

City of Biddeford
School Committee
June 12, 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
[Addendum6:12:18.pdf](#)
- E. Consideration of Minutes:**
 - E.1. Minutes 5/22/18
[5:22:18minutes.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. 1. Change to District Calendar 2018-2019 ~ Add 4/11/19 as a no school day
 - 2. 1st 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
 - 3. 1st Reading Tabled Policies:
 - EEBB ~ Use of Private Vehicles on School Business
 - EEBB-R ~ Use of Private Vehicles on School Business Administrative Regulation
 - EEBB-R2 ~ Use of Private Vehicles on School Business Authorizationin Form
 - 4. 1st Reading New State Required Polices:
 - 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
 - JL ~ Student Wellness

ADDENDUM:

6. 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.

[Biddeford School Calendar 2018-2019 - Year.pdf](#)

[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](#)

[StudentWellnessJL.pdf](#)

[TeacherEvaluation.pdf](#)

K. Resignations: Accepted by the Superintendent

- K.1. • Dawn Pendergrass ~ English Teacher BHS
• Carly Hughes ~ Ed Tech II BPS
• Brian Jones ~ 2nd Grade Teacher BPS

ADDENDUM:

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

L. Nominations:

- L.1. • 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

ADDENDUM:

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

M. Appointments:

- M.1. • Sylvia 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)

ADDENDUM:

- Jodi Davidson ~ Ed. Tech II-Functional Life Skills ~ New Position
[KeithDeschambault.pdf](#)
[BHSAthleticstipends2018.pdf](#)
[BMSAthleticstipends.pdf](#)
[2018-2019Non-AthleticBHS.pdf](#)

N. Transfers:

- N.1. • 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
 - Theresa Lamontagne ~ From Ed Tech II Resource Room to Ed Tech II FLS BIS ~ Replacing Sheila Beaudette

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

P. Communications:

Q. Executive Session:

R. Adjournment: - *School Committee Members: Alan Casavant, - Chair, Tony Michaud - Vice Chair, Dennis Anglea, Karen Ruel, Crystal Blais, Lisa Vadnais, Vassie Fowler, Dominic Deschambault*

Student Members: Jenna Delorenzo - BHS, Washima Fairouz - BHS

Biddeford School Department

Tuesday, June 12, 2018

4:00pm

Little Theater BHS

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.

L. Resignations, Nominations, Appointments & Transfers:

Resignations:

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

Nominations:

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

Appointments:

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

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, May 22, 2018

7:00pm

Little Theater BHS Minutes

- A. **Call to Order:** Meeting was called to order at 7:00pm
- B. **Roll Call:** Tony Michaud, Dennis Anglea, Crystal Blais, Dominic Deschambault, Karen Ruel, Lisa Vadnais, Jenna Delorenzo, Jeremy Ray, and Chris Indorf were all present.
- C. **Pledge of Allegiance:** Pledge was let by Tony Michaud
- D. **Performance:** BMS Select Chorus
- E. **Adjustments to the Agenda:**
- F. **Approval of Last Meeting's Minutes:** 5/8/18 ~ Dennis Anglea moved, Crystal Blais seconded, and all were in favor.
- G. **Student Rep Reports:**
- H. **Superintendent's Report:** ~ The Biddeford Education Foundation was approved for a \$7,500 grant from the Maine Community Foundation for professional development to all our staff around Adverse Childhood Effects (ACEs) and assist us in becoming trauma-sensitive schools. The training will occur across all Biddeford and Dayton schools during the school year, beginning in August. As we know, many of our students face adversity and it is important for our staff to be able to identify barriers to learning so they can succeed. A reminder that the Biddeford Education Foundation is holding a Sunset Cruise fundraiser on Thursday, June 21 from 6-9pm. Tickets are \$40 each and include a cruise of Casco Bay with food and entertainment provided by The Music Man DJ Service. The tickets can be purchased online at Eventbrite.com or visit the School Department's Facebook page for the direct link.
- I. **Committee Reports: Finance/Building & Grounds, Curriculum, Policy:**
- J. **Old Business:**
 - **Consideration/Discussion:** FY18 School Committee meeting calendar. ~ Dennis Angela moved, Crystal Blais seconded, and all were in favor
- K. **New Business:**
 - **Chris Indorf ~ Presentation of District Comprehensive Needs Assessment ~** Motion to both approve of the CAN and authorize the Superintendent to sign and submit to the MDOE, with up to 5% of the document modified by additional public comment. Beyond the 5% change threshold, as determined by word count, the Administration should present the revised document for another reconsideration at the

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

June meeting. ~ Dennis Anglea moved, Lisa Vadnais seconded, and all were in favor.

L. Resignations, Nominations, Appointments & Transfers:

Resignations: ~ Resignations were accepted by the Superintendent

- Marissa Tarrio ~ Ed Tech BPS
- Haley Dill ~ Pre-K Ed Tech II JFK
- Leo Paul LaBonte ~ Part Time Bus Driver ~ Transportation Department

Nominations:

- Mandy Cyr ~ Director of Instruction and Innovation ~ District Leadership Office. ~ Dennis Anglea moved, Crystal Blais seconded, and all were in favor.
- Hope Andreychak ~ Classroom Teacher BPS ~ Replacing Krysten Gorrvan ~ Dennis Anglea moved, Crystal Blais seconded, and all were in favor.

Appointments:

M. Public Participation (3 minutes; any item)

N. Communications: Dominic Deschambault did a remembrance of Joe Fairfield, Maintenance Supervisor for the Biddeford School Department who passed away last week.

O. Executive Session: ~ Dennis Anglea moved to enter into executive session at 7:53pm, Crystal Blais seconded, and all were in favor.

- Discussion/Consideration: Teachers Contract in Pursuant to 1 M.R.S.A § 405(6)(D) ~ Dennis Anglea moved, Crystal Blais seconded, and all were in favor.
- Discussion/Consideration: Nonunion Employee Compensation in Pursuant to 1 M.R.S.A § 405(6)(D) ~ Dennis Anglea moved, Crystal Blais seconded and all were in favor.

P. Adjournment: Executive session was adjourned at 9:00pm. Dennis Angela moved, Crystal Blais seconded, and all were in favor.

ADDENDUM

L. Resignations, Nominations, Appointments & Transfers:

Resignations: ~ Superintendent approved resignations

- Ginette Dube ~ Full time bus driver ~ Retirement
- Debra Jaime ~ Special Education Coordinator BMS ~ Retirement
- Austin Gagne ~ Custodian full time ~ Resignation
- Denise Bourgoine ~ Student Services BIS ~ Resignation
- Krysten Gorrvan ~ 2nd Grade Teacher BPS ~ Resignation

School Committee Members:

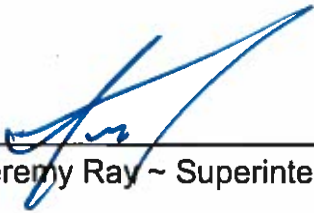
Alan Casavant-Chair	Vassie Fowler
Tony Michaud-Vice Chair	Dominic Deschambault
Dennis Anglea	Karen Ruel
Crystal Blais	Lisa Vadnais

Student Members:

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

Nominations:

- Rico Mariello ~ Student Services BIS ~ Replacing Denise Bourgoine ~ Dennis Angela moved, Crystal Blais seconded, and all were in favor.
- Michael Murphy ~ District Music Teacher K-12 ~ New Position ~ Dennis Angela moved, Crystal Blais seconded, and all were in favor.

Signed:

Jeremy Ray ~ Superintendent of Schools

Date: 5/29/18

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

2018-2019 School Calendar

August 2018						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
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S= 2 T= 4

September 2018						
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S=19 T=19

October 2018						
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28	29	30	31			

S=21 T=22

November 2018						
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S=18 T=19

December 2018						
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23	24	25	26	27	28	29
30	31					

S=15 T=15

January 2019						
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27	28	29	30	31		

S=21 T=21

February 2019						
Su	M	Tu	W	Th	F	Sa
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17	18	19	20	21	22	23
24	25	26	27	28		

S=15 T=15

March 2019						
Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

S=20 T=21

April 2019						
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S=15 T=15

May 2019						
Su	M	Tu	W	Th	F	Sa
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26	27	28	29	30	31	

S=22 T=22

Student Days: 175 Teacher Days: 180

June 2019						
Su	M	Tu	W	Th	F	Sa
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30						

S=6 T=6

*Snow Days
The closing date
for the school year
will be adjusted to
reflect the actual
number of snow
days used.

Date	Event or Holiday
8/27-8/28	Professional Development, Pre-K-12, No school students
8/27	Evening Open House, BMS, 4:30-6:30pm, Grade 6 only
8/27	Evening Open House, BIS, 4:30-6:30pm
8/28	Evening Open House, BPS, 4:30-6:30pm
8/29	First Day of School-Grades 1-9
8/29	Evening Open House, Pre-K & Kindergarten JFK, 4:30-6:30pm
8/30	First Day of School-Grades 10-12
8/31	No School-Students & Staff
9/3	No School-Labor Day
9/5	First Day of School, Kindergarten
9/5	Evening Open House, BHS/COT, 4:30-6:30pm
9/6	Evening Open House, BMS, 4:30-6:30pm, Grade 7-8 only
9/12	Early Release K-12, No Pre-K
9/13	First Day of School, Pre-K
10/5	Professional Development, Pre-K-12, No School Students
10/8	No School-Columbus Day
10/17	Early Release K-12, No Pre-K
11/7	Early Release-K-12-No Pre-K /Parent Teacher Conf, Pre-K-12, 3:30-7:00pm
11/14	Parent/Teacher Conf, Pre-K-12, 3:30-7:00pm
11/12	No School-Veterans Day Observed
11/20	Early Release K-12, No Pre-K
11/21	No School Students/ Staff Comp Day
11/22	No School-Thanksgiving Day
11/23	No School Students/Staff
12/5	Early Release K-12, No Pre-K
12/24-1/1	School Vacation
1/9	Early Release K-12, No Pre-K
1/21	No School-Martin Luther King, Jr. Day
2/6	Early Release K-12, No Pre-K
2/18-2/22	School Vacation
3/6	Early Release K-12, No Pre-K
3/21	BHS/BRCOT Academic Showcase, 3:30-7:00pm
3/22	Professional Development, Pre-K-12, No School Students
4/3	Early Release K-12, No Pre-K
4/11-4/19	School Vacation
5/1	Early Release K-12, No Pre-K
5/27	No School-Memorial Day
6/7	BHS Graduation 6:00pm-Project Sunrise activities to follow
*6/10	Tentative Last Day of School (pending snow days)

Quarter End Dates (Grade: 6-12)
11/2/18 (44 days)
1/18/19 (43 days)
3/29/19 (44 days)
6/10/19 (44 days)

Trimester End Dates (K-5)
11/20/18 (55 days)
3/8/19 (62 days)
6/10/19 (58 days)

School Hours: JFK 7:50-2:20
BPS & BIS 7:50-2:25
Early Release Dismissal Time
JFK, BPS & BIS =12:00 pm

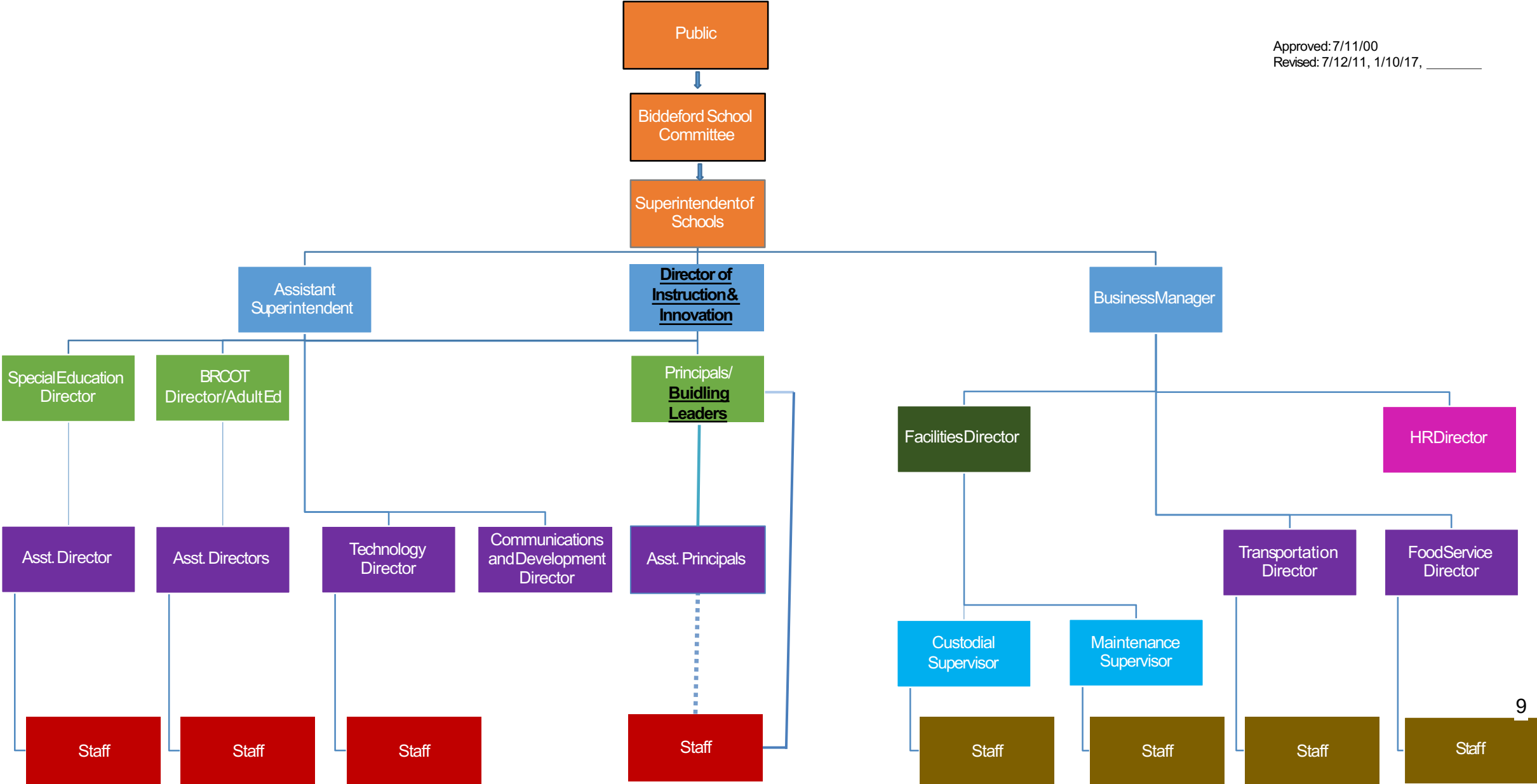
School Hours: BHS & COT
8:35-2:45
Early Release Dismissal Time
BHS/COT=12:25 pm

School Hours: BMS 8:40-3:10
Early Release Dismissal Time
BMS=12:50 pm

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, special authorization 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. Any moving violation that results in the suspension or revocation of a driver's license for any reason, OR any violation that results in "points" being added to one's driving record, must be reported to the Superintendent within 24 hours of the violation (even absent a conviction), or the next business day, whichever comes first.

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. Coaches and club advisors who may be more likely to transport students on short-notice should anticipate this need and seek standing approval in advance.

I. 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, a thori ation, permission and/or other forms, to implement this policy.

LEGAL REFERENCE: Maine Motorists' Handbook (specifically, points system detail)
at <http://www.maine.gov/sos/bmv/licenses/motoristhandbook.html>

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:

STUDENT WELLNESS

The Biddeford School Committee recognizes that student wellness and good nutrition are related to students' physical and psychological well being and their readiness to learn. The Biddeford School Committee is committed to providing a school environment that supports student and staff wellness, healthy food choices, nutrition education, physical education and regular physical activity.

The Biddeford School Committee believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce their risk of obesity, diabetes, and other chronic disease. While Biddeford School Committee has a strong commitment to the health and wellness of our children, this policy is not meant to dictate food served by parents outside of the school or those provided for snack or lunch.

Nutrition Education

Our goal is to provide students with nutrition education that teaches the knowledge and skills needed to adopt healthy eating behaviors. The education criteria are aligned with federal statutes and the Maine Learning Results. Nutrition information shall be integrated into the curriculum, be developmentally appropriate and taught following Maine Standards as outlined in the Maine Learning Results. (See our 5-2-10 Let's Go! Curriculum sequence, Topic F, in the Biddeford School Department Wellness Council Handbook.)

Instructional activities shall stress the appealing aspects of healthy eating and be based on theories proven effective by published research. The curriculum will be designed to help students learn:

- *Nutritional Knowledge* including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principals of healthy weight management, the use and misuses of dietary supplements and safe food preparation, handling and storage.
- *Nutrition-related skills* including but not limited to planning healthy meal understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising, and how to assess personal eating habits, set goals for improvement, and achieve those goals.

In order to reinforce and support district nutrition education efforts, the building principal is responsible for ensuring that nutrition instruction is closely coordinated with the school's nutrition and food services operation and other components of the school health program to reinforce messages on healthy eating and include social learning techniques. To maximize classroom time, nutrition concepts shall be integrated into the instruction of other subject areas where possible.

Nutrition Standards & Nutrition Promotion

The Biddeford School Department supports good nutrition as part of a school environment that contributes to student health and encourages positive food choices and eating habits. The Biddeford

School Department believes that nutrition influences a student's ability to take full advantage of the school system's educational program and is, therefore, related to student achievement.

Section 1: Standards for USDA Child Nutrition Programs and School Meals.

1. Nutritional information for school meals will be available for students and parents and included in each school menu.
2. The Biddeford School Department will take part in the USDA School Lunch and Breakfast program to assure that all children for whom the Biddeford School Department is responsible shall have the opportunity to receive proper nourishment.
3. Parents shall be advised that free and reduced meal programs are available and the eligibility criteria shall be made public. Personal information on free and reduced meal eligibility will not be made public and will remain confidential.
4. The Biddeford School Department provides assurance that guidelines for reimbursable school meals will meet or exceed the USDA meal regulations and guidance.
5. The Biddeford School Department will address access to and/or promotion of the Summer Food Service Program.
6. Students will be provided adequate time (minimum of 20 minutes) to eat lunch.
7. School personnel are encouraged to model nutritious food choices and eating habits.
8. School personnel will assist students in developing the healthy practice of washing hands before eating.
9. The Biddeford School Department will continue increasing whole grains, unprocessed foods and fresh produce and encourage the selection of low-fat and skim milk.
10. Whenever able, the food service staff will provide menu options that reflect the increasing cultural diversity of the Biddeford School Department.
11. The Biddeford School Department will provide professional development in the area of food and nutrition for food service staff.

Section 2: Nutrition Standards for sale or service of food outside USDA school meals.

1. Foods and beverages served and prepared by Biddeford School Department staff during the school day on school grounds or in Biddeford School Department schools are strongly encouraged to follow the recommendations made in the Biddeford School Department Wellness Council's List of Recommended Nutritious Foods. This does not include food items brought from home for individual school snack and school lunch. The Biddeford School Department Wellness Council will update and distribute the list of Recommended Nutritious Foods annually.

(See Biddeford School Department Wellness Council Handbook Topic B: Recommended Nutritious Foods List.)

- . It is strongly recommended to use only non-food items to raise funds. (See Biddeford School Department Wellness Council Handbook Topic D: Smart Fundraisers for Healthy Schools.)
- 3. Foods and beverages served at school day celebrations are strongly encouraged to comply with the Biddeford School Wellness Council's Recommended Nutritious Foods List. Opportunities for physical activity are encouraged as an alternative to food at parties and celebrations.
- . Whenever possible, foods and beverages will not be used as rewards, incentives, or withheld as discipline for student behavior or performance. Non-food items or activity are recommended as rewards or incentives.
- . Food and beverage sold or served at Biddeford School Department school-related activities, school-endorsed events, or at evening and community events on school grounds including athletic events, dances, or performances are strongly encouraged to comply with the Biddeford School Department Wellness Council's Recommended Nutritious Foods List or Handbook Topic C: Healthy School Concessions, Banquets and Other Functions.
- . Food and beverage sold in school vending machines must comply with **Smart Snack Rule** ~~Rule Chapter 51~~ and are encouraged to comply with the Biddeford School Department Wellness Council's Recommended Nutritious Foods List.
- . Soda will not be sold or served to students at Biddeford School Department events on school grounds during the school day. Water is the recommended beverage while in the classroom.
- . All students and staff will have access to free, safe, and fresh drinking water throughout the school day.

Physical Education & Activity

The Biddeford School Department will provide all students with developmentally appropriate opportunities for physical activity through physical education classes, recess periods for elementary school students, and extracurricular activities (clubs, intramural and interscholastic athletics). School programs are intended to build and maintain physical fitness and to promote healthy lifestyles. The schools will encourage parents to support their children's participation in physical activities including available before- and after-school programs.

Section 1: Physical Education

The Biddeford School Department shall offer physical education opportunities that include the components of a quality physical education program. Physical education shall equip students with the knowledge, skills, and values necessary for lifelong physical activity. Physical education instruction shall be aligned with federal statutes, State of Maine laws, and the Maine State Learning Results.

- The Physical Education curriculum will provide opportunities to learn for all students of all abilities K-12.
- Physical Education is an approved part of the Biddeford School Department curriculum and will follow state guidelines.
- Students at the high school will be required to take at least one credit of physical education. The Biddeford School Committee will revisit this requirement on a regular basis. In addition to this requirement, students are encouraged to take physical activity based elective courses throughout their four years.
- Physical Education curriculum includes competency assessment of knowledge, skills, or practice.
- Physical Education classes will include students of all abilities, promote confidence, and encourage sportsmanship.
- Safe and adequate space and equipment will be maintained for the use of physical education classes.
- Whenever possible, all physical education classes will include at least 50% of moderate or vigorous activity in all or most lessons.
- When possible, Physical Education will be taught by a certified instructor.
- Physical Education class should never be denied for the purpose of completing other subject area work or for disciplinary reasons. Exceptions of this rule will lie at the discretion of the principal.

Section 2: Physical Activity

1. Fresh air, unstructured play and social time are important to student's health and wellness. School Staff will not consistently withhold or cancel participation in recess from student's to make up for missed instructional time, or for disciplinary reasons, unless participation would cause the student to be a danger to him/herself or others. Exceptions of this rule will lie at the discretion of the principal.
2. All schools in the Biddeford School Department are encouraged to provide regular physical activity. Whenever possible, students in grades K-8 will receive at least 10 minutes of physical activity time each day through a combination of either physical education and/or during class time (not including recess).
3. Opportunities for daily physical activity are regularly incorporated into several subject areas K-12 (i.e. health education, math, language arts, social studies, etc.) during the school day.
4. Teachers, administrators and trained professionals will work together to learn new strategies to incorporate physical activity and movement breaks within the school day for all grade levels.
5. School physical activity facilities will be made available after school hours for student, parent and community use to encourage participation in physical activity.

6. The Biddeford School Department will encourage parents to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events through school-home communications and volunteerism.
7. Each school will encourage student participation in other community physical activity programs.
8. Each school will make available periodic and ongoing programs to increase activity for staff (such as worksite wellness programs, walking clubs, pedometer challenges, etc.)
9. Each school will be responsible for promoting walking and biking to school by students and staff using safe routes and safe practices.

Implementation and Monitoring

The superintendent/designee shall be responsible for the implementation of this wellness policy, for monitoring efforts to meet the intent of this policy, and for reporting to the Biddeford School Committee on an annual basis. **The wellness policy will be presented to the school committee for review every three (3) years.**

District Wide Wellness Council

The Wellness Council shall serve as the district's representative advisory committee for student wellness issues and will be responsible for making recommendations related to the wellness policy, wellness goals, administrative or school regulations and practices, and raising awareness of student health and wellness issues. The Wellness Council should meet a minimum of three times per school year.

The Wellness Council will be chaired by the district's school health coordinator or other designee and will report to the Assistant Superintendent. The district-wide Wellness Council should be comprised of:

- A member of the Biddeford School Committee
- Food Service Director (or designee)
- Teacher(s)
- Parent Representative(s)
- School Administrator(s)
- School Nurse
- Student Representative(s)
- Community Representative(s)

Additionally, the council may include:

- Guidance Counselor
- Community organization or agency representative
- Social Worker
- Other School Staff

Legal Reference: 42 U.S.C. §1751

Cross Reference: EFE – Competitive Food Sales of Foods in Competition with the School Food Service Program
KF – Community Use of Schools
Wellness Council Handbook (online under Curriculum & Programs)

Adopted: July 11, 2006

Revised: _____



Biddeford School Department

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Memorandum

June 8, 2018

To: Biddeford School Committee

From: Chris Indorf

Cc: Jeremy Ray

RE: State-approved teacher evaluation system, also known as "PEPG."

School year 2017-2018 marks the first statutory year for our state-approved teacher evaluation system, also known as "PEPG." This Board has previously endorsed our plan. The law requires that a steering committee review the plan annually, and make recommendations for appropriate changes based on the data, changes to the law or the rules promulgated by it, etc.

For your consideration, on behalf of the PEPG Steering Committee, I submit the following revisions to our plan. For your convenience, changes are highlighted in blue. To summarize:

1. There were several clerical changes or clarifications to the document. Routine updates of this nature do not require School Committee review.
2. Now that all Maine districts have two years worth of data for the new Maine Educational Assessment (MEA), we had to make downward revisions on annual growth, as reflected in the chart on page 6. Our original plan called for a maximum of 5% greater growth than Maine; given the scoring scales the state is using, it does not currently appear that this is possible for any school with a population of more than a handful of students.
3. Previously deleted sections requiring increased observations by principals for teachers rated "ineffective" or "partially effective" have been restored.
4. A scaled score for teacher observations has been developed to reflect real-time teacher evaluation data (389 data points this year) and is reflected on page 7 and Appendix B.
5. The MDOE's boolean matrix (page 8) has been modified. This year, student growth (not achievement) was low because the state grew faster than our schools.* In the previous iteration of this matrix, all teachers would have been rated ineffective or partially effective. We believe that we have effective teachers, in spite of average or below-average student growth. In recognition of that, we changed the cell at the intersection of "low" (Y-axis) and "distinguished" (X-axis) to EFFECTIVE.

53.1% of faculty will receive a summative effectiveness rating of EFFECTIVE this year. We believe that increased student growth next year is possible--if not likely--and that an increasing percentage of the faculty will receive this rating.

I seek a 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.



Teacher Evaluation System

In Compliance with M.R.S.A. 20-A, Chapter 118

History of Revision, benchmarks

* * *

Written: October, 2014-May 2015

Consideration of Draft, School Committee: April 28, 2015

Pilot Year I: September, 2015-June, 2016

Substantive Revisions: Steering Committee, March 1, 2016

Pilot Year II: September, 2016-June, 2017

Substantive Revisions: Steering Committee, March 13, 2017

Edit/update: According to 3/3/17 meeting, June 14, 2017

Substantive Revisions: Steering Committee, School Committee, June 12, 2018

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Rationale

It is the position of the Maine Department of Education that “systemic changes to standards, curricula, instructional practices and assessment will achieve little if efforts are not made to ensure that every school learner has access to highly effective teachers and school leaders.” With this position statement serving as the cornerstone of its work, the Performance Evaluation and Professional Growth (PEPG) Committee of the Biddeford School Department spent school year 2014-2015 developing its teacher and principal evaluation system. A healthy exchange of ideas with teachers, school committee members, community members, union representatives, teachers, and administrators has resulted in thoughtful plan. The Steering Committee continues to meet annual to revise and refine the plan.

Any large and complex organization needs to have a systematic procedure for evaluating staff, and for providing its employees with the opportunity to reflect and plan for professional growth. Research has shown that the absence of feedback is akin to negative feedback. And there are few who would quibble with the assertion that teaching can be a lonely or isolating profession: so often we close our doors, teach our lessons, go home, grade, plan, and repeat. Because teachers may not interact with building leadership on a daily basis, opportunities for oversight, feedback, and professional dialogue are scant. If observation, supervision, evaluation, and the use of student outcomes is best practice, it must be codified in this manual and adhered to in practice.

This is a living document: the PEPG Committee will continue to convene annually to assess the program and make mutually-agreeable changes in order to ensure fairness to teachers and principals and the efficacy of the plan. The members of the PEPG Committee are:

Chris Indorf, Assistant Superintendent
 Margaret Pitts, Principal, BPS
 Tammy Carusone, Teacher, BMS
 Lori Wilson, Teacher, DCS
 Jeremie Sirois, Principal, BHS
 Tom McGovern, Teacher, BHS
 Lori Flynn, Teacher, BPS
 Lisa Quigley, Data Manager
 Paulette Bonneau, Director, COT
 Tiffany Jackson, HR Director
 Tricia Bennett, Teacher, JFK
 Patsy Gendron, ELL Instructor
 Sandy Trask, Teacher, DCS
 Lindsey Nadeau, Principal, JFK
 Kim Sampietro, Principal, DCS
 Deb Kenney, Principal, BIS
 Deb Hapgood, BRCTO Instructor
 Matt Cook, Dayton School Committee
 Scott Descoteaux, Principal, BMS
 Dennis Anglea, School Committee, Biddeford
 Lisa Vadnais, School Committee, Biddeford
 Jen Normand, Special Education Director
 Mindy Dyer, Assistant Special Education Director
 Mandy Cyr, Director of Innovation and Instruction

Professional Practice Tool

The Biddeford School Department (“BSD”) established a “pilot” for the 2014-15 school year with building principals training in the Marzano Laboratories iObservation Teacher Evaluation System, one of the four approved teacher observation models approved by the Maine Department of Education. Given the change to the MEA, and creating another year to establish baseline data, the MDOE approved school years 15-16 and 16-17 as “pilot” years, also.

iObservation is an instructional and leadership improvement system which collects, manages and reports data from classroom walkthroughs, teacher evaluations and formal teacher observations. The model is a combination of Charlotte Danielson, Robert Marzano and Douglas Reeves theories and practices. iObservation is an electronic tool which tracks and scores a variety of data points to determine teacher effectiveness. In so doing iObservation uses common understanding of classroom instruction, focuses on enhanced teaching techniques to increase student learning, develops trust with educators, fosters reflection and collaboration, connects teacher and student learning, and helps administrators to monitor and support effective teaching and learning. For the first time teachers have the power to analyze the impact of classroom practices as it directly connects to the performance of their students. iObservation results are immediately accessible and teachers can continuously adjust their instruction to increase gains in student learning.

The BSD has been involved in training as a district in which the following individuals were present for two days during the summer of 2014: Superintendent, Assistant Superintendent, Special Education Director and Assistant Director, and building principals. Subsequently, all administrators have been trained on the iObservation tool through the Casco Bay Educator’s/LSI training series, and are qualified by training and experience to manage an observation, evaluation, and supervision system. The components of the observation system are defined in the LSI literature shared with teachers, and in a training session conducted by the Assistant Superintendent in August, 2015. The frequency with which teachers will be assessed is defined by school committee policy; in sum, teachers are formally observed on a 3 year rotating schedule. New teachers are observed more frequently. Administrators may observe professional practice more frequently as needed. Professional practice is not solely observable in a classroom setting, or with the iObservation tool. Teacher efficacy is evaluated constantly—in PLCs, at IEP Team meetings, and in the daily life and culture of the school. The iObservation tool is used to feed the Boolean Matrix found on page 8 of this document, but assessments of professional job functions may be conducted without this tool. A teacher’s “summative effectiveness rating” as defined in this document is one part of a teacher’s personnel record; it is not necessarily the entirety of it.

In BSD’s Teacher Evaluation system, the PEPG Committee has agreed that “professional practice,” as measured in part by iObservation, shall serve as 80% of a teacher’s summative effectiveness rating (SER).

Student Learning and Growth Measures

A teacher's job is to ensure that students make continuous progress toward proficiency in specified curricular standards. Effective teachers know their students' learning needs, set rigorous and feasible learning targets, align practice and instruction to the achievement of those targets, and monitor student progress through high quality assessments.

In BSD's Teacher Evaluation system, the PEPG Committee has agreed that "student growth" shall serve as 20% of a teacher's summative effectiveness rating (SER).

There are two options for "student growth" to be applied to a teacher's SER.

OPTION #1

"At the teacher's discretion, large scale assessments (such as the State assessment) may be used solely in satisfying the requirement for multiple measures of student learning and growth." The State Assessment is currently the eMPower test. The PEPG Steering Committee has elected to utilize "Collective Growth Measures." If a teacher elects to utilize *only* the MEA to reflect student growth, the score conversation on page 6-7 shall apply, at a 2x factor.

OPTION #2

Two growth measures will be summed and applied to a teacher's Summative Effectiveness Rating.

Growth Measure #1 - 10 %¹

STAR Assessment (Grades 1-12)

To establish growth goals teachers will use Student Growth Percentile scores. With STAR Reading and Math educators have access to a scientifically reliable and valid method for setting appropriate, achievable and challenging progress-monitoring goals for students. The STAR Student Growth Percentile scores are based on a dataset of over 11 million nationally normed scores. The Biddeford School District will be using a collective measure of student growth on the STAR Reading and Math Assessments. A detailed breakdown of how student growth rates will equate to teachers' SER is given in the section below on Collective Growth Measures.

STAR Assessment and Number ID Assessment (Grade K)

To establish growth goals, teachers will use the student growth predictive measures provided by the STAR assessment. The teacher of record, using their identified instructional cohort, will set SMART goals based upon the predicted growth identified by the STAR assessment (see above).

Growth Measure #2 - 10%

The eMPower ME assessments are a key part of implementing the Common Core and preparing all students for success in college and careers. Administered online, these assessments provide an

¹ The STAR Math and Reading Assessments provide a Student Growth Percentile (SGP) ranking in which the rate of student growth can be compared across the 11,000,000 students in the STAR normative dataset. Specifically, SGPs tell teachers whether a student's growth is more or less than can be expected. The District's aggregate SGP score will correlate to points out of four, which feed the student growth column on the Boolean Matrix on Page 8

academic check-up and are designed to give teachers and parents better information to help students succeed.

eMPower ME assessments have replaced existing tests in English and math for grades 3-8 and high school beginning in the 2015-2016 school year. Scores from the new assessments represent a realistic baseline that provides a more accurate indicator for teachers, students, and parents as they work to meet the rigorous demands of college and career readiness.

As with STAR, the PEPG Steering Committee has elected to employ so-called “Collective Growth Measures” wherein a district-wide average of the state assessment will be used. The District’s collective growth score, relative to the state, will correlate to points, out of four, which will feed the student growth column in the Boolean matrix on page 8.

Impact on Student Growth

Assessment Tool	Points	Performance Metric
STAR	4	The District's aggregate SGP score is 60-100
	3	The District's aggregate SGP score is 40-59 [†]
	2	The District's aggregate SGP score is 30-39 [*]
	1	The District's aggregate SGP score is 30-below
MEA	4	State-level growth* between the current and previous year's MEA administration is exceeded by the Biddeford School Department by 0.51% or more
	3	State-level growth* between the current and previous year's MEA administration is equivalent to that of the Biddeford School department +/- 5%
	2	State-level growth between the current and previous year's MEA administration exceeds that of the Biddeford School Department by .51 and 1.0%
	1	State-level growth between the current and previous year's MEA administration exceeds that of the Biddeford School Department by 1.1% or greater.

[†] "An SPG of 50 can be thought of as typical growth for a particular student, given his/her grade and prior score history."

Source: Renaissance.

*expressed as a percent, and the number of students who are "at or above state expectations."

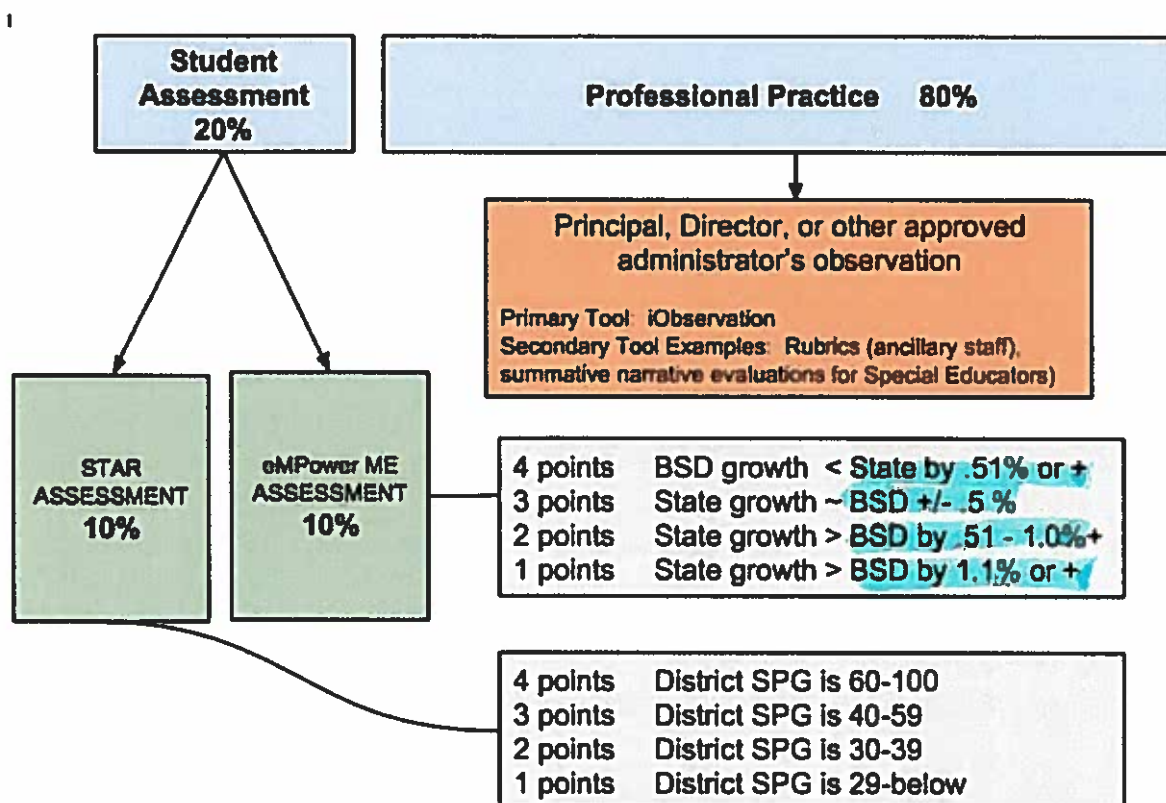
^{*}one standard deviation

Summative Effectiveness Rating Derivation

(or, Professional Practice + Student Growth=Summative Effectiveness Rating)

In accordance with Chapter 180 rules, Section 7, part 1 §6, the Biddeford School Department has elected to calculate a teacher's *summative effectiveness rating* (SER) with primary emphasis on professional practice, as illustrated on page 7.

Summative Effectiveness Rating Derivation



Student Assessment Scale:

HIGH: 7-8 points

MODERATE: 5-6 points

LOW: 3-4 points

NEGLIGIBLE: 1-2 points

iObservation Scale:

DISTINGUISHED (2.75-4 points)

EFFECTIVE (2.01-2.74 points)

DEVELOPING (1.26-2.0 points)

INEFFECTIVE (.5-1.25 points)

Combination of Criterion-Based Ratings, Plotted on a Boolean Matrix (MDOE “Method 2”)

		Combined Professional Practice & Growth			
		Ineffective	Developing	Effective	Distinguished
Impact on Student Learning & Growth	High 7-8 points	Review Required	Effective	Highly Effective	Highly Effective
	Moderate 5-6 points	Partially Effective	Partially Effective	Effective	Effective
	Low 3-4 points	Ineffective	Partially Effective	Partially Effective	Effective
	Negligible 1-2 points	Ineffective	Ineffective	Partially Effective	Review Required



Results and Consequences- An educator's written evaluation, evaluation documentation and summative effectiveness rating are confidential personnel records, in accordance with Title 20-A, section 6101, subsection 2. A sample Professional Improvement Plan is located in the Appendix.

Summative Rating	Professional Development	Access to PD and Higher Education	Employment Consequences
Ineffective	"An educator who receives a summative effectiveness rating of 'ineffective' must be provided the opportunity to develop and implement a professional improvement plan" (Chapter 508 of Title 20-A of MRS, Section 14). The Principal will work with the educator and to oversee development and implementation of a professional improvement plan (PIP). The PIP must: 1. Be in writing; 2. Be developed with input from the educator; 3. Set forth clear, measurable objectives and deadlines; and 4. Be focused on improvement in the specific areas of evaluation identified as needing improvement.	As the budget allows, teachers who receive a SER of "ineffective" will have priority in funding of--and enrollment in--workshops, coursework, and other professional development opportunities that serve the aforementioned Professional Improvement Plan and are endorsed by the principal.	After one year of ineffectiveness, A Professional Improvement Plan including the support of a mentor and administrator shall be instituted. After, Two consecutive annual summative effectiveness ratings of "ineffective" shall constitute just cause for nonrenewal of a continuing contract teacher per 20-A MRSA §13703. The observation cycle for teachers receiving an SER of "ineffective" shall be no less than 90 day intervals in the subsequent year.

RESTORED
FROM ACCIDENTAL
DELETE IN A
2017 REVISION.

Partially Effective	"An educator who receives a summative "Partially effective" rating of 'ineffective' must be provided the opportunity to develop and implement a professional improvement plan" (Chapter 508 of Title 20-A of MRS, Section 14) The PIP must: 1. Be in Writing 2. Be developed with input from the educator; 3. Set forth clear, measurable objectives and deadlines; and 4. Be focused on improvement in the specific areas of evaluation identified as needing improvement.	As the budget allows, teachers who receive a SER of "partially ineffective" will receive second priority funding for workshops, coursework, and other professional development opportunities that serve the aforementioned Professional Improvement Plan and are endorsed by the principal. Principal will provide sub coverage. Principal and/or mentor will increase classroom visits.	Two consecutive annual summative effectiveness ratings of " Partially Ineffective" shall institute a Professional Improvement Plan including the support of a mentor and administrator. The plan shall include: at least one peer observation, and working with a colleague within the area of expertise. Teachers receiving an SER of "partially effective" shall be formally observed in the subsequent year.
Effective	An educator who receives a summative effectiveness rating of "effective" regularly demonstrates current practice, knowledge and understanding of professional standards, including monitoring of student performance and achievement.	Effective teachers will be supported by building leaders to continue to enhance and improve their instruction through PD opportunities provided to the district and CBA. Whenever possible, effective teachers will mentor and lead their departments, grade levels, etc.	Effective Teachers have students who achieve acceptable rates of student growth. Effective teachers explore practices in differentiation as part of a daily routine, and practice reflects knowledge and understanding of current professional trends.
Highly Effective	An educator who receives a summative effectiveness rating of "highly effective" demonstrates current practice, knowledge and understanding of professional standards daily, including monitoring of student performance and achievement. Reflective practice is evident through differentiation.	Highly effective teachers will be solicited for support in myriad district efforts, advise building leadership, serve on ad hoc and advisory committees, and lead PD efforts, as willing and available.	Highly Effective Teachers' students achieve high rates of student growth. Highly Effective Teachers engage in activities such as mentoring colleagues and leading professional development.

SAM
AS
ABOV

Center of Technology Alternative

The PEPG Steering Committee recognizes the unique credentialing and standards of CTE education. Additionally, CTE teachers offer instruction to neighboring schools over which they have negligible curricular or achievement influence (for example, if a student from Old Orchard Beach attends OOB schools for 11 years before coming to BRCOT, we believe that the COT instructor can not be held responsible for collective growth measures from an internal or state assessment).

Accordingly, on March 6, 2017 the COT staff made a formal recommendation to the PEPG Committee to adopt the following model:

80% Professional Practice

10% SLO (see attached template, replaces state assessment)

10% NOCTI, Precision Exams (CTE pre- and post-testing assessments)

At its March, 2017 annual meeting, the PEPG Steering Committee approved of this change to maths feeding the boolean matrix, and to the SLO template. It also deputized the COT director to work with staff to identify common SLOs.

The COT has a different Summative Effectiveness Rating sheet, a copy of which can be found in the Appendix.

Implementation Procedures

i. Certification and training for evaluators

Building Principals, Assistant Principals, and program directors have participated in training on how to effectively observe, supervise, and support teachers. Since August, 2014, administrative staff responsible for teacher observation have participated in an average of 9 days of intensive training, on top of any coursework and training they received in preparation for state certification and/or endorsement. In our PEPG system, peer evaluations--while permissible and encouraged for professional development--may not "count" toward a summative score.

ii. Communication with Faculty and Staff

The full faculty and staff were kept abreast of the work of the PEPG through periodic mailings from the Office of Superintendent. Additionally, all materials--readings, sample policies, links, agendas, minutes, handbook drafts, state guidelines--were housed online, modified in real-time, and accessible to anyone with a @Biddefordschools email address. The PEPG Committee will continue to meet annually, mutually agree on a communication strategy, and its administrative lead (Asst. Supt.) will ensure that training for new administrators is ongoing.

iii. Professional Development

The BSD will continue to offer training and support to members of the leadership team who will be performing observations. The entire district was introduced to the system in August, 2015, and in August, 2016.

iv. Access to plan

Plan will be housed on the District website and in the teacher's room; additional paper copies can be requested from the principal at any time.

v. Peer Review

Structured PLCs provide opportunities for educators to share, learn and continually improve their practice. PLCs will dedicate no less than 50% of their meeting time annually reviewing student achievement data, and developing plans (individually, as a team, as a grade level, or as a school [as appropriate]) to improve student outcomes. The “Results and Consequences” section of this plan provides guidance on when peer observation is encouraged or required.

vi. Dataset

Beginning in 2020, the BSD will begin utilizing a 3 year average of collective growth measures for both internal assessment (STAR) and external assessment (MEA eMPower ME). Until that time, year-over-year data will be used.

Teacher of Record

- I. A system for establishing the so-called “teacher of record” for UA teachers remains under development.

II. CLASSROOM TEACHERS

Definitions	Criteria or Procedural Guidelines
The teacher of record is defined both by the teacher’s roles and responsibilities and by certain student-related factors. Rule Chapter 180 provides the following definitions: • Teacher of Record—a teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part • Instructional cohort—the group of students for whom the teacher is the teacher of record. • Course or Learning Experience—a defined amount of time during which students are expected to reach certain benchmarks in mastery of specified curricular/content standards. A learning experience may be defined by calendar terms in the school year, by grouping arrangements, by alternative scheduling of instruction, etc. • SLO- Student Learning Objectives: A targeted, long-term goal for advancing student learning.	Teacher Criteria (single or multiple teachers of record) • By the end of October each teacher will verify with the Principal or designee the Instructional Cohort for which they will be the Teacher of Record. Students will not be added to this list once it has been verified. • An instructional cohort may have more than one teacher of record, provided the teachers can be said to have comparable influence on the students in terms of time and instruction, and that the student criteria is met for each teacher. • The teacher of record is responsible for teaching the course or learning experience. Student Criteria • The student is enrolled in the course or other learning experience taught by the teacher; • The student was present and was subject to instruction by the teacher at least 80% of the scheduled instructional time for the course or learning experience (see definitions) with that teacher; and, • The student took both the pre-test [assessment] and the post-test [summative assessment] designed to measure achievement or growth in that course or learning experience.

DESCRIPTION	CONSIDERATIONS
Information on the teacher of record and instructional cohort provides the basis for linking individual teachers to student outcomes.	• Roster and attendance—In the SLO, the teacher describes the students and characteristics that have implications for instruction. The official roster of students in an SLO instructional cohort might be supplied by district electronic gradebook software, (e.g. Infinite Campus, Jump rope); however, the roster of students should also be maintained by the teacher <i>accurate attendance records are critical in linking the teacher to student outcomes.</i> • Supplemental Instructors (e.g. Title I, RTI, SPED, ELL)- Must provide evidence of growth through individualized specialized goals (e.g. IEP Goals, Title I Goals).

Educator and Community Involvement in Development of PEPG

In the fall of 2014, the President of the Biddeford Teachers' Association, Superintendent, and Assistant Superintendent held a planning meeting in the Leadership Office. The three worked collaboratively to develop a list of people who would appropriately and thoughtfully serve on a committee to develop this protocol. Neither the Association or Superintendent objected to the roster of participants--there was full accord. Shortly thereafter, invitation was made to parents and school committee members. The final group--more than 20 strong--began planning meetings in December, 2014. Concurrently, the Assistant Superintendent opened an online forum and records storage repository, and commenced regular district-wide communication about the law and the work of the Committee.

The full Committee met monthly, and sub-groups completed research and writing tasks during interim periods. Each meeting concluded with a "thumbs up, thumbs down" consensus check, and protocols were only advanced and further developed when there was full consensus. We are proud of our collaboration and collective agreement on the major tenets of this plan.

Formation of Steering Committee

Members of the PEPG Committee who wished to continue in service to the Steering Committee has committed to biannual review of the plan. Just as good teachers reflect on their practice and execution of lesson plans, the Steering Committee will "check and adjust," has been deputized by the school committee to make changes to the plan, save in matters of SER calculation (i.e., 20%/80%), observation frequency, and the "support and consequences" section for teachers assessed to be *ineffective*.

Pilot

The Biddeford School Department is actively piloting the PEPG system in our schools. SERs for teachers on the third year of an observation cycle will become part of the personnel record beginning in SY 17-18.

Appendix A

SER Cover Letter

DRAFT DRAFT DRAFT

Dear Colleague,

After several years of thoughtful and collaborative work by a committee of your colleagues, principals, and school committee members we are entering the statutory end of “Year One” of the district’s state-approved teacher evaluation system (“PEPG”). As with any new program—especially one with potential employment consequences—many of you may have questions or even a certain amount of anxiety about the attached Summative Effectiveness Rating report.

As you review the attached report, and possibly a narrative addendum written by your building leader, I’d ask that you please keep the following in mind:

- The intent of the PEPG law was to allow school districts to dismiss ineffective teachers, regardless of experience, seniority, or contract status. That is not our primary goal. The Committee created a fair product, the aim of which is to position teachers to succeed and be supported. In fact, we have worked with the Teachers’ Association and PEPG Steering Committee this winter and spring to adjust the underlying maths to be less punitive to teachers.
- The PEPG plan approved by our school committee and the Maine Department of Education will be reviewed annually. I’m certain we will “check and adjust” moving forward.
- The Steering Committee heard from each faculty, which were unanimous in selecting so-called “collective growth measures” for student growth. That is to say, every instructor is responsible for the MEA and STAR performance of every student, regardless of grade level, content area, etc. Therefore, every teacher’s Y axis scored under the category “Impact on Student Learning and Growth” is identical, excepting the COT, which utilizes SLOs and National Assessments.
- We have remarkable teachers; that each recipient of this report is pigeonholed into one of four state-mandated categories doesn’t paint a nuanced picture of the good work that our educators do every day. While the administrative team and I believe you are more than a number, we must comply with the law.
- This evaluation is not the sole or exclusive manner in which we evaluate staff.

One-third of each building’s faculty has been formally evaluated this year, and is receiving this report. A copy is being furnished to you and to HR, and will be placed in your personnel file. I’d encourage you to discuss any questions or concerns with your building leader; while mandatory supports are put in place based on your SER (see pages 9 and 10 of our plan), building leaders are more than willing to go the extra mile to ensure that you are successful.

Sincerely,

Jeremy Ray
Superintendent

Appendix B

SER Sheet - District

PRINCIPAL/ADMIN	TEACHER	
SCHOOL	SCHOOL YEAR	DATE

1. STUDENT GROWTH (SG)

Student growth in Biddeford's Teacher Evaluation System counts as 20% of a teacher's "Summative Effectiveness Rating" (SER). Student growth is calculated using one internal metric (STAR), and the state's educational assessment. For STAR, student growth is compared to 11,000,000 other students nationwide. For the MEA, growth is state-level growth between the current a previous year's MEA administration. In both, more points are awarded for greater growth. Because the Steering Committee elected to utilize "Collective Growth Measures," all scores are aggregated and apply to all faculty covered under the state's rule.

STAR (Up to 4 points) = _____

MEA (Up to 4 points) = _____

POINTS TOTAL = _____

- ☐ **High** (7-8 points)
- ☐ **Moderate** (5-6 points)
- ☐ **Low** (3-4 points)
- ☐ **Negligible** (1-2 points)

2. PROFESSIONAL PRACTICE (PP)

Professional Practice in Biddeford's Teacher Evaluation System counts as 80% of a teacher's SER. iObservation is the instructional and leadership improvement system which collects, manages and reports data from classroom walkthroughs, teacher evaluations and formal teacher observations. The state-approved model is based on Robert Marzano's theories and practices. iObservation is an electronic tool which tracks and scores a variety of data points to determine teacher effectiveness.

- ☐ **Distinguished** (2.75-4 points)
- ☐ **Effective** (2.01-2.74 points)
- ☐ **Developing** (1.26-2.0 points)
- ☐ **Ineffective** (.5-1.25 points)

3. SUMMATIVE EFFECTIVENESS RATING (SER)

A teacher's SER is the nexus of student growth and professional practice. The state-approved Boolean Matrix below determines a teacher's SER.

		Combined Professional Practice & Growth			
		Ineffective	Developing	Effective	Distinguished
Impact on Student Learning & Growth	High 7-8 points	Review Required	Effective	Highly Effective	Highly Effective
	Moderate 5-6 points	Partially Effective	Partially Effective	Effective	Effective
	Low 3-4 points	Ineffective	Partially Effective	Partially Effective	Effective
	Negligible 1-2 points	Ineffective	Ineffective	Partially Effective	Review Required

SG + PP = SER

- ☐ **Highly Effective**
- ☐ **Effective**
- ☐ **Partially Effective**
- ☐ **Review Required**

For more information on scoring, calculation, employment consequences, etc., see the district's PEPG plan online.

Employee's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Appendix C

SER Sheet - COT



PRINCIPAL/ADMIN: PAULETTE BONNEAU	TEACHER	
SCHOOL: CENTER OF TECHNOLOGY	SCHOOL YEAR	DATE

1. STUDENT GROWTH (SG)

Student growth in Biddeford's Teacher Evaluation System counts as 20% of a teacher's "Summative Effectiveness Rating" (SER). Student growth at the Center of Technology is calculated using one internal metric (SLO benchmarks), and several external program assessments, ranging from the NOCTI to the National Health Science Assessment. Details and scales are published in the district's full, revised PEPG plan.

* Most Biddeford COT program assessments are mandated by the state of Maine. A complete list of program assessments is listed in program syllabi.

SLO (Up to 4 points) = _____

National Assessment

(Up to 4 points) = _____

POINTS TOTAL = _____

- ☐ High (7-8 points)
- ☐ Moderate (5-6 points)
- ☐ Low (3-4 points)
- ☐ Negligible (1-2 points)

2. PROFESSIONAL PRACTICE (PP)

Professional Practice in Biddeford's Teacher Evaluation System counts as 80% of a teacher's SER. iObservation is the instructional and leadership improvement system which collects, manages and reports data from classroom walkthroughs, teacher evaluations and formal teacher observations. The state-approved model is based on Robert Marzano's theories and practices. iObservation is an electronic tool which tracks and scores a variety of data points to determine teacher effectiveness.

- ☐ Distinguished (2.75-4 points)
- ☐ Effective (2.01-2.74 points)
- ☐ Developing (1.26-2.0 points)
- ☐ Ineffective (.5-1.25 points)

3. SUMMATIVE EFFECTIVENESS RATING (SER)

A teacher's SER is the nexus of student growth and professional practice. The state-approved Boolean Matrix below determines a teacher's SER.

		Combined Professional Practice & Growth			
		Ineffective	Developing	Effective	Distinguished
Impact on Student Learning & Growth	High 7-8 points	Review Required	Effective	Highly Effective	Highly Effective
	Moderate 5-6 points	Partially Effective	Partially Effective	Effective	Effective
	Low 3-4 points	Ineffective	Partially Effective	Partially Effective	Effective
	Negligible 1-2 points	Ineffective	Ineffective	Partially Effective	Review Required

SG + PP = SER

- ☐ Highly Effective
- ☐ Effective
- ☐ Partially Effective
- ☐ Review Required

For more information on scoring, calculation, employment consequences, etc., see the district's PEPG plan online.

Employee's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Appendix D

Sample PIP

Professional Improvement Plan

School:	Year:	Date:
---------	-------	-------

"An educator who receives a summative 'Ineffective' or 'Partially Effective' rating must be provided the opportunity to develop and implement a professional improvement plan." (Chapter 508 of Title 20-A of MRS, Section 14)

The PIP must:

- Be in writing;
- Be developed with input from the educator;
- Set forth clear, measurable objectives and deadlines; and,
- Be focused on improvement in the specific areas of evaluation identified as needing improvement.

Summative Rating	Access to PD and Higher Education	Employment Consequences
Ineffective	As the budget allows, teachers who receive a SER of "ineffective" will have priority in funding of--and enrollment in--workshops, coursework, and other professional development opportunities that serve the aforementioned Professional Improvement Plan and are endorsed by the principal.	After one year of ineffectiveness, a Professional Improvement Plan including the support of a mentor and administrator shall be instituted. After, two consecutive annual summative effectiveness ratings of "ineffective" shall constitute just cause for nonrenewal of a continuing contract teacher.
Partially Effective	As the budget allows, teachers who receive a SER of "partially ineffective" will receive second priority funding for workshops, coursework, and other professional development opportunities that serve the aforementioned Professional Improvement Plan and are endorsed by the principal. The principal will provide sub coverage. Principal and/or mentor will increase classroom visits.	Two consecutive annual summative effectiveness ratings of "Partially Ineffective" shall institute a Professional Improvement Plan including the support of a mentor and administrator. The plan shall include: at least one peer observation, and be working with a colleague within the area of expertise.

Professional Improvement Plan Summary	
Goal Focus Area Principal to complete	Identify the areas of the formal observation that need attention.
Target Goal(s) Teacher to complete	What do I want to accomplish this year? Be specific with targeted dates and expected outcomes. Target Goal #1: Target Goal #2: Target Goal #3:
Strategies/Approach Teacher to complete	What will I do to meet the goal(s)?
Measures Principal and Teacher to complete	How will we assess if the strategies are working?
Review Cycle Principal and Teacher to complete	Identify how progress towards goals will be completed and modify strategies or approach as needed.

Plan (Action Steps) Teacher to complete	
Target Goal #1:	
Strategy 1:	Strategy 4:
Strategy 2:	Strategy 5:
Strategy 3:	Strategy 6:
Check	
Identify the data that will be used to determine if the strategies are reliable.	
What does the data show regarding results of implementation?	

Adjust	
Based on identified results, should the strategies be modified? If so, how?	

Plan (Action Steps) Teacher to complete	
Target Goal #2:	
Strategy 1:	Strategy 4:
Strategy 2:	Strategy 5:
Strategy 3:	Strategy 6:
Check	
Identify the data that will be used to determine if the strategies are reliable.	
What does the data show regarding results of implementation?	
Adjust	
Based on identified results, should the strategies be modified? If so, how?	

Plan (Action Steps) Teacher to complete	
Target Goal #3:	
Strategy 1:	Strategy 4:
Strategy 2:	Strategy 5:
Strategy 3:	Strategy 6:
Check	
Identify the data that will be used to determine if the strategies are reliable.	

BIDDEFORD SCHOOL DEPARTMENT

REQUEST FOR STIPEND APPOINTMENT APPROVAL

Date: May 11, 2018 School: District

Building Administrator: Chris Indorf, Asst. Superintendent

Stipend Position Title: Network Administrator—2018-19 School Year

Position Responsibilities: Set up, maintain, and update District servers

Troubleshoot network and server issues

Work with Network Maine and other vendors for Internet services.

Stipend Dollar Amount: \$5,500.00

Anticipated Amount of Time Varies

Number of students participating: 2,500

Number of days per week: 7

Number of weeks per season/school year: 52

Number of hours per session: Varies

Total hours for season/school year: Varies

Recommended Employee: Keith Deschambault

Background/Experience: Has performed these duties for over 10 years.



2018-2019 Athletic Stipends

Stipend Position	Coach's Name	Season	Stipend	Nominated
FALL				
Head Varsity Football	Brian Curit	Fall	6,815	5/22/18
Assistant Football	Robert Beaulieu	Fall	3,480	5/22/18
Assistant Football	Joie Hansen	Fall	3,480	5/22/18
Assistant Football	Travis Roy	Fall	3,480	5/22/18
Head Freshmen Football	Keith Leblanc	Fall	3,625	5/22/18
Assistant Fresh. Football	Carl Leblanc	Fall		5/22/18
Head Varsity Girls Soccer	Darren Boynton	Fall	3,335	5/22/18
JV Girls Soccer	Alyssa Rondo	Fall	2,175	5/22/18
Head Varsity Boys Soccer	Larry Burningham	Fall	3,335	5/22/18
JV Boys Soccer	Paul Illiano	Fall	2,175	5/22/18
Head Varsity Field Hockey	Caitlin Albert	Fall	3,625	5/22/18
JV Field Hockey	Leslie Mourmouras	Fall	2,465	5/22/18
Head Varsity Volleyball	Ruth Shaw	Fall	3,190	5/22/18
JV Volleyball	Gerald Lapierre	Fall	2,175	5/22/18
Head Varsity Cheering	Deb Lebel	Fall	2,030	5/22/18
Head Golf	Guy Gagnon	Fall	2,900	5/22/18
JV Golf	John Jacques	Fall	1,450	5/22/18
Head Varsity Cross Country	Chris Quint	Fall	3,045	5/22/18
Field Lining -Fall	Shawn Descoteaux	Fall	\$1,500.00	5/22/18
School Year Weight Room	Brian Curit	2018-2019	3,915	5/22/18
WINTER				
Boys Varsity Basketball	Justin Tardif	Winter	4,640	5/22/18
Boys JV Basketball	Keith Leblanc	Winter	3,190	5/22/18
Boys FT Basketball	Andrew Burnell	Winter	2,900	5/22/18
Girls Varsity Basketball	Katie Herbine	Winter	4,640	5/22/18
Girls JV Basketball	Sarah Wildes	Winter	3,190	5/22/18
Boys Varsity Hockey	Jason Tremblay	Winter	4,495	5/22/18
Boys JV Hockey	Tom Gildersleeve	Winter	2,900	5/22/18
Girls Varsity Hockey	Adam Flynn	Winter	4,495	5/22/18
Girls JV Hockey	Eric Wales	Winter	2,900	5/22/18
Wrestling	Steve Vermette	Winter	4,350	5/22/18
Wrestling Assistant	Vacant	Winter	1,740	
Varsity Winter Cheering	Deb Lebel	Winter	2,175	5/22/18
Head Indoor Track	Vacant	Winter	2,465	
Assistant Indoor Track	Vacant	Winter	1,595	
Assistant Indoor Track	Vacant	Winter	1,595	
SPRING				
Head Varsity Baseball	Keith Leblanc	Spring	4,205	5/22/18
JV Baseball	Richard Letelliere	Spring	2,900	5/22/18
FT Baseball	Nathan Jordan	Spring	2,610	5/22/18
Head Varsity Softball	Mike Fecteau	Spring	4,205	5/22/18
JV Softball	Stephanie Coleman	Spring	2,610	5/22/18
Head Boys Lacrosse	Vacant	Spring	4,350	
Assistant Boys Lacrosse	Vacant	Spring	2,465	
Head Girls Lacrosse	Caitlin Albert	Spring	4,350	5/22/18
JV Girls Lacrosse	Michelle Laverriere	Spring	2,465	5/22/18
Head Girls Outdoor Track	Vacant	Spring	4,205	
Head Boys Outdoor Track	Vacant	Spring	4,205	
Assistant Outdoor Track	Vacant	Spring	2,320	
Boys Tennis	Mark Ouellette	Spring	2,030	5/22/18
Girls Tennis	Teri Schang	Spring	2,030	5/22/18
Summer Weight Lifting	Brian Curit	2018-2019	\$1,500.00	5/22/18
Field Lining - Spring	Shawn Descoteaux	2018-2019	\$1,500.00	5/22/18
Game Coverage 2018-2019	Adminstration	2018-2019	\$1,500.00	5/22/18

BMS 2018-2019 Athletic Stipends				
Stipend Position:	Coach's Name:	Season:	Stipend:	Nominated:
FALL				
Cross County Coach	Maripat Bradey	Fall	1,885	5/22/18
8th Grade Field Hockey	Stephanie Coleman	Fall	2,320	5/22/18
7th Grade Head Football Coach	Erik Kuehl	Fall	2,900	5/22/18
7th & 8th Grade Head Football Coach	Gary Pleau	Fall	4,495	5/22/18
7th Grade Assistant Football Coach	Alan Parent	Fall	2,755	5/22/18
7th Grade Field Hockey Coach	Chelsea Brittain	Fall	2,320	5/22/18
8th Grade Field Hockey Coach	Vacant	Fall	2,320	
7th Grade Boys Soccer Coach	Joseph Robinson	Fall	2,030	5/22/18
8th Grade Boys Soccer Coach	Robert Martens	Fall	2,030	5/22/18
8th Grade Girls Soccer Coach	Chris LeSieur	Fall	2,030	5/22/18
7th Grade Girls Soccer Coach	Liz Ames	Fall	2,030	5/22/18
Volleyball Coach	Renee Trottier	Fall	1,885	5/22/18
WINTER				
Assistant Indoor Track Coach	Maripat Bradey	Winter	2,465	5/22/18
Assistant Indoor Track Coach	William Harriman	Winter	1,595	5/22/18
7th Grade Boys Basketball Coach	Jeremy Lugiano	Winter	2,755	5/22/18
8th Grade Boys Basketball Coach	Gary Pleau	Winter	2,755	5/22/18
Cheering Coach	Natasha Adams	Winter	1,740	5/22/18
8th Grade Girls Basketball Coach	Dave Rogers	Winter	2,755	5/22/18
Head Coach Indoor Track	Rico Mariello	Winter	2,465	5/22/18
Wrestling Coach	James Smith	Winter	2,465	5/22/18
SPRING				
7th Grade Baseball Coach	Adam Flynn	Spring	2,320	5/22/18
8th Grade Baseball Coach	Gary Pleau	Spring	2,320	5/22/18
Boys Lacrosse Coach	Alan Parent	Spring	2,320	5/22/18
Girls Lacrosse Coach	Erica Letellier	Spring	2,320	5/22/18
Head Outdoor Track Coach	Maripat Bradey	Spring	2,465	5/22/18
Outdoor Track Assistant	Chelsea Brittain	Spring	1,885	5/22/18
7th Grade Softball Coach	Vacant			
8th Grade Softball Coach	Don Perreault	Spring	2,320	5/22/18

2018-2019 Non-Athletic BHS		
Stipend Position:	Name:	Stipend:
Class Advisor 2021	Caitlin Albert	\$994
Student Council Co-Advisor	Rebecca Auten	\$662.66
Instrumental Music	Pat Bolin	\$4,970
English Department Head	Bruce Brasier	\$3,266
Civil Rights Co-Advisor	Shari Brinkman-Young	\$469
Science Department Head	Doreen Collin	\$3,266
Peer Coach	Doreen Collin	\$500
Class Advisor 2021	Kim Doody	\$994
Spring Drama Production/Artistic Director	Chris Ferrell	\$4,402
Choral Music	Chris Ferrell	\$2,272
Class Advisor 2020 Co-Advisor	Adam Flynn	\$1,420
Civil Rights Co-Advisor	Veronica Foster	\$469
Debate	Veronica Foster	\$497
Student Council Co-Advisor	James Grover	\$662.66
Math Team Coach	James Grover	\$994.00
Math Department Head	Jon Jacques	\$2,982
Student Council Co-Advisor	Hannah Johnson	\$662.66
Interact	Hannah Johnson	\$600.00
Freshman Mentor Co-Advisor	Kelsey Johnson	\$1,000
Robotics Advisor	Michelle Lane	\$994
National Honor Society	Jessica Larson	\$497
Debate	Tom McGovern	\$497
Social Studies Department Head	Andrew Reddy	\$2,982
Peer Coach	Andrew Reddy	\$500
Fine Arts Department Head	Karen Rubin	\$2,982
Peer Coach	Teri Schang	\$500
PE/Health Department Head	Teri Schang	\$1,846
National Honor Society	Ruth Shaw	\$497
Freshman Mentor Co-Advisor	Joyce Tarpy	\$1,000
Class Advisor 2019	Joyce Tarpy	\$1,000
Peer Coach	Heather Tremblay	\$500