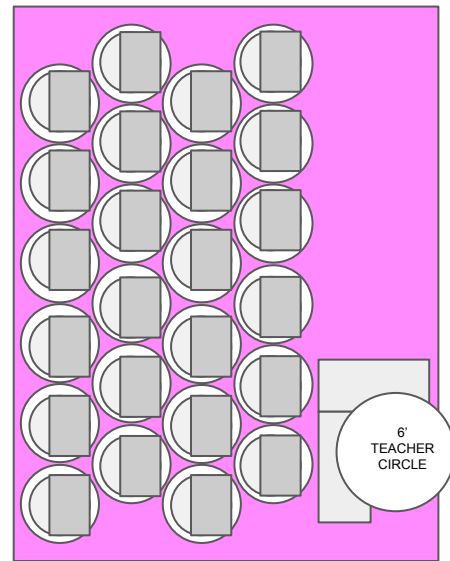
6' spacing(optimal)
14 students



4' spacing (2' aisles)
18 students



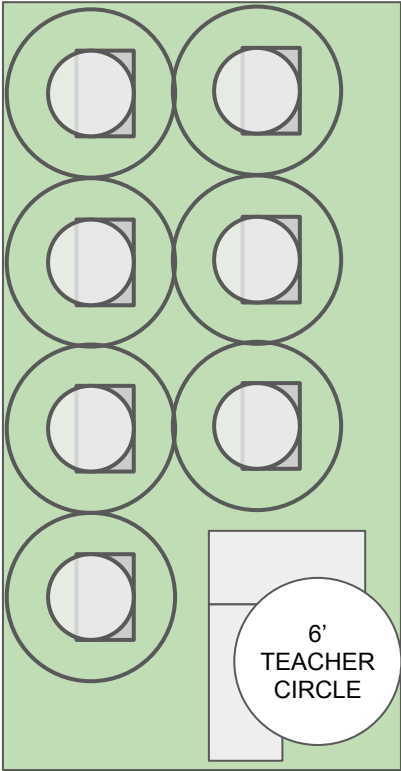
4' spacing (no aisles)
>24 students



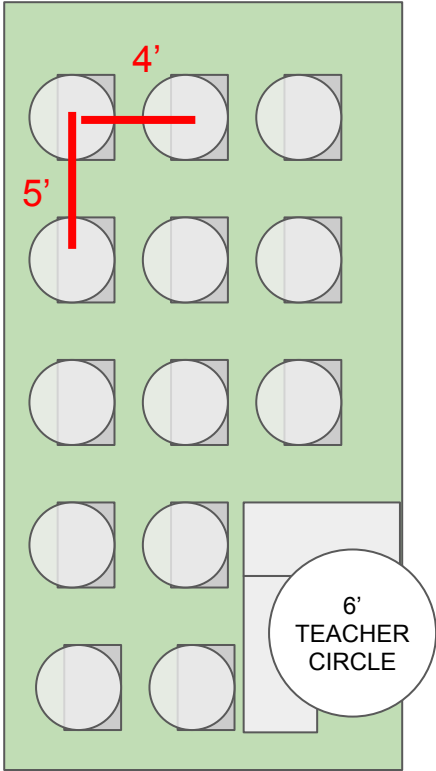
BMS has 2 classrooms that are approximately this size.

14'x 27' Classroom

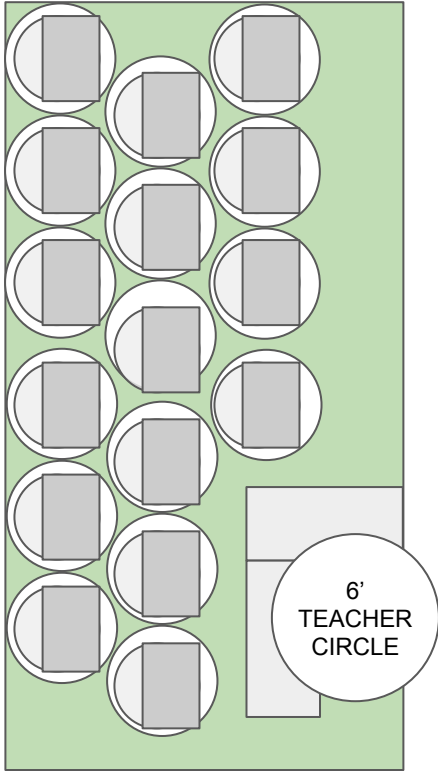
6' spacing
7 Students



4' spacing w 2' aisle
13 students



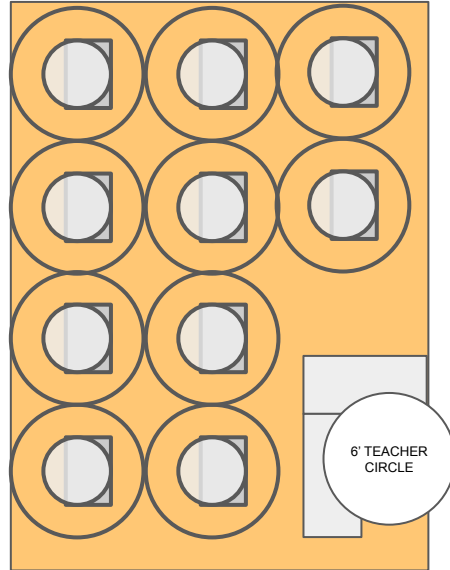
4' spacing no aisle
16 students



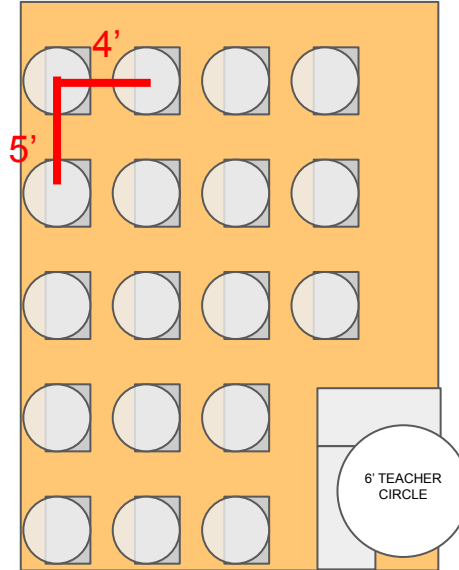
BMS has 1
classroom that is
approximately this
size.

18'7"x 25'5" Classroom

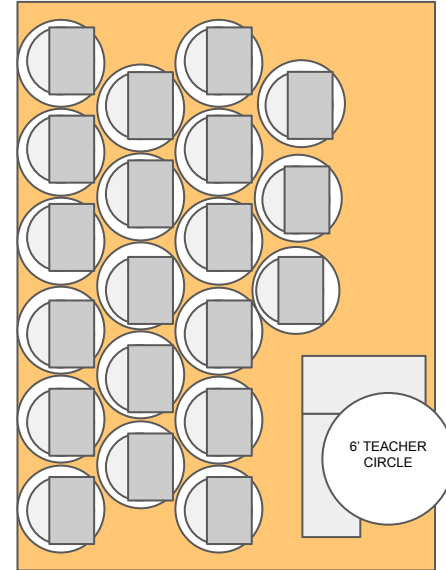
6' spacing
10 students



4' distance & 2ft aisles
18 students



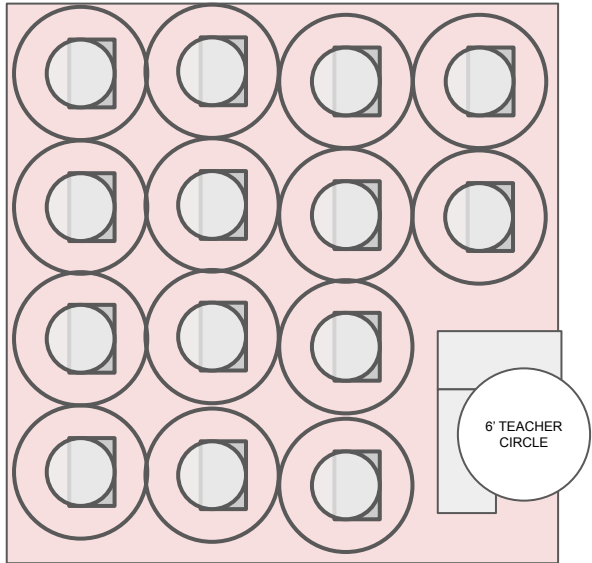
4' distance no aisle
20 students



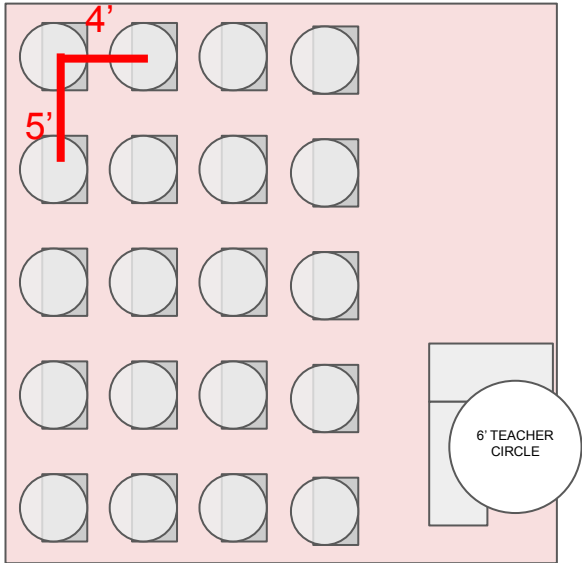
BMS has 1
classroom that are
approximately this
size.

25' x 25' Classroom

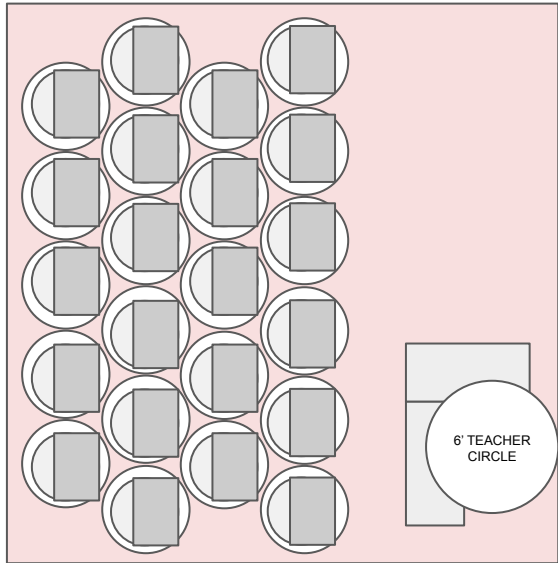
6' spacing
14 students



4' spacing 2' aisles
20 students



optimal 4' spacing
22+ students

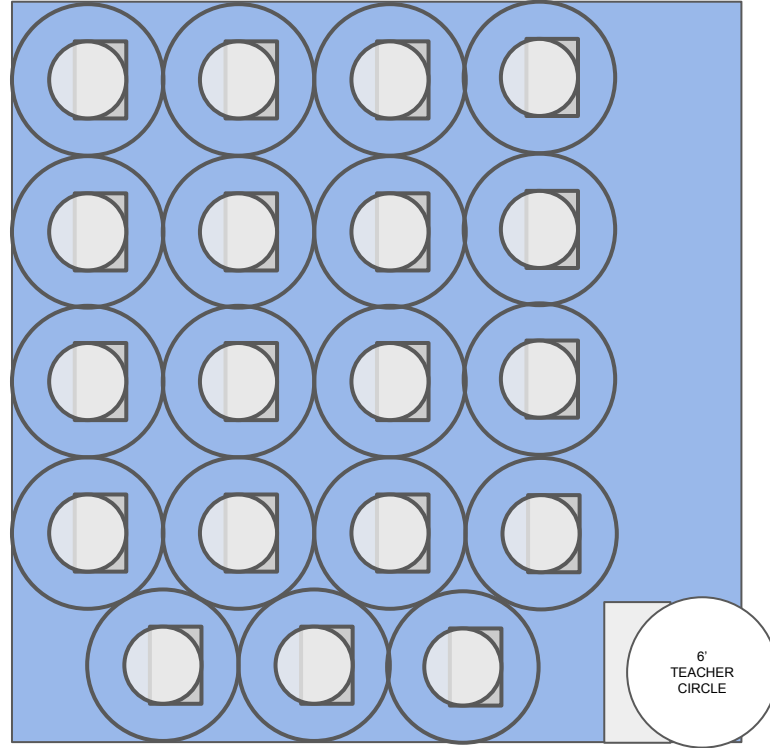


BMS has 4 classrooms that are approximately this size.

29' X 29' Classroom

BMS has 1
classroom that is
approximately this size.

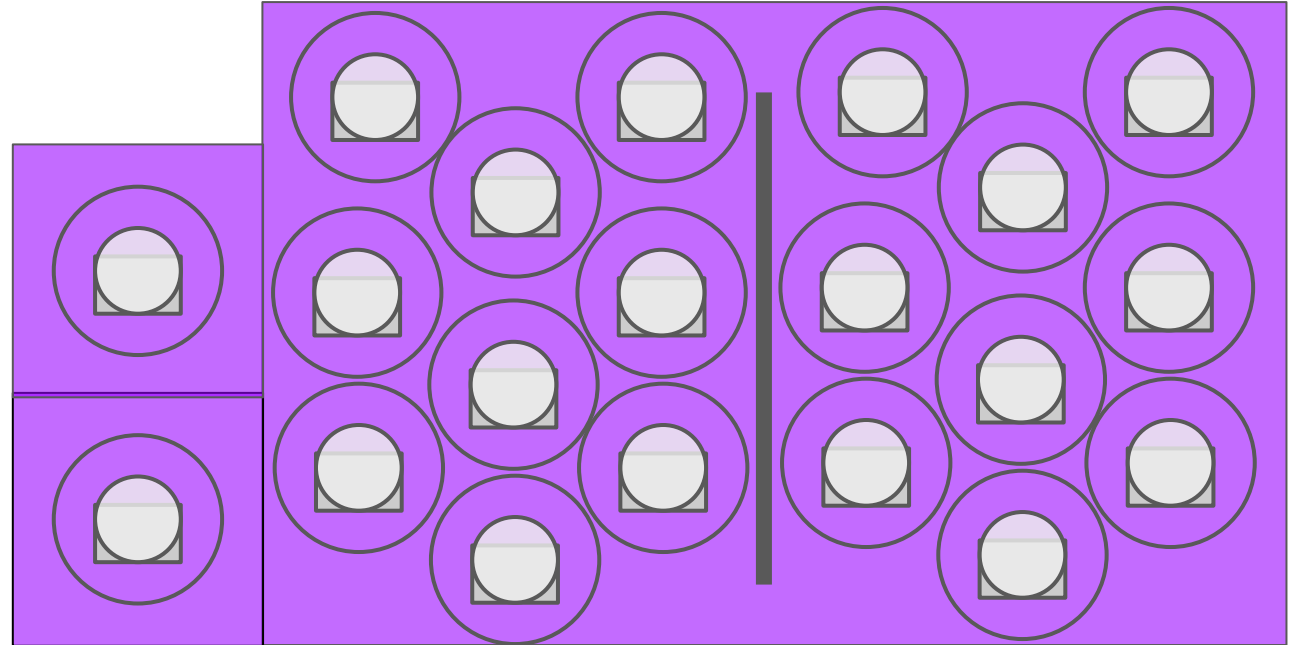
Classroom optimal 6' spacing
19 students



25'5" x 41'5" Classroom

Includes a partition 10x10 alcove & 10x10 workroom

BMS has 1
classroom that is
approximately this size.



6' distancing 20 students

APPENDIX D

Scheduling Options

Schedule A (PreK-4)

JFK PreK and K (A)			BPS Grades 1 & 2 (A)		
Time	Student Schedule	Notes	Time	Student Schedule	Notes
7:30	Staff Arrival		7:30	Staff Arrival	
7:40-8:10	Student Arrival/Breakfast		7:40-8:00	Student Arrival/Breakfast	
8:10-8:20	Morning Announcements		8:00	Morning Announcements	
8:30-9:00	Morning Meeting		8:10-8:30	Morning Meeting	
9:00-10:15	Literacy		9:00-11:00	Literacy/UA/Recess	Prep
10:15-11:30	Math		11:00-11:20	Lunch - 1	
11:30-11:55	Lunch/Recess		11:20-11:40	Lunch - 2	
11:55-12:20	Recess/Lunch		11:50-1:45	Math/UA/Recess	Prep
12:25-1:05	UA/Writing	Prep	1:45-2:00	Student Dismissal	
1:05-1:45	Writing/UA	Prep	2:00-2:30 Teacher Lunch		
1:45-2:00	Student Dismissal				
2:00-2:30 Teacher Lunch					

BIS Schedule (A)					
Grade 3	Student Schedule	Notes		Grade 4	Student Schedule
7:30	Staff Arrival			7:30	Staff Arrival
7:40-7:55	Student Arrival	UA prep (:40)			Student Arrival
7:55-8:15	Morning Meeting			7:55-8:15	Morning Meeting
8:15-9:30	Reading (1:15)	4A prep (:40)		8:15-8:55	Specials/WIN (:40)
9:30-10:00	Writing (:30)	4B prep (:40)		8:55-9:35	Specials/WIN (:40)
10:00-10:40	Specials/WIN (:40)	3A prep (:40)		9:40-10:55	Reading (1:15)
10:40-11:20	Specials/WIN (:40)	3B prep (:40)		10:55-11:15	4A Lunch 4B Writing (:20)
11:20-11:45	Science/SS (:25)			11:15-11:35	4B Lunch 4A Writing (:20)
11:45-12:05	3A Lunch 3B Recess (11:50-12:05)			11:35-12:50	Math (1:15)
12:05-12:25	3B Lunch 3A Recess (12:05-12:20)			12:50-1:50	Recess & Science/SS
12:25-1:50	Math (1:25)				
1:50-2:00 Dismissal					
2:00-2:30 Teacher Lunch 2:30 End of Staff Day					

Schedule B (PreK-4)

JFK PreK & K (B)			BPS Grades 1 & 2 (B)		
Time	Student Schedule	Notes	Time	Student Schedule	Notes
7:30	Staff Arrival		7:30	Staff Arrival	
7:40-8:10	Student Arrival/Breakfast		7:40-8:00	Student Arrival/Breakfast	
8:10-8:20	Morning Announcements		8:00	Morning Announcements	
8:30-9:10	Morning Meeting		8:10-8:30	Morning Meeting	
9:10-10:25	Literacy		9:00-11:30	Literacy/UA	Prep
10:25-11:40	Math		10:30-12:45	Lunch/Recess for 28 classes	
11:40-12:10	Lunch/Recess	Teacher lunch A	12:00-2:00	Math/UA	Prep
12:10-12:40	Lunch/Recess	Teacher lunch B	2:15-2:30	Student Dismissal	
12:45-1:25	UA/Writing	Prep A	2:15-2:30 Dismissal		
1:35-2:15	Writing/UA	Prep B			
2:15-2:30 Student Dismissal					

BIS Schedule (B)					
3rd Grade	Student Schedule	Notes	4th Grade	Student Schedule	
7:30	Staff Arrival		7:30	Staff Arrival	
7:40-7:55	Student Arrival	UA prep 7:30-8:10 (:40)		Student Arrival	
7:55-8:15	Morning Meeting		7:55-8:15	Morning Meeting	
8:15-9:30	Reading (1:15)	4A prep (:40)	8:15-8:55	Specials/WIN (:40)	
9:30-10:00	Writing (:30)	4B prep (:40)	8:55-9:35	Specials/WIN (:40)	
10:00-10:40	Specials/WIN (:40)	3A prep (:40)	9:40-10:55	Reading (1:15)	
10:40-11:20	Specials/WIN (:40)	3B prep (:40)	10:55-11:25	4A Lunch 4B Writing (:30)	
11:20-11:45	Science/SS (:25)		11:25-11:55	4B Lunch 4A Writing (:30)	
11:55-12:25	3A Lunch 3B Recess (12:05-12:25)		12:00-1:20	Math (1:20)	
12:25-12:55	3B Lunch 3A Recess (12:25-12:45)		1:20-2:10	Recess (:20) & Science/SS (:30)	
12:55-2:10	Math (1:15)				
2:20-2:30 Dismissal/End of Day					
2:30 End of Staff Day					

Schedule A (Grades 5 - 12)

BMS Grade 5 (A)			BMS Grade 6 (A)			BMS Grade 7 (A)		
	Orange Day	Black Day		Orange Day	Black Day		Orange Day	Black Day
8:20	Staff Arrival		8:20	Staff Arrival		8:20	Staff Arrival	
8:30-9:10	Tiger Time		8:30-9:10	Tiger Time		8:30-9:10	Tiger Time	
9:10-10:05	Block 1		9:10-10:05	Block 1		9:10-9:50	Block 1a UA	Block 1c UA
10:05-11:00	Block 2		10:05-11:00	Block 2		9:50-10:30	Block 1b Intervention	Block 1d UA
11:00-11:55	Block 3		11:00-11:30	Student Lunch		10:30-11:25	Block 3	
11:55-12:25	Student Lunch		11:30-12:10	Block 3a UA	Block 3c UA	11:25-11:55	Student Lunch	
12:25-1:20	Block 4		12:10-12:50	Block 3b Intervention	Block 3d Soft Skills	11:55-12:50	Block 4	
1:20-2:00	Block 5a UA	Block 5c UA	12:50-1:45	Block 4		12:50-1:45	Block 5	
2:00-2:40	Block 5b Intervention	Block 5d Intervention	1:45-2:40	Block 5		1:45-2:40	Block 6	
2:40-2:50	Dismissal		2:40-2:50	Dismissal		2:40-2:50	Dismissal	
2:50-3:20	Teacher Lunch		2:50-3:20	Teacher Lunch		2:50-3:20	Teacher Lunch	

BHS Grade 8 (A)		BHS Grades 9 - 12 (A)	
	Orange Day/Black Day	Grades 9-12	Student Schedule
8:10-8:30	Arrival	8:10-8:30	Arrival/Breakfast
8:30-9:30	Block 1	8:30-9:35	Block 1
9:30-10:30	Block 2	9:40-10:45	Block 2
10:30-11:10	Tiger Time	10:50-12:10	Block 3
11:10-12:10	Block 3	10:50-11:10	4 Lunch Blocks
12:10-12:30	Lunch	11:10-11:30	
12:30-1:30	Block 4	11:30-11:50	
1:30-2:30	Block 5	11:50-12:10	
2:30-2:35 Dismissal		12:10-1:15	Block 4
		1:20-2:35	Block 5
		2:35-2:40 Dismissal	
2:35-3:05 Teacher Lunch		2:40-3:10 Teacher Lunch	

Schedule B (Grades 5 - 12)

Grade 5: Cohort ¹ 1		Grade 5: Cohort 2		Grade 6: Cohort 1		Grade 6: Cohort 2	
8:20	Staff Arrival	8:20	Staff Arrival	8:20	Staff Arrival	8:20	Staff Arrival
8:30-9:10	Tiger Time	8:30-9:10	Tiger Time	8:30-9:10	Tiger Time	8:30-9:10	Tiger Time
9:10-10:05	Block 1	9:10-10:05	Block 1	9:10-10:00	Block 1a UA	9:10-10:00	Block 1c UA
10:05-11:00	Block 2	10:05-11:00	Block 2	10:00-10:50	Block 1b UA	10:00-10:50	Block 1d UA
11:00-11:25	Block 3(a)	11:00-11:55	Block 3	10:50-11:45	Block 2	10:50-11:45	Block 2
11:25-12:05	Lunch	11:55-12:35	Lunch		11:45-12:40	Block 3	11:45-12:40
12:05-12:35	Block 3(b)	12:35-1:30	Block 4		Lunch	12:40-1:05	Block 4(a)
12:35-1:30	Block 4	1:30-2:20	Block 5c UA			1:05-1:45	Lunch
1:30-2:20	Block 5a UA	2:20-3:10	Block 5d UA	1:20-2:15	Block 4	1:45-2:15	Block 4(b)
2:20-3:10	Block 5b UA	3:10-3:20	Dismissal	2:15-3:10	Block 5	2:15-3:10	Block 5
3:10-3:20	Dismissal			3:10-3:20	Dismissal		

Grade 7: Cohort 1		Grade 7: Cohort 2	
8:20	Staff Arrival	8:20	Staff Arrival
8:30-9:10	Tiger Time	8:30-9:10	Tiger Time
9:10-10:05	Block 1	9:10-10:05	Block 1
10:05-10:30	Block 2(a)	10:05-11:00	Block 2
10:30-11:10	Lunch 7A	11:00-11:40	Lunch 7B
11:10-11:40	Block 2(b)		
11:40-12:30	Block 3a - UA	11:40-12:30	Block 3c - UA
12:30-1:20	Block 3b - UA	12:30-1:20	Block 3d - UA
1:20-2:15	Block 4	1:20-2:15	Block 4
2:15-3:10	Block 5	2:15-3:10	Block 5
3:10-3:20	Dismissal	3:10-3:20	Dismissal

¹ Cohorts have been created for the purpose of scheduling lunches in the cafeteria.

Schedule B (Grades 5 - 12)

BHS Grade 8 (B)		BHS Grades 9 - 12 (B)	
	Orange Day/Black Day		Student Schedule
8:10	Arrival	8:10-8:30	Arrival/Breakfast
8:30-9:30	Block 1	8:30-9:35	Block 1
9:30-10:30	Block 2	9:40-10:45	Block 2
10:30-10:55	Student Lunch	10:50-12:50	Block 3
10:55-11:35	Tiger Time	10:50-11:20	4 Lunch Blocks
11:35-12:35	Block 3	11:20-11:50	
12:35-1:05	Intervention (Teacher Lunch)	11:50-12:20	
1:05-2:05	Block 4	12:20-12:50	
2:05-3:05	Block 5	12:50-1:55	Block 4
		2:00-3:05	Block 5
3:05-3:10 Dismissal		3:05-3:10 Dismissal	

APPENDIX E

Federal Funds for Staff - Proposed Budget Outline

2021-2022 COVID Related Staff Costs - Federal Funds					
School	Item	Number	Cost	Total	Funding Sources
JFK	Intern	3	\$22,387.00	\$67,161.00	ESSER
BPS	Intern	6	\$22,387.00	\$134,322.00	ESSER
BIS	Intern	5	\$22,387.00	\$111,935.00	ESSER
BMS	Intern	1	\$22,387.00	\$22,387.00	ESSER
BHS (8th)	Intern	1	\$22,387.00	\$22,387.00	ESSER
JFK	Mentor	3	\$4,975.00	\$14,925.00	ESSER
BPS	Mentor	6	\$4,975.00	\$29,850.00	ESSER
BIS	Mentor	5	\$4,975.00	\$24,875.00	ESSER
BMS	Mentor	1	\$4,975.00	\$4,975.00	ESSER
BHS (8th)	Mentor	1	\$4,975.00	\$4,975.00	ESSER
BPS	Extra Teacher	1	\$61,173.00	\$61,173.00	ESSER
BHS (8)	Social Worker	1	\$65,000.00	\$65,000.00	ESSER
BHS (8th)	Admin Assistant	1	\$45,000.00	\$45,000.00	ESSER
BHS/COT	Nurse Assistant	1	\$40,000.00	\$40,000.00	ESSER
				\$648,965.00	*
*Federal funds used to pay MPERS employees result in additional mandatory contributions. Depending on final application rules from the MDOE, with federal guidance, the BSD may shift certain "local" costs to be covered by ESSER, and pay for these positions using the local budget. This shift, if permissible, will result in an additional \$85,127.00 in savings.					

Maine's K-12 Pooled PCR Testing Program: Frequently Asked Questions

Updated June 10, 2021

Program Value

1. Why are we testing now? Why didn't we do this in the fall of 2020?

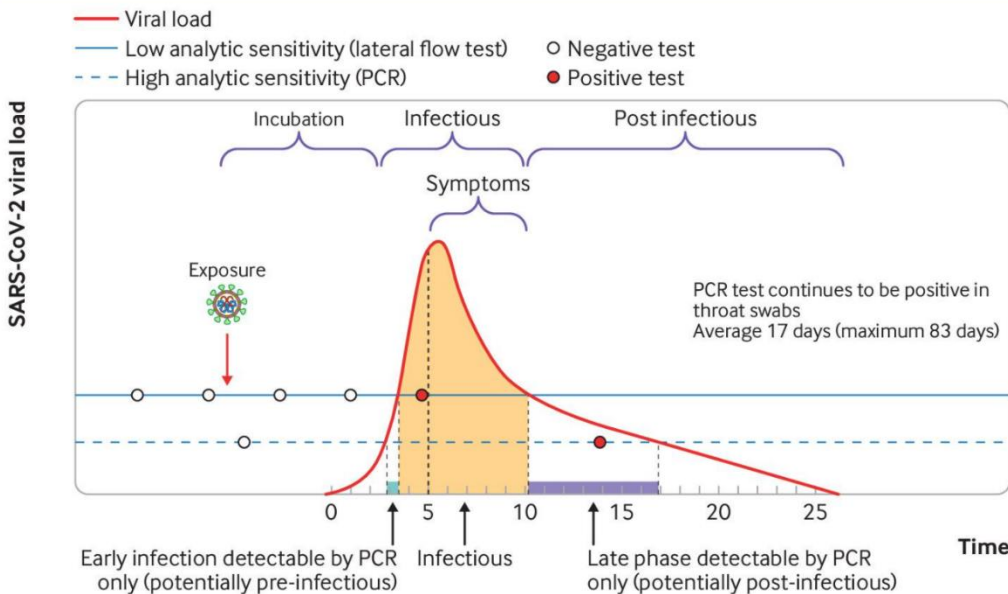
Pooled PCR testing will help keep unvaccinated children and staff safe. The early detection and reduction of spread provides peace of mind for students, staff, and families, as well as the added benefit of reducing education disruption and exclusion from extracurriculars due to quarantine as a close contact.

In the fall of 2020, we knew less about school testing programs and efficacy. Since that time, states across the country have piloted school-based testing models, including pooled PCR testing and BinaxNOW. Massachusetts rolled out a state-wide pooled PCR testing program in March of 2021 and we are now seeing some early research and articles from that work ([Value of COVID-19 Testing](#)). Additionally, states had no funding to support school testing prior to March of 2021 when the early K-12 testing pilots demonstrated the value of testing with the [K-12 National Testing Action Program](#). More information on testing in schools and the impact of COVID-19 on schools and children can be found here: [Rockefeller Foundation](#)

2. What are the benefits of screening testing when children are now being vaccinated?

While we are encouraged that children 12 years and older are now eligible for the COVID-19 vaccine, there remain the following concerns, which should be considered:

- While children 12 and older are eligible to be vaccinated, there are many families that are hesitant or concerned about vaccinating their child, which will delay any herd immunity among children 12 and older.
- Children under the age of 12 are currently not eligible for COVID-19 vaccine.
- It takes 5 weeks to reach full protection from vaccination, so it will take time before every child is vaccinated and gains full protection.
- While we know vaccines are highly effective, there are cases of “break-through” COVID-19, or cases of COVID-19 in individuals who are fully vaccinated. These cases could impact other people, including unvaccinated or immunocompromised children and adults.
- There are growing numbers of variants impacting parts of the world, including the United States. We are learning more about these variants every day, but regular testing may be one way to detect these variants before they spread.
- The pooled test is a Polymerase Chain Reaction (PCR) test, which is considered the “gold standard” of COVID-19 testing. It can detect the virus at incredibly low levels, catching COVID-19 in asymptomatic individuals before they become symptomatic or infectious (see table below).ⁱ



- Pooled PCR testing can be viewed as another tool, along with masking, handwashing, and isolating symptomatic individuals, to keep communities safe, reduce transmission, and build confidence that it's safe to go to school.

Program Eligibility

1. How do we apply to be part of the pooled testing program?

School Administrative Units (SAUs), as well as approved special education schools, and private schools should submit an [Authorized School Application](#) to be included in the pooled testing program. Once application materials are submitted, Maine Department of Health and Human Services (DHHS) and Department of Education (DOE) will connect the unit or school with the testing service provider. DHHS and DOE will review applications on a rolling basis. More information about the application can be found on the Pooled Testing section of the [DOE COVID-19 Toolkit](#).

2. Which schools are eligible for this program?

SAUs or private schools providing any type of in-person instruction, such as full-in person or hybrid instructional models or in-person services for high needs students, can participate in this initiative. In addition, SAUs and private schools that are currently in a remote instructional model but intend to use this program as an opportunity to return to in-person learning are also invited to participate. Public schools that offer PreK programs may include that population in the testing program. K-12 private schools are also able to participate in the program; however, private PreK programs are not currently able to participate. There is no minimum number of participants required at a school site.

3. Does the entire SAU or private school need to participate?

SAUs and private schools are strongly encouraged to involve all students and staff in pooled testing, excluding any individuals who may opt out. However, SAUs and private schools may choose to launch this program with a smaller subset of schools, grades, students, or staff and scale up to a school-wide or unit-wide model at a future date. If SAUs and private schools choose to only involve staff in a pool, however, they are limited to a maximum of 5 individual staff samples per pool and

must have BinaxNOW tests available for immediate Follow Up Testing.

- 4. If an SAU or private school is not signed up for Abbott BinaxNOW, can they still participate?**
Abbott BinaxNOW is required for follow-up testing on the individuals within positive pools and is a core component of the program. The state will cover the costs associated with using Abbott BinaxNOW for follow-up testing, including providing the tests to administer, the platform for reporting, and clinical and/or administrative support needed to administer the tests. SAUs not currently using Abbott BinaxNOW can obtain tests by following the guidance document and taking necessary steps required, including securing a CLIA Waiver, completing the online training modules and enrolling in REDCap, the online reporting platform. [DOE BinaxNOW Information](#).
- 5. Can staff and students be required to participate in pooled testing?**
No. Participation in pooled testing is voluntary. Students who do not participate cannot be barred from in-person learning opportunities solely because they do not participate, however those not participating in the program who are identified as close contacts must quarantine and be out of school for that period of time.
- 6. If we have a SAU-run PreK program, are we able to include our PreK teachers and students in pooled testing?**
Yes. All public-school staff and students, including public PreK teachers and students, can be included.
- 7. What staff are eligible to participate in the pooled testing program?**
All SAU and private school employees or individuals employed by the organization are eligible to participate in the pooled testing program, including those that may already be vaccinated. Additionally, contracted staff such as bus drivers, are also eligible for participation. At this time, staff that work outside the school are not eligible to participate.
- 8. Does an SAU or private school need to have an electronic health record system to participate?**
No, an SAU or private school does not need to have an electronic health record system to participate. The Pooled Testing Provider will provide all necessary technology platforms for Pooled PCR Testing and the state will provide access to REDCap to report all BinaxNOW Follow-Up Testing.

Program Costs and Vendors

- 9. Will the state cover courier costs?** Yes. Funding will cover pooled testing processing services (e.g., test kits), transportation (e.g., courier and shipping costs), and additional logistical supports (e.g., specimen collection and site administration).
- 10. Is there funding available to cover the administration and record keeping associated with testing, or is funding just to pay for testing of pooled samples?**
Funding does not currently cover pooled testing administration and record keeping by a school/unit employee. Funding from DHHS for pooled testing covers three areas:
 - a. **Onsite specimen collection and testing coordination support:** Staff contracted through the vendor to assist with implementation, on-the-ground operations, and/or specimen collection (if requested and available).

- b. **Pooled testing processing services:** test kits for pooled testing, vendor administrative fees, and BinaxNOW follow-up tests.
- c. **Specimen transportation:** either courier or shipping from test collection site (e.g., school) to laboratory.

Program Validity

11. Is the Abbott BinaxNOW accurate enough to be used as a follow up to the pooled test, especially for asymptomatic children?

Yes. The Maine Center for Disease Control and Prevention (ME CDC) endorses its use in follow-up testing. No test is 100% accurate. BinaxNOW tests are effective at picking up those individuals with high viral loads (assumed to be most infectious) and are adequate for this purpose. Anyone who develops symptoms consistent with COVID-19 should get tested, even if they have recently received a negative result.

12. Is pooled testing an effective strategy in areas where COVID prevalence is high?

Yes. Pooled testing is an effective tool to identify positive cases without the logistical and financial burden of regular individual testing. In communities with high COVID prevalence, which is defined for schools in Maine as color coded yellow or red, it is strongly suggested that SAUs and private schools start with pools smaller than 10 to minimize the number of positive pools returned.

13. Is pooled testing an effective strategy in areas with low transmission rates?

Yes. Pooled testing is an effective strategy in areas with low transmission. With lower COVID-19 rates, there may be fewer follow-up tests. This can increase staff and community confidence in returning to school while incurring much lower costs than individual testing.

14. How has the state reviewed the laboratories used in the Pooled Testing Program?

All laboratories allowed to process samples under the state-contracted Pooled Testing Providers have undergone a technical review of their pooling strategy and supplementary data by the ME CDC, DHHS, and DOE.

15. Does the state allow different standards for test performance (sensitivity) for surveillance testing versus diagnostic testing?

It would not be the state's intention to purposefully accept a lower sensitivity for surveillance tests versus diagnostic tests. Rather, our shared goal is to select tests that are sensitive and specific enough to identify cases within the testing algorithm(s) of this program.

Testing Process Coordination

16. How many staff are needed to carry out the collection and processing of tests?

In most cases, DHHS expects that pooled testing can be conducted with existing staff, although pooled testing providers are able to coordinate additional staff to help implement the program and collect samples as part of Level II services (funded by the state, if needed and available). SAUs and private schools are welcome to collaborate with neighboring schools to share services or coordinate specific tasks. If additional staff are requested, this may delay the start of pool testing in an SAU or private school.

17. Who administers the Abbott BinaxNOW tests and Pooled Tests?

The Emergency Use Authorization (EUA) received for the Abbott BinaxNOW test allows it to be administered by a variety of trained professionals, including, though not limited to, school nurses.

All staff administering Abbott BinaxNOW test kits within a school or unit must complete all Abbott BinaxNOW training modules. The Abbott BinaxNOW training modules can be found [here](#). These modules provide a detailed step-by-step guide to the test process. The modules should be completed in their entirety prior to staff performing tests on individuals.

Similarly, pooled testing is administered at the school level either by trained school staff, including, though not limited to, school nurses, or onsite test specimen collectors. For staff and for students in grades 2 and up, the test may be conducted by self-collection and observed by trained staff. There are instances of children younger than second grade who are able to self-collect; however, this is following a period of instruction and hand-over-hand guidance. The Pooled Testing Services Providers will provide the training for staff administering or observing specimen collection.

18. What is needed to transport tests to the lab?

Samples are transported by FedEx to the laboratory for processing. In instances where FedEx cannot meet the required shipping timeline, a courier will be arranged to transport the samples to the laboratory. There is no risk in transmission while transporting test samples as all samples are sealed. There are no complex requirements for transportation, such as refrigeration.

19. How long will it take to receive pooled test results?

In almost all cases, it will take 24-48 hours to receive pooled test results. As a reminder, staff and students do not need to quarantine while awaiting pooled test results and should be in school unless they become symptomatic.

20. Should SAUs and private schools participating in Maine's pooled testing program provide accommodations for students with disabilities who opt-in to the program?

Yes. SAUs and private schools participating in the pooled testing program must ensure that students with disabilities are provided an equal opportunity to participate in a pool and to benefit from the services offered. Some of these students will need accommodations to participate effectively in the testing program. Participating SAUs and private schools must ensure that personnel responsible for implementation of the on-site testing are provided training necessary to accommodate students with disabilities. They should work with the pooled service testing provider to provide social stories, video preparation, visual aids, imitative models, scripts, desensitization, appropriate reinforcers, administration of the test with a staff member familiar with the student, and/or other accommodations and supports necessary to ensure equitable opportunities to participate. Parents/guardians of students with disabilities, as all students, should be informed that for any reason they may opt out of the voluntary testing program or revoke consent at any time.

Testing Strategy

21. What test pool sizes, composition, and frequency are recommended?

Appropriate pool size should be determined by several factors including vendor and community/school prevalence. Because the cost and logistical advantages of pooled testing are dependent upon a relatively low portion of pools being positive, schools in communities with high

prevalence, such as schools in counties categorized as yellow or red, or schools who are seeing a high share of positive pools in previous weeks, should lower their pool size to 10 or fewer. The pool size should not be lower than 5.

It is highly recommended for health, as well as administrative reasons, that “membership” within a given pool remain as constant as possible. Teachers, where possible, should be pooled with their students (as a positive pooled result on a pool full of teachers may cause staffing issues while all teachers in the pool are individually re-tested). If SAUs or schools choose to only involve staff in a pool, however, they are limited to a maximum of 5 tests per pool and must have BinaxNOW tests available for immediate follow up testing.

Pool testing should be done on individuals once per week.

22. Should individuals who have previously tested positive for COVID-19 be included in pools?

No, individuals who have previously tested positive (on an individual, not pooled, test) in the past 90 days should be excluded. After 90 days, they should be included again in the pools.

23. Should vaccinated staff participate in pooled testing?

We encourage teachers and staff to participate in the testing even if they have already been fully vaccinated, though it is not required. There are several reasons why vaccinated staff should participate in pooled testing, including:

- While each vaccine authorized by the FDA is effective at preventing symptomatic infection, no vaccine is 100% effective. Vaccinated individuals may still get COVID-19 and transmit it to others.
- Evidence suggests that fully vaccinated people are less likely to have asymptomatic infection and potentially less likely to transmit SARS-CoV-2 to others, but further investigation is ongoing.
- Teachers can model good practices for students to encourage participation.

24. If a fully vaccinated individual is part of a positive pool, do they need to have a negative test before returning to school/work?

No. As with all individuals in a positive pool, a fully vaccinated individual who is part of a positive pool should follow DHHS/DOE’s recommended protocols, which includes receiving a follow-up/reflex test (either BinaxNOW) but it is not necessary for that person to stay out of work (i.e., quarantine) before taking the follow-up test.

Testing Operations

25. How will training be conducted?

The Pooled Testing Provider will provide training to staff to administer tests as well as how to observe sample collection. This training will also include information on how to track samples in each pool, use the software, and deliver samples to the laboratory.

26. Can tests be given at home?

At this time, the pooled testing options associated with this initiative cannot be conducted at home. Pooled tests should occur in school and be administered or supervised by trained staff.

27. Do students and staff need to quarantine until the pool test results are returned?

Pooled testing provides surveillance testing capabilities to schools, meaning that students and staff participating in the pooled PCR testing program do not have to quarantine if they have been identified as a close contact. These individuals should remain in school and continue to participate in the weekly pooled PCR testing program. However, any unvaccinated student or staff member not participating in pooled PCR testing program or unwilling to get follow-up BinaxNOW testing as part of a positive pool and identified as a close contact of a confirmed case will need to quarantine for 10 days.

28. Why do we only quarantine unvaccinated children and adults identified as close contacts who do not participate in the testing program?

Individuals participating in the testing program are tested every week with a PCR test, which allows the school to monitor those individuals closely, even after they have been identified as a close contact. In other words, the individuals in the testing program are under surveillance. The PCR test also provides the opportunity to catch the virus at low levels in an asymptomatic individual. The participating school has no way to monitor those not participating in weekly testing; therefore, they need to quarantine.

29. Can a parent of a child not participating in the testing program have their child tested to get out of quarantine and return to school?

A school should not accept a one-time test to get out of quarantine. Testing options vary and some may seek molecular or lateral flow types of tests, which are not as sensitive as PCR in detecting COVID-19. Additionally, the student placed in quarantine was not tested at the time the positive case was identified, nor would they be tested each week moving forward; thus, a one-time test is not helpful in monitoring the student.

30. Do individuals in a positive pool need to quarantine while they are waiting for individual-level results to return?

No. Students who are part of a positive pool do not need to quarantine while they await their follow-up test results unless they are symptomatic. It is possible that individuals who had COVID-19 (knowingly or unknowingly) but are no longer contagious will cause some pooled tests to come back positive, and every test has a chance of false positives. Symptomatic students should not attend school and should follow the school's procedure. If not symptomatic, individuals in a positive pool will return to school for follow-up testing. Individuals who receive positive follow-up individual test results will need to be isolated as defined in the Standard Operating Procedure [Investigating Positive Cases for COVID-19 in Schools](#).

31. If a school wants to decrease the spacing between students as a benefit of the program, does the entire district need to meet the 30% participation threshold?

Only those schools in the district that wish to reduce spacing must meet the 30% or greater participation requirement. For instance, if an elementary school wants to decrease the spacing of desks from 3ft to 2ft, then the school will need to first enroll 30% of its elementary students and staff in the pooled PCR testing program.

32. Why does a school have to meet the 30% or greater participation requirement before reducing the space between students? Where does 30% come from?

Screening testing is a tool that provides a layer of protection. Screening has been demonstrated to catch cases early and reduce transmission in the classroom and in the community. With this added layer of protection, schools may reduce physical distancing requirements, including when students and staff are eating. . For a school to reduce physical distancing, they must first have 30% of students and staff participating in weekly testing. The threshold of 30% was chosen with the acknowledgement that while vaccinated staff and students are encouraged to participate in the program there is no requirement for vaccinated individuals to be screen tested, as well as some early research stating participation levels as low as 10-20% can have a meaningful impact on transmission rates in a community. The threshold of 30% is attainable for schools and represents a participation level that establishes a meaningful layer of protection.

33. What PPE is required for staff administering or observing tests?

Anterior nasal swabs are not considered to be aerosol generating procedures, but PPE is recommended for people administering or observing the tests simply because they have to be so close to the individual being tested. All staff administering pooled testing must wear appropriate personal protective equipment (PPE) when conducting tests and handling patient specimens. When collecting a specimen from another individual, the following PPE is required: Surgical mask or N95 mask, eye protection, gloves, gown, when collecting specimens. For personnel observing the self-administration of specimen collection, the following PPE is required: Surgical mask, gloves, if collecting sealed tubes.

<u>Administering pooled testing</u>	<u>Observing self-administered pooled testing</u>
<i>Surgical/N95 mask</i>	<i>Surgical Mask</i>
<i>Gloves</i>	<i>Gloves if collecting sealed tubes</i>
<i>Eye protection</i>	
<i>Gown</i>	

34. What are the options if BinaxNOW tests for positive pool members are all negative?

All negative BinaxNOW tests likely indicate an individual of lower viral load that is less likely to be infectious. If this occurs, schools will conduct a second BinaxNOW test on all individuals no sooner than the next day, but within 2 days. If those tests are all negative, then the school would proceed with the next round of scheduled pooled PCR testing.

35. What follow-up test options exist for students or staff who live far away from school?

If a student or staff member is in a positive pool, they should return to school as normal to receive follow-up testing. These individuals do not have to quarantine and can ride on buses or take their normal transportation method to school if they are not symptomatic. Symptomatic individuals should follow the guidance outlined in the [Standard Operating Procedure Investigating Positive Cases for COVID-19 in Schools](#). The hope is that this will largely eliminate any difficulties or costs associated with individuals being out of school when a positive pool is identified, as Follow-Up Testing results can be immediately delivered with Abbott BinaxNOW testing.

36. What if I can't conduct follow-up testing on every member of a positive pool?

In the event that not all members of a positive pool are able to receive follow up BinaxNOW tests (e.g. some are on vacation or otherwise absent), schools should proceed with normal follow-up testing protocol with the members of the positive pool that are present. If follow-up testing with the BinaxNOW does not identify a positive from among the pool members available, all available members of that pool must be re-tested with a second BinaxNOW no sooner than the next day, but within 2 days. As in other cases, it is not necessary to quarantine/isolate until an individual has received a positive individual test result. Members of a positive pool who are not immediately available for follow-up testing with the rest of their pool should receive follow-up testing per normal protocol as soon as it is possible to do so, or alternatively the individual(s) can pursue COVID-19 testing independently and relay test results to the school. A school can accept a negative result as adequate follow-up testing.

37. Can BinaxNOW tests be run outside?

BinaxNOW tests cannot be accurately run if the swab or kit is outside of the 59-86-degree range (Fahrenheit). However, the swab can be gathered in colder or warmer temperatures and run once the parts of the test are within that temperature range. When ordering BinaxNOW tests, SAUs and private schools may order additional vials to transport swabs that are collected outside of the temperature range.

38. Who should provide the standing order for Abbott BinaxNOW Follow-Up Testing in schools?

A provider standing order is required for individual Abbott BinaxNOW testing, and any follow-up PCR tests administered onsite. On June 8, 2020, Maine CDC issued a Standing Order (“Order”) that authorizes any health care provider or other trained personnel at a health care facility or medically supervised COVID-19 collection site (collectively, “collection site”) in the state to collect and submit for laboratory analysis specimens to be tested using a SARS-CoV-2 PCR molecular test for any individual in accordance with the conditions of the Order. This Order was revised on June 18, 2020, to clarify language regarding specimen collection protocols. This Order was also revised September 22, 2020, to allow any individual in Maine who is at least 12 months of age or older to receive testing. The Order was revised on December 8, 2020, to change the quarantine requirement from 14 days to 10 days. [Read the Standing Order \(PDF\)](#). The DHHS Standing Order is not meant to replace existing patient-provider relationships or provider-laboratory relationships.

39. If we use Abbott BinaxNOW for follow-up testing, can we also use it for symptomatic testing?

Yes. Schools may find guidance on the use of BinaxNOW in the school setting [here](#), as well instructions for obtaining consent for symptomatic BinaxNOW testing and ordering additional BinaxNOW tests [here](#). The [sample consent form for BinaxNOW](#) has been updated to include all uses approved for the K-12 setting. Please note, this consent form does not include consent for pooled PCR testing.

40. Is there a statewide CLIA waiver to cover Abbott BinaxNOW testing in the K-12 environment?

No. However, schools and SAUs are now eligible to apply for a CLIA Certificate of Waiver. To obtain a CLIA Certificate of Waiver, organizations must complete an application ([CLIA Waiver Application Form](#)) and upon approval will be invoiced a \$180 fee. More information on applying for a CLIA Certificate is available on the [CMS CLIA website](#) or refer to the [DOE CLIA Waiver Instructions](#).

41. Do you have to reapply for the CLIA waiver if you've already gotten a waiver and have been approved for BinaxNOW?

No. If you have already been applied for a CLIA waiver, you do not have to reapply. The CLIA waiver is valid for 2021-22 academic year.

42. If Abbott BinaxNOW is used for follow-up testing, will the Abbott BinaxNOW tests continue to be provided free to schools for other use cases as outlined in the ME DHHS BinaxNOW Testing Guidance for Schools?

Yes. The state intends to provide the Abbott BinaxNOW tests for follow-up testing and any of the other approved use cases as outlined in guidance. This is dependent on sufficient supply from Abbott, but currently the state does not foresee any supply constraints.

43. If a school enrolls in this testing program and uses Abbott BinaxNOW for follow-up testing, can they also use them for symptomatic testing if they had not previously signed up for the existing Abbott BinaxNOW DHHS program for children/staff who become symptomatic in school?

Yes. Schools and SAUs can use the Abbott BinaxNOW for either or both purposes (symptomatic testing and follow-up testing for positive pools).

44. Does the state have a required turn-around time for Pooled Testing Program results for vendors who are participating in the pooled testing?

Yes. The Testing Service Provider will be required to deliver pooled testing results to the school by 4:00PM (local time, Augusta, Maine) two calendar days from the date the samples were picked up for shipment from the Authorized School by FedEx or courier. Many times, results will be returned in approximately 24 hours.

45. Should household members of individuals in a positive pool be considered “possibly exposed” while waiting for follow-up testing to be completed?

No. Members of a positive pool do not have to quarantine prior to receiving the results of their follow-up tests, unless they are symptomatic. Similarly, household contacts of individuals in a positive pool do not need to quarantine, unless the individual is confirmed to have COVID-19 through follow-up testing. Individuals or close contacts of individuals who do receive a positive follow-up test result should follow the [Standard Operating Procedure Investigating Positive Cases for COVID-19 in Schools](#).

46. Can DHHS provide or facilitate N95 respirator fit testing for school nurses?

Annual fit testing is a routine part of using N95 respirators and can be performed by many occupational health providers. During the public health emergency, and with the wide variety of N95 respirators in use, it is not always possible to perform fit testing. Nurses and health care staff are encouraged to conduct a user seal check to determine if the respirator is being properly worn and should be performed with each use. The user seal check procedure is described here: <https://www.cdc.gov/niosh/docs/2018-130/pdfs/2018-130.pdf>

47. For a COVID-19 positive individual, should the pooled test or follow-up test be used to determine the start of the infectious period and isolation/quarantine?

If an asymptomatic individual tests positive for COVID-19, the infectious period is considered to begin 2 days prior to the collection of their positive test. The date of the pooled test should be used to determine the infectious period.

Program Reporting

48. Will positive follow up BinaxNOW tests count toward the state confirmed counts if they are not PCR tested?

Yes. The BinaxNOW test results do count in the total case numbers for Maine. They are counted as probable cases. However, as a reminder, the U.S. CDC guidance for opening outbreaks requires a PCR or a NAAT. A school needs 3 PCR/NAAT tests in 14 days from different households to open an outbreak. All positive antigen tests from the 14 days of the 3 PCR/NAAT are probable cases and are counted in the outbreak once it is opened. Antigen tests alone will not open an outbreak based on Federal CDC surveillance guidance. Therefore, we strongly encourage at least the first three positive antigen tests to be sent for confirmatory PCR testing. Schools should identify [places](#) to direct individuals for confirmatory PCR testing within 24-48 hours of the initial BinaxNOW test.

49. Should SAUs and Private schools report the number of individuals in negative pools to improve the accuracy of the “percent positivity” metrics for each community?

No. At this time, DHHS does not require results of pooled surveillance tests to be reported to the department. Only the individual-level follow-up tests (diagnostic) are required to be reported to the state – all positive, negative, and inconclusive.

50. What if a pool comes back with an “Unusable” or “Indeterminate” result?

An “Invalid” result could mean several different things, ranging from collection errors (e.g. swabs inserted upside-down) to a one-time error at the laboratory. An “inconclusive” result means that there was an extremely small amount of virus detected by one of the probes at the laboratory but not enough to consider the pool positive. An “unusable” result means that the sample could not be tested because of a broken tube, inverted swab, or not within the 5-25 swab range. DHHS recommends re-testing as soon as possible in either case - either by re-pooling immediately or by follow-up testing the members of the pool individually, according to what is preferable or more viable for your school.

51. Do families need to complete consent forms each week a pooled test is conducted?

No. Staff and parent/guardian consent forms only need to be completed once a year (12 months) for participation in the program. These forms must provide consent to participate in pooled testing consent for any necessary follow-up tests, including administering and reporting Abbott BinaxNOW tests.

ⁱ BMJ 2021;372:n208



COVID-19

UPDATE

Given new evidence on the B.1.617.2 (Delta) variant, CDC has updated the [guidance for fully vaccinated people](#). CDC recommends universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status. Children should return to full-time in-person learning in the fall with layered prevention strategies in place.

Guidance for COVID-19 Prevention in K-12 Schools

Updated Aug. 5, 2021

[Print](#)

Key Takeaways

- Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority.
- Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
- Due to the circulating and highly contagious Delta variant, CDC recommends universal indoor masking by all students (age 2 and older), staff, teachers, and visitors to K-12 schools, regardless of vaccination status.
- In addition to universal indoor masking, CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as screening testing.
- Screening testing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.
- Students, teachers, and staff should stay home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care.
- Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together consistently) to protect students, teachers, staff, visitors, and other members of their households and support in-person learning.
- Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).

Summary of Recent Changes

Updates as of August 4, 2021



- Updated to recommend universal indoor masking for all students, staff, teachers, and visitors to K-12 schools, regardless of vaccination status.

- Added recommendation for fully vaccinated people who have a known exposure to someone with suspected or confirmed COVID-19 to be tested 3-5 days after exposure, regardless of whether they have symptoms.

Updates as of July 9, 2021



- Added information on offering and promoting COVID-19 vaccination.
- Updated to emphasize the need for localities to monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies.
- Revised to emphasize the COVID-19 prevention strategies most important for in-person learning for K-12 schools.
 - Added language on the importance of offering in-person learning, regardless of whether all of the prevention strategies can be implemented at the school.
 - For example, because of the importance of in-person learning, schools where not everyone is fully vaccinated should implement physical distancing to the extent possible within their structures (in addition to masking and other prevention strategies), but should not exclude students from in-person learning to keep a minimum distance requirement.
- Updated to align with guidance for fully vaccinated people.
- Updated to align with current mask guidance.
 - In general, people do not need to wear masks when outdoors.
- Added language on safety and health protections for workers in K-12 schools.

This updated version of COVID-19 guidance for school administrators outlines strategies for K-12 schools to reduce the spread of COVID-19 and maintain safe operations.

Many schools serve children under the age of 12 who are not eligible for vaccination at this time. Therefore, this guidance emphasizes implementing layered prevention strategies (e.g., using multiple prevention strategies together) to protect students, teachers, staff, and other members of their households, and to support in-person learning. This guidance is based on [current scientific evidence](#) and lessons learned from schools implementing COVID-19 prevention strategies.

This CDC guidance is meant to supplement—not replace—any federal, state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply. The adoption and implementation of this guidance should be done in collaboration with regulatory agencies and state, local, territorial, and tribal public health departments, and in compliance with state and local policies and practices.

COVID-19 Prevention Strategies Most Important for Safe In-Person Learning in K-12 Schools

To get kids back in-person safely, schools should monitor



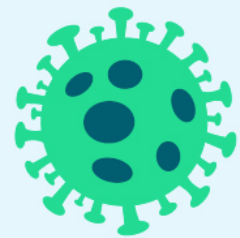
**Community
Transmission**



**Vaccination
Coverage**



Testing



Outbreaks

to help prevent the spread of COVID-19



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

CS325431A 07/06/2021

Schools are an important part of the infrastructure of communities. They provide safe and supportive learning environments for students that support social and emotional development, provide access to critical services, and improve life outcomes. They also employ people, and enable parents, guardians, and caregivers to work. Though COVID-19 outbreaks have occurred in school settings, multiple studies have shown that transmission rates within school settings, when multiple prevention strategies are in place, are typically lower than – or similar to – community transmission levels. CDC’s science brief on [Transmission of SARS-CoV-2 in K-12 Schools and Early Care and Education Programs](#) summarizes evidence on COVID-19 among children and adolescents and what is known about preventing transmission in schools and Early Care and Education programs.

However, with COVID-19 cases increasing nationally since mid-June 2021, driven by the B.1.617.2 (Delta) variant of SARS-CoV-2, protection against exposure remains essential in school settings. Because of the highly transmissible nature of this variant, along with the extent of mixing of vaccinated and unvaccinated people in schools, the fact that children <12 years of age are not currently eligible for vaccination, and [low levels of vaccination among youth ages 12-17](#), CDC recommends universal indoor masking for all students (age 2 years and older), teachers, staff, and visitors to K-12 schools regardless of vaccination status.

Schools should work with [local public health officials](#), consistent with applicable laws and regulations, including those related to privacy, to determine the additional prevention strategies needed in their area by monitoring [levels of community transmission](#) (i.e., low, moderate, substantial, or high) and local [vaccine coverage](#), and use of screening testing to detect cases in K-12 schools. For example, with a low teacher, staff, or student vaccination rate, and without a screening testing program, schools might decide that they need to continue to maximize physical distancing or implement screening testing in addition to mask wearing.

Schools should communicate their strategies and any changes in plans to teachers, staff, and families, and directly to older students, using accessible materials and communication channels, in a language and at a literacy level that teachers, staff, students, and families understand.

Health Equity

Schools play critical roles in promoting [equity](#) in learning and health, particularly for groups disproportionately affected by COVID-19. People living in rural areas, people with disabilities, immigrants, and people who identify as American Indian/Alaska Native, Black or African American, and Hispanic or Latino have been disproportionately affected by COVID-19; these disparities have also emerged among children. For these reasons, health equity considerations related to the K-12 setting are a critical part of decision-making and have been considered in CDC’s updated guidance for schools. School administrators and public health officials can ensure safe and supportive environments and reassure families, teachers, and staff by planning and using comprehensive prevention strategies for in-person learning and communicating those efforts. Schools can work with parents to understand their preferences and concerns for in-person learning.

School administrators can [promote health equity](#) by ensuring all students, teachers, and staff have resources to support physical and mental health. School administrators can offer modified job responsibilities for staff at [higher risk for severe illness](#) who have not been fully vaccinated while protecting individual privacy. Federal and state disability laws may require an individualized approach for working with children and youth with disabilities consistent with the child’s Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), or Section 504 plan. Administrators should consider adaptations and alternatives to prevention strategies when serving [people with disabilities](#), while maintaining efforts to protect all children and staff from COVID-19.

Section 1: Prevention Strategies to Reduce Transmission of SARS-CoV-2 in Schools

CDC recommends that all teachers, staff and eligible students be vaccinated as soon as possible. However, schools have a mixed population of both people who are fully vaccinated and people who are not fully vaccinated. Elementary schools primarily serve children under 12 years of age who are not eligible for the COVID-19 vaccine at this time. Other schools (e.g., middle schools, K-8 schools) may also have students who are not yet eligible for COVID-19 vaccination. Some schools (e.g., high schools) may have a low percentage of students and staff fully vaccinated despite vaccine eligibility. These variations

require K-12 administrators to make decisions about the use of COVID-19 prevention strategies in their schools and are reasons why CDC recommends universal indoor masking regardless of vaccination status at all levels of community transmission.

Together with local public health officials, school administrators should consider multiple factors when they make decisions about implementing layered prevention strategies against COVID-19. Since schools typically serve their surrounding communities, decisions should be based on the school population, families and students served, as well as their communities. The primary factors to consider include:

- Level of [community transmission](#) of COVID-19.
- [COVID-19 vaccination coverage](#) in the community and among students, teachers, and staff.
- Strain on health system capacity for the community.
- Use of a frequent SARS-CoV-2 screening testing program for students, teachers, and staff who are not fully vaccinated. Testing provides an important layer of prevention, particularly in areas with substantial to high community transmission levels.
- COVID-19 outbreaks or increasing trends in the school or surrounding community.
- Ages of children served by K-12 schools and the associated social and behavioral factors that may affect risk of transmission and the feasibility of different prevention strategies.

Prevention Strategies

- [Promoting vaccination](#)
- [Consistent and correct mask use](#)
- [Physical distancing](#)
- [Screening testing to promptly identify cases, clusters, and outbreaks](#)
- [Ventilation](#)
- [Handwashing and respiratory etiquette](#)
- [Staying home when sick and getting tested](#)
- [Contact tracing, in combination with isolation and quarantine](#)
- [Cleaning and disinfection](#)

CDC recommends universal indoor masking, physical distancing to the extent possible, and additional prevention strategies to protect students, teachers, and staff. Schools should not exclude students from in-person learning to keep a minimum distance requirement; layering multiple prevention strategies is essential when physical distancing of at least 3 feet is not possible at all times.

1. Promoting Vaccination

COVID-19 vaccination among all eligible students as well as teachers, staff, and household members is the most critical strategy to help schools safely resume full operations.

Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection. A [growing body of evidence](#) suggests that people who are fully vaccinated against COVID-19 are less likely to become infected and develop symptoms and are at substantially reduced risk from severe illness and death from COVID-19 compared with unvaccinated people.

Only a small proportion of fully vaccinated people get infected (breakthrough infections), even with the Delta variant. Moreover, when these infections occur among vaccinated people, they tend to be milder than among those who are unvaccinated. However, preliminary evidence suggests that fully vaccinated people who are infected with the Delta variant can be infectious and can spread the virus to others. To reduce the risk of becoming infected with the Delta variant and spreading it to others, students, teachers, and school staff should continue to use layered prevention strategies including universal masking in schools.

People 12 years and older are now eligible for COVID-19 vaccination. Schools can promote vaccinations among teachers, staff, families, and eligible students by providing information about COVID-19 vaccination, encouraging vaccine trust and confidence, and establishing supportive policies and practices that make getting vaccinated as easy and convenient as possible.

When promoting COVID-19 vaccination, consider that certain communities and groups have been disproportionately affected by COVID-19 illness and severe outcomes, and some communities might have experiences that affect their trust and confidence in the healthcare system. Teachers, staff, students, and their families may differ in their level of vaccine confidence. School administrators can adjust their messages to the needs of their families and community and involve trusted community messengers as appropriate, including those on social media, to promote COVID-19 vaccination among people who may be hesitant to receive it.

To promote vaccination, schools can:

- Visit [vaccines.gov](https://www.vaccines.gov) to find out where teachers, staff, students, and their families can get vaccinated against COVID-19 in the community and promote COVID-19 vaccination locations near schools.
- Encourage teachers, staff, and families, including extended family members that have frequent contact with students, to get vaccinated as soon as they can.
- Consider partnering with state or local public health authorities to serve as COVID-19 vaccination sites, and work with local healthcare providers and organizations, including school-based health centers. Offering vaccines on-site before, during, and after the school day and during summer months can potentially decrease barriers to getting vaccinated against COVID-19. Identify other potential barriers that may be unique to the workforce and implement policies and practices to address them. The [Workplace Vaccination Program](#) has information for employers on recommended policies and practices for encouraging COVID-19 vaccination uptake among workers.
- Find ways to adapt key messages to help families, teachers, and staff become more confident about the vaccine by using the language, tone, and format that fits the needs of the community and is responsive to concerns.
- Use CDC COVID-19 Vaccination Toolkits to educate members of the school community and promote COVID-19 vaccination. CDC's [Workers COVID-19 Vaccine Toolkit](#) is also available to help employers educate their workers about COVID-19 vaccines, raise awareness about vaccination benefits, and address common questions and concerns. HHS also has an [On-site Vaccination Clinic Toolkit](#) to help community groups, employers, and other host organizations work directly with vaccine providers to set up vaccination clinics in locations that people know and trust.
- Host information sessions to connect parents and guardians with information about the COVID-19 vaccine. Teachers, staff, and health professionals can be trusted sources to explain the safety, efficacy, and benefits of COVID-19 vaccines and answer frequently asked questions.
- Offer flexible, supportive sick leave options (e.g., paid sick leave) for employees to get vaccinated or who have side effects after vaccination. See CDC's [Post-vaccination Considerations for Workplaces](#).
- Promote vaccination information for parents and guardians, siblings who are eligible for vaccines, and other household members as part of kindergarten transition and enrollment in summer activities for families entering the school system.
- Provide students and families flexible options for excused absence to receive a COVID-19 vaccination and for possible side effects after vaccination.
- Work with local partners to offer COVID-19 vaccination for eligible students and eligible family members during pre-sport/extracurricular activity summer physicals.

2. Consistent and Correct Mask Use

When teachers, staff, and students consistently and correctly wear a mask, they protect others as well as themselves. Consistent and correct mask use is especially important indoors and in crowded settings, when physical distancing cannot be maintained.

- **Indoors:** CDC recommends indoor masking for all individuals age 2 years and older, including students, teachers, staff, and visitors, regardless of vaccination status.
- **Outdoors:** In general, people do not need to wear masks when outdoors. CDC recommends that people who are not fully vaccinated wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people. Fully vaccinated people might choose to wear a mask in crowded outdoor settings if they or someone in their household is immunocompromised.

Exceptions can be made for the following categories of people:

- A person who [cannot wear a mask, or cannot safely wear a mask](#), because of a disability as defined by the Americans with Disabilities Act (ADA) (42 U.S.C. 12101 et seq.). Discuss the possibility of [reasonable accommodation](#) [↗](#) with workers who are unable to wear or have difficulty wearing certain types of masks because of a disability.
- A person for whom wearing a mask would create a risk to workplace health, safety, or job duty as determined by the relevant workplace safety guidelines or federal regulations.

Masks should meet one of the following criteria:

- [CDC mask recommendations](#)
- [NIOSH Workplace Performance and Workplace Performance Plus masks](#)

During school transportation: [CDC's Order](#) applies to all public transportation conveyances including school buses. Passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems, regardless of vaccination status, subject to the exclusions and exemptions in CDC's Order. Learn more [here](#).

Schools should provide masks to those students who need them (including on buses), such as students who forgot to bring their mask or whose families are unable to afford them. No disciplinary action should be taken against a student who does not have a mask as described in the U.S. Department of Education [COVID-19 Handbook, Volume 1](#) [↗](#).

3. Physical Distancing

Because of the importance of in-person learning, schools should implement physical distancing to the extent possible within their structures but should not exclude students from in-person learning to keep a minimum distance requirement. In general, CDC recommends people who are not fully vaccinated maintain [physical distance](#) of at least 6 feet from other people who are not in their household. However, several [studies](#) from the 2020-2021 school year show low COVID-19 transmission levels among students in schools that had less than 6 feet of physical distance when the school implemented and layered other prevention strategies, such as the use of masks.

Based on studies from 2020-2021 school year, CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask wearing to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as screening testing, cohorting, improved ventilation, handwashing and covering coughs and sneezes, staying home when sick with symptoms of infectious illness including COVID-19, and regular cleaning to help reduce transmission risk. A distance of at least 6 feet is recommended between students and teachers/staff, and between teachers/staff who are not fully vaccinated. Mask use by all students, teachers, staff, and visitors is particularly important when physical distance cannot be maintained.

Cohorting: Cohorting means keeping people together in a small group and having each group stay together throughout an entire day. Cohorting can be used to limit the number of students, teachers, and staff who come in contact with each other, especially when it is challenging to maintain physical distancing, such as among young children, and particularly in areas of moderate-to-high transmission levels. The use of cohorting can limit the spread of COVID-19 between cohorts but should not replace other prevention measures within each group. Cohorting people who are fully vaccinated and people who are not fully vaccinated into separate cohorts is not recommended. It is a school's responsibility to ensure that cohorting is done in an equitable manner that does not perpetuate academic, racial, or other tracking, as described in the U.S. Department of Education [COVID-19 Handbook, Volume 1](#) [↗](#).

4. Screening Testing

Screening testing identifies infected people, including those with or without symptoms (or before development of symptoms) who may be contagious, so that measures can be taken to prevent further transmission. In K-12 schools, screening testing can help promptly identify and isolate cases, [quarantine](#) those who may have been exposed to COVID-19 and are not fully vaccinated, and identify clusters to reduce the risk to in-person education. CDC guidance provides that people who are fully vaccinated do not need to participate in screening testing and do not need to quarantine if they do not have any symptoms. Decisions regarding screening testing may be made at the state or local level. [Screening testing](#) may be most valuable in areas with substantial or high community transmission levels, in areas with low vaccination coverage, and in schools where other prevention strategies are not implemented. More frequent testing can increase effectiveness, but feasibility of increased

testing in schools needs to be considered. Screening testing should be done in a way that ensures the ability to maintain confidentiality of results and protect student, teacher, and staff privacy. Consistent with state legal requirements and [Family Educational Rights and Privacy Act \(FERPA\)](#) [\[4\]](#), K-12 schools should obtain parental consent for minor students and assent/consent for students themselves.

Screening testing can be used to help evaluate and adjust prevention strategies and provide added protection for schools that are not able to provide optimal physical distance between students. Screening testing should be offered to students who have not been fully vaccinated when community transmission is at moderate, substantial, or high levels (Table 1); at any level of community transmission, screening testing should be offered to all teachers and staff who have not been fully vaccinated. To be effective, the screening program should test at least once per week, and rapidly (within 24 hours) report results. Screening testing more than once a week might be more effective at interrupting transmission. Schools may consider multiple screening testing strategies, for example, testing a random sample of at least 10% of students who are not fully vaccinated, or conducting [pooled testing](#) of cohorts. Testing in low-prevalence settings might produce false positive results, but testing can provide an important prevention strategy and safety net to support in-person education.

To facilitate safe participation in sports, extracurricular activities, and other activities with elevated risk (such as activities that involve singing, shouting, band, and exercise that could lead to increased exhalation), schools should consider implementing screening testing for participants who are not fully vaccinated. Schools can routinely test student athletes, participants, coaches, and trainers, and other people (such as adult volunteers) who are not fully vaccinated and could come into close contact with others during these activities. Schools should consider implementing screening testing of participants who are not fully vaccinated up to 24 hours before sporting, competition, or extracurricular events. Schools can use different screening testing strategies for lower-risk sports. High-risk sports and extracurricular activities should be virtual or canceled in areas of high community transmission unless all participants are fully vaccinated.

Funding provided through the ELC Reopening Schools award is primarily focused on providing needed resources to implement screening testing programs in schools aligned with the CDC recommendations. Learn more [ELC Reopening Schools: Support for Screening Testing to Reopen & Keep Schools Operating Safely Guidance](#) [\[5\]](#). Resources are available to support school testing – see [Appendix 2: Testing Strategies for COVID-19 Prevention in K-12 Schools](#).

Table 1. Screening Testing Recommendations for K–12 Schools by Level of Community Transmission

	Low Transmission ¹ Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
Students	Do not need to screen students.	Offer screening testing for students who are not fully vaccinated at least once per week.		
Teachers and staff	Offer screening testing for teachers and staff who are not fully vaccinated at least once per week.			
High risk sports and activities	Recommend screening testing for high-risk sports ² and extracurricular activities ³ at least once per week for participants who are not fully vaccinated.		Recommend screening testing for high-risk sports and extracurricular activities twice per week for participants who are not fully vaccinated.	Cancel or hold high-risk sports and extracurricular activities virtually to protect in-person learning, unless all participants are fully vaccinated.
Low- and intermediate-risk sports	Do not need to screen students participating in low- and intermediate-risk sports. ²	Recommend screening testing for low- and intermediate-risk sports at least once per week for participants who are not fully vaccinated.		

¹ [Levels of community transmission](#) defined as total new cases per 100,000 persons in the past 7 days (low, 0-9; moderate 10-49; substantial, 50-99, high, ≥100) and percentage of positive tests in the past 7 days (low, <5%; moderate, 5-7.9%; substantial, 8-9.9%; high, ≥10%.)

² Examples of low-risk sports are diving and golf; intermediate-risk sport examples are baseball and cross country; high-risk sport examples are football and wrestling.

³ High-risk extracurricular activities are those in which increased exhalation occurs, such as activities that involve singing, shouting, band, or exercise, especially when conducted indoors.

5. Ventilation

Improving ventilation is an important COVID-19 prevention strategy that can reduce the number of virus particles in the air. Along with [other preventive strategies](#), including wearing a well-fitting, multi-layered mask, bringing fresh outdoor air into a building helps keep virus particles from concentrating inside. This can be done by opening multiple doors and windows, using child-safe fans to increase the effectiveness of open windows, and making changes to the HVAC or air filtration systems.

During transportation, open or crack windows in buses and other forms of transportation, if doing so does not pose a safety risk. Keeping windows open a few inches improves air circulation.

For more specific information about maintenance, use of ventilation equipment, actions to improve ventilation, and other ventilation considerations, refer to:

- [CDC's Ventilation in Schools and Child care Programs](#)
- [CDC's Ventilation in Buildings webpage](#)
- [CDC's Ventilation FAQs](#) and
- [CDC's Improving Ventilation in Your Home](#)

Additional ventilation recommendations for different types of school buildings can be found in the [American Society of Heating, Refrigerating, and Air-Conditioning Engineers \(ASHRAE\) schools and universities guidance document](#)  .

Funds provided through the Elementary and Secondary Schools Emergency Relief Programs and the Governor's Emergency Education Relief Programs can support improvements to ventilation. Please see question B-7 of the [U.S. Department of Education Uses of Funds](#)   guidance for these programs.

6. Handwashing and Respiratory Etiquette

People should practice handwashing and [respiratory etiquette](#) (covering coughs and sneezes) to keep from getting and spreading infectious illnesses including COVID-19. Schools can monitor and reinforce these behaviors and provide adequate handwashing supplies.

- Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds.
- Remind everyone in the facility [to wash hands frequently](#) and assist young children with handwashing.
- If handwashing is not possible, use hand sanitizer containing at least 60% alcohol (for teachers, staff, and older students who can safely use hand sanitizer). Hand sanitizers should be stored up, away, and out of sight of young children and should be used only with adult supervision for children under 6 years of age.

7. Staying Home When Sick and Getting Tested

Students, teachers, and staff who have symptoms of infectious illness, such as [influenza](#) (flu) or [COVID-19](#), should stay home and be referred to their healthcare provider for testing and care, regardless of vaccination status. Staying home when sick with COVID-19 is essential to keep COVID-19 infections out of schools and prevent spread to others. Schools should also allow flexible, non-punitive, and supportive paid sick leave policies and practices that encourage sick workers to stay home without fear of retaliation, loss of pay, or loss of employment level and provide excused absences for students who are sick.

Employers should ensure that workers are aware of and understand these policies. If a student becomes sick at school, see

[What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School](#). If a school does not have a routine screening testing program, the ability to do rapid testing on site could facilitate COVID-19 diagnosis and inform the need for quarantine of close contacts and isolation.

Schools should educate teachers, staff, and families about when they and their children should [stay home](#) and when they can return to school. During the COVID-19 pandemic, it is essential that parents keep children home if they are showing signs and symptoms of COVID-19 and get them tested.

Getting tested for COVID-19 when [symptoms](#) are compatible with COVID-19 will help with rapid contact tracing and prevent possible spread at schools, especially if key prevention strategies (masking and distancing) are not in use. Some localities might choose to use testing to [shorten quarantine](#) periods.

8. Contact Tracing in Combination with Isolation and Quarantine

Schools should continue to [collaborate with state and local health departments](#), to the extent allowable by privacy laws and other applicable laws, to confidentially provide information about people diagnosed with or exposed to COVID-19. This allows identifying which students, teachers, and staff with positive COVID-19 test results should [isolate](#), and which [close contacts](#) should [quarantine](#).

- Fully vaccinated close contacts should be referred for COVID-19 [testing](#). If asymptomatic, fully vaccinated close contacts do not need to quarantine at home following an exposure (they can continue to attend school in-person and participate in other activities). In addition to correctly wearing masks in school, they should wear a mask in other indoor public settings for 14 days or until they receive a negative test result.
- Close contacts who are not fully vaccinated should be referred for COVID-19 [testing](#). Regardless of test result, they should quarantine at home for 14 days after exposure. [Options to shorten quarantine](#) provide acceptable alternatives of a 10-day quarantine or a 7-day quarantine combined with testing and a negative test result.

See the added exception in the [close contact](#) definition for the exclusion of students in the K-12 indoor classroom who are within 3 to 6 feet of an infected student with masking. See the Department of Education's [Protecting Student Privacy FERPA and the Coronavirus Disease 2019](#) [link](#) for more information.

Schools should report, to the extent allowable by applicable privacy laws, new diagnoses of COVID-19 to their state or local health department as soon as they are informed. School officials should notify, to the extent allowable by applicable privacy laws, teachers, staff, and families of students who were close contacts as soon as possible (within the same day if possible) after they are notified that someone in the school has tested positive.

9. Cleaning and Disinfection

In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19 list](#) [link](#)) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

For more information on cleaning a facility regularly, when to clean more frequently or disinfect, cleaning a facility when someone is sick, safe storage of cleaning and disinfecting products, and considerations for protecting workers who clean facilities, see [Cleaning and Disinfecting Your Facility](#).

If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, clean AND disinfect the space.

Section 2: Additional Considerations for K-12 Schools

Disabilities or Other Health Care Needs

Provide accommodations, modifications, and assistance for students, teachers, and staff with disabilities and other health care needs when implementing COVID-19 safety protocols:

- Work with families to better understand the individual needs of students with disabilities.

- Remain accessible for students with disabilities:
 - Help provide access for [direct service providers](#) (DSP) (e.g., paraprofessionals, therapists, early intervention specialists, mental health and healthcare consultants, and others). If DSPs who are not fully vaccinated provide services at more than one location, ask whether any of their other service locations have had COVID-19 cases.
 - Ensure access to services for students with disabilities when developing cohorts.
- Adjust strategies as needed
 - Be aware that physical distancing and wearing masks can be difficult for young children and people with certain disabilities (for example, visual or hearing impairments) or for those with sensory or cognitive issues.
 - For people who are only able to wear masks some of the time for the reasons above, prioritize having them wear masks during times when it is difficult to separate students and/or teachers and staff (e.g., while standing in line or during drop off and pick up).
 - Consider having teachers and staff wear a clear or cloth mask with a clear panel when interacting with young students, students learning to read, or when interacting with people who rely on reading lips.
 - Use behavioral techniques (such as modeling and reinforcing desired behaviors and using picture schedules, timers, visual cues, and positive reinforcement) to help all students adjust to transitions or changes in routines.

Please see [Guidance for Direct Service Providers](#) for resources for DSPs serving children with disabilities or other health care needs during COVID-19.

Visitors

Schools should review their rules for visitors and family engagement activities.

- Schools should limit nonessential visitors, volunteers, and activities involving external groups or organizations, particularly in areas where there is moderate-to-high COVID-19 community transmission.
- Schools should not limit access for [direct service providers](#), but can ensure compliance with school visitor policies.
- Schools should continue to emphasize the importance of staying home when sick. Anyone, including visitors, who have symptoms of infectious illness, such as flu or [COVID-19](#), should stay home and seek testing and care, regardless of vaccination status.

Food Service and School Meals

- Staff should wear masks at all times during meal preparation and service, and during breaks except when eating or drinking.
- Students should wear masks when moving through the food service line.
- Maximize physical distance as much as possible when moving through the food service line and while eating (especially indoors). Using additional spaces outside of the cafeteria for mealtime seating such as the gymnasium or outdoor seating can help facilitate distancing. Students should not be excluded from in-person learning to keep a minimum distance requirement, including during mealtimes.
- Given very low risk of transmission from surfaces and shared objects, there is no need to limit food service approaches to single use items and packaged meals.
- Clean frequently touched surfaces. Surfaces that come in contact with food should be washed, rinsed, and sanitized before and after meals.
- Promote hand washing before, after, and during shifts, before and after eating, after using the toilet, and after handling garbage, dirty dishes, or removing gloves.
- Improve ventilation in food preparation, service, and seating areas.
- U.S. Department of Agriculture has issued several Child Nutrition COVID-19 Waivers. Learn more [here](#) .

Recess and Physical Education

In general, people do not need to wear masks when outdoors (e.g., participating in outdoor play, recess, and physical education activities). CDC recommends people who are not fully vaccinated wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people. Fully vaccinated people might choose to wear a mask

in crowded outdoor settings if they or someone in their household is immunocompromised. Universal masking is recommended during indoor physical education or recess.

Sports and Other Extracurricular Activities

School-sponsored sports and extracurricular activities provide students with enrichment opportunities that can help them learn and achieve, and support their social, emotional, and mental health. Due to increased exhalation that occurs during physical activity, some [sports](#) can put players, coaches, trainers, and others at [increased risk](#) for getting and spreading COVID-19. Close contact sports and indoor sports are particularly risky. Similar risks might exist for other extracurricular activities, such as band, choir, theater, and school clubs that meet indoors.

Prevention strategies in these activities remain important and should comply with school day policies and procedures. People who are fully vaccinated can refrain from quarantine following a known exposure if asymptomatic, facilitating continued participation in in-person learning, sports, and extracurricular activities. Students should refrain from these activities when they have symptoms consistent with COVID-19 and should be tested. Schools are strongly encouraged to use screening testing (Table 1) for student athletes and adults (e.g., coaches, teachers, advisors) who are not fully vaccinated who participate in and support these activities to facilitate safe participation and reduce risk of transmission – and avoid jeopardizing in-person education due to outbreaks.

Coaches and school sports administrators should also consider specific sport-related risks:

- **Setting of the sporting event or activity.** In general, the risk of COVID-19 transmission is lower when playing outdoors than in indoor settings. Consider the ability to keep physical distancing in various settings at the sporting event (i.e., fields, benches/team areas, locker rooms, spectator viewing areas, spectator facilities/restrooms, etc.).
- **Physical closeness.** Spread of COVID-19 is more likely to occur in sports that require sustained close contact (such as wrestling, hockey, football).
- **Number of people.** Risk of spread of COVID-19 increases with increasing numbers of athletes, spectators, teachers, and staff.
- **Level of intensity of activity.** The risk of COVID-19 spread increases with the intensity of the sport.
- **Duration of time.** The risk of COVID-19 spread increases the more time athletes, coaches, teachers, staff and spectators spend in close proximity or in indoor group settings. This includes time spent traveling to/from sporting events, meetings, meals, and other settings related to the event.
- **Presence of people more likely to develop severe illness.** People at increased risk of severe illness might need to take [extra precautions](#).

Section 3: School Workers

Workers at increased risk for severe illness from COVID-19 include [older adults](#) and people of any age with [certain underlying medical conditions](#) if they are not fully vaccinated. Workers who have an underlying medical condition or are taking medication that weakens their immune system may NOT be fully protected even if fully vaccinated and may need to continue using additional prevention measures. Policies and procedures addressing issues related to workers at higher risk of serious illness should be made in consultation with occupational medicine and human resource professionals, keeping in mind Equal Employment Opportunity concerns and [guidance](#) [\[1\]](#). Employers should also understand the potential mental health strains for workers during the COVID-19 pandemic. CDC recommends that school administrators should educate workers on mental health awareness and share available mental health and counseling services. Employers should provide a supportive work environment for workers [coping with job stress and building resilience](#), and [managing workplace fatigue](#).

As part of each school's response plan, administrators should conduct [workplace hazard assessments](#) [\[2\]](#) periodically to identify COVID-19 transmission risks and prevention strategies, when worksite conditions change, or when there are instances of COVID-19 transmission within the workplace. Strategies to prevent and reduce transmission are based on an approach that prioritizes the most effective practices, known as the [hierarchy of controls](#). School employers should engage and train all workers on potential workplace hazards, what precautions should be taken to protect workers, and workplace policies for reporting concerns. Schools should ensure communication and training for all workers are frequent and easy to understand. Additionally, schools should ensure communication and training are in a language, format, and at a literacy level that workers understand.

Workers in K-12 have the right to a safe and healthful workplace. The Occupational Safety and Health Administration (OSHA) has issued [Guidance on Mitigating and Preventing the Spread of COVID-19 in the Workplace](#). This guidance contains recommendations to help employers provide a safe and healthy workplace free from recognized hazards that are causing, or are likely to cause, death or serious physical harm. It also contains descriptions of mandatory safety and health standards. If a worker believes working conditions are unsafe or unhealthful, they or a representative may [file a confidential safety and health complaint](#) with OSHA at any time. In states where public sector employers and workers are not covered by [OSHA-approved State Plans](#), there may be agencies that provide public worker occupational safety and health protections and enforce such workers' rights to safe workplaces. Workers should contact state, county, and/or municipal government entities to learn more.

Appendix 1: Planning and Preparing

Emergency Operations Plans

Each school district and school should have an Emergency Operations Plan (EOP) in place to protect students, teachers, staff, and families from the spread of COVID-19 and other emergencies. The EOP should:

- Describe COVID-19 prevention strategies to be implemented.
- Describe steps to take when a student, teacher, or staff member has been exposed to someone with COVID-19, has [symptoms](#) of COVID-19, or tests positive for COVID-19.
- Document policy or protocol differences for people who are [fully vaccinated](#) for COVID-19 versus those who are not fully vaccinated.
- Be developed in collaboration with regulatory agencies and state, local, territorial, and tribal public health departments, and comply with state and local licensing regulations.
- Be developed with involvement of teachers, staff, parents and guardians, and other community partners (for example, health centers).

Utilize the [Whole School, Whole Community, Whole Child \(WSCC\) model](#) to outline EOP policies and protocols across each component. [Tools and resources](#) from the U.S. Department of Education can be used by K-12 administrators to develop and update their EOP.

Vaccination Verification

Existing laws and regulations require certain vaccinations for children attending school. K-12 administrators regularly maintain documentation of people's immunization records. Administrators who maintain documentation of students' and workers' COVID-19 vaccination status can use this information, consistent with applicable laws and regulations, including those related to privacy, to inform prevention strategies, school-based testing, contact tracing efforts, and quarantine and isolation practices. Schools that plan to request voluntary submission of documentation of COVID-19 vaccination status should use the same standard protocols that are used to collect and secure other immunization or health status information from students. The protocol to collect, secure, use, and further disclose this information should comply with relevant statutory and regulatory requirements, including Family Educational Rights and Privacy Act (FERPA) statutory and regulatory requirements. Policies or practices related to providing or receiving proof of COVID-19 vaccination should comply with all relevant state, tribal, local, or territorial laws and regulations.

As part of their workplace COVID-19 vaccination policy, schools should recognize that a worker who cannot get vaccinated due to a disability (covered by the ADA), has a disability that affects their ability to have a full immune response to vaccination, or has a sincerely held religious belief or practice (covered by Title VII of the Civil Rights Act of 1964) may be entitled to a reasonable accommodation that does not pose an undue hardship on the operation of the employer's business. Additionally, school employers should advise workers with weakened immune systems about the importance of talking to their healthcare professional about the need for continued personal protective measures after vaccination. For more information on what you should know about COVID-19 and the ADA, the Rehabilitation Act and other Equal Employment Opportunity Laws visit the [Equal Employment Opportunity Commission](#) website.

Appendix 2: Testing Strategies for COVID-19 Prevention in K-12 Schools

Testing Benefits

School testing gives communities, schools, and families added assurance that schools can open and remain open safely for all students. By identifying infections early, testing helps keep COVID-19 transmission low and students in school for in-person learning, sports, and extracurricular activities. Screening testing is likely to be most feasible in larger settings and for older children and adolescents.

Collaboration between Education and Public Health

Before implementing COVID-19 testing in their schools, K–12 school leaders should coordinate with public health officials to develop a testing plan and build support from students, parents, teachers, and staff and must ensure that such screening testing is administered consistent with applicable law, including the Protection of Pupil Rights Amendment (PPRA). COVID-19 testing introduces challenges that schools may not have considered in the past (for example, requirements to perform on-site tests and to refer people for confirmatory testing), and public health officials can provide guidance on federal, state, and local requirements for implementing testing. Both school leaders and public health officials should assure the testing plan has key elements in place, including:

- Protocols for screening testing frequency based on community transmission rates, vaccination levels, and prevention strategies implemented at the school.
- Protocols for providing or referring to [diagnostic testing](#) for students, teachers, and staff who come to school with symptoms and for students, teachers, and staff following exposure to someone with COVID-19.
- Physical space to conduct testing safely and privately.
- Ability to maintain confidentiality of results and protect student, teacher, and staff privacy.
- Ways to obtain parental consent for minor students and assent/consent for students themselves.
- A mechanism to report all testing results, to the extent allowable by or consistent with applicable federal, state, or local laws and regulations, including privacy laws such as FERPA, as required by the state or local health department.
- Roles and responsibilities for contact tracing for each party, including identification of [close contacts](#).

If these elements are not in place, schools may consider referring students, teachers, and staff to [community-based testing sites](#) [↗](#).

Collaboration among local counsel, education, and public health is recommended to ensure appropriate consent is obtained and maintained and results are maintained, used, and further disclosed with appropriate privacy and confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#) [↗](#), [Family Educational Rights and Privacy Act \(FERPA\)](#) [↗](#), the [Protection of Pupil Rights Amendment \(PPRA\)](#) [↗](#), and other applicable laws and regulations. School administrators who have questions about FERPA (or PPRA) may contact the Department of Education's Student Privacy Policy Office (SPPO) at <https://studentprivacy.ed.gov> [↗](#).

Testing Strategies

Schools may consider testing a random sample of at least 10% of students who are not fully vaccinated or may conduct [pooled testing](#) for COVID-19. Random sampling can reduce costs and eliminate bias in the testing design but may require more logistics and planning. [Pooled testing](#) increases the number of people who can be tested at once and reduces testing resources used. Pooled testing works best when the number of positives is expected to be very low. Ideally, specimens should be pooled at the laboratory rather than in the classroom. If the pooled test result is positive, each of the samples in the pool will need to be tested individually to determine which samples are positive. This allows for faster isolation of cases and quarantine of close contacts.

More frequent testing may be needed for students, teachers, staff, and adult volunteers who are not fully vaccinated and engaged in school athletics and other extracurricular activities. Testing at least once per week is recommended for high-risk sports and extracurricular activities (those that cannot be done outdoors or with masks) at all community transmission levels. In areas of substantial-to-high community transmission levels, testing twice per week is recommended for participation in these activities. Additionally, if the school is not tracking COVID-19 vaccination status of participants and support teacher and staff screening testing should be encouraged.

Fully vaccinated students, teachers, and staff with no COVID-19 symptoms do not need to quarantine at home following an exposure to someone with COVID-19 but should get tested 3-5 days after exposure. In addition to wearing masks in school, they should wear a mask in other indoor public settings for 14 days or until they receive a negative test. People who have tested positive for COVID-19 within the past 3 months and recovered do not need to get tested following an exposure as long as they do not develop new symptoms. Any fully vaccinated person who experiences [symptoms consistent with COVID-19](#) should [isolate themselves from others](#), be clinically evaluated for COVID-19, and tested for SARS-CoV-2 if indicated.

People with COVID-19 have reported a wide range of [symptoms](#) from no or mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the SARS-CoV-2 virus. Because some of the symptoms of [flu](#), common cold, and COVID-19 are similar, it is hard to tell the difference between them based on symptoms alone. [Testing](#) can help confirm a diagnosis, and inform medical treatment and care. Also, testing will confirm the need to [isolate](#) from others for at least 10 days and quarantine close contacts.

Choosing a Test

When considering which tests to use for screening testing, schools or their testing partners should choose tests that can be reliably supplied and provide results within 24 hours. If available, saliva tests and nasal tests that use a short swab may be more easily implemented and accepted in schools. A [viral test](#) tells a person if they have a current infection. Two types of viral tests can be used: [nucleic acid amplification tests](#) (NAATs) and [antigen tests](#). Frequency of testing should be determined by the performance characteristics of the test being used. The intended use of each test, available in the Instructions for Use and in the Letter of Authorization for each test, defines the population in which the test is intended to be used, the acceptable specimen types, and how the results should be used.

Reporting Results

Schools performing [on-site tests](#) (i.e., that are not sent to a laboratory) must apply for a [Clinical Laboratory Improvement Amendments \(CLIA\)](#) [waiver](#), and report test results to the extent allowable by or consistent with applicable privacy laws to state or local public health departments and as may be mandated by the Coronavirus Aid, Relief, and Economic Security (CARES) Act ([P.L. 116-136](#) [waiver](#)). Schools should work closely with their local health department when establishing on-site testing so that their performance of CLIA-waived or FDA-authorized point-of-care tests for SARS-CoV-2 is done in accordance with regulations and should work closely with local counsel to ensure the reporting of test results is done in accordance with applicable privacy laws and regulations.

Parents, guardians, and caregivers should be asked to report new diagnoses of COVID-19 to schools and public health authorities to facilitate contact tracing and communication planning for cases and outbreaks. In addition, school administrators should notify teachers, staff, families, and emergency contacts or legal guardians immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Health Insurance Portability and Accountability Act of 1996 ([HIPAA](#) [waiver](#)), the Americans with Disabilities Act ([ADA](#) [waiver](#)), the Family Educational Rights and Privacy Act ([FERPA](#) [waiver](#)) and other applicable laws and regulations. Notifications must be accessible for all students, teachers, and staff, including those with disabilities or limited English proficiency (for example, through use of interpreters or translated materials).

Ethical Considerations for School-Based Testing

- Testing should be conducted with informed consent from the person being tested (if an adult) or the person's parent or guardian (if a minor), consistent with applicable state laws related to consent. Informed consent requires disclosure, understanding, and free choice, and is necessary for teachers, staff (who are employees of a school) and students' families, to act independently and make choices according to their values, goals, and preferences.
- Consider distributing consent forms with the other paperwork for returning to school and making them easily accessible.
- Differences in position and authority (i.e., workplace hierarchies), as well as employment and educational status, can affect a person's ability to make free decisions. CDC provides guidance and information related to [consent for COVID-19 testing among employees](#).
- The benefits of school-based testing need to be weighed against the costs, inconvenience, and feasibility of such programs to both schools and families. These challenges must be considered carefully and addressed as part of plans for school-based testing developed in collaboration with public health officials. The burden of testing is likely to be higher for younger children and therefore screening testing may be more feasible and acceptable for older children and adolescents.

Resources to Support School Screening Testing Programs

- CDC [ELC Cooperative Agreement Reopening Schools Award](#)  provides \$10 billion to support COVID-19 screening testing in schools for safe, in-person learning.
- [COVID-19 Testing and Diagnostics Working Group | HHS.gov](#)  develops testing-related guidance and provides tailored or focused investments to expand the available testing supply and maximize testing capacity.
- [Increasing Community Access to Testing](#)  provides COVID-19 testing resources and support to underserved school districts.
- Operation Expanded Testing expands national COVID-19 testing capacity and support for K-8 schools and groups at higher risk of COVID-19 through three regional hubs:
 - [Northeast and South](#) 
 - [Midwest](#) 
 - [West](#) 
- [National Institutes of Health RADx Initiative](#)  rapidly scales up testing across the country to enhance access to those most in need and provides a [When to Test](#)  impact calculator which illustrates how different mitigation strategies can minimize the spread of COVID-19.
- Shah Family Foundation [Open and Safe Schools](#)  toolkit provides school leaders resources and tools to implement COVID-19 screening testing.
- Rockefeller Foundation has created a [playbook](#)  with detailed, step-by-step guidance to help design and implement effective testing programs in schools. It addresses the operational challenges and everyday realities of implementing a complex, logistical program in an easy-to-understand, practical guide.
- The U.S. Department of Education's [COVID-19 Resources for Schools, Students, and Families](#)  provides up-to-date guidance and policies to support life-long learning while addressing challenges presented by COVID-19.

Last Updated Aug. 5, 2021

Janet T. Mills
Governor

Jeanne M. Lambrew, Ph.D.
Commissioner



Maine Department of Health and Human Services
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MEMORANDUM

Date: July 28, 2021

To: School Administrative Units (including Pre-K-12 public schools and charter schools), private schools, and career and technical schools

From: Maine Departments of Education (DOE) and Health and Human Services (DHHS) and the Maine Center for Disease Control and Prevention (CDC)

Re: Reporting COVID-19 vaccination rates for Pre-K-12 School Staff

Background

Recent data show that the overwhelming majority of individuals hospitalized due to COVID-19 were not fully vaccinated. Having a fully vaccinated education workforce, as well as vaccinating all students for whom the vaccine is authorized, is essential to ensuring that our schools are safe for students not eligible to be vaccinated and that schools remain fully open for in-person learning.

Purpose

The purpose of this memorandum is to establish, under the DHHS [Declaration of Public Health Emergency](#), the requirement for school administrative units, private schools, and career and technical schools to report the rates of COVID-19 vaccination among school staff serving students in pre-kindergarten through grade 12.

On June 30th, 2021, DHHS issued a Declaration of Public Health Emergency because, while we are currently experiencing a less acute phase of Maine's pandemic response, many of the public health challenges posed by the pandemic continue to impact Mainers' health and wellbeing, and COVID-19 still presents a significant, ongoing public health concern.

In order to continue to monitor the ability of schools to safely maintain in-person instruction during the ongoing pandemic, and consistent with the authority granted to DHHS under [Title 22, Section 802](#) of the Laws of the State of Maine, DHHS is requiring that the administrators of school facilities designated below report staff COVID-19 vaccination data to DHHS.

Public health officials will use the de-identified staff vaccination rate data submitted by schools to DHHS to promote increased vaccination, inform parents and the public, identify schools that require additional support, and guide safety policies for schools that have lower staff vaccination rates.

School staff vaccination reporting

Effective September 1, 2021, public schools (including charter and career/technical schools) and private schools providing educational instruction to students in pre-kindergarten through grade 12 shall report to DHHS the total number of staff employed, and the total number of those staff fully vaccinated against COVID-19 via an electronic form to be specified by the Departments.

The vaccination rate will be reported separately for each school.

The definition of school “staff” for the purposes of vaccination reporting is all those providing instruction, services, or interacting with students in pre-kindergarten through grade 12, including:

- All full- and part-time employees and
- Temporary or contracted personnel.

The definition of “fully vaccinated” for the purposes of vaccination reporting is having received either two (2) doses of the Pfizer or Moderna vaccines or a single dose of the one-shot Johnson & Johnson vaccine, at least 14 days prior to the survey date.

Each distinct school entity is required to report this information monthly by the tenth day of each month. Entities will submit this information using an online form that will be distributed in late August to school health personnel or a school-designated point of contact. The online form will be open from the 1st to the 10th of each month, after which it will be closed until the next reporting period. Each entity should strive to report the vaccination data as of the last day of the previous month.

A public report of vaccination rates for each school will be publicly available on the DHHS website and linked to the DOE website in the middle of each month.

Enforcement

Pursuant to 22 M.R.S. § 804(2), DHHS has the authority to enforce this policy.

A webinar on this new reporting will be held on Thursday, July 29, 2021 at 8:00 am.

SUMMARY OF ELEVEN LINE CITY BUDGET



PROGRAM	COST CENTER	ACCOUNT NAME	BUDGET AMOUNT	SPENT JULY 1 TO JUNE 30	ENCUM. JULY 1 TO JUNE 30	BALANCE REMAINING	PERCENT REMAINING W/ENCUM	PERCENT SPENT
1100-4200	00-30	REGULAR INSTRUCTION	\$ 14,501,101.00	\$ 14,086,812.70		\$ 414,288.30	2.86%	97.14%
2000-4320	94-99	SPECIAL EDUCATION	\$ 6,782,831.00	\$ 6,132,091.39		\$ 650,739.61	9.59%	90.41%
3000-3999	39	CENTER OF TECHNOLOGY	\$ 2,882,624.00	\$ 2,724,929.96		\$ 157,694.04	5.47%	94.53%
4300-9600	00-30	OTHER INSTRUCTIONAL PROG	\$ 708,909.00	\$ 445,851.97		\$ 263,057.03	37.11%	62.89%
2100-2290	00-90	STUDENT & STAFF SUPPORT	\$ 2,608,078.00	\$ 2,491,931.45		\$ 116,146.55	4.45%	95.55%
2300-2580	00-99	SYSTEM ADMINISTRATION	\$ 1,110,109.00	\$ 1,123,329.83		\$ (13,220.83)	-1.19%	101.19%
2410-2490	00-30	SCHOOL ADMINISTRATION	\$ 1,650,603.00	\$ 1,675,295.71		\$ (24,692.71)	-1.50%	101.50%
0000/(F)27??	90-99	TRANSPORTATION	\$ 1,701,180.00	\$ 1,569,589.58		\$ 131,590.42	7.74%	92.26%
2600-2690	00-30	FACILITY MAINTENANCE	\$ 3,636,260.00	\$ 4,247,977.33		\$ (611,717.33)	-16.82%	116.82%
(F)5100	00-99	DEBT SERVICES	\$ 3,607,388.00	\$ 3,607,388.38		\$ (0.38)	0.00%	100.00%
5000-8600	??	ALL OTHER EXPENDITURES	\$ 12,077.00	\$ 690.07		\$ 11,386.93	94.29%	5.71%
		TOTALS	\$ 39,201,160.00	\$ 38,105,888.37	\$ -	\$ 1,095,271.63	2.79%	97.21%

	REVENUES	BUDGET AMOUNT	REC'D JULY 1 TO JUNE 30	PERCENTAGE REC'D
1000-0000-0000-412110	Local Allocation	\$ 19,132,475.00	\$19,132,475.00	100.00%
1000-0000-0000-412120	Local Debt Svc Allocation	\$ 2,547,691.00	\$2,547,691.00	100.00%
1000-0000-0000-412130	Additional Local Allocation	\$ 1,174,374.00	\$1,174,374.00	100.00%
1000-0000-0000-450000	Use of Approp. Fund Bal.	\$ 1,214,421.00	\$1,214,421.00	100.00%
1000-1200-0000-413240	Tuition - Reg. Secondary	\$ 70,000.00	\$98,340.90	140.49%
1000-1100-0000-413220	Tuition - Reg. Elementary	\$ -	\$26,922.98	0.00%
1000-0000-0000-413250	Tuition - Sp. Ed. Elem	\$ -	\$0.00	0.00%
1000-1200-0000-413270	Tuition - Sp Ed. Sec	\$ -	\$17,212.56	0.00%
1000-1100-0000-413940	State Agency Clients-Elem	\$ 26,000.00	\$17,514.68	67.36%
1000-1200-0000-413960	State Agency Clients-Sec	\$ 4,000.00	\$4,850.59	121.26%
1000-0000-0000-414200	Parochial School Trans	\$25,136.00	\$25,136.00	100.00%
1000-0000-2700-414001	Transportation-Other-Sec	\$3,765.00	\$0.00	0.00%
1000-0000-2700-414210	Transportation-Other-Elem	\$10,189.00	\$2,427.98	23.83%
1000-0000-2700-414220	Transportation-Sp. Ed.	\$0.00	\$81.94	0.00%
1000-0000-2700-414400	Transportation-Comm S	\$9,541.00	\$443.73	4.65%
1000-1100-0000-419100	Rentals-Misc-Elem	\$0.00	\$0.00	0.00%
1000-1200-0000-419100	Rentals-Misc-Sec	\$0.00	\$0.00	0.00%
1000-1100-0000-419101	Rental-Auditorium-Elem	\$0.00	\$0.00	0.00%
1000-0000-0000-419200	Contributions/Gifts-Undist	\$0.00	\$0.00	0.00%
1000-0000-0000-419500	Misc Rev-Curr Dir/Asst Supt	\$ 13,007.00	\$13,007.16	100.00%
1000-0000-0000-419510	Misc Rev-Other SAU	\$ 135,189.00	\$22,241.07	16.45%
1000-0000-0000-419530	Misc Rev-Sp. Ed Dir	\$ 27,738.00	\$27,738.00	100.00%
1000-0000-0000-419600	Misc Rev-Cent. Office/Supt/Fiscal	\$ 80,144.00	\$80,144.00	100.00%
1000-0000-0000-419610	Misc Rev-Technology Dir/Data Mana	\$ 16,487.00	\$16,487.00	100.00%
1000-0000-0000-419620	Misc Rev-Transportation Dir	\$ 7,200.00	\$7,200.00	100.00%
1000-0000-0000-419830	Refund from Prior year-Elem-Sp. Ed	\$ -	\$0.00	0.00%
1000-0000-0000-419840	Refund from Prior year-Sec-Sp. Ed	\$ -	\$0.00	0.00%
1000-0000-0000-419870	Refund from Prior year-	\$ -	\$0.00	0.00%
1000-0000-0000-419910	Sales/Refund-Misc	\$ 2,000.00	\$34,414.29	1720.71%
1000-1100-0000-419901	Custodial Fees-Elem	\$ -	\$0.00	0.00%
1000-1200-0000-419901	Custodial Fees-Sec	\$ -	\$0.00	0.00%
1000-0000-0000-431110	State Subsidy	\$ 13,642,105.00	\$13,696,181.63	100.40%
1000-0000-0000-431111	State Construction Aide	\$ 1,059,698.00	\$1,059,697.82	100.00%
1000-0000-0000-431500	State Rev-National Brd	\$ -	\$3,604.17	0.00%
1000-0000-0000-443400	E-Rate Revenue	\$ -	\$0.00	0.00%
1000-0000-0000-445850	Maine-Care Reimb	\$ -	\$423,462.60	0.00%
	Total Revenues	\$39,201,160.00	\$39,646,070.10	101.13%

\$444,910.10

PROGRAM	COST CENTER	ACCOUNT NAME	BUDGET AMOUNT	SPENT JULY 1 TO JUNE 30	ENCUM. JULY 1 TO JUNE 30	BALANCE REMAINING	PERCENT REMAINING W/ENCUM	PERCENT SPENT
		ADULT EDUCATION	\$ 740,529.00	\$ 514,836.45		\$ 225,692.55	30.48%	69.52%

		Adult Ed. Gen. Fund Rev.	BUDGET AMOUNT	REC'D JULY 1 TO JUNE 30	PERCENTAGE REC'D
1500-0150-412140-000		Local Foundation Allocation	\$ 391,029.00	\$391,029.56	100.00%
1500-0150-0000-450000		Use of Appropriated Fund Balance	\$ 116,130.00	\$116,130.00	100.00%
1500-0150-413170-450		Tuition-Individual-Ad. H.S DIPL	\$ -	\$0.00	0.00%
1500-0150-413190-420		Tuition-Individual-Ad. Voc.	\$ 29,700.00	\$13,601.59	45.80%
1500-0150-417400-410		Fees-Ad Ed-General	\$ -	\$0.00	0.00%
1500-0150-417400-420		Fees-Ad Ed-General	\$ 21,688.00	\$638.92	2.95%
1500-0150-417400-450		Fees-Ad Ed Vocational	\$ -	\$0.00	0.00%
1500-0150-419410-410		Textbooks Sales-Ad-General	\$ -	\$0.00	0.00%
1500-0150-419430-420		Textbooks Sales-Ad-Voc.	\$ 29,882.00	\$1,996.62	6.68%
1500-0150-419410-450		Textbooks Sales-Ad-HS Dipl.	\$ -	\$0.00	0.00%
1500-0150-419600-000			\$ -	\$5,722.77	0.00%
1500-0150-432400-000		Adult Ed.- State Subsidy	\$ 152,100.00	\$152,357.46	100.17%
		Total Adult Ed. Gen. Fund	\$740,529.00	\$681,476.92	92.03%

MEMO

TO: Biddeford School Committee, Dayton School Committee

FROM: Chris Indorf, Assistant Superintendent

DATE: August 3, 2021

RE: Remote participation in meetings - urgent reading of policy BED

I bring to the Boards' attention, with a request for immediate consideration, policy BED. This policy has been drafted in collaboration with our partners at Maine School Management Agency, and legal counsel at DrummondWoodsum. The urgent attention I seek is a result of the Mills' Administration's exhausted emergency powers, and the Boards' obligations under federal and state law.

At the onset of Maine's recent COVID-19 state of civil emergency, the Legislature enacted a statute that for the first time authorized school boards and other public bodies to utilize telephonic and video technology to hold their meetings remotely. This statute, codified as Section 403-A of Maine's Freedom of Access Act (the "FOAA"), was only temporary, containing an automatic "sunset" provision. Under this provision, the authority under Section 403-A to hold public meetings remotely was tied to the duration of the pandemic, to end 30 days following the Governor's termination of the state of civil emergency. Effective June 30, 2021 the Governor declared the end of the COVID-19 emergency conditions, which fixed the termination date of Section 403-A on July 30, 2021.

While only a temporary enactment, Section 403-A did enable public bodies such as school boards to conduct critical public business – safely and in the open – during the emergency conditions. In fact, this brief experiment was so successful that the Legislature decided to enact permanent authority to hold remote public meetings even after the emergency conditions ended.

On June 21, 2021, the Governor signed into law "An Act Regarding Remote Participation in Public Proceedings". The Act amends the FOAA and became effective immediately on June 21 because it was an emergency bill. Going forward, the Act defines the permissible methods and

conditions for boards to hold remote participation meetings. It imposes a number of requirements and limitations on remote public meetings. Some of these are new. In particular, Section 403-A had authorized remote meetings under pandemic conditions that no longer exist. In the absence of pandemic conditions and going forward, the Act requires the public body to enact a governing policy establishing the qualifying conditions for remote public meetings.

The attached policy, edited for length, existing Board policy, district composition and unit type, should be considered by the Boards posthaste. Our current public health situation in Maine notwithstanding, future public emergencies (as defined in the proposed policy) allow the Boards the flexibility to conduct the public's business remotely. Absent a policy, public meetings may not be held remotely. Failure to read and enact this policy ties this and future Board's and Superintendent's hands in an emergency.

REMOTE PARTICIPATION IN SCHOOL BOARD MEETINGS

The Biddeford School Department allows members of the Board to participate in a public meeting of the Board by remote methods in limited circumstances as provided in 1 MRSA §403-B.

For the purpose of this policy, “remote methods” means telephonic or video technology allowing simultaneous reception of information and may also include other means necessary to provide reasonable accommodations to individuals with disabilities. Remote participation by board members cannot be by text-only means such as email, text messages, or chat functions.

Members of the Board are expected to be physically present for board meetings except when being physically present is not practicable.

Circumstances in which physical presence for public meetings is not practicable include:

1. The existence of an emergency or other issue that requires the Board itself to meet by remote methods.

An emergency may be a State-declared emergency, where there has been a declaration of a state of emergency by the Governor that applies to the school unit, or a local emergency (e.g., adverse weather conditions) or urgent issue requiring Board action.

The Board Chair, in consultation with the Superintendent, will determine whether there is a local emergency or urgent issue that requires a remote meeting of the Board.

2. Illness, or other physical condition, or temporary absence from the area governed by the Board that causes a Board member to face significant difficulties traveling to and attending in person at the designated physical location of the Board meeting.

Prior notice of the Board member’s absence and the reason for it, with indication that the Board member plans to participate remotely, should be communicated to the Board Chair as far in advance of the meeting as practicable.

If the Board allows or is required to provide an opportunity for public participation/public input during the meeting, an effective means of communication between the members of the Board and the public must be provided (e.g., submitting comments or questions by chat, raising hand on Zoom, submitting written comments to the Superintendent’s office at least 24 hours in advance). Individuals with disabilities seeking a reasonable accommodation should contact the Board Chair or Superintendent’s Office as far in advance of the Board meeting as practicable.

Members of the public participating in public meetings of the board are expected to comply with the guidelines for public participation provided in the Board's policy BEDH, or in such rules as the Board may develop specifically for remote meetings.

Notice of all Board meetings is required (1 MRSA § 406). When the public may attend by remote methods, notice must include the means by which members of the public may access the meeting using remote methods. The notice must also identify a location for members of the public to attend in person. The Board may not determine that public attendance at a meeting will be limited solely to remote methods except under the conditions in subparagraph 1 above (emergency or urgent issue meetings).

A member of the Board who participates remotely in a public meeting of the Board is considered present for purposes of a quorum and voting.

All votes taken during a public meeting of the Board using remote methods must be taken by roll call vote that can be seen and heard if using video technology and heard if using only audio technology, by the other members of the board and the public.

The Board will make all documents and other materials to be considered by the Board available, electronically or otherwise, to members of the public who attend remotely to the same extent customarily available to members of the public who attend public meetings of the Board in person, as long as additional costs are not incurred by the Board.

Remote participation is not permitted for regional school unit budget meetings.

Legal Reference: 1 MRSA § 403-B, 406
20 MRSA §1001(20)

Cross Reference: BEC – Executive Session
BE – Board Meetings
BEDA – Notification of Board Meetings
BEDB – Agenda
BEDD – Rules of Order
BEDH – Public participation at Board Meetings
KE – Public Concerns and Complaints

Adopted: _____



Educational Consortium for
Telecommunications Savings

Consulting Service Agreement

(Terms & Conditions)

1. Parties to the Agreement

This agreement shall be between the Educational Consortium for Telecommunications Savings (Hereafter referred to as ECTS) and the school/district or library so indicated by name under (8) Signatures (Hereafter referred to as the Member).

2. Terms of the Agreement

The duration of this agreement shall be for the funding year 2021-2022 and includes application for discounts under the Emergency Connect Fund (ECF) authorized by the FCC for this current year. After the funding year this agreement will continue to remain in effect should the FCC choose to renew the program annually after the initial term. Any fees due ECTS will continue to be paid after the expiration of this period as stated below in Item 4.

3. Services Performed

ECTS will seek 100% reimbursement savings on Internet services and/or connection equipment funded through the FCC's ECF program. Below is an outline of the different phases of the project for which we will guide you:

- A. Advise you on their potential ECF funding.
- B. Gather information needed to prepare necessary applications and documentation.
- C. Complete, file, and follow-up with the FCC Form 471 funding application.
- D. Respond to information needs of Schools and Libraries Division (SLD).
- E. Handle the funding appeal process if needed.
- F. Make sure that the proper 100% discount is reflected in Members' subsequent bills and then file forms to obtain reimbursement as needed.

4. Terms of Payment

The total fee for service shall be a flat fee based on the amount of funding received by the school or library as indicated in this table:

#	Funding range received	Flat fee
1	Up to \$100,000	\$1,200
2	\$100,001 to \$499,000	\$2,200
3	Over \$500,000	\$3,200

MEMO

TO: Jeremy Ray, Superintendent of Schools
FROM: Chris Indorf, Assistant Superintendent
DATE: August 2, 2021
RE: **Grant Award Notification - RFA 202106083**

I am pleased to report that our application for supplemental funding under the American Rescue Plan, *Homeless Children and Youth II* funds subgrant, was successful. Biddeford joins around a dozen other school departments in Maine in sharing these emergency funds to support homeless children. These funds are critically important in our community given diminished housing stock, losses in affordable housing options, and the expiry of an executive order which placed a moratorium on evictions.

Biddeford's success in this award is largely attributable to collaboration: grantees were given greater consideration when they engaged with other partners; in our case, Biddeford joined Saco and Dayton as well as Apex Youth Connections to create a .5 FTE outreach and case management position, and to bolster our outreach efforts.

Award Amount

As of this writing, the total award amount has not been determined by the state procurement office, but the school department has been assured in writing that funds will be sufficient to support the staff and program goals of the grant, which exceed \$40,000.

Grant Objective

In sum, our grant proposal proposed the creation of a half-time position in collaboration with Apex Youth Connections to do case management and sustained, 20-hours-per-week engagement with youth who are housing insecure or homeless.

Why Apex?

Apex has been a critical program partner of our schools for years, and its youth engagement programs already touch many transient and housing insecure youth and families. Tim Boston, their Youth Engagement Specialist, is already a .5 FTE with Apex and he is situated in the Bacon Street residential area. Bacon street is proximate to the lion's share of both Biddeford

and Saco's affordable housing. Bringing Tim to full-time will increase our schools' capacity to do more than simply comply with the laws that speak to the education of homeless youth.

According to the CDC, "Connectedness is an important protective factor for youth that can reduce the likelihood of a variety of health risk behaviors." These effects are lasting with connected youth 66% less likely to engage in health risk behaviors in adulthood (to include mental health). Beyond resiliency-building and positive social-emotional development, youth engagement in the community helps build leadership skills, enhances opportunities for problem-solving and decision-making skill development, creates a sense of belonging and purpose (particularly for at-risk and/or disconnected youth), and reduces the occurrence of traditional problem behaviors like drug and alcohol use, dropping out of school, and criminal behavior. Homeless and transient youth are particularly vulnerable to these potential outcomes.

Profile of Housing Insecurity in our Towns

Many of the homeless in our three communities (more than 120 last year alone) float between the communities of Dayton, Biddeford, Saco, and the OOB/Saco line (principally, Old Orchard Road). With the communities sharing a central office and collaborating on this project, we can more effectively support our community's most vulnerable youth in a connected, systematic, and hands-on way that goes beyond busing, meal service and expanded Title I services.

Intra-district collaboration: An early success

This grant is Exhibit A for the benefits of multi-community collaborations. With our partners at Apex and our ability to leverage our grant-writing resources, we are better positioned to serve. It's a win-win-win for our communities.