

City of Biddeford
School Committee
July 10, 2018 4:00 PM Little Theater at BHS

- A. Call to Order:**
- B. Roll Call:**
- C. Pledge of Allegiance:**
- D. Adjustments to Agenda:**
 - D.1. ADDENDUM
[Addendum.pdf](#)
- E. Consideration of Minutes:**
 - E.1. Minutes 6/12/18, 6/26/18
[Minutes6:12:18.pdf](#)
[Agendapacket6:26:18.pdf](#)
- F. Student Rep Reports:**
- 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. K. New Business:
 - 1. 2nd Reading Revision Policies:
 - CCA ~ Biddeford School Department Organizational Chart
 - EC ~ Buildings and Grounds Maintenance
 - EC-R ~ Custodial/Maintenance Services Administrative Regulation
 - ECB ~ Pest Management in School Facilities and on School Grounds
 - 2. 2nd Reading Tabled Policies:
 - EEBC ~ Use of Private Vehicles on School Business
 - EEBC-R ~ Use of Private Vehicles on School Business Administrative Regulation
 - EEBC-R2 ~ Use of Private Vehicles on School Business Authorization Form
 - 3. 2nd Reading New State Required Policies:
 - EBC ~ Comprehensive Emergency Management Plan
 - GBO ~ Family Care Leave
 - JKF-R ~ Disciplinary Removal of Students with Disabilities Administrative Procedure
 - 4. Motion to appoint two new members to the regional service center
 - 5. Motion to approve new job description ~ Math Coach

6. Motion to cancel the July 24, 2018 school committee meeting
7. Overnight Field Trip ~ Boston/Hamilton Musical on Broadway ~ Gifted and talented ~ Teacher in charge Jessica Larson ~ 2 students BMS & 2 students BHS

[CCA.pdf](#)
[EC.pdf](#)
[EC-R.pdf](#)
[ECB.pdf](#)
[EEBB.pdf](#)
[EEBB-R copy.pdf](#)
[EEBB-R2.pdf](#)
[EBC.pdf](#)
[GBO.pdf](#)
[JKF-R.pdf](#)
[MathCoachjobdescription.pdf](#)
[Overnight Field Trip Form.pdf](#)

K. Resignations: Accepted by the Superintendent

- K.1. • Margaret Evans ~ Library Clerk BHS
- Ken Hopkins ~ Ed Tech III-STEM BPS
- Justin Johnson ~ Ed Tech BMS
- Miranda Boissoneault ~ Custodian BPS ~ Moving to Ed Tech II position BPS (Hold on resignation)
- ADDENDUM
- Lorna Henley ~ 5th Grade Teacher BIS ~ Retired

L. Nominations:

- L.1. • Shannon Reynolds ~ First Grade Teacher BPS ~ Replacing Amanda Peabody
- Caroline Babcock ~ Second Grade Teacher BPS ~ Replacing Brian Jones
- Tracy Gibson ~ Student Services & Truancy Coordinator BHS ~ Replacing Mandy Cyr
- Karen Bouchard ~ 8th Grade ELA BMS ~ Replacing Rico Mariello
- Katherine Kalagias ~ .5 Math Teacher BiS ~ Replacing Lisa Duchaine as .5 Math Teacher
- Susan Sydnor ~ Student Services Coordinator BMS ~ Replacing Jeff Mears
- ADDENDUM
- Mariel Leonard ~ Functional Life Skills JFK ~ Replacing Lisa Fluke

M. Appointments:

- M.1. • Kimberly Daly ~ Ed Tech II JFK ~ New position
• Mariah Chenard ~ Ed Tech II BPS ~ Replacing Carly Hughes
• Margaret Dineen ~ Ed Tech II JFK ~ New position
• Leah Mosher ~ PreK-Ed Tech II JFK ~ Replacing Haley Dill
• Jesse Keisel ~ Ed Tech II BMS Bridges ~ New position
• Marianne Hooper ~ CDS Executive Assistant ~ New position
Leadership Office
• Alicia Fisher ~ Ed Tech II FLS BPS ~ Replacing Taylor
Pedra LTS for budgeted position
• Cassandra Ellis ~ Ed Tech II BPS ~ Replacing Abby Davis
LTS
• Miranda Boissonneault ~ Ed Tech II Behavior BPS ~
Replacing Matt McDonald (Hold on nomination)
• Jennifer Larochelle ~ Ed Tech II Behavior BMS ~ Replacing
Cyril Lunt

N. Transfers:

- N.1. • John McDonough ~ From custodial to maintenance ~ New
position

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

P. Communications:

Q. Executive Session:

R. Adjournment: - *School Committee Members: Alan Casavant, - Chair, Brianna Gilbert, Tony Michaud - Vice Chair, Heather Mills, Dennis Anglea, Karen Ruel, Crystal Blais, Lisa Vadnais*

Student Members: Cassie Riley - BHS, Washima Fairoz - BHS

Biddeford School Department

Tuesday, July 10, 2018

4:00pm

Little Theater BHS

Addendum

Nominations:

- Mariel Leonard ~ Functional Life Skills JFK ~ Replacing Lisa Fluke

Resignations:

- Lorna Henley ~ 5th Grade Teacher BIS ~ Retired

School Committee Members:

Alan Casavant-Chair	Vassie Fowler
Tony Michaud-Vice Chair	Dominic Deschambault
Dennis Anglea	Karen Ruel
Crystal Blais	Lisa Vadnais

Student Members:

Washima Fairouz-2018
Jenna Delorenzo-2018
cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent

Biddeford School Department

Tuesday, June 12, 2018

4:00pm

Little Theater BHS

Minutes

- A. **Call to Order:** Meeting was called to order at 4:00pm
- B. **Roll Call:** Tony Michaud, Dennis Anglea, Crystal Blais, Vassie Fowler, Dominic Deschambault, Karen Ruel, Lisa Vadnais, and Jeremy Ray were all present.
- C. **Pledge of Allegiance:** Pledge was led by Tony Michaud
- D. **Performance:**
- E. **Adjustments to the Agenda:** Addendum
- F. **Approval of Last Meeting's Minutes:** 5/22/18 ~ Dennis Anglea moved, Tony seconded, and all were in favor.
- G. **Student Rep Reports:**
- H. **Superintendent's Report:** Reminder that the Biddeford Education Foundation is holding a Sunset Cruise fundraiser next week on June 21 from 6:00-9:00pm and ticket sales are down. Please go to Eventbrite to and purchase tickets ASAP if you would like to attend. A social media and ad campaign will kick off this weekend to finalize the recognition pavers at Waterhouse. If you would like to purchase a paver, please visit the Waterhouse Field page on our website. The deadline will be July 30th for all pavers to be installed by opening weekend in September. The last day of school is Monday, June 18th.
- I. **Committee Reports: Finance/Building & Grounds, Curriculum, Policy:**
- J. **Old Business:**
- K. **New Business:**
 1. **Change to District Calendar 2018-2019** ~ Add 4/11/19 as a no school day ~ Dennis Anglea moved, Tony seconded, and all were in favor.
 2. **1st Reading Revision Policies:** ~ For all of these policies Dennis Anglea moved, Tony seconded, and all were in favor.
 - CCA ~ Biddeford School Department Organizational Chart
 - EC ~ Buildings and Grounds Maintenance
 - EC-R ~ Custodial/Maintenance Services Administrative Regulation
 - ECB ~ Pest Management in School Facilities and on School Grounds
 3. **1st Reading Tabled Policies:** ~ For all of these policies Dennis Anglea moved, Tony seconded, and all were in favor.
 - EEBB ~ Use of Private Vehicles on School Business
 - EEBB-R ~ Use of Private Vehicles on School Business Administrative Regulation

School Committee Members:

Alan Casavant-Chair	Vassie Fowler
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Dennis Anglea	Karen Ruel
Crystal Blais	Lisa Vadnais

Student Members:

Washima Fairouz-2018
Jenna Delorenzo-2018
cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent

- EEBB-R2 ~ Use of Private Vehicles on School Business Authorization Form
- 4. **1st Reading New State Required Policies:** ~ For all these policies Dennis Anglea moved, Tony seconded, and all were in favor.
 - EBC ~ Comprehensive Emergency Management Plan
 - GBO ~ Family Care Leave
 - JKF-R ~ Disciplinary Removal of Students with Disabilities Administrative Procedure
- 5. **1st & 2nd Reading needed for Food Service** ~ Dennis Anglea moved, Tony seconded, and all were in favor.
 - JL ~ Student Wellness

L. Resignations, Nominations, Appointments & Transfers:

Resignations: ~ All resignations were accepted by the Superintendent

- Dawn Pendergrass ~ English Teacher BHS
- Carly Hughes ~ Ed Tech II BPS
- Brian Jones ~ 2nd Grade Teacher BPS

Nominations: ~ All nominations were approved. Dennis Anglea moved, Tony Michaud seconded, and all were in favor

- Samara Yandell ~ Art Teacher BMS ~ Replacing Donise McGinn
- Emma Wescott ~ Special Education Teacher FLS ~ Replacing Paige Marshall
- Pamela Weiss ~ 6th Grade Humanities ~ Replacing Chip Warner
- Jeff Mears ~ Assistant Principal BPS ~ Replacing Barbara Adriance

Appointments: ~ All appointments were approved. Dennis Anglea moved, Tony Michaud seconded, and all were in favor.

- Sylwia Petrous ~ Custodian JFK ~ Replacing Alexis Hillsinger
- Deborah Linscott ~ Custodian JFK ~ Replacing Austin Gagne
- Janice Quinchon ~ Ed Tech II BIS ~ Replacing Chelsea Cardner
- Keith Deschambault ~ Network Administrator ~ 2018-2019 School Year
- Athletic Stipends 2018-2019 BHS (See list)
- Athletic Stipends 2018-2019 BMS (See list)
- Non-Athletic Stipends 2018-2019 (See list)

Transfers: ~ All transfers were approved. Dennis Anglea moved, Tony Michaud seconded, and all were in favor.

- Caitlin Albert ~ From Ed Tech III (INH) BHS to Ed Tech III ELL BHS ~ Replacing Esther Miller Ed Tech III ELL BHS
- Lindsey Lee ~ From Ed Tech III Alternative Ed BMS to Ed Tech III Resource BMS ~ Replacing Laurie Bruce Ed Tech II Resource BMS

School Committee Members:

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Student Members:

Washima Fairoz-2018
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- 7
- Theresa Lamontagne ~ From Ed Tech II Resource Room to Ed Tech II FLS BIS ~ Replacing Sheila Beaudette
- M. **Public Participation (3 minutes; any item)**
- N. **Communications:**
- O. **Executive Session:**
- P. **Adjournment:** Meeting was adjourned at 4:23pm

ADDENDUM

K. **New Business:**

- Motion to approve the amendments to the plan, as presented, to apply to all on-cycle evaluations of those covered by the CBA for School Year 17-18. ~ Dennis Anglea moved, Tony Michaud seconded, and all were in favor.

L. **Resignations, Nominations, Appointments & Transfers:**

Resignations: ~ Resignations were accepted by the Superintendent

- Amanda Peabody ~ First Grade Teacher BPS
- James Rose ~ Physics Teacher BHS

Nominations: ~ Dennis Anglea moved, Tony Michaud seconded, and all were in favor.

- Colleen Doiron ~ IEP Coordinator BIS, BMS ~ Replacing Deb Jaime

Appointments: ~ Dennis Anglea moved, Tony Michaud seconded, and all were in favor.

- Jodi Davidson ~ Ed. Tech II-Functional Life Skills ~ New Position

Signed: _____



Date: _____

6/22/18

Jeremy Ray ~ Superintendent of Schools

School Committee Members:

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Biddeford School Department

Tuesday, June 26, 2018

7:00pm

Little Theater BHS

Agenda

- A. **Call to Order:**
- B. **Roll Call:**
- C. **Pledge of Allegiance:**
- D. **Performance:**
- E. **Adjustments to the Agenda: ADDENDUM**
- F. **Approval of Last Meeting's Minutes: 6/12/18**
- G. **Student Rep Reports:**
- H. **Superintendent's Report:**
- I. **Committee Reports: Finance/Building & Grounds, Curriculum, Policy:**
- J. **Old Business:**
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Jenna Delorenzo-2018
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Resignations:

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Appointments:

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- John McDonough ~ From custodial to maintenance ~ New position

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- Jodi Davidson ~ Ed. Tech II-Functional Life Skills ~ New Position

Signed: _____



Date: _____

6/22/18

Jeremy Ray ~ Superintendent of Schools

School Committee Members:

Alan Casavant-Chair	Vassie Fowler
Tony Michaud-Vice Chair	Dominic Deschambault
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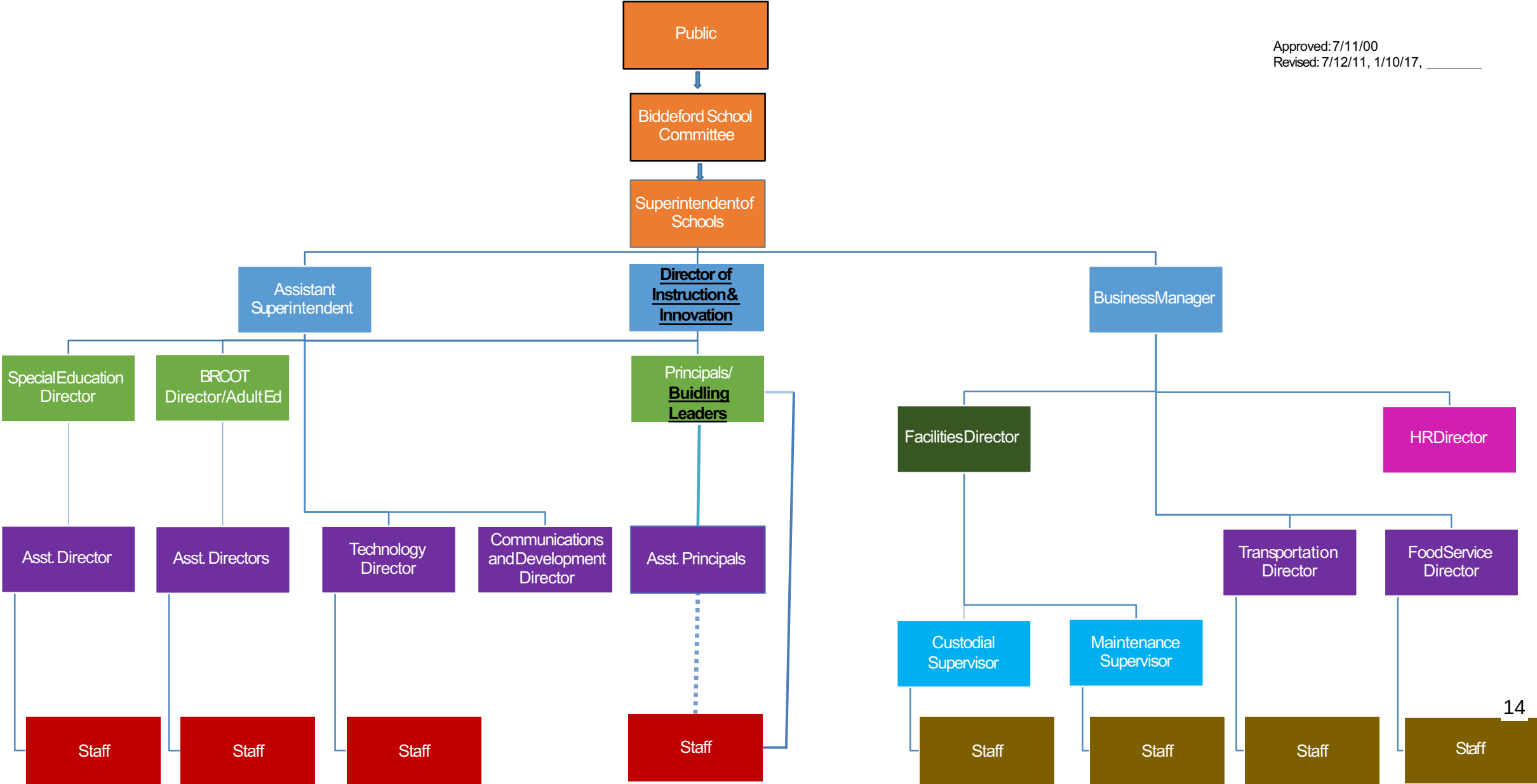
Student Members:

Washima Fairoz-2018
 Jenna Delorenzo-2018
 cc: Jeremy Ray- Superintendent
 cc: Chris Indorf-Asst. Superintendent

Biddeford School Department Organizational Chart

NEPN/NSBACode: OCA

Approved: 7/11/00
Revised: 7/12/11, 1/10/17, _____



**CUSTODIAL/MAINTENANCE SERVICES
ADMINISTRATIVE REGULATION**

The custodial/maintenance services for the Biddeford School Department have three main objectives:

- A To ensure the safety of students, staff and the general public from fire and other hazards;
- B To safeguard the health of students, staff and the public by maintaining scrupulous cleanliness of floors, furniture and lavatories; and
- C To maintain the safety and appearance of all facilities by keeping them in good repair at all times.

The Custodial Service Director is responsible for supervising all custodial/maintenance staff and ensuring that work is satisfactorily completed. Inspections shall be made daily by the custodian in charge of each building and at least once a week by the Custodial Service Director.

Teachers and other school staff are responsible for reporting needed cleaning or special requests for custodial/maintenance services to the building principal, who shall report such needs to the custodian in charge of the building. Staff members are not to make requests directly to custodial/maintenance staff.

Custodians shall be assigned extra duty as necessary when facilities are used for special, after-hours or community purposes.

Adopted: December 16, 1992

Revised: April 27, 1999

Reviewed: October 24, 2017

Revised: _____

BUILDINGS AND GROUNDS MAINTENANCE

The School Committee recognizes its responsibility to protect the community's investment in school buildings and grounds and to ensure that they are properly maintained. The Superintendent shall ensure that a maintenance program is developed and implemented that meets applicable health and safety requirements and protects the financial investment of the community.

The Superintendent may delegate the direct supervision of the maintenance program and personnel as he/she deems appropriate, while retaining overall responsibility for the program.

The Superintendent shall report periodically to the School Committee on the maintenance program and any significant problems. The Superintendent shall develop such administrative regulations as he/she deems appropriate to encourage the proper care and respect for Department property by staff, students and the public.

Legal Reference: 20-A MRSA §§ 1001; 1054; 4001

Cross Reference: ECB-R - Custodial Maintenance Services Administrative Regulation

Adopted: December 16, 1992

Revised: April 27, 1999, September 26, 2017, _____

PEST MANAGEMENT IN SCHOOL FACILITIES AND ON SCHOOL GROUNDS

The School Committee recognizes that structural and landscape pests can pose significant problems for people and school unit property, but that use of some pesticides may raise concerns among parents, students and staff. It is therefore the policy of the Biddeford School Department to incorporate Integrated Pest Management (IPM) principles and procedures for the control of structural and landscape pests. A copy of this policy shall be kept in every school and made available upon request to staff, students and the public.

IPM is a systematic approach to pest management that combines a variety of methods for managing pests including monitoring; improved horticultural, sanitation and food storage practices; pest exclusion and removal; biological control; and pesticides.

For the purpose of this policy, “pests” are populations of living organisms (animals, plants or microorganisms) that interfere with the use of school facilities and grounds. “Pesticide” is defined as any substance or mixture of substances intended for preventing, destroying, repelling or mitigating any pests and any substance or mixture of substances intended for use as a plant regulator, defoliant or desiccant.

The objective of the school unit’s IPM program is to provide effective pest control while minimizing pesticide use. The goals of the IPM program include managing pests to reduce any potential hazards to human health; preventing loss or damage to school structures or property; preventing pests from spreading beyond the site of infestation to other school property; and enhancing the quality of life for students, staff and others.

The Superintendent and/or designee shall develop and implement a Pest Management Plan consistent with the following IPM principles and procedures:

A. Appointment of an IPM Coordinator

The Superintendent/designee will appoint an IPM Coordinator for the school unit. The IPM Coordinator will be the primary contact for pest control matters and will be responsible for overseeing the implementation of the IPM plan, including making pest control decisions.

The IPM Coordinator will consult with the building principal and/or Superintendent before a decision is made to do a pesticide application for which notice is required and before providing notification of the planned application.

The IPM Coordinator's responsibilities may include:

1. Recording and monitoring data and pest sightings by school staff and students;
 2. Coordinating pest management with pest control contractors;
 3. Recording and ensuring that maintenance and sanitation recommendations are carried out where feasible;
 4. Ensuring that any pesticide use is done according to the school unit's Pest Management Plan and Chapter 27 Me. Dept. of Agriculture Board of Pesticides Control Rules ("Standards for Pesticide Applications and Public Notification in Schools");
 5. Making the school system's pest management policy available in every school building;
 6. Having available for parents and staff a copy of the Maine regulation pertaining to pesticide applications in schools (Chapter 27 Me. Dept. of Agriculture Board of Pesticides Control "Standards for Pesticide Applications and Public Notification in Maine Schools") and a record of prior pesticide applications and information about the pesticides used.
 7. Initiating and coordinating notification of parents and staff of pesticide applications according to the school unit's notification procedure and posting notification signs as appropriate; and
 8. Recording all pesticides used by either a professional applicator or school staff and maintaining other pest control data.
- B. Identification of Specific Pest Thresholds

Routine inspection and accurate identification of pests are needed to recognize potential problems and determine when action should be taken.

Action thresholds for specific sites will be determined on a case-by-case basis by the IPM Coordinator in consultation with the building principal and/or Superintendent, and if necessary, with the advice of a professional pest control expert.

As pest management objectives will differ from site to site (e.g.: maintaining healthy turf and specific playing surfaces on athletic fields, carpenter ant control in buildings, or maintenance of ornamental plants), differences should be considered before setting an action threshold.

- C. Any person who applies pesticides in school buildings or on school grounds, including school personnel, must possess a Maine pesticide applicators license and should be trained in the principles and practices of IPM. All pesticide use must be approved by the school unit's IPM Coordinator. Applicators must follow state regulations and label precautions and must comply with the IPM policy and pest management plan.

D. Selection, Use and Storage of Pesticides

Pesticides should be used only when needed. Non-chemical pest management methods will be implemented whenever possible to provide the desired control. The choice of using a pesticide will be based on a review of other available options (sanitation, exclusion, mechanical means, trapping, biological control) and a determination that these options have not worked or are not feasible. When it has been determined that a pesticide must be used to achieve pest management goals, the least hazardous effective pesticide should be selected. Application should be conducted in a manner that, to the extent practicable using currently available technology, minimizes human risk.

Decisions concerning the particular pesticide to be used and the timing of pesticide application should take into consideration the use of the buildings or grounds to be treated.

Pesticide purchases should be limited to the amount expected to be used for a specific application or during the year. Pesticides will be stored and disposed of in accordance with label directions and state and federal regulations. Pesticides must be stored in an appropriate, secured location not accessible to students or unauthorized personnel.

E. Notification of Students, Staff and Parents of Use of Pesticides

A notice will be provided to staff, students and parents within the first two weeks of the school year briefly explaining the school unit's IPM/pesticide use policy including provisions for notification to parents and staff of specific planned pesticide applications in school buildings or on school grounds.

When required by regulations, the school will notify staff, students and parents/guardians at least five days in advance of planned pesticide treatments in the school or on school grounds, including playgrounds and playing fields.

When required by regulations, signs will be posted at each point of access to the

treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application in accordance with applicable Maine Board of Pesticides Control regulations.

F. Recordkeeping

When a pesticide has been used, records pertinent to the application including labels and material safety data sheets will be maintained at a designated central location for two years following application. Records are to be completed on the day the pesticide is applied. Pest surveillance records should be maintained to verify the need for pesticide treatments.

Legal Reference: 7 MRSA §§ 601-625
22 MRSA §§ 1471-A-1471-X
Ch. 27 Me. Dept. of Agriculture Board of Pesticides Control
Rules (Standards for Pesticide Applications and Public Notification
in Schools)

Cross Reference: EBAA – Chemical Hazards

Adopted: December 23, 2003
Revised: September 26, 2017, _____

**USE OF PRIVATE VEHICLES ON SCHOOL BUSINESS
ADMINISTRATIVE REGULATION**

- A. To use a private vehicle for school business, a staff member must have ~~written~~ **express** permission from the Superintendent/designee.
1. ~~Standing permits~~ may be issued to employees who use their own cars regularly for school business. The permit shall state the particular purpose and whether it includes transportation of students. The permit will be valid for one year.
 2. ~~A special permit~~ must be obtained in advance for all other uses of private vehicles for school business whether or not students are transported.
 3. No ~~permit~~ shall be issued until the completion of a driver history through the Department of Motor Vehicles.
- B. All staff members authorized to use their private vehicles for school business shall be required to show proof of adequate liability coverage and to notify the Superintendent/designee of any changes in their insurance coverage.
- C. The Biddeford School Department shall assume no responsibility for liability in case of accident unless the staff member has the authorization described above.
- D. The School Committee specifically forbids any staff member to transport students for school business without prior authorization, **except in an emergency which significantly jeopardizes the health and wellbeing of a student.**

Cross Reference: EEBC - Use of Private Vehicles on School Business
EEBB-R2 - Use of Private Vehicles on School Business-
Permit Authorization Form

Adopted: January 13, 1993

Revised: April 26, 1994; April 27, 1999, May 10, 2005, _____

BIDDEFORD SCHOOL DEPARTMENT

USE OF PRIVATE VEHICLES ON SCHOOL BUSINESS PERMIT AUTHORIZATION FORM

☐ BHS (9-12)☐ BMS (6-8)☐ BIS (4-5)☐ BPS (1-3)☐ JFK (Kindergarten)Employee Name: _____
(please print)

Home Phone #: _____

Date of Birth: _____

Name of Insurance Carrier: _____
(please print)

Phone: _____

Proof of adequate liability coverage provided by employee:
(attach copy of insurance card)☐ Yes☐ No

Does employee have valid inspection sticker?

☐ Yes☐ No

Does employee have valid/current registration?

☐ Yes☐ NoEmployee has read and received a copy of Policy EEBB
(Use of Private Vehicles on School Business)☐ Yes☐ NoEmployee has read and received a copy of Policy EEBB-R
(Use of Private Vehicles on School Business Administrative Regulation)☐ Yes☐ No

Permit valid for school year: _____

Note: Permits Authorization must be renewed each school year.

Employee Signature: _____

Date: _____

FOR OFFICE USE ONLY

Department of Motor Vehicle History Completed

☐ Yes☐ No_____
Initials_____
Date

Permit Approved

☐ Yes☐ No_____
Signature of Administrator_____
Date**NOTE:** File completed form with Building Principal.Cross Reference: EEBB - Use of Private Vehicles on School Business
EEBB-R - Use of Private Vehicles on School Business—Administrative Regulation

Adopted: June 14, 2005

Revised:

**COMPREHENSIVE EMERGENCY MANAGEMENT PLAN
(FORMERLY: CRISIS RESPONSE PLAN)**

The Board hereby adopts the Biddeford School Department Comprehensive Emergency Management Plan. The Superintendent and building administrators shall be responsible for developing, in consultation with staff and persons or agencies with expertise in planning for and responding to emergencies, a comprehensive emergency management plan that identifies and addresses all hazards and potential hazards that could reasonably be expected to affect the school unit and school facilities.

The Superintendent and building administrators shall be responsible for ensuring that the plan is implemented in each school and evaluated on an annual basis. It is understood that specific procedures may vary from school to school due to differences in school facilities and the ages of students.

As required by law, the Board will approve the plan annually. Any substantive changes in the plan shall be subject to the approval of the Board.

The following information pertaining to the Biddeford School Department Comprehensive Emergency Management Plan is considered public information:

- A. A description of the scope and purpose of the Plan and the process used for developing and updating it;
- B. General information on auditing for safety and preparedness;
- C. Roles and responsibilities of school administrators, teachers and staff and the designated chain of command during an emergency; and
- D. Strategies for conveying information to parents and the general public during an emergency.

Except as specified in paragraphs A through D above, those portions of the Comprehensive Emergency Management Plan and any other records describing security plans, security procedures or risk assessments prepared specifically for the purpose of preventing or preparing for acts of terrorism shall not be considered public information under the Freedom of Access Act but only to the extent that the release of such information could reasonably be expected to jeopardize the physical safety of school unit personnel or the public. For the purpose of this policy, “terrorism” is defined as in

1 M.R.S.A. § 402(3)(L) as “conduct that is designed to cause serious bodily injury or substantial risk of bodily injury to multiple persons, substantial damage to multiple structures whether occupied or unoccupied or substantial physical damage sufficient to disrupt the normal functioning of a critical infrastructure.”

Legal Reference: 20-A MRSA § 1001(16)

Adopted: _____

FAMILY CARE LEAVE

This policy governs employee leave under 26 M.R.S.A. § 636, “An Act to Care for Families,” referred to in this policy as the “Family Care Act.” Leave under this policy is referred to as “Family Care Leave.”

The Board recognizes that under Maine’s “Family Care Act,” if an employer provides paid leave under the terms of a collective bargaining agreement or employment policy, the employer must allow an employee to use the paid leave for the care of an immediate family member who is ill.

In law and for the purpose of this policy, the following definitions apply:

- A. “Employer” means a public or private employer with 25 or more employees.
- B. “Immediate family member” means an employee’s child, spouse or parent.
- C. “Paid leave” means time away from work by an employee for which the employee receives compensation. Paid leave is limited to sick time, vacation time, compensatory time, and leave that is provided as an aggregate amount for use at the discretion of the employee for any of these purposes. Paid leave does not include paid short-term or long-term disability, catastrophic leave, or similar types of benefits.

Employees may take up to 10 weeks of leave during a 2-year period, Family Care Leave or the amount provided by an applicable collective bargaining agreement, whichever is greater.

The 12-month period consistent with the 12-month period identified for the school unit’s administration of the Family Medical Leave Act (FMLA).]

An employee is not entitled to use paid leave until that leave has been earned.

Any employee electing to take Family Care Leave must apply such leave against available paid sick leave and if sick leave is exhausted, against vacation, then against personal (and so on) until all paid leave available has been exhausted, except as otherwise provided in applicable collective bargaining agreements.

Notice/verification of illness for Family Care Leave shall be the same as that required for the employee's own illness. The employee must specify that leave is being taken pursuant to the Family Care Act.

Application of Family Medical Leave Requirements

For purposes of applying family medical leave requirements (i.e., FMLA), the school unit shall treat leave under the Family Care Act in the same manner as the employer treats leave for an employee illness. Therefore, Family Care leave and FMLA leave shall run concurrently.

Legal Reference: 26 M.R.S.A. § 636

Cross Reference: GBN - Family and Medical Leave

Adopted: _____

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES ADMINISTRATIVE PROCEDURE

These procedures shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

- A. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.
 - 1. In the event that a disabled student's IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.
 - 2. When calculating the 10-cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal, unless during that removal the child continued to have access to the general curriculum, to the special education services in his or her IEP, and to participation with non-disabled children to the extent he or she would have in the student's regular program.
- B. After a student with a disability has been removed from his/her current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the student's teachers and then shall arrange for the student to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals listed in the student's IEP.
- C. Within 10 school days of any decision to "change the placement" of a student with a disability because of a violation of a code of student conduct, school officials shall hold an IEP team meeting to undertake the following.

1. The Team shall review all relevant information in the student's file including the IEP, any teacher observations, and recent evaluations.
2. The Team shall then undertake a manifestation determination to decide whether the student's misconduct was a manifestation of his/her disability.
3. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either:
 - a. Conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the child; or
 - b. If a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior.

Except as provided in D. below, the Team must also return the student to the placement from which he/she was removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

4. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to students without disabilities, except that services must be provided to the student during the disciplinary removal consistent with 5. c.) below.
5. When a student with a disability has a disciplinary removal that would be a "change of placement," the IEP Team shall order services for the student that will enable the student to:
 - a. Continue to participate in the general curriculum although in another setting;
 - b. Progress toward meeting the goals in the IEP; and
 - c. Receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are

designed to address the behavior violation so that it does not recur.

6. For purposes of this section, a “change of placement” occurs if:
 - a. The removal is for more than 10 consecutive school days; or
 - b. The child has been subjected to a series of removals that constitute a pattern and:
 - 1) Because the series of removals totals more than 10 cumulative days in the school year;
 - 2) Because the child’s behavior is substantially similar to the behavior in previous incidents resulting in the series of removals; and
 - 3) Because of additional factors such as the length of each removal, the total length, and the proximity of the removals to each other.
- D. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation); where a student knowingly possesses, uses, sells, or attempts to sell illegal drugs at school, a school function, or on school premises (including transportation); or when the student inflicts serious bodily injury upon another person while at school, a school function, or on school premises (including transportation) school officials may place that student in an alternative educational setting for up to 45 school days, shall provide educational services for the student consistent with 5. c. above, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the student. Any further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

Legal Reference: Ch. 101 § XVII (Me. Dept. of Educ. Rules) (2015)
34 C.F.R. § 300.101, .530-.536 (2006)

Adopted:

Math Coach
Job Description & Responsibilities

Reports to: Building Administrator

A coach is a certified teacher who works with classroom teachers in assisting with the full implementation and monitoring of the district's adopted math program in response to intervention needed for student achievement.

Role & Responsibilities:

- Research and provide staff support that will improve teaching and learning – including: teaching strategies, assessment of math skills, interpretation, and use of assessment results, etc., especially within the framework of the district's adopted math program.
- Research, prepare materials, and identify resources for use by the district, teams, schools, and teachers – including: teaching strategies, assessment of math skills, and interpretation and use of assessment results, etc.
- Partner with literacy strategist, personalized learning coach, and other K-5 specialists to coordinate efforts in support of all students, but most especially at-risk students.
- Research and provide information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development programs.
- Assist teachers in the interpretation and application of data (local), state (MEA) and national (STAR).
- Conduct demonstration lessons as appropriate, either in a “live classroom” or to a building faculty to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
- Provide on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment).
- Assist teachers in building an interactive classroom and assures that recommendations for improvement are implemented.
- Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.
- Assists teachers in preparation pacing for instruction.
- Participates in collaborative grade level meetings/PLCs to assist in the analysis and utilization of assessment data to improve the focus of instructional planning and student achievement.

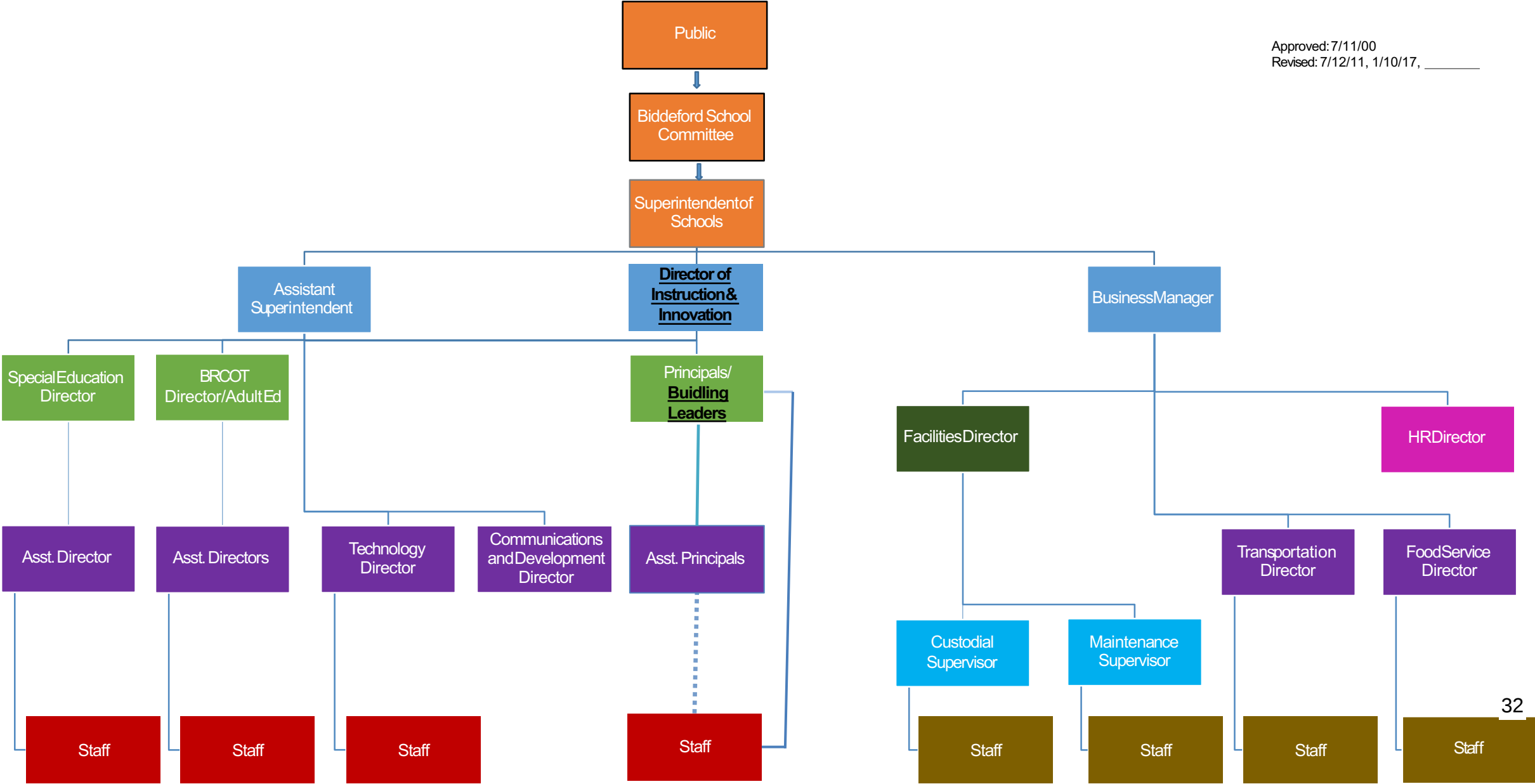
- Assists grade level teams in setting goals for improved instruction and RTI implementation.
- Meets regularly with the principal to review benchmarks and established data points to assess student progress towards established instructional goals.
- Prepares forms, records and reports as directed.
- Attends meetings and trainings as directed.

OTHER: Maintain paperwork consistently, appropriately and in a timely manner. Coordinate/facilitates the use of the instructional material in math. Maintain the confidentiality of schools, teachers, and classrooms. Obtain prior approval from the Building Administrator before distributing written communication and other media. Meet monthly with other coaches and curriculum team members as determined. Other duties as assigned.

Biddeford School Department Organizational Chart

NEPN/NSBACode: OCA

Approved: 7/11/00
Revised: 7/12/11, 1/10/17, _____



BUILDINGS AND GROUNDS MAINTENANCE

The School Committee recognizes its responsibility to protect the community's investment in school buildings and grounds and to ensure that they are properly maintained. The Superintendent shall ensure that a maintenance program is developed and implemented that meets applicable health and safety requirements and protects the financial investment of the community.

The Superintendent may delegate the direct supervision of the maintenance program and personnel as he/she deems appropriate, while retaining overall responsibility for the program.

The Superintendent shall report periodically to the School Committee on the maintenance program and any significant problems. The Superintendent shall develop such administrative regulations as he/she deems appropriate to encourage the proper care and respect for Department property by staff, students and the public.

Legal Reference: 20-A MRSA §§ 1001; 1054; 4001

Cross Reference: ECB-R - Custodial Maintenance Services Administrative Regulation

Adopted: December 16, 1992

Revised: April 27, 1999, September 26, 2017, _____

**CUSTODIAL/MAINTENANCE SERVICES
ADMINISTRATIVE REGULATION**

The custodial/maintenance services for the Biddeford School Department have three main objectives:

- A. To ensure the safety of students, staff and the general public from fire and other hazards;
- B. To safeguard the health of students, staff and the public by maintaining scrupulous cleanliness of floors, furniture and lavatories; and
- C. To maintain the safety and appearance of all facilities by keeping them in good repair at all times.

The Custodial Service Director is responsible for supervising all custodial/maintenance staff and ensuring that work is satisfactorily completed. Inspections shall be made daily by the custodian in charge of each building and at least once a week by the Custodial Service Director.

Teachers and other school staff are responsible for reporting needed cleaning or special requests for custodial/maintenance services to the building principal, who shall report such needs to the custodian in charge of the building. Staff members are not to make requests directly to custodial/maintenance staff.

Custodians shall be assigned extra duty as necessary when facilities are used for special, after-hours or community purposes.

Adopted: December 16, 1992

Revised: April 27, 1999

Reviewed: October 24, 2017

Revised: _____

PEST MANAGEMENT IN SCHOOL FACILITIES AND ON SCHOOL GROUNDS

The School Committee recognizes that structural and landscape pests can pose significant problems for people and school unit property, but that use of some pesticides may raise concerns among parents, students and staff. It is therefore the policy of the Biddeford School Department to incorporate Integrated Pest Management (IPM) principles and procedures for the control of structural and landscape pests. A copy of this policy shall be kept in every school and made available upon request to staff, students and the public.

IPM is a systematic approach to pest management that combines a variety of methods for managing pests including monitoring; improved horticultural, sanitation and food storage practices; pest exclusion and removal; biological control; and pesticides.

For the purpose of this policy, “pests” are populations of living organisms (animals, plants or microorganisms) that interfere with the use of school facilities and grounds. “Pesticide” is defined as any substance or mixture of substances intended for preventing, destroying, repelling or mitigating any pests and any substance or mixture of substances intended for use as a plant regulator, defoliant or desiccant.

The objective of the school unit’s IPM program is to provide effective pest control while minimizing pesticide use. The goals of the IPM program include managing pests to reduce any potential hazards to human health; preventing loss or damage to school structures or property; preventing pests from spreading beyond the site of infestation to other school property; and enhancing the quality of life for students, staff and others.

The Superintendent and/or designee shall develop and implement a Pest Management Plan consistent with the following IPM principles and procedures:

A. Appointment of an IPM Coordinator

The Superintendent/designee will appoint an IPM Coordinator for the school unit. The IPM Coordinator will be the primary contact for pest control matters and will be responsible for overseeing the implementation of the IPM plan, including making pest control decisions.

The IPM Coordinator will consult with the building principal and/or Superintendent before a decision is made to do a pesticide application for which notice is required and before providing notification of the planned application.

The IPM Coordinator's responsibilities may include:

1. Recording and monitoring data and pest sightings by school staff and students;
 2. Coordinating pest management with pest control contractors;
 3. Recording and ensuring that maintenance and sanitation recommendations are carried out where feasible;
 4. Ensuring that any pesticide use is done according to the school unit's Pest Management Plan and Chapter 27 Me. Dept. of Agriculture Board of Pesticides Control Rules ("Standards for Pesticide Applications and Public Notification in Schools");
 5. Making the school system's pest management policy available in every school building;
 6. Having available for parents and staff a copy of the Maine regulation pertaining to pesticide applications in schools (Chapter 27 Me. Dept. of Agriculture Board of Pesticides Control "Standards for Pesticide Applications and Public Notification in Maine Schools") and a record of prior pesticide applications and information about the pesticides used.
 7. Initiating and coordinating notification of parents and staff of pesticide applications according to the school unit's notification procedure and posting notification signs as appropriate; and
 8. Recording all pesticides used by either a professional applicator or school staff and maintaining other pest control data.
- B. Identification of Specific Pest Thresholds

Routine inspection and accurate identification of pests are needed to recognize potential problems and determine when action should be taken.

Action thresholds for specific sites will be determined on a case-by-case basis by the IPM Coordinator in consultation with the building principal and/or Superintendent, and if necessary, with the advice of a professional pest control expert.

As pest management objectives will differ from site to site (e.g.: maintaining healthy turf and specific playing surfaces on athletic fields, carpenter ant control in buildings, or maintenance of ornamental plants), differences should be considered before setting an action threshold.

- C. Any person who applies pesticides in school buildings or on school grounds, including school personnel, must possess a Maine pesticide applicators license and should be trained in the principles and practices of IPM. All pesticide use must be approved by the school unit's IPM Coordinator. Applicators must follow state regulations and label precautions and must comply with the IPM policy and pest management plan.

D. Selection, Use and Storage of Pesticides

Pesticides should be used only when needed. Non-chemical pest management methods will be implemented whenever possible to provide the desired control. The choice of using a pesticide will be based on a review of other available options (sanitation, exclusion, mechanical means, trapping, biological control) and a determination that these options have not worked or are not feasible. When it has been determined that a pesticide must be used to achieve pest management goals, the least hazardous effective pesticide should be selected. Application should be conducted in a manner that, to the extent practicable using currently available technology, minimizes human risk.

Decisions concerning the particular pesticide to be used and the timing of pesticide application should take into consideration the use of the buildings or grounds to be treated.

Pesticide purchases should be limited to the amount expected to be used for a specific application or during the year. Pesticides will be stored and disposed of in accordance with label directions and state and federal regulations. Pesticides must be stored in an appropriate, secured location not accessible to students or unauthorized personnel.

E. Notification of Students, Staff and Parents of Use of Pesticides

A notice will be provided to staff, students and parents within the first two weeks of the school year briefly explaining the school unit's IPM/pesticide use policy including provisions for notification to parents and staff of specific planned pesticide applications in school buildings or on school grounds.

When required by regulations, the school will notify staff, students and parents/guardians at least five days in advance of planned pesticide treatments in the school or on school grounds, including playgrounds and playing fields.

When required by regulations, signs will be posted at each point of access to the

treated area and in a common area of the school at least two working days prior to the application and for at least 48 hours following the application in accordance with applicable Maine Board of Pesticides Control regulations.

F. Recordkeeping

When a pesticide has been used, records pertinent to the application including labels and material safety data sheets will be maintained at a designated central location for two years following application. Records are to be completed on the day the pesticide is applied. Pest surveillance records should be maintained to verify the need for pesticide treatments.

Legal Reference: 7 MRSA §§ 601-625
22 MRSA §§ 1471-A-1471-X
Ch. 27 Me. Dept. of Agriculture Board of Pesticides Control
Rules (Standards for Pesticide Applications and Public Notification
in Schools)

Cross Reference: EBAA – Chemical Hazards

Adopted: December 23, 2003
Revised: September 26, 2017, _____

USE OF PRIVATE VEHICLES ON SCHOOL BUSINESS

~~The School Committee recognizes that certain school employees use their own vehicles for school business. To safeguard the school unit in matters of liability, particularly regarding the transportation of students, employees shall strictly adhere to administrative regulations concerning the use of private vehicles.~~

The School Committee recognizes the need for some school employees to use their privately owned motor vehicles for school purposes either regularly or occasionally.

Privately owned vehicles may be used for student transportation when, in the opinion of the building principal and with the expressed approval of the Superintendent this is the most practical or only possible method of transportation.

To safeguard Biddeford School Department employees and students in matters of liability, the following policy will be observed:

- A. Prior to use of a private vehicle for school purposes, the employee must have the expressed permission of the Superintendent/designee. When time allows, this permission should be expressed in writing.**

This permission may be in the form of a standing authorization for employees who use their own vehicles regularly for school purposes. The permit will state the particular purpose and indicate whether it includes transportation of students.

For all special trips involving students, e.g., field trips, a special permit must be obtained in advance for the specific trip.

- B. No student may be sent on school errands with his/her own vehicle, an employee-owned vehicle, or a school-owned vehicle.**

- C. Field trip and other off-campus school-sponsored activity transportation will be by school bus whenever practicable.**

The Superintendent may approve the use of private vehicles in situations in which the small number of students or budget or schedule restrictions make bus use prohibitive or impractical.

- D. For student trips made in private vehicles, the owner must be properly licensed and carry a minimum liability insurance of \$100,000/\$300,000; minimum property damage of \$50,000; and minimum medical coverage of \$5,000. Proof of current license and insurance will be required.**

- E. A Maine driving record check will be conducted on all prospective drivers. In the interest of safety, a prospective driver may be disqualified based on a review of information contained in the record.**

F. The vehicle must have a current registration and display a current inspection sticker.

The vehicle must have sufficient seat belts for the driver and each of the other persons being transported.

G. No employee may transport students for school purposes without prior authorization by the Superintendent/designee.

H. No student will be allowed to transport other students on field trips or for other school-sponsored activities.

PARENT AND VOLUNTEER-OWNED VEHICLES

The above provisions apply to the use of private vehicles when the driver is a parent or other approved volunteer transporting students to or from school-sponsored events or activities or using a private vehicle for other school purposes.

The school will inform parent drivers and other approved volunteers that in the event of an accident, the parent or approved volunteer's liability insurance will be the primary coverage.

The school will not be responsible for any accident or injury arising from a parent's transportation of his/her own child(ren) to or from a school sponsored event or activity. Students are expected to travel by school-provided transportation when available.

DELEGATION OF RESPONSIBILITY

The Superintendent/designee will be responsible for developing administrative procedures, including those for accident reporting, and application, permit, permission and/or other forms, to implement this policy.

Cross Reference: EEBB-R - Use of Private Vehicles on School Business—Administrative Regulation
IJOA-Field Trips & Excursions

Adopted: January 13, 1993
Revised: April 26, 1994; April 27, 1999, _____

**USE OF PRIVATE VEHICLES ON SCHOOL BUSINESS
ADMINISTRATIVE REGULATION**

- A. To use a private vehicle for school business, a staff member must have ~~written~~ **express** permission from the Superintendent/designee.
1. ~~Standing permits~~ may be issued to employees who use their own cars regularly for school business. The permit shall state the particular purpose and whether it includes transportation of students. The permit will be valid for one year.
 2. ~~A special permit~~ must be obtained in advance for all other uses of private vehicles for school business whether or not students are transported.
 3. No ~~permit~~ shall be issued until the completion of a driver history through the Department of Motor Vehicles.
- B. All staff members authorized to use their private vehicles for school business shall be required to show proof of adequate liability coverage and to notify the Superintendent/designee of any changes in their insurance coverage.
- C. The Biddeford School Department shall assume no responsibility for liability in case of accident unless the staff member has the authorization described above.
- D. The School Committee specifically forbids any staff member to transport students for school business without prior authorization, **except in an emergency which significantly jeopardizes the health and wellbeing of a student.**

Cross Reference: EEBB - Use of Private Vehicles on School Business
EEBB-R2 - Use of Private Vehicles on School Business-
Permit Authorization Form

Adopted: January 13, 1993

Revised: April 26, 1994; April 27, 1999, May 10, 2005, _____

BIDDEFORD SCHOOL DEPARTMENT

USE OF PRIVATE VEHICLES ON SCHOOL BUSINESS PERMIT AUTHORIZATION FORM

☐ BHS (9-12)☐ BMS (6-8)☐ BIS (4-5)☐ BPS (1-3)☐ JFK (Kindergarten)Employee Name: _____
(please print)

Home Phone #: _____

Date of Birth: _____

Name of Insurance Carrier: _____
(please print)

Phone: _____

Proof of adequate liability coverage provided by employee:
(attach copy of insurance card)☐ Yes☐ No

Does employee have valid inspection sticker?

☐ Yes☐ No

Does employee have valid/current registration?

☐ Yes☐ NoEmployee has read and received a copy of Policy EEBB
(Use of Private Vehicles on School Business)☐ Yes☐ NoEmployee has read and received a copy of Policy EEBB-R
(Use of Private Vehicles on School Business Administrative Regulation)☐ Yes☐ No

Permit valid for school year: _____

Note: Permits Authorization must be renewed each school year.

Employee Signature: _____

Date: _____

FOR OFFICE USE ONLY

Department of Motor Vehicle History Completed

☐ Yes☐ No_____
Initials_____
Date

Permit Approved

☐ Yes☐ No_____
Signature of Administrator_____
Date**NOTE:** File completed form with Building Principal.Cross Reference: EEBB - Use of Private Vehicles on School Business
EEBB-R - Use of Private Vehicles on School Business—Administrative Regulation

Adopted: June 14, 2005

Revised:

**COMPREHENSIVE EMERGENCY MANAGEMENT PLAN
(FORMERLY: CRISIS RESPONSE PLAN)**

The Board hereby adopts the Biddeford School Department Comprehensive Emergency Management Plan. The Superintendent and building administrators shall be responsible for developing, in consultation with staff and persons or agencies with expertise in planning for and responding to emergencies, a comprehensive emergency management plan that identifies and addresses all hazards and potential hazards that could reasonably be expected to affect the school unit and school facilities.

The Superintendent and building administrators shall be responsible for ensuring that the plan is implemented in each school and evaluated on an annual basis. It is understood that specific procedures may vary from school to school due to differences in school facilities and the ages of students.

As required by law, the Board will approve the plan annually. Any substantive changes in the plan shall be subject to the approval of the Board.

The following information pertaining to the Biddeford School Department Comprehensive Emergency Management Plan is considered public information:

- A. A description of the scope and purpose of the Plan and the process used for developing and updating it;
- B. General information on auditing for safety and preparedness;
- C. Roles and responsibilities of school administrators, teachers and staff and the designated chain of command during an emergency; and
- D. Strategies for conveying information to parents and the general public during an emergency.

Except as specified in paragraphs A through D above, those portions of the Comprehensive Emergency Management Plan and any other records describing security plans, security procedures or risk assessments prepared specifically for the purpose of preventing or preparing for acts of terrorism shall not be considered public information under the Freedom of Access Act but only to the extent that the release of such information could reasonably be expected to jeopardize the physical safety of school unit personnel or the public. For the purpose of this policy, “terrorism” is defined as in

1 M.R.S.A. § 402(3)(L) as “conduct that is designed to cause serious bodily injury or substantial risk of bodily injury to multiple persons, substantial damage to multiple structures whether occupied or unoccupied or substantial physical damage sufficient to disrupt the normal functioning of a critical infrastructure.”

Legal Reference: 20-A MRSA § 1001(16)

Adopted: _____

FAMILY CARE LEAVE

This policy governs employee leave under 26 M.R.S.A. § 636, “An Act to Care for Families,” referred to in this policy as the “Family Care Act.” Leave under this policy is referred to as “Family Care Leave.”

The Board recognizes that under Maine’s “Family Care Act,” if an employer provides paid leave under the terms of a collective bargaining agreement or employment policy, the employer must allow an employee to use the paid leave for the care of an immediate family member who is ill.

In law and for the purpose of this policy, the following definitions apply:

- A. “Employer” means a public or private employer with 25 or more employees.
- B. “Immediate family member” means an employee’s child, spouse or parent.
- C. “Paid leave” means time away from work by an employee for which the employee receives compensation. Paid leave is limited to sick time, vacation time, compensatory time, and leave that is provided as an aggregate amount for use at the discretion of the employee for any of these purposes. Paid leave does not include paid short-term or long-term disability, catastrophic leave, or similar types of benefits.

Employees may take up to 10 weeks of leave during a 2-year period, Family Care Leave or the amount provided by an applicable collective bargaining agreement, whichever is greater.

The 12-month period consistent with the 12-month period identified for the school unit’s administration of the Family Medical Leave Act (FMLA).]

An employee is not entitled to use paid leave until that leave has been earned.

Any employee electing to take Family Care Leave must apply such leave against available paid sick leave and if sick leave is exhausted, against vacation, then against personal (and so on) until all paid leave available has been exhausted, except as otherwise provided in applicable collective bargaining agreements.

Notice/verification of illness for Family Care Leave shall be the same as that required for the employee's own illness. The employee must specify that leave is being taken pursuant to the Family Care Act.

Application of Family Medical Leave Requirements

For purposes of applying family medical leave requirements (i.e., FMLA), the school unit shall treat leave under the Family Care Act in the same manner as the employer treats leave for an employee illness. Therefore, Family Care leave and FMLA leave shall run concurrently.

Legal Reference: 26 M.R.S.A. § 636

Cross Reference: GBN - Family and Medical Leave

Adopted: _____

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES ADMINISTRATIVE PROCEDURE

These procedures shall govern disciplinary removals of students with disabilities from their regular school program. These procedures shall be interpreted in a manner consistent with state and federal special education laws and regulations.

- A. School administrators may suspend students with disabilities for up to 10 cumulative school days in the school year under the same terms and conditions as students without disabilities are suspended, subject to the limitations set forth below.
 - 1. In the event that a disabled student's IEP specifically lists a school response other than a suspension that must be followed for a particular type of misconduct, the school administrator shall follow the requirements of the IEP in responding to that misbehavior.
 - 2. When calculating the 10-cumulative school day total, school administrators shall include school days spent in an in-school suspension or removal, unless during that removal the child continued to have access to the general curriculum, to the special education services in his or her IEP, and to participation with non-disabled children to the extent he or she would have in the student's regular program.
- B. After a student with a disability has been removed from his/her current placement for 10 cumulative school days in the same school year, during any subsequent days of removal the school administrator shall consult with at least one of the student's teachers and then shall arrange for the student to receive a level of educational services during the removal sufficient to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals listed in the student's IEP.
- C. Within 10 school days of any decision to "change the placement" of a student with a disability because of a violation of a code of student conduct, school officials shall hold an IEP team meeting to undertake the following.

1. The Team shall review all relevant information in the student's file including the IEP, any teacher observations, and recent evaluations.
2. The Team shall then undertake a manifestation determination to decide whether the student's misconduct was a manifestation of his/her disability.
3. If the Team determines that the misbehavior is a manifestation of the disability, the Team must either:
 - a. Conduct a functional behavior assessment, unless one had been conducted before the behavior incident, and shall implement a behavior intervention plan for the child; or
 - b. If a behavior plan has already been developed, review the plan and modify it as necessary to address the behavior.

Except as provided in D. below, the Team must also return the student to the placement from which he/she was removed, unless the school and parent agree to a change of placement as part of the revision of the behavior plan.

4. If the Team determines that the misbehavior is not a manifestation of the disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to students without disabilities, except that services must be provided to the student during the disciplinary removal consistent with 5. c.) below.
5. When a student with a disability has a disciplinary removal that would be a "change of placement," the IEP Team shall order services for the student that will enable the student to:
 - a. Continue to participate in the general curriculum although in another setting;
 - b. Progress toward meeting the goals in the IEP; and
 - c. Receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are

designed to address the behavior violation so that it does not recur.

6. For purposes of this section, a “change of placement” occurs if:
 - a. The removal is for more than 10 consecutive school days; or
 - b. The child has been subjected to a series of removals that constitute a pattern and:
 - 1) Because the series of removals totals more than 10 cumulative days in the school year;
 - 2) Because the child’s behavior is substantially similar to the behavior in previous incidents resulting in the series of removals; and
 - 3) Because of additional factors such as the length of each removal, the total length, and the proximity of the removals to each other.
- D. In those circumstances where a student brings a weapon to school, to a school function, or on school premises (including transportation); where a student knowingly possesses, uses, sells, or attempts to sell illegal drugs at school, a school function, or on school premises (including transportation); or when the student inflicts serious bodily injury upon another person while at school, a school function, or on school premises (including transportation) school officials may place that student in an alternative educational setting for up to 45 school days, shall provide educational services for the student consistent with 5. c. above, and shall schedule an IEP Team meeting to occur within 10 school days of commencing that removal. At that meeting, the Team shall undertake all necessary actions discussed in these procedures for responding to removals that constitute a change of placement for the student. Any further removals in response to the incident shall be made consistent with these procedures and state and federal special education rules.

Legal Reference: Ch. 101 § XVII (Me. Dept. of Educ. Rules) (2015)
34 C.F.R. § 300.101, .530-.536 (2006)

Adopted:

Math Coach
Job Description & Responsibilities

Reports to: Building Administrator

A coach is a certified teacher who works with classroom teachers in assisting with the full implementation and monitoring of the district's adopted math program in response to intervention needed for student achievement.

Role & Responsibilities:

- Research and provide staff support that will improve teaching and learning – including: teaching strategies, assessment of math skills, interpretation, and use of assessment results, etc., especially within the framework of the district's adopted math program.
- Research, prepare materials, and identify resources for use by the district, teams, schools, and teachers – including: teaching strategies, assessment of math skills, and interpretation and use of assessment results, etc.
- Partner with literacy strategist, personalized learning coach, and other K-5 specialists to coordinate efforts in support of all students, but most especially at-risk students.
- Research and provide information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post- discussion/analysis, study groups, staff meetings, and professional development programs.
- Assist teachers in the interpretation and application of data (local), state (MEA) and national (STAR).
- Conduct demonstration lessons as appropriate, either in a “live classroom” or to a building faculty to ensure that all teachers have been trained to an advanced level of delivery and are using the instructional materials as designed.
- Provide on-site staff development to ensure that teachers are knowledgeable about program components and understand the instructional design of how the program meets the standards (alignment).
- Assist teachers in building an interactive classroom and assures that recommendations for improvement are implemented.
- Serves as a resource in identifying appropriate instructional strategies and interventions to improve student achievement for all students.
- Assists teachers in preparation pacing for instruction.
- Participates in collaborative grade level meetings/PLCs to assist in the analysis and utilization of assessment data to improve the focus of instructional planning and student achievement.

- Assists grade level teams in setting goals for improved instruction and RTI implementation.
- Meets regularly with the principal to review benchmarks and established data points to assess student progress towards established instructional goals.
- Prepares forms, records and reports as directed.
- Attends meetings and trainings as directed.

OTHER: Maintain paperwork consistently, appropriately and in a timely manner. Coordinate/facilitates the use of the instructional material in math. Maintain the confidentiality of schools, teachers, and classrooms. Obtain prior approval from the Building Administrator before distributing written communication and other media. Meet monthly with other coaches and curriculum team members as determined. Other duties as assigned.

Overnight Field Trip Form

On the date of departure, a passenger manifest, listing of all passengers per vehicle, must be submitted to the building administrator (Manifest must be kept on file in the main office of appropriate school building).

The respondent's email address (jl Larson@biddefordschools.me) was recorded on submission of this form.

Name of Event: *

Boston/Hamilton Musical on Broadway

Date of Event: *

November 8th & 9th

Teacher in Charge: *

Jessica Larson

Class/Group Attending: *

Gifted and Talented

Address & phone number where group can be reached: *

Godfrey Hotel 505 Washington St, Boston, MA (617) 804-2000 or (207)651-0381

Number of students attending trip: *

4

School *



BHS



BRCOT



BIS



BPS



JFK



DAYTON



APC



ADULT ED



Other: BMS - 2 students from each school; 2 8th graders, 2 9th graders

Number of staff/teachers required: (1 staff/teacher per every 25 students) *

1

Number of chaperones required: (1 chaperone per every 8 students): *

0

Co-ed Overnight field trip, you must ensure that both genders are proportionally represented. (example-for every 8 female students, there will be 1 female chaperone, etc.) Number of Female Chaperones required:

1

Co-ed Overnight field trip, you must ensure that both genders are proportionally represented. (example-for every 8 male students, there will be 1 male chaperone, etc.) Number of Male Chaperones required:

0

Names of Chaperones:

Jessica Larson

Completed volunteer forms required for chaperones *



Yes



No



Doesn't apply. No Chaperones needed

Signature of Building Administrator (please type in name):

Scott Descoteaux & Jeremie Sirois

Date received by Superintendent:

MM DD YYYY

06 / 07 / 2018

First Reading: Initial presentation to school committee. Must be no less than 90 days prior to event:

Second Reading: Final presentation, include official chaperone list, alternates and additional information. Must be no less than 30 days prior to event:

Approved by the Board:

☐ Yes

☐ No

This form was created inside of Biddeford School Department.

