

City of Biddeford
School Committee
July 12, 2023 5:00 PM Little Theater at BHS

- A. Call to Order:**
- B. Roll Call:**
- C. Pledge of Allegiance:**
- D. Adjustments to Agenda:**
- E. Consideration of Minutes:**
 - E.1. Minutes 6/14/2023
[Biddeford Minutes 6_14_2023.pdf](#)
- F. Consent Agenda**
 - F.1. Nominations:
 - Vito Mininni IV ~ BRCOT Carpentry Teacher ~ Replacing Allan Henri
 - Alexis Innes ~ BHS Teacher ~ Replacing Kristin Taylor
 - Alixandra Buckvar ~ APC/BHS Social Worker
 - Joe Davis ~ BRCOT Athletic Training Teacher ~ New Position
 - Jessica Matt ~ BMS Teacher ~ Replacing Don Stanhope
 - Appointments:
 - Erin Campbell ~ BIS Ed Tech III ~ Replacing Elizabeth Simard
 - Transfers:
 - Jesika Wolfhart ~ Moving to BIS Ed Tech I ~ Replacing Aubrey Bradbury
 - Mark Adam Booker ~ BHS Alt. Ed to BHS English Teacher ~ Replacing Sharon Brinkman-Young
 - Resignations:
 - Crystal Smith ~ BMS ESL Ed Tech
 - Maureen Larochele ~ JFK Pre-K
 - Patricia Sylvain ~ BIS Food Service Worker
 - Jennifer Vitiello ~ BMS Assistant Principal
 - Marleah Bronder ~ BMS Resiliency Coordinator
 - Elizabeth Simard ~ BIS Ed Tech III
 - Hannah Burgess ~ BHS Teacher
 - Kristin Taylor ~ BHS Librarian ~ Retired
 - Allexius Theberge ~ BPS Ed Tech
 - Mariah Desrochers ~ BHS Custodian
- 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. ELL Numbers, Languages, Scores
 BMS Assistant Principal Nomination
 Construction Update
 BARR Project Introduction
 Update on Grant Applications
 Catholic Charities Refugee Grant - Awarded
 Transition Regional Interagency Collaborative Grant - 7/26/23 Submission
 Stronger Connections Grants - Submitted

First Reading of Policies to Strike:
 IHBAD ~ Personnel Development
 First Reading of Policies to Strike and Revise:
 JLCD - Administration of Medication to Students
 First Reading of Policies to Adopt:
 JLI ~ Procedure for Reports of Dangerous Behavior by Students
 JLI-E ~ Report of Dangerous Behavior By Student Directed Against School Staff
 JLCDB ~ Naloxone Policy
 First Reading of Policies to Revise:
 ADAA ~ School System Commitment to Standards For Ethical And Responsible Behavior
 BBBDA ~ Committee-Declared Vacancy Caused by Absenteeism
 JEA ~ Compulsory Attendance
 JLCD ~ Administration of Medication to Students
 BE ~ School Committee Meetings
 BEA ~ School Committee Use of Electronic Mail
 BEC-E ~ Executive Session Law
 IL - Evaluation of Instructional Programs
 IJNDC ~ Biddeford School Department Website
 IJNDC-E ~ Agreement to Publish Student Information on The Biddeford School Department Website
 IJNDC-R ~ Website Guidelines
 GCGA ~ Substitute Teachers
 IHBG ~ Home Schooling
 IHBGA ~ Home Schooling - Participation in School Programs
[ELL Numbers, Languages, Scores.pdf](#)
[Rico Memo - Asst_ Principal.pdf](#)
[Catholic Charities.pdf](#)
[RFA 202304093 Bipartisan Stronger Communities Act \(BSCA\) - Final.docx](#)
[RFA 202306131 MeTRIC - Final_0.docx](#)
[ADAA School System Commitment to Standards for Ethical and Responsible Behavior.pdf](#)
[BBBDA - Review.pdf](#)
[BE School Committee Meetings.pdf](#)
[BEA School Committee Use of Electronic Mail.pdf](#)
[BEC-E Executive Session Law.pdf](#)

GCGA Substitute Teachers.pdf
IHBAD Personnel Development.pdf
IHBG Home Schooling.pdf
IHBGA Home Schooling - Participation in School Programs.pdf
IJNDC Biddeford School Department Website -Review.pdf
IJNDC-E Agreement to Publish Student Information on the Biddeford School
Department Web Site.pdf
IJNDC-R Web Site Guidelines.pdf
IL Evaluation of Instructional Programs.pdf
JEA Compulsory Attendance.pdf
JLCD Administering Medication to Students-Strike.pdf
JLCD-Revised.pdf
JLI-E Procedure for Reports of Dangerous Behavior.pdf
JLI-Procedure for Reports of Dangerous Behavior.pdf
Naloxone- Adopt.pdf

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

School Committee Meeting Minutes
Little Theater Biddeford High School
5:00 pm ~ June 14, 2023

Public Viewing:

Local Public Access Station

City of Biddeford [Website](#)

- A. Call to Order:** ~ The meeting was called to order at 5:00 pm by Mayor Alan Casavant.
- B. Roll Call:** Mayor Alan Casavant, Lisa Vадnias, Michele Landry, Amy Grohman, Meagan Desjardins, Rebecca Henry, Lauren Schuyler Giddings, and Jeremy Ray were present.
- C. Pledge of Allegiance:** The pledge was led by Mayor Alan Casavant
- D. Adjustments to Agenda:**
- E. Approval of Last Meeting's Minutes:** [5/24/2023](#) ~ Lisa Vадnais moved to approve the minutes, Michele Landry seconded the motion, and all were in favor.
- F. Consent Agenda:** Lisa Vадnais moved to approve the Consent Agenda, Michele Landry seconded the motion, and all were in favor.

Nominations:

- a. Cheryl Burrell ~ BHS Special Education Teacher ~ Replacing Kelsey Williams
- b. Nicholas DiBiase ~ BPS Teacher ~ Replacing Michelle Carpenter
- c. Erin Morrell ~ BHS Teacher ~ Replacing Heather Tremblay
- d. Isabel Snyder ~ BIS Paid Intern
- e. Sarah Dennison ~ BIS Paid Intern
- f. Garrett Ross ~ BPS Paid Intern
- g. Catherine Favreau ~ BPS Paid Intern
- h. Nicole Niehoff ~ JFK Paid Intern
- i. Christopher Danfoth ~ BHS Social Worker ~ Replacing Donna Maguire
- j. Ashley King ~ BHS Special Education Teacher ~ Replacing Anita Leeman
- k. Kyle Hanson ~ BHS Teacher ~ Replacing Evgeni Bouzakine
- l. Tara DiVincenzo ~ BMS Teacher ~ Replacing Sophie Manning
- m. Donald Stanhope ~ BHS Teacher ~ Replacing Sarah McCann, who moved to another position with the district

Appointments:

- a. Christina Mitchell ~ BIS Ed Tech II ~ New Position
- b. Abigail Fleming ~ BPS Ed Tech I ~ Replacing Jennifer Young
- c. Jamie Welsh ~ JFK Ed Tech III ~ New Position
- d. Hannah McCaskey ~ BHS Ed Tech III Special Education
- e. Ryane Sullivan ~ BHS Food Service Worker ~ Replacing Carol Laverierre

Transfers:

- a. Shannon Beal ~ Ed Tech moving to BMS Teacher

- b. Mariah Desrochers ~ BHS Custodian ~ Replacing Mark Anderso, who moved to another position within the district
- c. Sharon-Lee Brinkman-Young ~ BHS Teacher moving to BHS ESOL
- d. Sarah McCann ~ 8th Grade Science Teacher moving to BHS Teacher ~ Replacing Doreen

Resignations:

- a. Mark Myers ~ BHS Custodian
- b. Sophie Manning ~ BMS 6th Grade Science Teacher
- c. Michelle Carpenter ~ BPS Art Teacher
- d. Amanda Rapier ~ JFK Special Education Teacher
- e. Leanna Simao ~ BMS Resignation
- f. Caryn Tierney ~ BIS Teacher ~ Retirement
- g. Raymond Porelle ~ Full-Time Bus Driver

G. Superintendent's Report:

H. Committee Reports:

I. Old Business:

J. New Business:

- a. [Nomination of Business Manager](#) ~ Lisa Vadnais moved to approve the Business Manager, Michele Landry seconded the motion, and all were in favor.
- b. [Solar Panel Proposal at BHS](#) ~ Lisa Vadnais moved to approve the Solar Panel Proposal, Michele Landry seconded the motion, and all were in favor.
- c. BPS Building Update - Council Presentation
- d. [Approval of Accountant Job Description](#) ~ Lisa Vadnais moved to approve the job description, Michele Landry seconded the motion, and all were in favor.
- e. [Bridge to Reading Foundational Skills](#) ~ Lisa Vadnais moved to approve the curriculum, Michele Landry seconded the motion, and all were in favor.

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

L. Communications:

M. Executive Session:

N. Adjournment: The meeting was adjourned at 5:34. Lisa Vadnais moved to adjourn, Michele Landry seconded the motion, and all were in favor.

Signed: 
Jeremy Ray, Superintendent of Schools

Date: 6/16/2023

School Committee Members:

Alan Casavant-Chair	Randy Forcier
Lisa Vadnais-Vice Chair	Meagan Desjardins
Michele Landry	Rebecca Henry
Amy Grohman	Lauren Schuyler Giddings

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

MEMO

TO: Jeremy Ray, Supt.
FROM: Chris Indorf, Asst. Supt./ESOL Director
RE: Enrollment, score, and language-of-origin trends for New Mainers
DATE: 14 June, 2023

Nomenclature

Students whose primary language is anything other than English have been identified in several ways over the years: English Language Learners (ELLs), English Learners (ELs), and the conflated ESOL moniker (actually referring to English for Speakers of Other Languages). Today, the Maine Department of Education refers to these students as MLs--multilingual students.

Explosive Growth

The past decade has borne witness to significant ML growth, increasing a little over 400% between 2012 and the end of the 2021-22 School Year. This year, the Biddeford Schools have experienced an unprecedented spike in this population, with intra year registrations adding nearly 70 MLs to our October 1 count of 202. Many of these students are part of families seeking asylum, or are refugees.

Demographics Shift

In the past decade, the Biddeford Schools have served students speaking as many as 24 different languages in a single school year. This presents a unique challenge for instructional and support staff; with so many languages and cultures represented in very granular numbers (e.g., 2 Russian speakers, 1 Vietnamese speaker, etc.) resources from translation to instructional materials are spread thin. In the last five years, Arabic speakers have represented more than half of the total ML population. While Arabic continues to dominate, a new wave of neighbors from central African nations bring the languages of Portuguese, French, and Kinyarwanda to the fore.

Predicting the Future

I have been famously inaccurate in my ability to project enrollments due the sometimes-itinerant nature of many of our ML families. My prediction in 2021, for example, that a white-hot housing

market would slow the arrival of New Mainers to Biddeford was wrong; indeed, a great many are also homeless. No one predicted the arrival of nearly 70 students during this school year, and I'm not sure what next year will bring. That said, as refugees and asylum seekers continue to settle/resettle in Maine communities, service centers like Biddeford--complete with walkable neighborhoods, a hospital, public transportation, a slate of nonprofits--continue to welcome these families.

October 1 Enrollment: 202

Current Enrollment: 260

Peak Enrollment: 271

Projected Enrollment:¹

JFK: Unknown

BPS: 62

BIS: 35

BMS: 71

BHS: 80

Staffing

I've previously addressed with the public and the School Committee the need to add staff, and you have responded favorably. I've also held out the possibility of coming back to the School Committee after the start of school requesting additional support.

Assessment

Below are results from this year's ACCESS assessment, as well as the top languages in each building. Note that the number of students tested varies from total enrolled for a few reasons:

- a. Registration during or after the assessment window
- b. Opt-outs from parents
- c. Non participation from families who return to the home country during the assessment window

¹ This estimate is simply a "roll forward" of existing, enrolled students rising to the next grade. These numbers do not include students on "monitor status." These numbers reflect actual grade levels, unlike the WIDA data, overleaf

WIDA Consortium ACCESS 2.0 and K MODEL Assessment of Multilingual Learners SY 22-23

	Students tested	Top Spoken Languages of Origin			Proficiency - Overall	Range	
		Language 1	Language 2	Language 3		Max	Min
BHS	48	Arabic (18)	Portuguese (7)	French (4)	2.97	5.4	1.6
BMS	64	Arabic (23)	Portuguese (15)	French (5)	3.1	4.8	1.4
BIS	37	Arabic (15)	Spanish (9)	Kinyarwanda (3)	3.8	5.7	1.8
BPS	39	Arabic (14)	Portuguese (9)	Spanish/Khmer (4)	3.3	4.7	1.5
JFK	23	Arabic (9)	Portuguese (5)	Spanish (4)	1.92	4.3	1
Total/Avg	211	79	45	20	3.02	4.98	1.49

Note that the WIDA Consortium considers BMS to include grades 5-8, which fogs the data a little.

Maine's service model for MLs is that English Proficiency is reached (and direct ML service ends) when a student attains a 4.5 or better on the WIDA ACCESS test. The maximum score on the assessment is a 6.0, and all states and territories submit their proficiency benchmark to the USDOE for approval.

MEMO

TO: Biddeford School Committee
FROM: Jeremy Ray, Superintendent
RE: Assistant Principal, BMS
DATE: June 29, 2023

I want to recommend a transfer of Rico Mariello from the position of Director of JFK Early Childhood Center to the position of Assistant Principal at Biddeford Middle School, effective July 1, 2023. Mr. Mariello requested a transfer to Biddeford Middle based on his desired interest in working with middle school students and with the upcoming closure of JFK School.

Mr. Mariello served as the JFK Early Childhood Coordinator for the past four years and previously served as the truancy coordinator at BIS (1 year) and as a classroom teacher (19 years) at Biddeford Middle School. In all of these positions, Rico has demonstrated quality leadership and professionalism.

QUARTERLY REPORT OF REVENUE AND EXPENSES

AGREEMENT BUDGET	QUARTER 4 ACCRUAL	QUARTER 1 ACCRUAL	QUARTER 2 ACCRUAL	QUARTER 3 ACCRUAL	QUARTER 4 ACCRUAL	EXPENSES AS % OF BUDGET
	7/1/2023 Through 9/30/2023	10/1/2023 Through 12/31/2023	1/1/2024 Through 3/31/2024	4/1/2024 Through 6/30/2024	7/1/2024 Through 9/30/2024	
Total award amount						

REVENUE SUMMARY

Contract Amount	auto calculated	\$ 134,000.00	\$ 134,000.00	\$ 134,000.00	\$ 134,000.00	\$ 134,000.00	\$ 134,000.00	100.00%
TOTAL REVENUE	auto calculated	\$ 134,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	

EXPENSE SUMMARY

PERSONNEL EXPENSES

Personnel (Cultural Broker / ELL Staff)

Teacher/Staff ML Professional Development

OTHER DIRECT COSTS

Materials, Supplies, Printing

Translation & Interpretation

TOTAL DIRECT COSTS	auto calculated	\$ 126,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	
Facilities		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Administration		\$ 8,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL INDIRECT COSTS	auto calculated	\$ 8,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL EXPENSES	auto calculated	\$ 134,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	

Report completed by: _____ Date: _____

Report reviewed by: _____ Date: _____

STATE OF MAINE
Maine Department of Education
Office of School & Student Supports



RFA# 202304093

Stronger Connections Grant Program

RFA Coordinator	All communication regarding the RFA <u>must</u> be made through the RFA Coordinator identified below. Name: Bethany Cunningham Title: Project Manager, Office of School & Student Supports Contact Information: Bethany.Cunningham@maine.gov
Informational Meeting	Date: May 17, 2023 Time: 4:00 p.m., local time Location: https://mainestate.zoom.us/j/83612472324?pwd=UWduSXVjSjQ2bFo3SXk2MUI3aFh4UT09
Submitted Questions Due	All questions must be submitted, by e-mail, to the RFA Coordinator no later than May 24, 2023 at 11:59 pm and must include "RFA# 202304093 Question" in the subject line of the e-mail.
Application Submission	Applications <u>must</u> be received by the Division of Procurement Services by: Submission Deadline: June 28, 2023 no later than 11:59 p.m., local time. Applications must be submitted electronically to the Division of Procurement Services at proposals@maine.gov and must include "RFA# 202304093 Application Submission" in the subject line of the e-mail.

RFA TERMS/ACRONYMS with DEFINITIONS

The following terms and acronyms, as referenced in the RFA, shall have the meanings indicated below:

<u>Term/Acronym</u>	<u>Definition</u>
BSCA	The Bipartisan Safer Communities Act
Department	Maine Department of Education
EOP	Emergency Operations Plan
ESEA	Elementary and Secondary Education Act
Eligible entity	Entity as outlined as an LEA/SAU who meets the definition of “High Need SAU/EUT”
EUT	Education in Unorganized Territory
High Need SAU/EUT	Priority will be granted to applicants who provide the following verified data points: • Special Education identification rate at or above the national identification rate of 15% • Higher than 2022 state average chronic absenteeism rate of 28.4% • Higher than 2022 state average substance use rate of 0.58% • Higher than state average system involved youth population of 0.86%
JCCO	Juvenile Community Corrections Officer
LEA	Local Education Agency
PBIS	Positive Behavioral Interventions and Supports
Place-based interventions	The alignment of learning goals by designing curriculum that connects academic learning to building connections across the community, helping students develop a sense of identity and pride
RFA	Request for Application
SAU	A state-approved unit of school administration and includes a municipal school unit, school administrative districts, community school district, regional school unit, or any other municipal or quasi-municipal corporation responsible for operating or constructing public schools as defined in Title 20-A, §1
SCG	The Stronger Connections Grant Program
Special Education Identification Rate	Students receiving special education services under the Individuals with Disabilities Act (IDEA)
SRO	School Resource Officer
State	State of Maine
System Involved Youth Population Rate	Students involved with the judicial system

State of Maine – Department of Education

RFA# 202304093

Stronger Connections Grant Program

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State of Maine – Department of Education

RFA# 202304093

Stronger Connections Grant Program

APPLICATION DETAILS AND INSTRUCTIONS

A. Purpose and Background

On June 25, 2022, President Biden signed into law the [Bipartisan Safer Communities Act \(BSCA\)](#), legislation that expands vital mental health services and provides additional support for States and districts to design and enhance initiatives that will promote safer, more inclusive, and positive school environments for all students, educators, and school staff.

The BSCA includes \$1 billion through Title IV, Part A of the Elementary and Secondary Education Act (ESEA) for state education agencies (SEA) to competitively award subgrants to high-need local education agencies (LEA) to establish safer and healthier learning environments, and to prevent and respond to acts of bullying, violence, and hate that impact our school communities at individual and systemic levels, among other programs and activities. The US Department of Education has designated this component of the BSCA the Stronger Connections Grant Program. Maine received \$4.8 million; \$4,591,384 is the allocation for high-need SAUs.

B. General Provisions

1. From the time this RFA is issued until award notification is made, all contact with the State regarding this RFA must be made through the RFA Coordinator identified on the cover page of this RFA. No other person/State employee is empowered to make binding statements regarding this RFA. Violation of this provision may lead to disqualification from the application process, at the State's discretion.
2. The Applicant shall take careful note that in evaluating its application submitted in response to this RFA, the Department will consider materials provided in the application and internal Departmental information of previous contract/grant award history, if any, with the Applicant. The Department also reserves the right to consider other reliable references and publicly available information in evaluating the Applicant's experience and capabilities.
3. All submissions in response to this RFA will be public records, available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA) ([1 M.R.S. § 401](#) et seq.).
4. All applicable laws, whether or not herein contained, shall be included by this reference. It shall be the Applicant's responsibility to determine the applicability and requirements of any such laws and to abide by them.

C. Eligibility to Submit Applications

To be considered for grant funding under this application process, applicants must:

1. Be a School Administrative Unit as described in [20-A M.R.S.A §1, 26](#) or [20-A M.R.S.A Chapter 112](#), or a school in the unorganized territory under [20-A M.R.S.A Chapter 119](#).
2. Have a poverty certification rate at or above 35%.

Non-public schools are eligible for an equitable share or may submit a request for funds with an SAU's application.

An eligible SAU applying for this grant must consult with appropriate private school officials before the SAU makes any decision that affects the opportunities of eligible private school children and educators to participate (ESEA section 8501(c)(3)). Such consultation might include a brief survey of non-public schools or other information gathering to indicate the schools' interest in participating and the population to be served. Such consultation will allow the SAU to consider the needs of all students and educators—both public and private—in developing its application, and to include the projected costs for equitable services in the application.

D. Number of Awards

In order to provide equitable access to the grant opportunity, SAUs will be divided into two classifications based upon a calculation related to SAU enrollment.

The Average School Population, used to determine the SAU size classification, is calculated by dividing the total number of students enrolled in the SAU by the total number of schools in the SAU.

SAU Classification	Average School Population	Total Funding Available
Small SAUs	1-321	\$750,000
Large SAUs	>322	\$3,841,384
Total		\$4,591,384

The Department anticipates making multiple awards as a result of this RFA process. The Department reserves the right to issue full or lower amounts than requested, whichever is found to be in the best interest of the State. The total estimated grant funds available are up to \$4,591,384, with individual grants for Small SAUs not exceeding \$250,000 and Large SAUs not exceeding \$500,000 over the grant period. The Department reserves the right to reallocate available funds to other SAU classifications if all funding is not utilized.

Any person aggrieved by the award decision that results from the RFA may appeal the decision to the Director of the Bureau of General Services in the manner prescribed in [5 M.R.S.A. § 1825-E](#) and [18-554 Code of Maine Rules Chapter 120](#). The appeal must be in writing and filed with the Director of the Bureau of General Services, 9 State House Station, Augusta, Maine, 04333-0009 within 15 calendar days of receipt of notification of conditional grant award.

E. Grant Award Terms

The total grant covers a period of performance from September 1, 2023 – September 30, 2026.

State of Maine – Department of Education
RFA# 202304093

Stronger Connections Grant Program

ACTIVITIES AND REQUIREMENTS

A. Maine Department of Education Resources

The Maine DOE will provide the following resources to grant recipients:

1. Informational webinar for grant recipients to review expectations and processes.
2. Establishment of a learning cohort for grant recipients to share and learn best practices from one another. The group will meet quarterly during the span of the grant period. The Maine DOE will look for opportunities to connect grant recipients to national experts and learn from practices in other states.
3. Technical assistance to support grant recipients to meet the requirements of the grant including reporting of metrics

B. Allowable and Unallowable Uses of Funding

Grant recipients under the Stronger Connections Grant Program may leverage awarded funds to support programs and activities that align with one or more allowable activities for this grant, which include:

1. **School Climate Improvement**, this can include:
 - a. Family-School Partnership initiatives
 - b. Community Schools
 - c. Accredited restorative practices training and/or implementation
 - d. Access to mental & behavioral support
 - e. Diversity, Equity & Inclusion training and/or implementation
 - f. Cultural responsiveness
 - g. Providing equitable services to students and teachers in non-public schools as required under section 8501 of the ESEA.
 - i. The SAU will maintain control of the funds for the services and assistance provided to a non-public school.
 - ii. The SAU will have title to materials, equipment, and property purchased with these funds.
 - iii. The SAU will provide services directly or through contract with, another public or private entity.
 - iv. Services provided with these funds must be secular, neutral and nonideological.
2. **Mental Health and/or Social Emotional Learning**, this can include:
 - a. Implementing evidence-based strategies that meet each student's social, emotional, physical, and mental well-being needs.
 - b. Anti-bullying programs
 - c. Trauma informed strategies

- d. Positive Behavioral Interventions and Supports
- e. Suicide prevention
- f. Wellness programs for students and/or educators

3. School Safety & Emergency Preparedness, this can include:

- a. Increasing access to place-based interventions and services
- b. EOP training, planning and development
- c. Structural hardware and improvements
- d. Site assessments
- e. Behavioral threat assessment
- f. SRO training and support
- g. Human trafficking prevention and training
- h. Support of the school safety specialist program stipends or support staff

Activities that are **not** allowable under this grant include:

1. The provision to any person of a dangerous weapon or training in the use of a dangerous weapon as prohibited under Section 13401 of the Bipartisan Safer Communities Act, which amends section 8526 of the ESEA.
2. School construction, renovation or repair of any school facility is a prohibited use of the Bipartisan Stronger Connections Grant Program.
3. The purchase of a vehicle is prohibited.
4. Any transfer of funds out of the Stronger Connections Grant Program award to another ESEA authorized program is prohibited.
5. To develop or distribute materials or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual is prohibited.
6. To provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or operate a program of contraception distribution in schools. (ESEA sections 8526(3), (5), and (6)) is prohibited.
7. For medical services or drug treatment or rehabilitation is prohibited, except for integrated student supports, specialized instructional support services, or referral to treatment for impacted students, which may include students who are victims of, or witnesses to, crime or who illegally use drugs. (ESEA section 4001(b)).

C. Grant Requirements

1. Follow necessary supplement/not supplant requirements as outlined in section 4110 of the ESEA.
 - a. SAUs are not permitted to fund pre-existing positions or programs unless they are expanding in scale and capacity.
2. Track all expenditures of funds separately from the SAUs Title IV, Part A allocation under the Elementary and Secondary Education Act (ESEA).

D. Reports

In addition to the reports listed below, Awarded Applicants shall be expected to participate, as requested, in any Department evaluation of the Stronger Connections Grant Program and will cooperate with any audit or examination of records with respect to such funds.

1. Track and record all data/information necessary to complete the required reports listed in **Table 1**:

Table 1 – Required Reports		
Name of Report		Description
a.	Regular Narrative Report	Includes information on performance metrics, operations, successes, and barriers
b.	Regular Financial Report	Includes information on expenditures, as detailed in the grant application
c.	Grant Award Closeout Report	Includes information on performance metrics met and total expenditures

2. Submit all the required reports to the Department in accordance with the timelines established in **Table 2**:

Table 2 – Required Reports Timelines			
Name of Report		Period Captured by Report	Due Date
a.	Narrative Report	Deadlines for regular narrative reports will be spelled out in the grant award between the state and grantee.	Thirty (30) days after date set in the grant award
b.	Financial Report	Deadlines for regular financial reports will be set in the grant award between the state and the grantee.	Thirty (30) days after each quarter
c.	Grant Award Closeout Report	Entire grant award period	Sixty (60) days following the close of the grant award period

State of Maine – Department of Education
RFA# 202304093
Stronger Connections Grant Program
KEY PROCESS EVENTS

A. Submitting Questions about the Request for Applications

Any questions must be submitted by e-mail to the Grant Coordinator by the date and time on the cover sheet of this RFA document. Submitted Questions must include the subject line: “RFA# 202304093 Questions”. The Department assumes no liability for assuring accurate/complete/on time e-mail transmission and receipt.

Question & Answer Summary: Responses to all questions will be compiled in writing and posted on the following website: Grant RFPs and RFAs. It is the responsibility of all interested parties to go to this website to obtain a copy of the Question & Answer Summary. Only those answers issued in writing on this website will be considered binding.

B. Amendments to the Request for Applications

All amendments (if any) released in regard to this Request for Applications will be posted on the following website: Grant RFPs and RFAs. It is the responsibility of all interested parties to go to this website to obtain amendments. Only those amendments posted on this website are considered binding.

C. Submitting an Application

- 1. Applications Due:** Applications must be received by the date and time on the cover sheet of this RFA document. Applications received after the 11:59 p.m. deadline will be ineligible for award consideration for that annual application enrollment period.
- 2. Submission Instructions:** Applications are to be submitted to the State of Maine Division of Procurement Services, via email, to Proposals@maine.gov.
 - a. Only applications received by e-mail will be considered. The Department assumes no liability for assuring accurate/complete e-mail transmission and receipt.
 - b. E-mails containing links to file sharing sites or online file repositories will not be accepted as submissions. Only e-mail applications that have the actual requested files attached will be accepted.
 - c. Encrypted e-mails received which require opening attachments and logging into a proprietary system will not be accepted as submissions. Please check with your organization’s Information Technology team to ensure that your

- security settings will not encrypt your proposal submission.
- d. File size limits are 25MB per e-mail. Applicants may submit files separately across multiple e-mails, as necessary, due to file size concerns. All e-mails and files must be received by the due date and time listed above.
 - e. Applicants are to insert the following into the subject line of their email submission: **“RFA# 202304093 Application Submission – [Applicant’s Name]”**
 - f. Applications are to be submitted as a single, typed, PDF or WORD file and must include:
 - i. Application Cover Page
 - ii. Debarment, Performance and Non-Collusion Certification
 - iii. Application Form

State of Maine – Department of Education
RFA# 202304093

Stronger Connections Grant Program
APPLICATION EVALUATION AND SELECTION

A. Scoring Process:

For applications that meet the eligibility requirements in Part I, the Grant Review Team will use a consensus approach to evaluate and score all sections listed below.

Members of the Review Team will not score those sections individually but, instead, will arrive at a consensus as to assignment of points for each of those sections.

B. Scoring Weights:

The score will be based on a 100-point scale and will measure the degree to which each application meets the following criteria.

Scoring Criteria	Points Available
Part I – Eligibility	Pass/Fail
Part II – Project Narrative • Project narrative identifies need, main areas of focus and subcategories that will be addressed through desired programming. • Outlines process of implementation and how program will engage students, families, educators, staff and/or community organizations • Details how programming will positively impact school climate and community • Provides intention to measure and report outcomes of programming	50
Part III – Budget and Budget Narrative	30
Part IV – Sustainability	20
Total Points	100

State of Maine – Department of Education
RFA# 202304093

Stronger Connections Grant Program

APPLICATION COVER PAGE

Handwritten Applications Will Not Be Accepted

SAU Name:	Click or tap here to enter text.		
Superintendent Name:	Click or tap here to enter text.		
Tel:	Click or tap here to enter text.	E-mail:	Click or tap here to enter text.
SAU Mailing Address:	Click or tap here to enter text.		
SAU Mailing City/State/Zip:	Click or tap here to enter text.		
<i>Provide information requested below if different from above</i>			
Point of Contact for Application- Name and Title	Click or tap here to enter text.		
Tel:	Click or tap here to enter text.	E-mail:	Click or tap here to enter text.
SAU Mailing Address:	Click or tap here to enter text.		
SAU Mailing City/State/Zip	Click or tap here to enter text.		
Dollar Amount of Application:	Click or tap here to enter text.		

- No personnel currently employed by the Department or any other State agency participated, either directly or indirectly, in any activities relating to the preparation of the Applicant's application.
- No attempt has been made, or will be made, by the Applicant to induce any other person or firm to submit or not to submit an application.
- The above-named organization is the legal entity entering into the resulting agreement with the Department should they be provided a grant award.
- The undersigned is authorized to apply for an receive a grant award on behalf of the above-named SAU.

To the best of my knowledge, all information provided in the enclosed application, both programmatic and financial, is complete and accurate at the time of submission.

Name (Print): Click or tap here to enter text.	Title: Click or tap here to enter text.
Authorized Signature:	Date: Click or tap here to enter text.

State of Maine – Department of Education
RFA# 202304093

Stronger Connections Grant Program

DEBARMENT, PERFORMANCE and NON-COLLUSION CERTIFICATION

SAU Name:	Click or tap here to enter text.
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By signing this document, I certify to the best of my knowledge and belief that the aforementioned organization, its principals and any subcontractors named in this application:

- a. Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from bidding or working on contracts or grant awards issued by any governmental agency.*
- b. Have not within three years of submitting the application for this grant award been convicted of or had a civil judgment rendered against them for:*
 - i. Fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, state or local government transaction contract, or grant award.*
 - ii. Violating Federal or State antitrust statutes or committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;*
 - iii. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or Local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and*
 - iv. Have not within a three (3) year period preceding this application had one or more federal, state or local government transactions terminated for cause or default.*
- c. Have not entered into a prior understanding, agreement, or connection with any corporation, firm, or person submitting a response for the same materials, supplies, equipment, or services and this application is in all respects fair and without collusion or fraud. The above-mentioned entities understand and agree that collusive bidding is a violation of state and federal law and can result in fines, prison sentences, and civil damage awards.*

Failure to provide this certification may result in the disqualification of the Applicant's application, at the discretion of the Department.

Name (Print): Click or tap here to enter text.	Title: Click or tap here to enter text.
Authorized Signature:	Date: Click or tap here to enter text.

State of Maine – Department of Education
RFA# 202304093
Stronger Connections Grant Program
APPLICATION FORM

SAU Classification:	☐ Small See Number of Awards for definitions. ☐ Large
----------------------------	---

Part I – Eligibility

A. Applicant’s Organization is a:

- ☐ SAU as described in [20-A M.R.S.A §1, 26](#) or [20-A M.R.S.A Chapter 112](#)
- ☐ School in the unorganized territory under [20-A M.R.S.A Chapter 119](#)

B. Poverty Certification

Poverty Level Certification						
1. Poverty Rate	Click or tap here to enter text.		Date Determined	Click or tap here to enter text.		
	(A) Enrollment	Click or tap here to enter text.	(B) # of Low Income Students	Click or tap here to enter text.	(C) School Level Poverty Rate (*This is calculated by A / B)	Click or tap here to enter text.
2. Please indicate how poverty level was determined for the SAU (Check all that apply:)						
	☐ Number of children ages 5-7 in poverty as identified by the U.S. Census Bureau					
	☐ Number of children eligible for free and reduced priced lunches					
	☐ Number of children in families receiving assistance from Temporary Assistance for Needy Families (TANF)					
	☐ Number of children eligible to receive medication assistance from Medicaid program					
	☐ Number of children in families receiving assistance from Supplemental Nutrition Assistance Program (SNAP)					

Part II – Project Narrative

A. Identification of Need *1 page maximum*

Describe:

- how the SAU assessed their local needs, and
- how this assessment informs the proposed use of funds. Identify the characteristics of the SAU, its schools, and high-level area(s) of need to be addressed through the proposed program(s).

Click or tap here to enter text.

B. Supporting Data

1. Provide data and details regarding the number of students who may be impacted by this funding. *Priority will be given to applications that can provide rates for the criteria listed below. (See [Appendix A](#) for data source references.)

☐ Special Education identification rate at or above the national identification rate of 15%
SAU rate: _____

☐ Has a higher than 2022 state average chronic absenteeism rate of 28.4%
SAU rate _____

☐ Has a higher than 2022 state average substance use rate of 0.58%
SAU rate _____

☐ Has a higher than state average system involved youth population of 0.86%
SAU rate: _____

Click or tap here to enter text.

2. Include additional relevant school safety assessments, annual Comprehensive Needs Assessment, culture and climate assessments, capacity assessments and/or site assessments.

Click or tap here to enter text.

C. Program Description *2 page maximum*

Describe the proposed program(s) and/or activities for which the SAU is seeking funding. Ensure the narrative addresses the context of identified need as it relates to proposed initiative(s). Include:

- i. Areas of focus that connect directly to [Allowable Activities](#)

ii. Implementation plan and how program(s) will engage students, families, educators, staff and/or community organizations iii. Any evidence-based strategies that will be utilized iv. How proposed programming will positively promote safer, more inclusive, and positive school environments for all students, educators, and school staff
Click or tap here to enter text.

D. Measurement of Outcomes					
Use the table to provide details regarding how you will measure outcomes of proposed programming. Identify the Performance Measure and explain the proposed strategies and activities. Indicate how you will assess program performance (Indicator) and provide anticipated outcomes from the proposed strategies and activities.					
Performance Measure	Strategies and Activities	Indicator Used	Proposed Outcomes		
			Year 1	Year 2	Year 3
<i>Example: Percentage of students who will show an improvement in student behavior</i>	<i>Professional Development: Restorative Practices</i>	<i>Teacher Survey Data and Office Referral Data</i>			

Part III – Budget and Budget Narrative

Budget

Provide the information below on the operation budget or cost estimates for the use of requested funds. Please provide key details in the budget narrative section to justify each line of the funding request.

Budget Category	Amount Requested for Year 1	Amount Requested for Year 2	Amount Requested for Year 3	Total Amount Requested (All 3 yrs)	Explanation of expense (include details by year)
Personnel (salary and benefits)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Contracted services	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Instructional Materials & Supplies	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Non-instructional Materials & Supplies	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Other (specify)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
TOTAL REQUEST	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Budget Narrative *one page maximum*

Please provide a detailed plan, by year, of your anticipated grant-supported expenses in each of the above budget categories. Include any details that are unique to each year of available funding.

Click or tap here to enter text.

Part V - Sustainability

Two page maximum

1. How will the overall work funded through this application be sustained following the grant award? Please include anticipated funding sources to sustain the work beyond the 2025-2026 school year.
Click or tap here to enter text.
2. How will the grant result in longer-term relationships and partnerships between community organizations to support positive, inclusive, school cultures?
Click or tap here to enter text.
3. What are the potential risks that might hinder your ability to achieve your stated goals? What supports will you need to mitigate the potential risks?
Click or tap here to enter text.

State of Maine – Department of Education
RFA# 202304093
Stronger Connections Grant Program

APPENDIX A
SUPPORTING DATA/HIGH NEED ASSESSMENT MEASURES

The supporting data must be derived from a verifiable source. Applicants should use the resources listed below as determining sources of high need data.

Special Education identification rate (as of October 1, 2022):

Counts of special education identifications should be taken directly from the SAU's counts as reported in NEO.

Chronic Absenteeism rate data (School Year 2021-2022):

These rates can be found at the Data Warehouse link below. Select "Attendance Data" and select tab labeled "2022 by SAU and School."

<https://www.maine.gov/doe/data-reporting/reporting/warehouse/behavior>

Substance Use Rate (School Year 2021-2022):

These rates are based on total number of alcohol and illicit drug incidents and can be found at the Data Warehouse link below. Select "Behavior Data" and select tab labeled "Incidents".

<https://www.maine.gov/doe/data-reporting/reporting/warehouse/behavior>

System involved youth population (School Year 2021-2022):

SAUs using the rate of system involved youth can contact their JCCO or the Department of Corrections to provide an estimate of the count for the SAU. Contact information can be found at: <https://www.maine.gov/corrections/jcc/>

STATE OF MAINE
Department of Education
Office of Special Services and Inclusive Education



RFA# 202306131

A Future for ME
Transition Regional Interagency Collaborative Grant

RFA Coordinator	<i>All communication regarding the RFA <u>must</u> be made through the RFA Coordinator identified below.</i> <u>Name:</u> Titus O'Rourke <u>Title:</u> Eligibility & Transition Specialist, OSSIE <u>Contact Information:</u> Titus.ORourke@maine.gov
Submitted Questions Due	<i>All questions <u>must</u> be received by the RFA Coordinator identified above by:</i> <u>Date:</u> Friday, 06/30/2023, no later than 11:59 p.m., local time
Application Submission	<i>Applications <u>must</u> be received by the Division of Procurement Services by:</i> <u>Submission Deadline:</u> Wednesday, 07/26/2023, no later than 11:59 p.m., local time. <i>Applications <u>must</u> be submitted electronically to the following address:</i> <u>Electronic (e-mail) Submission Address:</u> Proposals@maine.gov

State of Maine - Department of Education
RFA# 202306131
A Future for ME Transition Regional Interagency Collaborative Grant

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RFA TERMS/ACRONYMS with DEFINITIONS

The following terms and acronyms, as referenced in the RFA, shall have the meanings indicated below:

<u>Term/Acronym</u>	<u>Definition</u>
Department	Department of Education
DOL DVR	Maine DVR State Advisory Panel - The Vocational Rehabilitation, also known as "VR", is a Bureau of Rehabilitation program that has a primary goal of assisting interested individuals who have disabilities to get and keep a job. VR can assist students with disabilities in coordinating information and resources as they transition from high school to adult life. <i>This is a time-limited program. Generally speaking, once an individual is employed for at least 90 days in a job agreed upon by the individual and the VR counselor, services are ended.</i>
DOT	The Maine Department of Transportation (Maine DOT) is a cabinet-level state agency with primary responsibility for statewide transportation by all modes of travel.
EUT	School in the unorganized territory under 20-A M.R.S.A Chapter 119
IEP	Individualized Education Plan
MeTRIC	Maine Transition Regional Interagency Collaborative
NTACT	National Technical Assistance Center on Transition
OADS	The Office of Aging and Disability Services (OADS) supports Maine's older and disabled adults by providing Adult Protective, Brain Injury, Other Related Conditions, Intellectual and Developmental Disability, Long Term Care, and Aging and Community services to the people of Maine.
OBH	The Office of Behavioral Health (OBH), formerly the Office of Substance Abuse and Mental Health Services (SAMHS), assists people who are uninsured or have inadequate health insurance coverage to meet their need for mental health and substance use disorder services.
OCFS	The Maine DHHS Office of Child and Family Services (OCFS) is dedicated to helping create a future where all Maine children and families are safe, stable, happy, and healthy.

OSSIE	The Maine Department of Education - Office of Special Services & Inclusive Education is dedicated to improving results for students with disabilities by providing leadership, support, and oversight to local education agencies.
RFA	Request for Applications
SAU	<u>School Administrative Unit as defined in 20-A M.R.S. §8601-A (1).</u>
SRC	The Maine State Rehabilitation Council (SRC) is a statewide citizens group created to advise the Division of Vocational Rehabilitation (DVR) in Maine about how well its programs and services match the needs of people with disabilities.
State	State of Maine
SWDs	A student evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.
WINTAC	Workforce Innovation Technical Assistance Center Partnering with State Vocational Rehabilitation Agencies (SVRAs) to enhance service delivery and maximize outcomes through quality program and resource management.
WIOA	Workforce Innovation and Opportunity Act of 2014 is landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.

State of Maine - Department of Education
RFA# 202306131
A Future for ME Transition Regional Interagency Collaborative Grant

APPLICATION DETAILS AND INSTRUCTIONS

A. Purpose and Background

The Maine Department of Education, Office of Special Services Inclusive Education (OSSIE) is seeking applications for Future for ME Transition Regional Interagency Collaborative Grants as defined in this Request for Applications (RFA). This document provides the Application to be used for submittal, instructions for submitting applications, the procedure, and criteria by which the awarded Applicants will be selected.

This grant is to provide funding for the creation, development, and implementation of ME Transition Regional Interagency Collaboratives (MeTRICs). MeTRICs are interagency partnerships at the regional, local, and student and youth-levels that assist each other in efforts to support students and youth with disabilities and their families in the transition to adult services.

The pandemic disrupted education outcomes throughout our nation and Maine, disproportionately impacting students with disabilities. According to the Maine DOE Statewide Data Warehouse, NSC Student Tracker Report - 2021, the percentage of students receiving special services in Maine has increased over the past few years from 17.25 percent to 19.41 percent; however, the graduation rates for the same subset have significantly decreased from 80.32 percent to 72.67 percent. Additionally, the National Institute of Mental Health reports that our students with disabilities experience high levels of difficulty adapting to and being flexible with abrupt changes, which impedes their resilience, including increased vulnerability to social isolation and economic hardship.

The Center on Reinventing Public Education (CRPE) report (2022) highlights how students with disabilities (SWDs) faced significant challenges during the pandemic, including educational disruptions, social isolation, and difficulties in accessing transition services which can and will impact their long-term outcomes. SWDs in Maine have been particularly affected by the pandemic, with either unaddressed, limited access to transition services and regression in developing post-secondary skills needed to secure post-secondary education and training, including employment and independent living skills, as well as experiencing greater challenges with remote learning, disruption of learning routines, access to special education services, and social-emotional support, and therefore less engagement with school. These disruptions further exacerbated inequities in the education system, leaving many SWDs behind.

The pandemic led to an over 1.8 percent decline in the number of students with disabilities who received transition services between the 2018-2019 and 2019-2020 school years.

This decline is significant given that transition services are critical in facilitating students' transition from high school to post-secondary education, employment, and independent living. Data reports from the National Longitudinal Transition Study-2 (NLTS2) shows that only 55 percent of students with disabilities in Maine participate in paid work experiences

while in high school, compared to the national average of 62 percent. This statistic indicates that students with disabilities in Maine need targeted support to access transition services and develop the skills necessary for post-secondary success.

This grant opportunity represents one of the Department's efforts to address these issues. Under this grant, MeTRICs will serve varied purposes, including to:

1. Identify regional/local needs or discontinuity in policies, procedures, services, and programs that hinder youth with disabilities from achieving desired, valued outcomes.
2. Increase the availability, access, and quality of interagency transition services.
3. Create seamless sustainable transition service in collaboration with representatives of outside agencies including state agencies
4. Enable youth with disabilities to live, work, and continue to learn in the community, with all necessary supports (ex. VR or Maine Cite) to meet their individualized needs, as adults.

MeTRICs funded through these grants must be in compliance with Federal IDEA B13, B1 and B2 indicators [[34 CFR 300.320\(b\)](#)] governing transition requirements as well as [MUSER VI.2.C.\(3\)\(a\). p. 63](#).

B. General Provisions

1. From the time this RFA is issued until award notification is made, all contact with the State regarding this RFA must be made through the RFA Coordinator identified on the cover page of this RFA. No other person/State employee is empowered to make binding statements regarding this RFA. Violation of this provision may lead to disqualification from the application process, at the State's discretion.
2. The Applicant shall take careful note that in evaluating its application submitted in response to this RFA the Department will consider materials provided in the application and internal Departmental information of previous contract history, if any, with the Applicant. The Department also reserves the right to consider other reliable references and publicly available information in evaluating the Applicant's experience and capabilities.
3. All submissions in response to this RFA will be public records, available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA) ([1 M.R.S. § 401](#) et seq.).
4. The Department, at its sole discretion, reserves the right to recognize and waive minor informalities and irregularities found in applications received in response to the RFA.
5. All applicable laws, whether or not herein contained, shall be included by this reference. It shall be the Applicant's responsibility to determine the applicability and requirements of any such laws and to abide by them.
6. Cooperate with any Maine Department of Education monitoring policies and/or procedures with regards to the allowable expenditures.

C. Eligibility to Submit Applications

RFA # 202306131 – A Future for ME Transition Regional Interagency Collaborative Grant
Page | 6

To be eligible to apply for a grant, the following two criteria must be met:

1. The application must be submitted by a lead entity who must be school administrative unit as defined under [20-A M.R.S. §8601-A \(1\)](#); AND
2. Have one or more confirmed partners. Partners can include:
 - i. Regional transition coordinators;
 - ii. Special Services Directors;
 - iii. other SAUs;
 - iv. Private schools approved for tuition
 - v. Career and Technical Education Center
 - vi. [Special Purpose Private Schools](#);
 - vii. Special and general education representatives from all levels (middle, secondary, and higher education – Vocational Training, College and Universities);
 - viii. Vocational rehabilitation counselors;
 - ix. Employment representatives;
 - x. Social Security Administration representative, MaineCare and Benefits counselors;
 - xi. Developmental disability representatives;
 - xii. Independent living representatives;
 - xiii. State agency providers (ex. DOL VR and Apprenticeships; OCFS, OADS, OBH, DOT etc.);
 - xiv. Service providers and community agencies;
 - xv. Family members and youth with disabilities;
 - xvi. Other interested school personnel (i.e., secondary and postsecondary educators, department heads, counselors, special services staff, trades and military training officers);
 - xvii. Other social services representatives, including mental health, Substance use and juvenile justice staff (probation officers and educators);
 - xviii. Residential service providers;
 - xix. Department of Transportation representatives;
 - xx. Public safety representatives; or
 - xxi. Leisure and recreation services representatives (ex. Special Olympics)

The lead SAU will retain responsibility for setting and meeting initiative goals, ensuring compliance with state and federal laws and rules as evidenced through monitoring and reporting, and maintaining fiscal controls and records. The lead SAU will also serve in the capacity of fiscal agent.

D. Number of Awards

The total estimated grant funds available are \$750,000. The Department anticipates making multiple awards as a result of this Request for Applications. The number and size of awards will depend on the number of applications received and available funds. Issuance of this RFA in no way constitutes a commitment by the State of Maine to make grant awards. Recognizing there are many variables that will influence proposals, award sizes are at a minimum of \$100,000 and will be based on number of applicants and availability of funding. The Department reserves the right to eliminate the lowest scoring application(s) and/or make awards for amounts less than requested, whichever is in the best interest of the State.

E. Agreement Term

The Department is seeking cost-efficient applications to provide services as defined in this RFA for the anticipated agreement period defined in the table below. Please note that the dates below are estimated and may be adjusted as necessary in order to comply with all procedural requirements associated with this RFA and the contracting process. The actual performance start date will be established by a completed and approved award.

The term of the anticipated contract, resulting from the RFA, is defined as follows:

Period	Start Date	End Date
Period of Performance	September 1, 2023	August 31, 2024

Programming must be completed by August 31, 2024. Final invoices are due by September 15th, 2024. Invoice submittal directions and expectations will be provided in the award contracts.

F. Conditions of Award

Evaluation of grantee performance / continuation of funding:

1. Awardees receiving funding through this RFA are required to meet all necessary reporting requirements of the grant. In awarding the grant, the Department expects the grantees to conduct all activities and evaluation measures as written or negotiated in the approved grant proposal. Failure to provide the requested performance reports (reporting on and evaluating all activities as proposed; and implementing the grant as written) could result in the loss of funding. Any changes to the original funded proposal (including modifications to goals and/or objectives) must receive prior approval by the state.
2. The Department reserves the rights to withhold funding, reduce funding, or terminate funding if the awardee is not meeting program reporting requirements, making substantial progress toward meeting identified performance goals and measures; or does not demonstrate a clear need for the allotted level of grant support.
3. After it has been awarded, the Department may terminate an award by giving the awardee written notice of termination. In the event of termination after award, the Department shall reimburse the awardee for approved grant expenses incurred up to the notification of termination.
4. The Department reserves the right to add terms and conditions during grant subaward negotiations. These terms and conditions will be within the scope of the RFA.

5. The Department reserves the right to modify annual awards based on the actual amount of appropriation towards this grant program.

State of Maine - Department of Education
RFA# 202306131
A Future for ME Transition Regional Interagency Collaborative Grant
ACTIVITIES AND REQUIREMENTS

A. Program Requirements and Allowable Uses

The funding from the MeTRIC grant **must** be used for transition regional initiatives, services, activities, and programs for transition-aged youth, who are either 16 years old or in 9th grade up to the age of 22, that:

1. Increase and/or improve the participation of students with IEPs in seamless, supported, sustainable transition services and programs in the applicant MeTRIC's region. This includes efforts and activities to increase the amount of time transition-aged youth spend in developing their hard and soft skills needed both inside and outside the classroom in preparation for post-secondary transition outcomes.
2. Support transition-aged youth achieving their post-secondary goals, including employment or other independent living training, daily living skills like budgeting and maintaining a home, and functional vocational evaluations such as job or career assessment software.
3. Include transition-aged youth from all IEP classifications, regardless of economic disadvantage, McKinney Vento impact, rural setting, or multilingual status.
4. Place SWDs in the least restrictive environment (LRE), as determined by the IEP team.
5. Embrace an inclusive [whole-student approach](#).
6. Address demonstrated needs, supported by related data and artifacts, through a thorough community needs assessment.
7. Support the region's transition-aged youth, who are either 16 years old or in 9th grade up to the age of 22.
8. Are reasonable and justifiable, support sustainable transition purposes, and are aligned with the IDEA Transition statutes and [MUSER VI.2.C.\(3\)\(a\). p. 63.](#)

The funds provided through the MeTRIC grants **may** be used for the following:

- Transition initiatives related to service activities, including:
 - o Purchasing necessary equipment, materials, and supplies to support high-quality transition services;
 - o Professional learning related to transition training and development programs.
- Related services such as trainings and support, mental health, and independent living services, and community experiences like job training, counseling, and recreational activities.
- Coordinating inclusive transition services, especially for programs operated in partnership with state agency and community providers.

Indirect costs are an allowable expense under this grant and should be listed in the "other" category of the Program Budget. Applicants may budget for amounts that would not exceed their restricted indirect cost rate, as approved by their cognizant agency. Restricted indirect

cost rates differ from traditional indirect cost rates and typically range from 2 percent to 5 percent of the total award amount.

The funds provided through the MeTRIC grants **may not be used for personnel costs** to ensure sustainability.

Applications are to include a description of how the implementation and effectiveness of initiatives, services, activities, and programs for transition-aged youth funded under this grant will be evaluated.

Applicants are strongly encouraged to utilize structured observation tools and diagnostic progress monitoring tools to aggregate data collected and identify trends to proactively respond to and inform transition services and initiative(s) development efforts.

B. Competitive Priorities

The Department will prioritize applications that:

1. Establish meaningful partnerships with one or multiple: SPPs, private schools approved for tuition, school community providers, local industries and businesses;
2. Provides supports that leverage the least restrictive environment; and/or
3. Exceeds 10 hours per week of transition inclusion programming.

Applicants are encouraged to access the [NTACT:Cs tool “A Guide to Developing Collaborative School-Community Business Partnerships”](#) to support the development of the Transition Regional Interagency Collaboratives initiative(s).

C. Sustainability

Applicants must demonstrate how they will maintain the program after grant funding expires.

D. Reporting Requirements

Report Description	Report Due Date
Quarterly progress monitoring report – identified strength-based practices, barriers and interagency roles and community partners on boarded with policies identified and plans, processes and procedures formalized for Transition Regional Collaborative sustainability.	November 2024
Mid-year progress monitoring reports from regional MeTRICs.	February 2024
Quarterly progress monitoring report – identified strength-based practices, progress of barriers addressed with interagency and community partners with policies identified and plans, processes and procedures tailored to support the sustainability of the Transition Regional Collaborative.	April 2024
Year-end presentation developed	June 2024

Continuous coaching and feedback/support from cross-agency collaborative.	September 2023 – June 2024
Pilot results and plans for sustainability presented at Transition Regional Collaborative.	Transition Summit - June 2024
Regional projects to share results and plans for sustainability and growth at conferences.	Educator Summit 2024 MADSEC Fall conference 2024

State of Maine - Department of Education
RFA# 202306131
A Future for ME Transition Regional Interagency Collaborative Grant

KEY PROCESS EVENTS

A. Submitting Questions

Any questions must be submitted by e-mail to the RFA Coordinator identified on the [Grant RFPs and RFAs webpage](#) by **Friday, 06/30/2023** at 11:59 p.m. local time.

Submitted Questions must include the subject line: **“RFA# 202306131 Questions”**. The Department assumes no liability for assuring accurate/complete/on time e-mail transmission and receipt.

B. Questions & Answer Summary

Responses to all questions will be compiled in writing and posted on the following website: [Grant RFPs and RFAs](#). It is the responsibility of all interested parties to go to this website to obtain a copy of the Question & Answer Summary. Only those answers issued in writing on this website will be considered binding.

All amendments (if any) released in regard to this Request for Applications will be posted on the following website: [Grant RFPs and RFAs](#). It is the responsibility of all interested parties to go to this website to obtain amendments. Only those amendments posted on this website are considered binding.

C. Application Submission

- 1. Applications Due:** Applications must be received by **Wednesday, 07/26/2023**, at 11:59 p.m. local time. Applications received after the 11:59 p.m. deadline will be ineligible for award consideration for that annual application enrollment period.
- 2. Submission Instructions:** Applications are to be submitted to the State of Maine Division of Procurement Services, via email, to Proposals@maine.gov.
 - a.** Only applications received by e-mail will be considered. The Department assumes no liability for assuring accurate/complete e-mail transmission and receipts.
 - b.** E-mails containing links to file sharing sites or online file repositories will not be accepted as submissions. Only e-mail applications that have the actual requested files attached will be accepted.
 - c.** Encrypted e-mails received which require opening attachments and logging into a proprietary system will not be accepted as submissions. Please check with your organization’s Information Technology team to ensure that your security settings will not encrypt your application submission.
 - d.** File size limits are 25MB per e-mail. Applicants may submit files separately across multiple e-mails, as necessary, due to file size concerns. All e-mails and files must be received by the due date and time listed above.

- e. Applicants are to insert the following into the subject line of their email submission: **“RFA# 202306131 Application Submission – [Applicant’s Name]”**
- f. Applications are to be submitted as a single, typed, PDF or WORD file and must include the following pages:
 - i. Application Cover Page
 - ii. Debarment, Performance and Non-Collusion Certification
 - iii. Federal Funding Requirements and Assurances
 - iv. Partnership Assurance Form
 - v. Application

State of Maine - Department of Education
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APPLICATION EVALUATION AND SELECTION

A. Scoring Weights and Process

1. Scoring Weights: The score will be based on a 100-point scale and will measure the degree to which each application meets the following criteria.

Scoring Criteria	Maximum Points Available
Criteria 1: Eligibility Requirements	Pass/Fail
Criteria 2: Scope of Work	15
Criteria 3: Interagency Collaboration and Partnership	20
Criteria 4: Competitive Priorities	15
Criteria 5: Sustainability	25
Criteria 6: Budget	25
Total Points	100 points

2. Scoring Process: The Grant Review Team will use a consensus approach to evaluate and score all sections listed above. Members of the review team will not score those sections individually but, instead, will arrive at a consensus as to assignment of points for each of those sections.
3. Regarding the proposed funds requested and the proposed work, the Grant Review Team will consider the degree to which the project represents a good return for the investment (money, time) as well as whether the project work and cost estimates (tasks & budget) are reasonable for the expected outcomes, along with the amount and quality of proposed matching funds or services.

B. Selection and Award

1. The final decision regarding the award of the contract will be made by representatives of the Department subject to approval by the State Procurement Review Committee.
2. Notification of conditional award selection or non-selection will be made in writing by the Department.
3. Issuance of the RFA in no way constitutes a commitment by the State of Maine to award a contract, to pay costs incurred in the preparation of a response to the RFA, or to pay costs incurred in procuring or contracting for services, supplies, physical space, personnel or any other costs incurred by the Applicant.

C. Appeal of Contract Awards

Any person aggrieved by the award decision that results from this Request for Applications may appeal the decision to the Director of the Bureau of General Services in the manner prescribed in 5 MRSA § 1825-E and 18-554 Code of Maine Rules, Chapter 120 (found here: Chapter 120). The appeal must be in writing and filed with the Director of the Bureau of General Services, 9 State House Station, Augusta, Maine, 04333-0009 within 15 calendar days of receipt of notification of contract award.

State of Maine - Department of Education

RFA# 202306131

A Future for ME Transition Regional Interagency Collaborative Grant

APPLICATION COVER PAGE

Handwritten Applications Will Not Be Accepted

School Administrative Unit (SAU):	Click or tap here to enter text.		
Regional MeTRIC Name:	Click or tap here to enter text.		
Superintendent's Name	Click or tap here to enter text.		
Tel:	Click or tap here to enter text.	E-mail:	Click or tap here to enter text.
SAU Street Address:	Click or tap here to enter text.		
SAU City/State/Zip	Click or tap here to enter text.		
<i>Provide information requested below if different from above</i>			
Point of Contact for Application- Name and Title	Click or tap here to enter text.		
Tel:	Click or tap here to enter text.	E-mail:	Click or tap here to enter text.
Headquarters' Street Address:	Click or tap here to enter text.		
Headquarters' City/State/Zip	Click or tap here to enter text.		
Dollar Amount of Application:	Click or tap here to enter text.		

- No personnel currently employed by the Department or any other State agency participated, either directly or indirectly, in any activities relating to the preparation of the Applicant's application.
- No attempt has been made, or will be made, by the Applicant to induce any other person or firm to submit or not to submit an application.
- The above-named organization is the legal entity entering into the resulting agreement with the Department should they be awarded a contract.
- The undersigned is authorized to enter contractual obligations on behalf of the above-named organization.

To the best of our knowledge, all information provided in the enclosed application, both programmatic and financial, is complete and accurate at the time of submission.

Name (Print): Click or tap here to enter text.	Title: Superintendent of _____
Superintendent Signature:	Date: Click or tap here to enter text.
Name (Print): Click or tap here to enter text.	Title: School Board Chairperson, _____
School Board Chairperson Signature:	Date: Click or tap here to enter text.

State of Maine - Department of Education

RFA# 202306131

A Future for ME Transition Regional Interagency Collaborative Grant

DEBARMENT, PERFORMANCE and NON-COLLUSION CERTIFICATION

School Administrative Unit:

Click or tap here to enter text.

By signing this document, I certify to the best of my knowledge and belief that the aforementioned organization, its principals and any subcontractors named in this application:

- a. Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from bidding or working on contracts issued by any governmental agency.
- b. Have not within three years of submitting the application for this contract been convicted of or had a civil judgment rendered against them for:
 - i. Fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, state or local government transaction or contract.
 - ii. Violating Federal or State antitrust statutes or committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - iii. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or Local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
 - iv. Have not within a three (3) year period preceding this application had one or more federal, state or local government transactions terminated for cause or default.
- c. Have not entered into a prior understanding, agreement, or connection with any corporation, firm, or person submitting a response for the same materials, supplies, equipment, or services and this application is in all respects fair and without collusion or fraud. The above-mentioned entities understand and agree that collusive bidding is a violation of state and federal law and can result in fines, prison sentences, and civil damage awards.

Failure to provide this certification may result in the disqualification of the Applicant's application, at the discretion of the Department.

Name (Print): Click or tap here to enter text.	Title: Click or tap here to enter text.
Authorized Signature:	Date: Click or tap here to enter text.

State of Maine - Department of Education
RFA# 202306131
A Future for ME Transition Regional Interagency Collaborative Grant
FEDERAL FUNDING REQUIREMENTS AND ASSURANCES

School Administrative Unit:	Click or tap here to enter text.
------------------------------------	----------------------------------

By signing this document, I certify to the best of my knowledge and belief that the aforementioned organization, its principals and any subcontractors named in this RFA application will:

- a. Comply with all reporting requirements at such time, in such manner, and containing such information as the Maine Department of Education, the U.S. Department of Education, Inspector General and/or any other agency, commission, or Department may reasonably require.*
- b. Assure that all Uniformed Grant Guidance ([Addendum A](#)) protocols for procurement will be followed.*
- c. Use the federal programming funds for only the activities identified in any agreement with the Department and be able to provide a written documentation of expenses while assuring that all Uniformed Grant Guidance ([Addendum A](#)) protocols for procurement have been followed.*
- d. Use the [GEER](#) program funds for purposes that are reasonable, necessary, and allowable under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) and American Rescue Plan Act (ARPA). Additional information about the allowability of the CRRSA and ARPA funds is available on the [U.S. Department of Education's Use of Fund FAQ](#).*
- e. Use funds received under section 2001(d) of the ARP for any activity listed in section 2001(e). Any activity that is an allowable use of Elementary and Secondary Schools Emergency Relief (ESSER I) funds by an applicant under section 18003(d) of the Coronavirus Aid, Recovery and Economic Security (CARES) Act, or ESSER II funds by an applicant under section 313(d) of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, is also an allowable use of ARP ESSER funds by an applicant under section 2001(d) of the ARP ESSER.*
- f. Acknowledge that ARP ESSER funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff, as well as:*

- i. *coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19;*
- ii. *training and professional development on sanitizing and minimizing the spread of infectious diseases;*
- iii. *purchasing supplies to sanitize and clean the applicant's facilities;*
- iv. *repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;*
- v. *improving indoor air quality;*
- vi. *addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth;*
- vii. *developing and implementing procedures and systems to improve the preparedness and response efforts of the organization;*
- viii. *planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning;*
- ix. *purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;*
- x. *providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors;*
- xi. *planning and implementing activities related to summer learning and supplemental after-school programs;*
- xii. *addressing learning loss; and*
- xiii. *other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new staff.*
- g. *Maintain and produce records pertaining to the federal funds under [2 C.F.R. § 200.334](#) and [34 C.F.R. § 76.730](#), including financial records related to use of this specific grant program, separately from other grant funds, including funds that an applicant receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act). The DOE will ensure that it and every subrecipient of ARP ESSER funds will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.*
- h. *Sign a set of assurances that meets the requirements of [section 427 and 442](#) of the General Education Provisions Act (GEPA) ([20 U.S.C. 1232e](#)) that will be kept on file at the Department.*
- i. *To the extent practicable, comply with the requirements of section 427 of GEPA ([20 U.S.C. 1228a](#)) permitting students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.*
- j. *Acknowledge and agree that failure to comply with all federal funding requirements in this RFA, all relevant provisions and requirements of the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) funds under section 2001 of the*

ARP act or any other applicable law or regulation, may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq. ; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.

- k. Comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.
- l. Assure that the RFA application provides detailed project and budgetary information related to preparing for, preventing, and responding to the COVID-19 pandemic and aligns to the allowable uses of the American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021. The Department of Education will review applications. The applicant will only request reimbursement for projects and budgets that were deemed allowable, necessary, and reasonable after approval from the Department of Education.
- m. Acknowledge and accept that recipients and subrecipients are the first line of defense, and responsible for ensuring the federal funds are not used for ineligible purposes, and there is no fraud, waste, and abuse associated with their federally funded award.

Failure to provide this certification may result in the disqualification of the Applicant's application, at the discretion of the Department.

Name (Print): Click or tap here to enter text.	Title: Click or tap here to enter text.
Authorized Signature:	Date: Click or tap here to enter text.

State of Maine - Department of Education
RFA# 202306131
A Future for ME Transition Regional Interagency Collaborative Grant
APPLICATION

General Instructions
1. Applicants should be brief and concise in providing written information required in this application. 2. Refer to “Submitting the Application” in the RFA for the application submission requirements. 3. Failure to respond to all questions and instructions throughout the RFA may result in the application being disqualified as non-responsive or receiving a reduced score. The Department, and its evaluation team, has sole discretion to determine whether a variance from the RFA specifications will result either in disqualification or reduction in scoring of an application.

Criteria 1: Eligibility Requirements

Applicant’s Organization is an SAU as defined under <u>20-A M.R.S. §8601-A (1)</u>	Yes ☐ No ☐						
In partnership with: <i>A signed and completed Partnership Assurance Form for each partner must be submitted with the Application.</i>  Partnership Assurance Form.doc	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #D9E1F2;"> <th style="padding: 2px 5px;">Names of Partners:</th> </tr> <tr><td style="padding: 2px 5px;">Click or tap here to enter text.</td></tr> <tr><td style="padding: 2px 5px;">Click or tap here to enter text.</td></tr> <tr><td style="padding: 2px 5px;">Click or tap here to enter text.</td></tr> <tr><td style="padding: 2px 5px;">Click or tap here to enter text.</td></tr> <tr><td style="padding: 2px 5px;">Click or tap here to enter text.</td></tr> </table>	Names of Partners:	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Names of Partners:							
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Criteria 2: Scope of Work

Estimated Number of Students to be Served
Click or tap here to enter text.

Identification of Need
<i>Describe the needs of the MeTRIC related to the provision of coordinated sets of transition services and how the funds will enable them to overcome the identified barriers. Include regional demographics in your description.</i>
Click or tap here to enter text.

Project Description

Provide a thorough description of the project you are proposing and how it will address the needs identified above. Applicants should also include the Mission and Vision of your MeTRIC. The key characteristics of the proposed collaborative approach are strategic planning based on a shared vision, services that complement classroom activities, frequent communication to assess impact, an outcome-oriented approach, and shared decision-making and responsibilities. Define how the MeTRIC approach will support the collaborative efforts to achieve goals and outcomes identified to provide seamless, sustainable transition outcomes for students with disabilities in the region.

Click or tap here to enter text.

Key Personnel

*Identify key members of the MeTRIC leadership, their functions, and their duties. To ensure sustainability, **no personnel costs** are to be included in the application budget.*

Name and Title	Organization	Duties & Responsibilities
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Professional Learning

Describe the transition professional learnings your regional team may require to support their duties and responsibilities in your collaborative. (ex. Acre, Maier etc.)

Click or tap here to enter text.

Family Engagement Strategies

Describe how families will be engaged and informed about their student's progress. Explicitly highlight the Metrics' commitment to serving our students with IEPs who are multilingual or from economically insecure families.

Click or tap here to enter text.

Transition Strategies

Describe the transition strategies that will be utilized to develop Pre ETS or post-secondary skills sets both in and outside the classroom. Ex. Person Centered Planning, Student Led IEP Meetings etc.

Click or tap here to enter text.

Whole Child Framework

Explain the significance of the evidence-based, whole-student approach that aligns with MDOE Whole Child Framework.

Click or tap here to enter text.

Inclusion and Support

Describe the multi-tiered system of support and plans for inclusion, including:

- *Identify benefits and barriers*
- *Evidence-based methods for meeting the needs of students with disabilities and multilingual learners within the regular classroom setting*
- *Evidence-based methods for utilizing culturally sustaining practices*
- *Coordinated participation by staff in IEP processes and meetings*

Click or tap here to enter text.

Outcomes and Evaluation

Provide an evaluation plan which includes methods for data collection that will be useful to program development and ongoing improvement, including opportunity to plan for individualized needs, track student with IEP transition skills development, and provide timely and actionable feedback to Interagency Collaborative members. This includes how the applicant will:

- A. Improve attendance, decrease in truancy rates, B13 data alignment between Section 9 and Section 5 of the IEP, and*
- B. Improve graduation rates (B1) for students with IEPs in the region, minimize dropout rates (B2), and improve post-school outcomes (B14).*

Click or tap here to enter text.

Criteria 3: Interagency Collaboration and Partnership

Innovative Model of Collaboration and Partnership <i>Describe the innovative model of collaboration and partnerships, and the coordination of funding to secure a seamless system of transition services provided by the required interagency partners.</i>
Click or tap here to enter text.

Criteria 4: Competitive Priorities (5 points each)

Does the Collaboration include partnerships with other SAUs, SPPSSs, 60/40 or 70/30 schools, CTE's and/or Adult Ed, community providers, local industries, and businesses. Application must demonstrate that partnerships will provide meaningful and robust systems of transition supports to students and families.	Yes ☐ No ☐
Click or tap here to enter text.	

Demonstrate how the MeTRIC will start, expand, and/or increase equitable access to transition services leveraging the LRE.
Click or tap here to enter text.

Transition Inclusion Programming <i>Does the MeTRIC exceed 10 hours of transition inclusion programming? Describe the elements of the programming and how it addresses the development of transition skills. What are the minimum hours per week?</i>
Click or tap here to enter text.

Criteria 5: Sustainability

Sustainability <i>Describe a comprehensive sustainability plan detailing how the transition resources and initiatives etc. will continue to be used after the initial grant outlay of funds. Include a description of how the SAU and its partners will ensure sustainability of transition initiative or LRE programs following the grant funding period.</i>
Click or tap here to enter text.

Criteria 6: Budget

<i>The budget should include overall projected expenses for the proposed MeTRIC. The proposed budget for start-up and/or expansion of transition services by the SAU(s) should include only allowable costs under this grant program. Costs should be reasonable and justifiable for achieving high-quality programming and meeting program standards. To ensure sustainability, no personnel costs are to be included in the budget.</i>		
Budget Category	Amount Requested	Explanation of expense
Instructional materials and supplies	Click or tap here to enter text.	Click or tap here to enter text.
Non-instructional materials and supplies	Click or tap here to enter text.	Click or tap here to enter text.
Related services	Click or tap here to enter text.	Click or tap here to enter text.
Community Experiences (For example, refer to Adaptive Sports Appendix in RFA Guidance Document.)	Click or tap here to enter text.	Click or tap here to enter text.
Employment or other post-school independent living training	Click or tap here to enter text.	Click or tap here to enter text.
Acquisition of daily living skills	Click or tap here to enter text.	Click or tap here to enter text.
Functional vocational evaluations	Click or tap here to enter text.	Click or tap here to enter text.
Technology access	Click or tap here to enter text.	Click or tap here to enter text.
Transportation (For example, refer to Transportation Appendix in RFA Guidance Document.)	Click or tap here to enter text.	Click or tap here to enter text.
Other (specify)	Click or tap here to enter text.	Click or tap here to enter text.
TOTAL REQUEST	Click or tap here to enter text.	

Budget Narrative <i>Provide a detailed explanation of the proposed MeTRIC expenses. Explain how:</i> • <i>the proposed initiative will be sustained and supported beyond the 2023-2024 school year,</i> • <i>what additional funding sources may be necessary to support implementation, and</i> • <i>potential funding sources that could be utilized.</i>
Click or tap here to enter text.

Appendices A, B, C, & D

Appendix A Agency Uniform Guidance

[Addendum A - Agency Uniform Guidance 03222023 FDD272FC-FF63-4BC5-9CF3-B31FFA3D48132023-03-22T16-55-59](#)

Appendix B Transportation Guidance



Appendix B -
transportation.docx

Appendix C A Guide to Developing Collaborative School-Community Business Partnerships



A Guide to
Developing Collaborative

Appendix D Adaptive Sports and Recreational Opportunities in Maine



Appendix E -
Adaptive Sports and Recreation

SCHOOL SYSTEM COMMITMENT TO STANDARDS FOR ETHICAL AND RESPONSIBLE BEHAVIOR

The Biddeford School Committee believes that promoting ethical and responsible behavior is an essential part of the school unit's educational mission. The Biddeford School Committee recognizes that ethics, constructive attitudes, responsible behavior, and "character" are important if a student is to leave school as a "Responsible and Involved Citizen, as described in the Guiding Principles of the Maine Learning Results. The Biddeford School Committee also recognizes that Maine law requires the adoption of a district-wide student code of conduct consistent with statewide standards for student behavior developed by the Commissioner of the Department of Education in compliance with 20-A MRSA § 254(11).

The Biddeford School Committee seeks to create and maintain a school climate in which ethical and responsible behavior can flourish. The Biddeford School Committee believes that instilling a sense of ethics and responsibility in students requires setting positive expectations for student behavior as well as establishing disciplinary consequences for behavior that violates Biddeford School Committee policy or school rules. Further, the Biddeford School Committee believes that in order to teach ethical and responsible behavior, adults who interact with students must strive to model and reinforce ethical and responsible behavior.

To that end, the Biddeford School Committee supports an active partnership between schools and parents.

~~Recognizing that collaboratively identified core values are the foundation for a school culture that encourages and reinforces ethical and responsible student behavior, the Biddeford School Committee is committed to the establishment and implementation of a process for identifying shared values and setting and enforcing standards for behavior, including prescription of consequences for unacceptable behavior.~~ The process for identifying ~~such~~ shared values will invite and include the participation of Biddeford School Committee members, school administrators, staff, parents, students and the community. Core values will be reviewed periodically, with opportunity for public participation. The Biddeford School Committee will direct the Superintendent/designee to develop a process to assess school system progress toward achievement of an ethical and responsible school culture.

Following the identification of core values, the Biddeford School Committee, with input from administrators, staff, parents, students and members of the community, will adopt a Student Code of Conduct consistent with statewide standards for student behavior,¹ that shall, as required by law:

¹ The statewide standards are the "core values" identified in the report of the Commission for Ethical and Responsible Student Behavior, Taking Responsibility: Standards for Ethical and Responsible Behavior in Maine Schools and Communities. The core values are: Respect, Honesty, Compassion, Fairness, Responsibility and Courage. The Code of Conduct must be "consistent with," not identical to, the statewide standards developed under 20 M.R.S.A. § 254(11). This provides an opportunity for communities to identify their own core values and articulate what they "look like" when applied to behavior. The core values serve as a basis for school system expectations for student conduct.

- A. Define unacceptable student behavior;
- B. Establish standards of student responsibility for behavior;
- C. ~~Prescribe consequences~~ **Contemplate a range of consequences or restorative justice measures** for violation of the Student Code of Conduct, including first-time violations, when appropriate;
- D. Describe appropriate procedures for referring students in need of special services to those services;
- E. Establish criteria to determine when further assessment of a current individual education plan is necessary, based on removal of the student from class;¹
- F. Establish policies and procedures concerning the removal of disruptive or violent students from a classroom or a school bus, as well as student disciplinary and placement decisions, when appropriate; and
- G. Establish guidelines and criteria concerning the appropriate circumstances when the Superintendent/designee may provide information to the local police or other appropriate law enforcement authorities regarding an offense **or a threat or other act which impedes the orderly conduct of the school** that involves violence committed by any person on school grounds or other school property.

The Biddeford School Committee will review the Student Code of Conduct periodically, with input from administrators, staff, parents, students and members of the community.

Students, parents, staff and the community will be informed of the Student Code of Conduct through handbooks and/or other means selected by the Superintendent /designee.

Ethics and Curriculum

The Biddeford School Committee encourages examination and discussion of ethical issues within content areas of the curriculum, as appropriate.² The Biddeford School Committee also encourages school administrators and staff to provide students with meaningful opportunities to apply values and ethical and responsible behavior through activities such as, but not limited to, problem solving, service learning, peer mediation and student government/leadership development.

¹ viz., C-STAG

² The Maine Learning Results identify 5 "Enduring Themes" for the Social Studies, and can be found at https://www.maine.gov/doe/sites/maine.gov.do/files/inline-files/enduring_themes.pdf

Legal Reference: 20-A MRSA § 254, 1001(15)

Cross Reference: JIC-R, School- Community Code of Conduct

Adopted: March 12, 2002

Reviewed (no changes): October 8, 2013

COMMITTEE-DECLARED VACANCY CAUSED BY ABSENTEEISM

When a member must be absent from a regular meeting of the School Committee for any reason, that member shall contact the Committee Chair and request to be excused from the meeting; if the Chair must be absent, he/she shall contact the vice-Chair. The Chair or vice-Chair shall determine whether or not the request shall be granted unless otherwise ruled by a majority of the Committee. The minutes of each meeting shall reflect the names of the members present, those absent with excuse (if any), and those absent without excuse (if any).

The Committee shall take the following action when a member is absent without excuse.

- A. After two consecutive unexcused absences from regular meetings, the member shall be notified in writing by the Committee informing him/her that a third consecutive unexcused absence from a regular meeting will constitute cause for the Committee to consider declaring his/her seat on the Committee vacant.
- B. After three consecutive unexcused absences from regular meetings, the Committee shall notify said member in writing that the Committee will consider declaring his/her seat vacant at the next regular meeting of the Committee or at a special meeting called for the purpose of considering this matter.
- C. At the meeting where the declaration of a vacancy, in accordance with this policy, is being considered, the Committee member who is the subject of the action shall be provided the opportunity to present his/her reasons why the Committee should not declare a vacancy.
- D. Following the deliberation outlined in sections B and C of this policy, the Committee shall vote whether or not to declare a vacancy.
- E. Should a vacancy be declared in accordance with this policy, the vacancy shall be filled in accordance with the appropriate provisions of MRSA Title 20-A.

- F. An absence for any of the following reasons shall be routinely considered an excused absence: Illness of the member or members of his/her immediate family, death in the member's family, a short-term family obligation, or an unavoidable commitment related to the member's employment (so long as such a commitment is not of the type which prevents the member from attending on a regular basis). Absences for reasons other than those identified above shall be considered by the Committee on an individual basis.

Legal Reference: 20-A MRSA § 1254 (~~SAD~~)
_____ ~~20-A MRSA § 1653 (CSD)~~
_____ ~~20-A MRSA § 2305 (NON-CHARTERED MUNICIPALITY)~~
_____ ~~20-A MRSA § 1474 (RSU)~~

Adopted: March 9, 2022

Revised: _____

SCHOOL COMMITTEE MEETINGS

Regular Meetings

The Biddeford School Committee will hold regular business meetings ~~on the second and fourth Tuesday of each month.~~ **twice monthly** In the event that the meeting date falls on **or directly adjacent to** a legal holiday, the meeting shall be rescheduled. The Biddeford School Committee **is authorized to set a regular meeting schedule in consideration of the public's availability to participate as well as to maximize the time of (and access to) key administrators whose participation is or may be required.** ~~will hold its first meeting on the second Tuesday of the month beginning at 6:00 p.m. The Chair will recess the meeting at 6:15 p.m. to allow for other committees to meet (i.e. Finance/ Building & Grounds, Curriculum, Policy, etc.) The Chair will reconvene the Regular School Committee meeting at approximately 7:20 p.m. The Biddeford School Committee will hold its second meeting on the fourth Tuesday of the month beginning at 7:00 p.m. If 9:00 p.m~~ **two hours have lapsed** the meeting may be extended one-half hour by vote of the Biddeford School Committee. All meetings of the Biddeford School Committee shall be held in the Little Theater located at Biddeford High School unless the Biddeford School Committee agrees in advance on another location.

Adjourned Meetings

A regular, special or emergency meeting of the Biddeford School Committee may be adjourned to a specific date and time by a majority vote of the Biddeford School Committee. The public and any absent Biddeford School Committee members shall be informed of the date/time. The Biddeford School Committee shall begin the meeting at the point on the agenda where the original meeting was adjourned, except minutes of the original meeting shall be read.

Emergency Meetings

An emergency meeting is any meeting called with fewer than five days' notice. Such a meeting may be called by the Chair or Superintendent. No business shall be transacted except that for which the meeting is called.

Workshop Meetings

Workshop meetings may be called by the Chair or Superintendent and are held to provide background information for the Biddeford School Committee and/or the community on particular topics. No official action is taken at workshop meetings.

Executive Sessions

Executive sessions of the Biddeford School Committee shall be called in accordance with state law and at such time and place as required for discussion of matters permitted by statute. No final action may be taken on topics while in executive session; all actions of the Biddeford School Committee are required by law to be in a public meeting.

Legal Reference: 1 MRSA § 403 et seq.
20-A MRSA § 1001

Cross Reference: BEC – Executive Sessions
BEDA – Notification of School Committee Meetings
BEDG – Minutes

Adopted: March 25, 1992

Revised: April 27, 1999, December 10, 2013, February 24, 2015, _____

SCHOOL COMMITTEE USE OF ELECTRONIC MAIL

Use of electronic mail (e-mail) by school committee members should conform to the same standards of judgment, propriety and ethics as other forms of school committee-related communication. School members shall comply with the following guidelines when using e mail in the conduct of school committee responsibilities:

- A. The Biddeford School Committee shall not use e-mail as a substitute for deliberations at school committee meetings or for other communications or business properly confined to school committee meetings.
- B. Biddeford School Committee members should be aware that e-mail and e-mail attachments received or prepared for use in school committee business or containing information relating to school committee business are likely to be regarded as public records which may be inspected by any person upon request, unless otherwise made confidential by law.
- C. Biddeford School Committee members shall avoid reference to confidential information about employees, students or other matters in e-mail communications because of the risk of improper disclosure. Biddeford School Committee members should comply with the same standards as school employees with regard to confidential information.
- D. **Use of personal email addresses does not exclude School Committee members from scrutiny or inspection as detailed in Maine's freedom of access law.**
- E. **The Maine State Archives records retention schedule may apply to email and attachments.**

Legal Reference: 1 MRSA § 401 et seq.
 20-A MRSA §§ 6001-6002
 20 USC § 1232g

Cross Reference: GBJ - Personnel Records and Files
 JRA - Student Educational Records and Information

Adopted: April 13, 2010

Reviewed: October 21, 2013

Revised: _____

EXECUTIVE SESSION LAW

- I. To Enter Executive Session, the Biddeford School Committee must:
 - A. Start with a public meeting;
 - B. Have a public recorded vote of 3/5 of members present and voting; and
 - C. State the nature of business in motion to enter executive session and include in the motion a citation of one or more sources of statutory or other authority that permits an executive session for that business. If more than one matter is to be discussed, the nature of each matter and the source(s) must be stated. When labor contracts are the subject of an executive session, the parties must be named.
- II. Restrictions During Executive Session
 - A. Only matters stated in the motion may be considered.
 - B. No official actions shall be finally approved.
 - C. No public record shall be kept.
- III. Items Which May Be Discussed In Executive Session
 - A. Discussion or consideration of employment, appointment, assignment, duties, compensation, evaluation, resignation, disciplining, promotion, demotion, or dismissal of public officials, appointees, or employees or the investigation of charges or complaints against persons, subject to the following conditions:
 - 1. Only when public discussion could be reasonably expected to cause damage to the reputation or violate the individual's right to privacy;
 - 2. Person charged or investigated has right to be present;
 - 3. Person charged or investigated may request in writing that the investigation be conducted in open session. Such requests must be honored; and
 - 4. Any person bringing charges shall be permitted to be present (does not specify participation).

- B. Discussion or consideration of suspension or expulsion of a student, the cost of whose education is paid from public funds. The student and legal counsel (and parents or guardian if student is a minor) shall be permitted to be present if student, parents or guardian so desire.
- C. Discussion or consideration of the condition, acquisition or the use of real or personal property only if premature disclosure would prejudice the bargaining position of the body or agency.
- D. Biddeford School Committee discussion of labor contracts and proposals and meetings may be held in executive session. (Negotiations between the representatives of a public employer and public employees are closed unless opened by agreement of both parties.)
- ~~E. Consultations between a body or agency and its attorney concerning legal rights, pending litigation, and settlement offers, when premature public knowledge would give the Biddeford School Committee substantial disadvantage.~~
- E. Consultations between the school department and its attorney concerning the legal rights and duties of the school department, pending or contemplated litigation, settlement offers, and matters where the duties of the school department, or the school department's counsel to the attorney's client pursuant to the code of professional responsibility, clearly conflict with Maine's law, governing executive session, or where a premature general public knowledge would clearly place the state, municipality, school, department, or other public agency, or person at a substantial disadvantage.**
- F. Discussion of records made, maintained or received by the body or agency, when access by the general public is prohibited by statute.
- G. Discussion or approval of the content of examinations, administered by a body or agency for licensing, and review of examinations with the person examined**
- H. Consultations between municipal officers and a code enforcement officer, representing the municipality, inclusive of the school department, and the prosecution of an enforcement, action pending in District Court when the consultation relates to the pending enforcement matter.**

Legal Reference: 1 MRSA § 405

Cross Reference: BEC - Executive Sessions

Adopted: April 27, 1999

Revised: May 8, 2007, _____

Reviewed: October 21, 2013

SUBSTITUTE TEACHERS

Substitute teachers may serve on a day-to-day basis to fill short-term classroom teaching or instructional vacancies caused by the absence, resignation, inability to employ or termination of a certified teacher or educational specialist.

Qualifications

- A. All substitute teachers shall undergo a background check and complete a CHRC certification ~~be approved by the Maine Department of Education.~~
- B. Certified teachers may substitute outside the scope of their certification for not more than 90 teaching days in any one teaching assignment **except as permitted by the Department of Education.**
- C. Persons having two or more years of college preparation may serve as substitute teachers for not more than 60 teaching days in any one teaching assignment.
- D. Only in cases of emergency may a person with less than two years of college preparation who has graduated from high school serve as a substitute teacher, and such assignment shall not exceed 10 teaching days (*except when assigned to a vocational center or region*).
- E. Teaching days shall include consecutive and non-consecutive days in the same teaching assignment during a school year.

Compensation

Substitute teachers must be compensated at the rate of not less than \$125.00 for each day of service. The amount paid to substitute teachers will be determined by the School Committee.

Legal Reference: 20-A M.R.S.A. § 13402(3)
Chapter 115 § 13 (Maine Dept. of Ed. Rules)

Adopted: April 27, 1999

Revised: _____

PERSONNEL DEVELOPMENT

~~The Biddeford School Department shall endeavor to implement and use the Maine State Comprehensive System of Personnel Development as applicable to the local school unit. Toward that end, representatives of the Biddeford School Department shall participate in meetings scheduled by the Department of Education for the school unit to address its obligations under the Comprehensive System of Personnel Development. A school administrator shall be designated to receive and review material from the Department of Education regarding implementation and use of that Comprehensive System.~~

Adopted: April 27, 1999

HOME SCHOOLING

Parents/guardians who wish to have their children fulfill the compulsory school attendance law through equivalent education by home schooling must comply with the provisions of 20-A MRSA§ 5001-A (3)(A)(4).

A. The student's parent/guardian must provide a written notice of intent to provide home instruction simultaneously to the Superintendent of the school unit in which the student resides and to the Commissioner of the Department of Education within ten calendar days of the beginning of home instruction. The notice must contain the following information:

1. The name, signature and address of the student's parent/guardian;
2. The name and age of the student;
3. The date the home instruction program will begin;
4. A statement of assurance that indicates the home instruction program will provide at least 175 days annually of instruction and will provide instruction in: English and language arts, math, science, social studies, physical education, health education, library skills, fine arts, and, in at least one grade from grade 6 to 12, Maine studies. At one grade level from grade 7 to 12, the student will demonstrate proficiency in the use of computers; and
5. A statement of assurance that indicates that the home instruction program will include an annual assessment or the student's academic progress that includes at least one of the forms of assessment described in 20-A MRSA§ 5001-A (3)(A)(4)(b) and paragraph B below.

B. On or before September 1 of each subsequent year of home instruction, the student's parent/guardian must file a letter with the Superintendent of the administrative unit in which the student resides and to the Commissioner stating the intention to continue providing home instruction and enclose a copy of one of the following forms of annual assessment of the student's academic progress:

1. A standardized achievement test administered through the administrative unit in which the student resides or through other arrangements approved by the Commissioner. If the test is administered through the administrative unit in which the student resides, that administration must be agreed to by the Superintendent/**designee** of the administrative unit prior to submission of the written notice of intent to provide home instruction;

2. A test developed by the Superintendent/designee of the administrative unit in which the student resides appropriate to the student's home instruction program, which must be agreed to by the Superintendent of the administrative unit prior to submission of the written notice of intent to provide home instruction;
 3. A review and acceptance of the student's progress by an identified individual who holds a current Maine teacher's certificate;
 4. A review and acceptance of the student's progress based on, but not limited to, a presentation of an educational portfolio of the student to a local area home schooling support group whose membership for this purpose includes a currently certified Maine teacher or administrator; or
 5. A review and acceptance of the student's progress by a local advisory board selected by the Superintendent of the administrative unit in which the student resides that includes one administrative unit employee and two home instruction tutors. A "home instruction tutor" means the parent/guardian or other person who acts or will act as a primary teacher of the student in the home instruction program. This provision must be agreed to by the Superintendent of the administrative unit in which the student resides prior to submission of the written notice of intent to provide home instruction.
- C. Dissemination of any information filed under 20-A MRSA§ 5001-A (3)(A) (which applies to alternatives to attendance at public day school, including home schooling) is governed by the provisions of 20-A MRSA§ 6001 (dissemination of information); the federal Family Educational Rights and Privacy Act of 1974, 20 USC § 1232g (2002); and the federal Education for All Handicapped Children Act of 1975, 20 USC § 1401-1487 (2002), except that "directory information" as defined by the federal Family Educational Rights and Privacy Act (FERPA) is confidential and is not subject to public disclosure unless the parent/guardian specifically permits disclosure in writing or a judge orders otherwise. Copies of any information filed under 20-A MRSA§ 5001-A (3)(A) must be maintained by the student's parent/guardian until the home instruction program concludes. The records must be made available to the Commissioner upon request.
- D. If the home instruction program is discontinued, students of compulsory school age must be enrolled in a public school or an equivalent instruction as provided for by law. The receiving school shall determine the placement of the student. At the secondary level, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards of Maine's system of Learning Results.

The Board accepts no responsibility for the unit in the application, review, approval, or oversight of home instruction programs except as provided for by law or this policy.

Participation by home-schooled students in the public school program shall only be permitted as described elsewhere in Board policy.

The Superintendent shall maintain a roster of all students eligible to attend school within the school unit who are receiving equivalent instruction, as provided in Department of Education rules.

Legal Reference: 20-A MRS § 5001-A.(3)
Ch. 125 § 12.02, Ch. 130 (Me. Dept. of Ed. Rules)

Cross Reference: JEA - Compulsory Attendance Ages
IHBGA - Home Schooling—Participation in School Programs
IHBGB – Special Education Services for Students in Private Schools or
Home Schooling
JGAA – Assignment of Students to Classes – Five-Year-Olds

Adopted: November 17, 1993

Revised: March 10, 1998; April 27, 1999, May 25, 2004, _____

HOME SCHOOLING—PARTICIPATION IN SCHOOL PROGRAMS

The Biddeford School Committee acknowledges the provisions for equivalent instruction under Maine law. The School Committee further recognizes the Legislature's statement, "that the term 'equivalent' is intended to mean meeting state standards for alternate or other instruction and is not intended to mean the same as the education delivered in the public school system."

In addition, it is the intention of the School Committee to, "cooperate in the home instruction of any child who resides in the school administrative unit to the degree that the level of cooperation does not interfere with the responsibilities to the students enrolled in the Biddeford School Department's regular programs." Furthermore, participation of students in such programs shall be limited to home-schooled students whose home instruction programs are in compliance with applicable Maine law and Department of Education regulations.

In order to maintain an efficient and orderly school program, the School Committee directs the Superintendent/designee to develop procedures, as appropriate, regarding the availability of school system resources and services to home-schooled students who would otherwise be eligible to attend school in the Biddeford School District. The procedures shall be in accord with the following provisions.

I. PROVISION OF INFORMATION

At the request of the student or the student's parent/guardian, this school unit shall make available to home-schooled students, in a form determined by the school, information regarding access to public school activities and attendance at the school unit's school. This information must include:

- A. Requirements regarding initial health and developmental screening for motor skills, vision, hearing and immunization; and
- B. Criteria for participation of home-schooled students in curricular, co-curricular and extracurricular activities.

II. PERMITTED PARTICIPATION

- A. **Participation in Regular Classes.** Home instruction students may enroll in specific day school classes provided that the student's attendance is regular, the class is deemed to be age and grade appropriate, and all prerequisite course requirements are met. In addition, the following shall also apply.
 - 1. The student or the student's parent/guardian, on the student's behalf, shall apply in writing to and receive written approval from the Superintendent/designee. Approval may not be unreasonably withheld.
 - 2. The student shall demonstrate prior satisfactory academic achievement consistent with school unit policy and procedures applicable to all students.

3. The student shall comply with behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may withhold credit or terminate the student's participation.
 4. Transportation must be provided by the parent/guardian or student. However, the student may use the same transportation as all other students in the school unit as long as additional expenses are not incurred and vehicle capacity is not exceeded.
 5. The student shall complete all assignments and tests as required of all students in the same class.
 6. Enrollment in the class does not exceed the limits allowed under school policy.
- B. **Course Auditing.** Home instruction students may audit a course(s) provided the following conditions have been met.
1. The student or the student's parent/guardian, on behalf of the student, shall apply in writing to and receives written approval from the Superintendent/designee to audit a specific course or courses. Participation may not be unreasonably withheld.
 2. The student agrees to meet established behavioral, disciplinary, attendance and other classroom rules applicable to all students. If a student fails to comply, the school may terminate participation.

III. SPECIAL EDUCATION SERVICES

Special education services will be available to eligible special education students in accordance with applicable federal and state laws and regulations.

IV. ADMISSION TO REGULAR PROGRAM/PLACEMENT

A student who has been receiving home-school instruction and who seeks admission to the regular school program will be placed in a grade commensurate with the level of the student's academic achievement. Placement must be guided by the following.

- A. For students who transfer into school from an educational program that is not required to meet the standards of the system of Learning Results, the principal of the receiving school shall determine the value of the student's prior educational experience toward meeting these standards.
- B. Appropriate school staff may make recommendations concerning placement based on, but not limited to, factors such as the student's completed curricula and record of achievement, conferences with the student's parent/guardian, and administration of tests.
- C. The final grade placement decision shall be made by the principal. The principal's decision may be appealed to the Superintendent, whose decision shall be final.

V. RE-ADMISSION TO THE SCHOOL PROGRAM

Placement of home-schooled students who wish to be readmitted to the school program will be

determined by the principal who shall consult with members of the professional staff to the extent appropriate and, as deemed necessary, to make a reasonable determination that the requisite academic standards have been met, and collect from parents actual samples of coursework (e.g., homework, papers, examinations). The principal may also direct that a test or tests be administered to help determine the student's progress toward meeting the content standards of the Learning Results for the purpose of determining an appropriate grade level. The decision of the principal may be appealed to the Superintendent.

VI. USE OF SCHOOL TEXTBOOKS AND LIBRARY BOOKS

Subject to availability, a student receiving home instruction may use school textbooks, if the number of particular copies are sufficient, and library books owned by the school unit, subject to the following conditions.

- A. The use does not disrupt regular student, staff or special program functions.
- B. The student's sign-out period for a library book is the same as that applicable to regularly enrolled students.
- C. The student may sign out a textbook for a period not to exceed one school year.
- D. The parent/guardian and student agree to reimburse the school unit for lost, unreturned or damaged library books and textbooks and for consumable supplies used.

VII. USE OF SCHOOL FACILITIES AND EQUIPMENT

A student receiving home-school instruction may use public school facilities and equipment on the same basis as regularly enrolled students if the following conditions are met.

- A. The use does not disrupt regular school activities.
- B. The use is approved by the school principal in accordance with established school policy.
- C. The use does not create additional expense to the school unit.
- D. The use is directly related to the student's academic program.
- E. The use of potentially hazardous areas, such as shops, laboratories and gymnasiums, is supervised by a qualified employee of the school unit, approved and assigned by the Superintendent.
- F. Furniture and equipment may not be removed from school property.

VIII. MAINE EDUCATIONAL ASSESSMENT/OTHER STANDARDIZED TESTS

If a parent/guardian of a student in an equivalent instruction program requests to have the student participate in any Standardized Assessment, such request must be granted. Participation in such examinations must be in compliance with all rules and procedures governing testing conditions in the school unit.

A parent/guardian request for a student to participate in other standardized testing programs will be granted if the request complies with all rules and procedures governing testing conditions.

IX. ACADEMIC CREDIT

A student receiving home-school instruction must receive academic credit subject to the following requirements.

- A. Academic credit for individual courses must be awarded if the student meets required academic standards applicable to all students enrolled in the same course.
- B. Academic credit must be awarded for successful completion of alternative instruction opportunities sponsored by the school and available to all students.

X. HIGH SCHOOL COURSE CREDITS AND DIPLOMA ELIGIBILITY

~~The following standards govern the awarding of course credits and a graduation diploma to a student receiving home-school instruction who seeks admission or readmission to the high school.~~

- ~~A. A student shall earn high school credits for satisfactory completion of courses in the high school pursuant to 20-A M.R.S.A. § 5021(2)(A).~~
- ~~B. A student may earn credit for course work completed through home-school instruction if the principal determines both in advance, and upon completion of the course, that the course satisfies the requirements for awarding the credit. The principal may direct that the student undergo a test or tests to assist in making a determination relative to the awarding of credit.~~
- ~~C. Requests for transfer credit for equivalent instruction completed at non-approved private schools, at private schools that elect not to meet requirements under 20-A M.R.S.A. § 2901, or through other equivalent instruction programs, must be evaluated on the merits of the documentation provided. The principal and guidance staff shall conduct these evaluations on request made by the student or the student's parent/guardian. The principal may direct that the student undergo a test or tests to assist in making a determination relative to the awarding of credit.~~
- ~~D. For students who transfer into a secondary school from another state or an educational program that is not required to meet the standards of the system of Learning Results, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards through the local assessment system.~~
- ~~E. Awarding of a high school diploma by the local school is conditioned upon the student's demonstration of having satisfied all specific course credit or other requirements established by the School Committee. The School Committee may establish resident credit requirements as a precondition for the awarding of a local school unit diploma.~~
- ~~1. Students requesting a diploma from Biddeford High School must submit an application by September 1 of their anticipated year of graduation and a current outline of anticipated work.~~

2. ~~The student must present for evaluation by September 1 of the anticipated year of graduation a detailed portfolio of all home schooling work completed for which credit is being requested. The portfolio should consist of curriculum guides, all student work, evaluative criteria, goals and objectives, documentation of related activities, experiences, trips, projects, etc., and an assessment of the program. The portfolio will be reviewed by a committee consisting of the guidance director, the appropriate department head(s), principal and two representatives of a home schooling program. This committee will determine if credit should be granted and will respond to the applicant regarding the evaluation of the portfolio by November 1. If the decision is not satisfactory to the parent/student, the appeal process is to the Superintendent and then the School Committee.~~
3. ~~A student must earn a minimum of four (4) credits in courses taken at Biddeford High School.~~
4. ~~A student receiving credit for home instruction programs will not be included in rank in class listings and will not have their grades calculated on the Grade Point Average.~~
5. ~~Students wishing to be home schooled for individual courses and seeking Biddeford High School credit need prior approval from the guidance director and principal and need to have their parents complete the home schooling application form.~~
6. ~~No high school diploma will be issued until the high school class in which the applicant would have been enrolled has graduated (i.e., if the home schooling applicant had been enrolled at Biddeford High School in the Class of 1999, the applicant would have to wait until the Class of 1999 graduates).~~

~~FOR STUDENTS GRADUATING AT END OF 2006-2007 SCHOOL YEAR:~~ Awarding of a high school diploma by the local school is conditioned upon the student's having met the content standards of the applicable content areas of the system of Learning Results as determined by the local assessment system and the student's demonstration of having satisfied all specific course credits and additional diploma requirements as specified by School Committee policy. The School Committee may establish resident credit requirements as a precondition for the awarding of a local school unit diploma.

XI. PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Students receiving home-school instruction may participate in co-curricular activities such as field trips, assemblies, and academically-related fairs provided:

- A. Prior written permission is obtained from both the parent and the principal; and
- B. The student has agreed to meet established behavioral, disciplinary, attendance and other rules applicable to all students.

XII. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Students receiving home-school instruction are eligible to try out for extracurricular activities sponsored by the school unit, provided the student applies in writing if the following requirements are satisfied.

- A. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.
- B. The student complies with the same physical examination, immunization, insurance, age and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school unit. The school principal is authorized to collect from student's parent/guardian actual samples of coursework (e.g., homework, examinations, etc.), as he/she deems necessary in order to make the determination that the necessary academic standards have been met.
- C. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.
- D. The student abides by the same transportation policy as regularly enrolled students participating in the activity.

XIII. STANDARDS FOR PARTICIPATION WHEN TUITION PAYMENT TO ANOTHER UNIT IS REQUIRED

If and when the school unit does not provide academic instruction for specific grade levels, the following applies for students enrolled in an approved program of equivalent instruction.

- A. Class participation.** The home-schooled student or the student's parent/guardian shall request authorization from the resident local school unit to apply to another school unit for permission to participate in classes or activities in that other school unit.
- B. Tuition payment.** Tuition payments for home-schooled student participation in a local school unit, including attendance at an applied technology center or an applied technology region other than the applicant's resident district is the responsibility of the home-schooled student, the student's parent/guardian, or the student's resident school administrative unit, in accordance with school unit policy. Participation may not be unreasonably withheld.
- C. Participation eligibility.** A tuitioned, home-schooled student is subject to the rules relating to eligibility for participation in co-curricular or extracurricular activities as may apply at the receiving school unit.
- D. Interscholastic activities.** A tuitioned, home-schooled student attending classes in more than one receiving school unit is not eligible for participation in interscholastic activities at any local school unit.

XIV. APPEALS

Appeals from administration and application of the School Committee policy are heard by the School Committee, whose decision is final and binding. Appeals that question the School Committee policy compliance with legal requirements must be made to the Commissioner, whose decision is final and binding.

Legal Reference: 20-A MRSA §§5001-A.3, 5021-5025
Chap. 127, 130 (Maine Dept. of Ed. Rule)

Cross Reference: IHBG – Home Schooling
IHBGB – Special Education Services for Students in Private Schools or Home Schooling

Adopted: November 17, 1993

Revised: March 10, 1998; April 27, 1999, November 23, 2004, _____

BIDDEFORD SCHOOL DEPARTMENT WEBSITE

The Biddeford School Department maintains an official website to provide general information about our school system as well as information about educational programs, extracurricular activities and school events. This website is intended to support the educational mission of the schools, to enhance the curriculum and learning opportunities for students and staff, and to inform the larger community about our schools. The website does not create, nor is it intended to create, a public or limited public forum.

The School Committee has adopted guidelines to ensure that the Biddeford School Department's website is in compliance with applicable laws and meets the highest educational and quality standards. The Superintendent is responsible for implementing this policy, the accompanying guidelines and any additional administrative procedures that may be needed to govern the day-to-day management of the website. The Superintendent may delegate specific responsibilities to the Technology ~~Coordinator~~ **Director** or Assistant Superintendent as he/she deems appropriate.

Legal Reference: 20 U.S.C. § 1232g; 34 C.F.R. Part 99
20-A M.R.S.A. § 6001
17 U.S.C. § 101 et seq.
47 U.S.C. § 1732

Cross Reference: IJNDC-R - Web Publishing Guidelines
IJNDB - Student Computer and Internet Use
GCSA - Employee Computer and Internet Use
EGAD - Copyright Compliance

Adopted: April 28, 2009
Revised: _____

AGREEMENT TO PUBLISH STUDENT INFORMATION ON THE BIDDEFORD SCHOOL DEPARTMENT WEBSITE

The Biddeford School Department maintains an official website to provide general information about the school system as well as information about educational programs, extracurricular activities, school events, and student and staff achievements.

Maine law requires public schools to obtain written approval from parents/guardians prior to publishing personal information about students on the Internet. This form will authorize the Biddeford School Department to publish the following:

- A. Full names of students in connection with class rosters, honor rolls, awards received, and team/extracurricular activity participant lists;
- B. Group and/or individual photographs of students;
- C. Individual student or class work may be published on the Biddeford School Department's website from time to time in accordance with established guidelines. Such work may include creative writing, research projects, art work, music, performances, and audiovisual presentations. All student work will include a copyright notice prohibiting the copying of such work without express written permission. Copies of the Biddeford School Committee's Website Policy and Guidelines are available at the Superintendent's office, every school office, or on the Biddeford School Department's website at ~~http://www.biddschools.org~~ www.biddefordschools.me

At no time shall personal information about students (such as home address, telephone number, e-mail address, birth date, social security number, etc.) or any other made confidential by state or federal law appear on the website. The website will not include any information that indicates the physical location of students at any given time, other than attendance at a particular school or participation in school activities.

Adopted: April 28, 2009
Revised: _____

WEBSITE GUIDELINES

A. Website Purpose

The purpose of the Biddeford School Department's official website **is** to provide general information about our school system as well as information about educational programs, **school and district documents**, extracurricular activities and school events. This website is intended to support the educational mission of the schools, to enhance the curriculum and learning opportunities for students and staff, and to inform the larger community about our schools.

B. Website Structure

The website includes the following content areas:

1. System-wide information (such as Central Office, **Curriculum and Instruction, Assessment Information, Parent Portal Access**, Technology, Transportation, Facilities, Food Service);
2. School Committee information (such as members, officers, committees, meeting agendas, minutes and policies);
3. School-wide information for each school;
4. ~~Individual department, grade level and/or classroom information (which may include student work and/or teacher-created work and resources);~~
5. Information about school-sponsored extracurricular organization information;
6. Information about school events and activities; ~~and~~,
7. **Documents and resources for staff and families;**
8. **Biddeford Education Foundation (BEF) Board Members, activities, and ways to contribute; and,**
9. Contact information for ~~School Committee members and school staff~~ **administrators.**

C. **School District Authority and ~~Webmaster~~ District Technology Director Responsibilities**

The Biddeford School Department reserves the right to approve all website content and to edit, delete, or modify any webpage content as it sees fit to comply with the intended purposes of the website and these guidelines.

The Superintendent shall designate ~~a Webmaster~~ **personnel**, who ~~are is~~ responsible for maintaining the website, ~~approving all material to be posted on the site,~~ and monitoring all website activities for compliance with School Committee policies, applicable laws and regulations, and these guidelines.

~~Only the Webmaster shall have password-protected access to the web server to place and remove web pages and content. Students will not be allowed to have direct access to the web server.~~ **Designated personnel shall have password-protected access to approved webpages and content to update. Headers and footers should not be edited without approval by the District Technology Director or designee. Students shall not have direct upload access to the website without direct supervision of staff.**

D. Website Content

1. Biddeford School Department's website does not create, nor is it intended to create, a public or limited public forum. All materials placed on the website must serve the educational mission of the school.
2. Website content is limited to school-sponsored information and activities, **with the exception of the Biddeford Education Foundation**. No personal student or staff webpages, chat ~~rooms~~ **fora**, or discussion groups are permitted on the website.
3. Webpage content must comply with School Committee policies, administrative procedures, and school rules.
4. All materials placed on the website must meet academic standards for proper spelling, grammar, content, accuracy, and appearance.

If the ~~Webmaster is~~ **District Technology Director or designated personnel** are unsure whether particular material is appropriate for the website, he/she shall consult with the Superintendent, whose decision shall be final.

E. Confidentiality of Student Information

1. The website shall be in compliance with all applicable state and federal confidentiality laws and regulations.
2. At no time shall personal information about students (such as home address, telephone number, e-mail address, birth date, social security number, etc.) or any other **information** made confidential by state or federal law appear on the website. The website will not include any information that indicates the physical location of students

at any given time, other than attendance at a particular school or participation in school activities.

3. Student information, photographs, or work may ~~only~~ be published on the website ~~if the student's parent/guardian has signed the Parent/Guardian Agreement Form to Publish Student Information~~ **unless a parent has opted out of the district's annual privacy consent**. For purposes of these guidelines, student information includes name, class rosters, awards/honors received, and team/extracurricular activity participation lists.

F. **Confidentiality of Staff Information**

1. At no time shall personal information about staff appear on the website (including home address, home telephone number, home e-mail address, birth date, social security number, etc.).
2. Because the school district's website is maintained in part to enhance communication with students and their families, the school e-mail addresses and/or telephone numbers of ~~staff~~ **school administrators** are published on the website.

G. **Copyright**

1. Appropriate permission will be obtained before any copyrighted or trademarked material is used on the website. No copyrighted material may be reproduced, transmitted or stored on the Biddeford School Department website without obtaining permission from the copyright owner.
2. Students shall retain the copyright on materials that they create.
3. An appropriate copyright notice will appear with all copyrighted material published on the website.
4. Except for the above exceptions, all webpages and content on the website are the property of and owned by the Biddeford School Department.

H. **Website Design and Accessibility**

1. The ~~Webmaster~~ **District Technology Director or designated personnel** is authorized to develop standards for the design and appearance of the Biddeford School Department website. These standards will include measures to make webpages accessible to persons with disabilities **and for those who seek access in languages other than English**. School unit information available on the website will also be made available to the public in alternative ways upon request.

I. **Advertising**

The Biddeford School Department's website will not include any advertising, nor will it include any selling activities outside of publicity for school-sponsored and/or approved fundraising activities.

J. Links to External Sites

1. The Biddeford School Department's website will not include links to any personal websites of students or staff.
2. The website may include links ~~only~~ to websites that have demonstrated educational value **or provided relevant financial support (i.e. BEF donors)** to students, staff and/or the community, as deemed appropriate by the ~~Webmaster Assistant~~ **Superintendent**.
3. The website shall include a disclaimer informing users that links are provided as a convenience, and that the Biddeford School Department does not endorse these sites or have any responsibility for the content of these sites.

K. Additional Requirements

1. The website shall inform users about how to contact the ~~Webmaster~~ **District Administration**.
2. ~~Each webpage shall include the date the page was last updated.~~
3. The ~~Webmaster~~ **District Technology Director or designated personnel** will provide appropriate information to school users regarding technical requirements for publishing material on the website.

Cross Reference: IJNDC – Biddeford School Department Website

Adopted: April 28, 2009

Revised: _____

EVALUATION OF INSTRUCTIONAL PROGRAMS

The evaluation of the instructional program is a major responsibility of the Superintendent and his/her staff. Periodic reports shall be presented to the School Committee to enable them to make judgments on the effectiveness of the program. No instructional program should be considered as the final answer, and all school programs shall be under continuous study by the staff. It should be borne in mind that instruction is the primary responsibility of the schools, and all other activities are secondary. Evaluation of the instructional program shall be done with great care and the School Committee kept informed at all times.

Moreover, the Superintendent is expected to lead the staff, community and School Committee in the development and on-going review of Board-adopted criteria and standards by which to measure the results of the educational process.

Among the means used for evaluating the instructional program shall be: standardized tests and locally-developed assessments; teacher/parent assessments of student behavior and academic progress; evaluations by the Department of Education, regional accrediting associations, and contracted evaluation services; studies of student post-secondary plans; studies of student drop-out records; and other means as deemed appropriate by the School Committee and/or Superintendent.

Cross Reference: IGA - Curriculum Development
 ILA – Tests/Assessments
**IHBGB - Private School Student Participation in Middle School
 Athletic Programs**

Adopted: February 26, 1992

Revised: April 27, 1999, _____

COMPULSORY ATTENDANCE

Under state law, full-time school attendance is required of all ~~children from their 7th to their 17th birthday~~ **6 years of age or under 17 years of age** except:

- A. A person who graduates from high school before their 17th birthday;
- B. A person who has:
 - 1. Reached the age of 15 years or completed the 9th grade;
 - 2. Permission to leave school from that person's parent;
 - 3. Been approved by the principal for a suitable program of work and study or training;
 - 4. Permission to leave school from the School Committee or its designee; and
 - 5. Agreed in writing with that person's parent and the School Committee or its designee to meet annually until that person's 17th birthday to review that person's educational needs. When the request to be excused from school has been denied pursuant to this paragraph, the student's parent may appeal to the Commissioner; or
- C. A person who has matriculated and is attending an accredited, post-secondary, degree-granting institution as a full-time student. An exception to the attendance in public school under this paragraph must be approved by the Commissioner.

Alternatives to Attendance at Public Day School

- A. Equivalent instruction alternatives are as follows:
 - 1. A person shall be excused from attending a public day school if the person obtains equivalent instruction in:
 - a) A private school approved for attendance purposes pursuant to 20-A MRSA § 2901;
 - b) A private school recognized by the department as providing equivalent instruction;
 - c) A home instruction program that complies with the requirements of 20-A MRSA § 5001-A(3)(A)(4) or
 - d) Any other manner arranged for by the School Committee and approved by the Commissioner.
- B. A person may be excused from attendance at a public day school pursuant to 20-A MRSA § 5104-A (other public or private alternative programs) or § 8605 (student attendance in adult

education courses).

Credit for attendance at a Private School

A student shall be credited with attendance at a private school only if a certificate showing the name, residence and attendance of the person at the school, signed by the person or persons in charge of the school, has been filed with the school officials of the administrative unit in which the student resides.

Discontinuation of Home Instruction

If the home instruction program is discontinued, students of compulsory school age must be enrolled in a public school or an equivalent instruction alternative as provided for by law. The receiving school shall determine the placement of the student. At the secondary level, the principal of the receiving school shall determine the value of the prior educational experience toward meeting the standards of Maine's system of Learning Results. **High School students entering from schools outside of the United States will have designee transcripts audited by an accredited third party, and GPA, credits, and course requirements shall be determined by the principal/designee.**

Excusable Absence

A person's absence is excused when the absence is for the following reasons:

- ~~A. Personal illness;~~
- ~~B. An appointment with a health professional that must be made during the regular school day;~~
- ~~C. Observance of a recognized religious holiday when the observance is required during the regular school day;~~
- ~~D. A family emergency;~~
- ~~E. A planned absence for a personal or educational purpose, that has been approved;~~
- ~~F. Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development placement or some other out-of-district placement that is not otherwise authorized by either any individual education plan or a superintendent's student transfer agreement. "Education disruption" does not apply to a student who is out of school for 10 or more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery.~~
- A. **Personal health, including the person's physical, mental and behavioral health;**
- B. **An appointment with a health professional that must be made during the regular school day;**
- C. **Observance of a recognized religious holiday when the observance is required during the regular school day;**
- D. **A family emergency;**
- E. **A planned absence for a personal or educational purpose that has been approved; or**
- F. **Education disruption resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth**

development center placement or some other out-of-district placement that is not otherwise authorized by either an individualized education plan or other education plan or a superintendent's agreement developed in accordance with section 5205, subsection 2. This paragraph does not apply to a student who is out of school for 10 or more consecutive school days as a result of a planned absence for a reason such as a family event or a medical absence for planned hospitalization or recovery.

Student Attendance

Consistent attendance in school is of prime importance in students' educational achievement. The following regulations are intended to monitor student attendance and provide incentives for students for regular attendance in Grades K-8.

- A. Parents are expected to notify the building administrator/designee when they know in advance that their child will be absent from school.
- B. When a student is absent due to illness and for other unforeseen circumstances, parents ~~shall provide an explanation addressed to the building administrator/designee.~~ **may be asked to provide documentation or an explanation, particularly when district truancy protocol is implicated, and/or to assess if excessive absence constitutes educational neglect.**

Parents are responsible for the school attendance of students who are under 17 years of age. The School Committee shall work with families in an effort to ensure compliance.

Legal Reference: 20-A MRSA § 5001-A, 5003; 5201
Ch. 125 § 8.06 (Maine Dept. of Ed. Rules)

Cross Reference: IHBG – Home Schooling
JFC – Dropout Prevention – Student Withdrawal from School
JHB - Truancy

Adopted: March 14, 1995

Revised: April 27, 1999, March 9, 2004, December 9, 2008, November 10, 2015, _____

~~ADMINISTERING MEDICATION TO STUDENTS~~

~~The Biddeford School Committee acknowledges that in certain instances it may be necessary for a student to have medication administered to him/her while in attendance at school. Although the School Committee discourages the administration of medication on school premises where other options exist, it shall not deny educational opportunities to students requiring the administration of medication in order to participate in the school program and/or where there are no other options.~~

~~The intent of this policy is to promote the safe administration of medications to students by school personnel and to provide for authorization of student emergency self-administration of medication from asthma inhalers and epinephrine pens. The Committee encourages collaboration between parents/guardians and the schools in these efforts. The Committee disclaims any and all responsibility for the diagnosis, prescription of treatment, and administration of medication for any student, and for any injury arising from a student's self-administration of medication.~~

~~I. — DEFINITIONS~~

~~“Administration” means the provision of prescribed medication to a student according to the orders of a health care provider.~~

~~“Health care provider” means a medical/health practitioner who has a current license in the State of Maine with a scope of practice that includes prescribing medication.~~

~~“Indirect supervision” means the supervision of an unlicensed school staff member when the school nurse or other health care provider is not physically available on site but immediately available by telephone.~~

~~“Medication” means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a health care provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student's health care provider.~~

~~“Parent” means a natural or adoptive parent, a guardian, or a person acting as a parent of a child with legal responsibility for the child's welfare.~~

~~“School nurse” means a registered professional nurse with Maine Department of Education certification for school nursing.~~

~~“Self-administration” is when the student administers medication independently to him/herself under indirect supervision of the school nurse.~~

~~“Unlicensed school personnel” are persons who do not have a professional license that allows them, within the scope of that license, to administer medication.~~

~~II. PARENT/LEGAL GUARDIAN WRITTEN REQUEST~~

~~In the event that no alternative exists, the parent/legal guardian may request in writing that medication be administered to the student during the school day. Such written request shall provide for an acknowledgment and agreement that unlicensed personnel may administer the medication as per health care provider’s instructions. In addition, such a request shall indicate that information regarding the student’s medication may be shared with appropriate school personnel. Parents may, if they so choose, reveal the reason (diagnosis) for the administration of medication; however, the provision of such information is optional and disclosure shall not be compelled.~~

~~III. HEALTH CARE PROVIDER’S ORDER~~

~~Parental requests must be accompanied by a written order from the student’s health care provider, substantiating the fact that the administration of a particular medication during the school day is necessary for the pupil’s health and attendance in school. Such order shall state any unique administration procedure, if appropriate. Such order shall also include:~~

~~A. Student name;~~

~~B. Name of medication;~~

~~C. The nature (e.g., liquid, tablet) and amount of the medication provided to the school;~~

~~D. The individual dosage;~~

~~E. The route of administration;~~

~~F. The specific frequency with which the medication is to be administered;~~

~~G. The length of time for which the medicine is prescribed—no longer than for the current school year; and~~

~~H. The personnel to be notified in the event complications arise with the administration of medication, including missed medication and, if appropriate, how to reach those persons to be notified.~~

~~IV. INSUFFICIENT INFORMATION AND REQUESTS FOR LICENSED PERSONNEL~~

~~In those circumstances where the school nurse believes that the prescription does not provide sufficient specificity on when it should be administered or when the health care provider has designated that he/she does not want the medication administered by unlicensed personnel at the school, the Principal shall be immediately informed and shall schedule a meeting of the nurse, the building administrator, the parent(s) and other appropriate professionals to discuss alternative options for administration of medication for the student.~~

~~V. MISCELLANEOUS PROVISIONS~~

- ~~A. All medication shall be delivered to the school in its original container by the student's parent/legal guardian. In the event this is not practical, the parent/legal guardian will contact the school in order to request alternate arrangements.~~
- ~~B. Only a limited, necessary supply (enough for up to 20 school days) can be kept in the school. The parents are responsible for supplying the school with the prescribed medications, providing labeled containers, keeping medications current, supplying medical devices (e.g., nebulizers, Epi pens, insulin pumps, glucose monitors, insulin pens) and helping to maintain these devices. If, at the end of the school year, medication has not been picked up, it will be destroyed. Furthermore, it shall be the parent's responsibility to notify the school of any changes in or the discontinuation of a prescribed medication that is being administered to the child in school.~~
- ~~C. All medication will be appropriately maintained and secured by the school nurse.~~
- ~~D. School staff administering the medication shall document each instance medication is administered including the date, time and dosage given.~~
- ~~E. School personnel and the student's parent shall account for all medication brought to school. The number of capsules, pills or tablets, and/or the volume of other medications brought to school shall be recorded. The school nurse shall maintain a record including the health care provider and parent/legal guardian request, details of the specific medication(s), dosage and timing of medication and a notation of each instance of administration of medication. Records shall be retained according to the current State schedules pertaining to student health records.~~
- ~~F. Any changes to the following shall require new written requests/orders as applicable:~~
 - ~~1. Information on original physician's written order;~~
 - ~~2. Health care provider(s);~~

- ~~3. Any unique procedures for the administration of medication;~~
- ~~4. Condition of the child; and~~
- ~~5. Any changes in types and dosage.~~

- ~~G. Students shall not be permitted to carry and self-administer prescription medicine in school except under very special circumstances—as requested and described by the student’s health care provider and approved by the school nurse.~~
- ~~H. Students will be allowed to carry and self-administer an asthma inhaler or epinephrine pen (EpiPen) when requested by the parent and health care provider. The health care provider must provide written verification that the student has the knowledge and skills to safely possess and use an asthma inhaler or EpiPen in school. Written notification from the parents will also be obtained acknowledging that the school bears no responsibility for ensuring the medication is taken.~~
- ~~I. To the extent legally permissible, staff members may be provided with information regarding medication and its administration as may be in the student’s best interest.~~
- ~~J. The school nurse, under the administrative supervision of the Superintendent/designee, will provide direction and oversight for the administration of medication to students.~~
- ~~K. All unlicensed personnel (principals, assistant principals, teachers, education technicians, school secretaries, coaches, bus drivers, etc.) who are authorized to administer medication must first complete the training program provided by the school district.~~
- ~~L. Licensed personnel may administer non-prescription medication with parental permission.~~
- ~~M. The school will accommodate students requiring administration of medication during field trips or school-sponsored events as follows: The school nurse, principal, and, as appropriate, the school unit’s Section 504 Coordinator and/or PET, will determine whether an individual student’s participation is contraindicated due to the unstable/fragile nature of his/her health condition, the distance from emergency care that may be required, and/or other extraordinary circumstances. The student’s parent and primary care provider will be consulted in making this determination. The decision will be made in compliance with applicable laws, including the IDEA, § 504 and the Americans with Disabilities Act (ADA).~~

~~The parent must provide any additional number of doses needed for the duration of the field trip or school-sponsored event that extends beyond the regular school day.~~

~~N. The school nurse, under the supervision of the Superintendent/designee shall be responsible for developing and implementing procedures for the appropriate and secure storage of medications kept at school, and all medications shall be stored in accordance with this procedure.~~

~~Legal Reference: 20-A M.R.S.A. §§ 254; 4009(4); 4502 (5)(N)
Ch.40; 125 § 10.01(c) (Me. Dept. of Ed. Rule)
28 CFR Part 35 (Americans with Disabilities Act of 1990)
34 CFR Part 104 (Section 504 of the Rehabilitation Act of 1973)
34 CFR Part 300 (Individuals with Disabilities Education Act)
Title 32-2102~~

~~Cross Reference: JLCD-E – Medication Administration on School Field Trips~~

~~Adopted: October 1988~~

~~Revised: December 10, 1996; April 27, 1999; April 13, 2004; October 9, 2007~~

ADMINISTRATION OF MEDICATION TO STUDENTS

The Board discourages the administration of medication to students during the school day when other options exist, but recognizes that in some instances it may be necessary for a student to have medication administered to him/her while the student is in attendance at school. The school will not deny educational opportunities to students requiring the administration of medication in order to remain in attendance and participate in the educational program.

The intent of this policy is to promote the safe administration of medications to students by school personnel and to provide for authorization of student emergency self-administration of medication from asthma inhalers and epinephrine autoinjectors.

This policy does not apply to medical marijuana, which is addressed in the Board's policy JLCD, Medical Marijuana in Schools.

This policy also authorizes the adoption of a "collaborative practice agreement" for the purposes of stocking and administration of epinephrine autoinjectors by the school nurse or designated trained school personnel to any student during school or a school-sponsored activity under emergency circumstances involving anaphylaxis.

This policy also authorizes the adoption of a "collaborative practice agreement to provide for the possession and administration of naloxone hydrochloride by the school nurse or designated trained school personnel to students, staff, or visitors during school or a school-sponsored activity or otherwise on school grounds in emergency circumstances involving an opioid overdose or apparent opioid overdose.

The School Committee authorizes the school nurse to stock and possess naloxone hydrochloride prescribed by a legally authorized individual and to administer it to any student, staff member, or visitor that the school nurse, based on the school nurse's professional judgment, suspects to be experiencing an opioid overdose.

The Board encourages collaboration between parents/guardians and the schools in matters involving student medication.

The Board disclaims any and all responsibility for the diagnosis, prescription of treatment, and administration of medication for any student, and for any injury arising from a student's self-administration of medication.

I. DEFINITIONS

"Administration" means the provision of prescribed medication to a student or other persons according to the orders of a health care provider.

"Collaborative practice agreement" means a written and signed agreement between a physician licensed in Maine or a school health advisor, as defined in 20-A MRSA §6402-A, and a school nurse that provides for the prescription of epinephrine

autoinjectors by the physician or school health advisor and administration of epinephrine injectors by the school nurse or designated school personnel to students during school or a school-sponsored activity under emergency circumstances involving anaphylaxis; or as defined in 20-A MRSA § 6307 that provides for the prescription of naloxone by the physician or school health advisor and the administration of naloxone by the school nurse or designated school personnel to students, staff, or visitors during school or a school-sponsored activity or otherwise on school grounds under emergency circumstances involving an opioid overdose or apparent opioid overdose.

“Designated school personnel” are unlicensed school personnel who have completed such training in administration of medication as may be required by Maine statutes or DOE rules and who have been authorized by the school nurse to administer medication.

“Health care provider” means a medical/health practitioner who has a current license in the State of Maine with a scope of practice that includes prescribing medication.

“Indirect supervision” means the supervision of an unlicensed school staff member when the school nurse or other health care provider is not physically available on site but immediately available by telephone.

“Medication” means prescribed drugs and medical devices that are controlled by the U.S. Food and Drug Administration and are ordered by a health care provider. It includes over-the-counter medications prescribed through a standing order by the school physician or prescribed by the student’s health care provider. For the purpose of this policy, “medication” includes epinephrine and naloxone hydrochloride, but does not include medical marijuana.

“Parent” means a natural or adoptive parent, a guardian, or a person acting as a parent of a child with legal responsibility for the child’s welfare.

“School nurse” means a registered professional nurse with Maine Department of Education certification for school nursing.

“Self-administration” is when the student administers medication independently to him/herself under indirect supervision of the school nurse.

“Unlicensed school personnel” are persons who do not have a professional license that allows them, within the scope of that license, to administer medication.

II. ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL

A. Parental Request

In the event that no reasonable alternative exists, the parent/guardian may request in writing that medication be administered to the student during the school day. The written request must include an acknowledgement and agreement that

unlicensed personnel may administer the medication as per the health care provider's instructions. In addition, the request shall indicate that information regarding the student's medication may be shared with appropriate school personnel. Parents may provide the reason (diagnosis) requiring the administration of medication.

Requests shall be valid for the current school year only.

B. Health Care Provider's Order

All parental requests must be accompanied by a written order from the student's health care provider substantiating the fact that the administration of a particular medication during the school day is necessary for the student's health and attendance in school. Such order must include:

1. The student's name;
2. The name of the medication;
3. The dose;
4. The route of administration (e.g., tablets, liquid, drops); and
5. Time intervals for administration (e.g., every four hours, before meals);
6. Any special instructions; and
7. The name of the prescribing health care provider.

It is the responsibility of the school nurse to clarify any medication order that he/she believes to be inappropriate or ambiguous. In accordance with Department of Education Rule Chapter 40 § 2(B), the school nurse may decline to administer a medication if he/she believes such administration would jeopardize student safety. In this case, the school nurse must notify the parent, the student's health care provider and the school administrator (i.e., building principal or designated administrator).¹

C. Renewal of Parent Permission Requests/Forms and Health Care Provider Orders

Written parental permission requests/forms and health care provider orders must be renewed at least annually. Health care provider orders must be renewed whenever there are changes in the order.

¹ If a medication order appears to be inappropriate or ambiguous, or if the school nurse declines to administer (or declines to allow administration by unlicensed staff) on the basis of student safety, or if the student's health care provider indicates that he/she does not want a medication administered by unlicensed personnel that a meeting or telephone conference be held involving the school nurse, the building administrator, the parent(s), and appropriate professionals to discuss alternative options for administration of medications to the student.

D. Delivery and Storage of Medication

The student's parents shall deliver any medication to be administered by school personnel to the school in its original container and properly labeled. In the event that this is not practical, the parent must contact the school to make alternate arrangements.

No more than a 20-day (one month) supply of medication shall be kept at school, excluding inhalers and epinephrine autoinjectors. The parent is responsible for the replenishment of medication kept at school.

If the health care provider's order/prescription is for a medication regulated by Schedule II of the Controlled Substances Act (21 USC §812) (e.g., Ritalin and Adderall) no more than a 20 Day supply shall be kept at school.

The parent is responsible for notifying the school of any changes in or discontinuation of a prescribed medication that is being administered to the student at school. The parent must remove any medication no longer required or that remains at the end of the school year.

The nursing team, in collaboration with the district consulting physician and building leaders, shall be responsible for developing and implementing procedures for the appropriate and secure storage of medications kept at school, and all medications shall be stored in accordance with this procedure.

E. Recordkeeping

School personnel and the student's parent shall account for all medication brought to school. The number of capsules, pills, or tablets and/or the volume of other medications brought to school shall be recorded.

School staff administering medication shall document each instance the medication is administered including the date, time, and dosage given.

The school nurse shall maintain a record including the parent's request, physician's order, details of the specific medications (including dosage and timing of medication), and documentation of each instance the medication is administered.

Records shall be retained according to the current State schedules pertaining to student health records.

F. Confidentiality

To the extent legally permissible, staff members may be provided with such information regarding medication and its administration as may be in the best interest of the student.

G. Administration of Medication

Medication may be administered during the school day by licensed medical personnel acting within the scope of their licenses.

The school nurse, under the administrative supervision of the Superintendent, will provide direction and oversight for the administration of medication to students.

All unlicensed personnel (principals, teachers, education technicians, school secretaries, coaches, bus drivers, etc.) who administer medication must receive training before being authorized to do so.

Based upon the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent/designee pertaining to authorization of unlicensed persons to administer medication. Training that shall be acceptable for the purpose of authorization of unlicensed personnel is addressed under the section of this policy titled "Required Training of Unlicensed Personnel to Administer Medication."

H. Administration of Medication During Off-Campus Field Trips and School-Sponsored Events

The school will accommodate students requiring administration of medication during field trips or school-sponsored events as follows:

The school nurse, principal, and, as appropriate, the school unit's Section 504 Coordinator and/or IEP, will determine whether an individual student's participation is contraindicated due to the unstable/fragile nature of his/her health condition, the distance from emergency care that may be required, and/or other extraordinary circumstances. The student's parent and primary care provider will be consulted in making this determination. The decision will be made in compliance with applicable laws, including the IDEA, § 504 and the Americans with Disabilities Act (ADA).

The parent must provide the appropriate number of doses needed for the duration of the field trip or school-sponsored event.

When there are no contraindications to student participation, an appropriately trained staff member will be assigned to administer medication. The parent will

be encouraged to accompany the student, if possible, to care for the student and administer medication.

All provisions of this policy shall apply to medications to be administered during off-campus field trips and school-sponsored events. As practicable, the DOE's "Procedure for Medication Administration on School Field Trips" will be followed.

I. Student Self-Administration of Asthma Inhalers and Epinephrine Autoinjectors

Students with allergies or asthma may be authorized by the building principal, in consultation with the school nurse, to possess and self-administer emergency medication from an epinephrine autoinjector or asthma inhaler during the school day, during field trips, school-sponsored events, or while on a school bus. The student shall be authorized to possess and self-administer medication from an epinephrine autoinjector or asthma inhaler if the following conditions have been met.

1. The parent (or student, if 18 years of age or older) must request in writing authorization for the student to self-administer medication from an epinephrine autoinjector or asthma inhaler.
2. The student must have the prior written approval of his/her primary health care provider and, if the student is under the age of 18, the prior written approval of his/her parent/guardian. The written notice from the student's primary care provider must specify the name and dosage of the medication, frequency with which it may be administered, and the circumstances that may warrant its use.
3. The student's parent/guardian must submit written verification to the school from the student's primary care provider confirming that the student has the knowledge and the skills to safely possess and use an epinephrine autoinjector or asthma inhaler.
4. The school nurse shall evaluate the student's technique to ensure proper and effective use of an epinephrine autoinjector or asthma inhaler taking into account the maturity and capability of the student and the circumstances under which the student will or may have to self-administer the medication.
5. The parent will be informed that the school cannot accurately monitor the frequency and appropriateness of use when the student self-administers medication, and that the school unit will not be responsible for any injury arising from the student's self-medication.

A student's authorization to possess and self-administer medication from an epinephrine autoinjector or asthma inhaler may be limited or revoked by the building principal after consultation with the school nurse and the student's parents if the student demonstrates inability to responsibly possess and self-administer such medication.

To the extent legally permissible, staff members may be provided with such information regarding the student's medication and the student's self-administration as may be in the best interest of the student.

Sharing, borrowing, or distribution of medication is prohibited. The student's authorization to self-administer medication may be revoked and the student may be subject to disciplinary consequences for violation of this policy.

J. Dispensation of Over-the-Counter Medications

With prior written parent permission, students may receive certain over the counter medications at school, e.g., Tylenol, Ibuprofen, Tums, cough drops, etc. pursuant to a standing order from the school physician/school health advisor.²

K. Required Training of Unlicensed Personnel to Administer Medication

Unlicensed school personnel who administer medication to students in a school setting (at school, on school transportation to or from school, on field trips, or during school-sponsored events) must be trained in the administration of medication before being authorized to carry out this responsibility. Such training must be provided by a registered professional nurse or physician and include the components specified in Department of Education Rules Chapter 40 and other applicable Department of Education standards, recommendations, programs, and/or methodologies.

The trainer shall document the training and competency of unlicensed school personnel to administer medication. Based upon a review of the documentation of training and competency in the administration of medication, the school nurse will make recommendations to the Superintendent/designee pertaining to authorization of such unlicensed personnel pertaining to authorization to administer medication.

Following the initial training, a training review and information update must be held at least annually for those unlicensed school personnel authorized to administer medication.

² A standing order is an order written by the school physician for the entire population of students.

K. Delegation and Implementation

The Superintendent/designee shall be responsible for developing administrative procedures and/or protocols to implement or supplement this policy.

Such procedures/protocols shall include direction regarding:

1. Safe transport of medication to and from school;
2. Administration of medication during field trips and school-sponsored events;
3. Accountability for medications, particularly those regulated by Schedule II of the Controlled Substances Act;
4. Proper storage of medication at school;
5. Training of appropriate staff on administration of emergency medications including the standards for the signs and symptoms of anaphylaxis and the use of epinephrine autoinjectors for previously unknown severe allergies;
6. The procedure to follow in the event of a medication reaction;
7. Access to medications in case of a disaster;
8. The process for documenting medications given and medication errors; and
9. The proper disposal of medications not retrieved by parents.

Legal Reference: 20-A M.R.S.A. §§ 254(5); 4009(4); 4502 (5)(N); 6305; 6307(8)
 Me. Dept. of Ed. Rule Ch. 40 (2016)
 21 USC §801 et. seq. (Controlled Substances Act)
 28 C.F.R. Part 35 (Americans with Disabilities Act of 1990)
 34 C.F.R. Part 104 (Section 504 of the Rehabilitation Act of 1973)
 34 C.F.R. Part 300 (Individuals with Disabilities Education Act)

Cross Reference: JLCD-E – Medication Administration on School Field Trips
 (Me. DOE)
 JLCDA – Medical Marijuana in Schools

Adopted: October 1988

Revised: December 10, 1996; April 27, 1999; April 13, 2004; October 9, 2007

**BIDDEFORD SCHOOL DEPARTMENT
REPORT OF DANGEROUS BEHAVIOR BY STUDENT DIRECTED AGAINST SCHOOL STAFF**

1. Name of Reporter: _____ Date of Report: _____ ***Please note: This form must be completed by a person with first-hand knowledge of the dangerous behavior directed against school staff, or by a person assisting the person with first-hand knowledge of the dangerous behavior.***
 - a. If the person filling out this form is assisting someone who has first-hand knowledge, please provide the name of the person with first-hand knowledge:

 - b. Please check the appropriate line: _____ Staff member _____ Student _____ Other role
(please specify): _____
2. Information About the Incident
 - a. Name of school staff member(s) whom dangerous behavior was directed against:

 - b. Date and time it occurred: _____
 - c. Location (be specific): _____
 - d. Brief description of any injuries or property damage: (Attach additional pages as necessary)

 - e. Other witnesses (if any), including names and positions: _____

3. Contact information for follow-up (telephone and email): _____

PLEASE FOLD THIS REPORT, STAPLE OR TAPE IT CLOSED FOR SECURITY, AND DELIVER TO THE BUILDING PRINCIPAL. YOU WILL BE CONTACTED AFTER THE REPORT HAS BEEN ASSESSED. THANK YOU.

For administrative use

Date the report was received in principal's office: _____

PROCEDURE FOR REPORTS OF DANGEROUS BEHAVIOR BY STUDENTS

This procedure describes the process to address reported incidents of dangerous behavior that is directed against school staff by students on school grounds or at school activities, in accordance with 20-A M.R.S.A. § 6555. Any report of dangerous behavior by a student that is not directed against school staff should be reported directly to the building principal/designee to be addressed through applicable student conduct policies/procedures.¹

For the purpose of this procedure, “dangerous behavior” means student behavior directed at school staff on school grounds or at school activities when the behavior harms or presents a risk of harm to school staff.

For the purpose of this procedure, “assigned public school employee” means a public school employee chosen by the local president of the bargaining unit of the staff member allegedly subjected to the dangerous behavior.

Step One: All reports of dangerous behavior by students addressed by this procedure must be set forth in writing on the attached form. The person completing the report must either have first-hand knowledge of the incident or be assisting a person with first-hand knowledge of the incident. Anonymous reports shall not be addressed through this process, but the building principal/designee has the discretion to follow up on anonymous reports, based on the specific circumstances.

Step Two: If it is determined that the report should be addressed under this procedure, the building principal/designee shall contact the local president of the bargaining unit for the staff member allegedly harmed or threatened by the student behavior but shall not disclose personally identifiable information about the student. A/The building representative may review the reported incident with the building principal. The assigned public school employee may not be the staff member who is the subject of the report.

Step Three: The building principal/designee shall meet with the assigned public school employee to review the written report of the alleged dangerous behavior and to discuss possible avenues to be pursued by the building principal investigating the report. This review shall not include consideration of the student’s educational record. If any personally identifiable information about the student must be disclosed to the assigned public school employee, the employee must keep that information confidential.

Step Four: The building principal/designee shall undertake an investigation, as they deem appropriate in light of applicable law and policies, of the alleged dangerous behavior, which shall include interviewing the staff member subjected to the behavior being investigated, interviewing the students involved, interviewing any witnesses with first-hand knowledge of the incident, and considering any other evidence relevant to the allegation.

¹ See, e.g., policies area and JICK

Step Five: Following the investigation into the incident, the building principal/ designee shall meet with the assigned public school employee to review the findings. If any personally identifiable information about the student must be disclosed to the assigned public school employee, the employee must keep that information confidential.

Step Six: After the investigation, if the building principal determines that the alleged dangerous behavior did not occur or did not constitute “dangerous behavior” as defined by this procedure, they shall notify in writing both the staff member who was the subject of the report and the assigned public school employee that the report was not substantiated. If further action regarding the behavior at issue is otherwise warranted, the building principal will determine the appropriate steps to follow under applicable policies/procedures.

Step Seven: If the building principal determines that the student engaged in dangerous behavior covered by this procedure, the building principal shall develop an individualized response plan intended to avoid future dangerous behavior by the student. The building principal shall consult with the staff member who was subjected to the dangerous behavior for their input and opinion on what should be included in the individualized response plan. The building principal makes the final determination on the content of that plan.

An individualized response plan may include, but is not limited to, the following:

1. Appropriate discipline consistent with the student code of conduct and/or other applicable policies, with consideration of interventions that could minimize the necessity of suspension and/or expulsion;
2. Providing counseling and guidance services;
3. Use of positive behavioral interventions designed to address the consequences of possible trauma and supports and training for students and staff members;
4. Restorative interventions (school practices designed to strengthen relationships, improve connections to school, and promote a strong sense of accountability);
5. Training for employees who interact with the student; and,
6. Providing adequate staffing and professional development necessary to implement the plan.

If the dangerous behavior was committed by a student with a disability, or a student in a disability referral process, the building principal must consult with the Director of Special Education to ensure that the individualized response plan does not in any manner violate state and federal special education or other disability laws and is fully consistent with the student’s IEP, 504 plan, and/or educational placement. The building principal

and the Director of Special Education may also determine whether the dangerous behavior should be referred to the student's IEP or 504 team.

Step Eight: Upon completion of the individualized response plan, the building principal shall notify in writing the staff member who was subject to the dangerous behavior that the behavior was substantiated and that an individualized response plan has been developed for the student in question. Details of the individualized response plan may be shared with the staff member to the extent that the staff member is affected by its terms.

Legal Reference: 20-A MRSA §§ 1001 (15-A); 6555

Cross Reference: ACAA - Harassment and Sexual Harassment of Students

JICK - Bullying

JLI-E - Report of Dangerous Behavior By Student Directed Against
School Staff

Adopted: _____

NALOXONE POLICY

Purpose

It is the intent of the Biddeford School Department to prevent opioid-related deaths on school premises. Naloxone, commonly known as Narcan, is a medication that can reverse an overdose that is caused by an opioid drug. When administered during an overdose, naloxone blocks the effects of opioids on the brain and respiratory system in order to prevent death. Naloxone has no potential for abuse and is a non-narcotic and non-addicting prescription medication.

It is the policy of {District} that all schools stock naloxone as an opioid antagonist to treat a case of suspected opioid overdose in a school setting. Any person trained may administer naloxone to any person suspected of experiencing an opioid-related overdose.

Authority

Title 20-A Chapter 201 §4009: any non-licensed agent or employee of a school or school administrative unit who renders first aid, emergency treatment or rescue assistance to a student during a school program may not be held liable for injuries alleged to have been sustained by that student or for the death of that student alleged to have occurred as a result of an act or omission in rendering such aid, treatment, or assistance.

Permissions

The superintendent or designee shall maintain a current standing medical order from the school medical advisor that prescribes naloxone for use by a school nurse or other licensed health care professional whose scope of practice includes administration of naloxone-to assist any individual suspected of experiencing an opioid-related overdose on school grounds. A school nurse or other licensed health care professional whose scope of practice includes administration of naloxone may carry and administer naloxone on school grounds with a standing order from the school health advisor.

Procurement of Naloxone

The superintendent, principal, certified school nurse, or designee will be responsible for the procurement of naloxone. The school medical advisor shall prepare standing orders.

Storage

Naloxone will be clearly marked and stored in an unlocked storage cabinet in each nurse's office. The school nurse will ensure that all other trained staff are aware of the naloxone storage location. Naloxone will be stored in accordance with the manufacturer's instructions to avoid extreme cold, heat and direct sunlight.

Use of Naloxone

Follow the protocol for the administration of naloxone for suspected opioid overdose.

Follow Up

After administration of naloxone, the person administering naloxone will follow {District} policies for incident reporting. Notify district-level administration.¹

Legal Reference: 20-A MRSA § 6307

Cross Reference: JLCD-Administration of Medication to Students

Adopted: _____

¹ There are multiple bills in the Legislature this session, so there could be some updating of both the MSMA and DOE policies at some time in the future if one of them is enacted (specifically, L.D. 1315, “AN ACT TO REQUIRE INSTRUCTION IN SCHOOLS ON SUBSTANCE ABUSE PREVENTION AND ADMINISTRATION OF NALOXONE” HYDROCHLORIDE.