

City of Biddeford
School Committee
May 22, 2018 7:00 PM Little Theater at BHS

- A. Call to Order:**
- B. Roll Call:**
- C. Pledge of Allegiance:**
- D. Performance:**
 - D.1. BMS Select Chorus
- E. Adjustments to Agenda:**
 - E.1. ADDENDUM
[Addendum5:22:18.pdf](#)
- F. Consideration of Minutes:**
 - F.1. Meeting Minutes 5/8/18
[Minutes5:8:18signed.pdf](#)
- G. Student Rep Reports:**
- H. Superintendent's Report:**
- I. Committee Reports: Finance/Building, Grounds; Curriculum; Policy; Waterhouse Advisory Committee**
- J. Old Business:**
 - J.1. • Consideration/Discussion: FY18 School Committee meeting calendar
[Schoolcommitteecalendar.pdf](#)
- K. New Business: Public participation opportunity after each item listed below (3 minutes per item)**
 - K.1. • Chris Indorf ~ Presentation of District Comprehensive Needs Assessment
[Biddeford SD CNA Template.pdf](#)
- L. Resignations: Accepted by the Superintendent**
 - L.1. • Marissa Tarrío ~ Ed Tech BPS
 - Haley Dill ~ Pre-K Ed Tech II JFK
 - Leo Paul LaBonte ~ Part Time Bus Driver ~ Transportation Department
- M. Nominations:**
 - M.1. • Mandy Cyr ~ Director of Instruction and Innovation ~ District Leadership Office.
 - Hope Andreychak ~ Classroom Teacher BPS ~ Replacing Krysten Gorrivan
[MandyCyr.pdf](#)

N. Appointments:

O. Transfers:

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

Q. Communications:

R. Executive Session:

- R.1. • Discussion/Consideration: Teachers Contract in Pursuant to 1 M.R.S.A § 405(6)(D)
- Discussion/Consideration: Nonunion Employee Compensation in Pursuant to 1 M.R.S.A § 405(6)(D)

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

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

Biddeford School Department

Tuesday, May 22, 2018

7:00pm

ADDENDUM

L. Resignations, Nominations, Appointments & Transfers:

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 Gorrivan ~ 2nd Grade Teacher BPS ~ Resignation

Nominations:

- Rico Mariello ~ Student Services BIS ~ Replacing Denise Bourgoine
- Michael Murphy ~ District Music Teacher K-12 ~ 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 08, 2018

4:00pm ~ Little Theater BHS Minutes

- A. **Call to Order:** Meeting was called to order at 4:20pm
- B. **Roll Call:** Alan Casavant, Dennis Anglea, Vassie Fowler, Karen Ruel, Lisa Vadnais, Jeremy Ray, and Chris Indorf were all present.
- C. **Pledge of Allegiance:** Led by Alan Casavant
- D. **Performance:** None
- E. **Adjustments to the Agenda:** Addendum
- F. **Approval of Last Meeting's Minutes:** 4/24/18 ~ Dennis Anglea moved, Lisa Vadnais seconded, and all were in favor.
- G. **Student Rep Reports:** None
- H. **Superintendent's Report:** We had a very successful Red Ribbon week thanks to the Biddeford Saco Rotary Club. They provided free t-shirts to all middle and high school students and held a community presentation with former NFL Patriot and his wife, Chris and Kathi Sullivan, to share their story about recovery and grief. Congratulations to Senior Nick Desjardins for his AutoCAD design of the Coast Guard emblem and a special thanks to Dana Peck of Maine Heritage Architects for reaching out to COT. This is a perfect example of business partnerships that allow our students' real-life experiences in learning.
- I. **Committee Reports: Finance/Building & Grounds, Curriculum, Policy:**
- J. **Old Business:**
 - 2nd reading overnight field trip Senior Class Trip Sunday River ~ June 5th – 6th, 2018 ~ Teacher in charge Teri Schang. ~ Vassie Fowler moved, Lisa Vadnais seconded, and all were in favor.
 - 2nd reading overnight field trip Odyssey of the Mind World Finals Iowa State University ~ Teacher in charge Victoria Salo ~ Lisa Vadnais moved, Vassie Fowler seconded, and all were in favor.
 - 2nd reading overnight field trip Maine Model Nations Conference (USM Gorham Campus) BHS ~ Teacher in charge Andrew Reddy ~ Lisa Vadnais moved, Vassie Fowler seconded, and all were in favor.
- K. **New Business:**
 - Consideration/Discussion: FY18 School Committee meeting calendar ~ To be discussed at the next meeting on
- L. **Resignations, Nominations, Appointments & Transfers:**
 - Resignations:**
 - Yvonne Marchand ~ Full Time Bus Driver ~ Resigned
 - Paige Marshall ~ Special Education Teacher BPS ~ Resigned

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:

- Reba Walton ~ 2nd grade teacher BPS ~ Replacing Alicia Sleboda ~ Dennis Angela moved, Lisa Vadnais seconded, and all were in favor.
- Marguerite Richards ~ ELL Instructor full time JFK ~ New Position ~ Dennis Angela moved, Vassie Fowler seconded, and all were in favor.
- Joseph Aiken ~ 3rd Grade Teacher BPS ~ Replacing Kathy Lambert ~ Dennis Angela moved, Vassie Fowler seconded, and all were in favor.
- Lisa Duchaine ~ ½ time Math Interventionist Elementary ~ Dennis Angela moved, Lisa Vadnais seconded, and all were in favor.
- Renewal of nominations FY18 of Probationary Contracted Staff ~ Vassie Fowler moved, Dennis Angela seconded, and all were in favor.

Appointments:

- Robert Linscott ~ Custodian District ~ Replacing Paula Goulet ~ Dennis Angela moved, Vassie Fowler seconded, and all were in favor.

M. Public Participation (3 minutes; any item)

N. Communications:

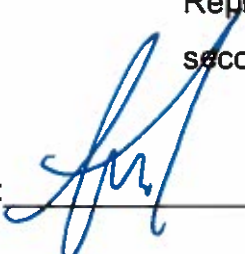
O. Executive Session: Discussion/Consideration: Labor Contract with Biddeford Administrative Association Pursuant to 1 M.R.S.A § 405(6)(D) ~ Dennis Angela moved to enter into executive session, Vassie Fowler seconded, and all were in favor. Motion was made to accept CBA between Biddeford School Department and Biddeford Administrative Association. Dennis Angela moved, Lisa Vadnais seconded, and all were in favor. Motion to move out of executive was made by Dennis Angela, Vassie Fowler seconded, and all were in favor.

P. Adjournment: Meeting adjourned at 5:03pm. Dennis Angela moved, Vassie Fowler seconded, and all were in favor.

Addendum

L. Nominations:

- Jennifer Dame ~ Special Education Teacher Resource ~ BPS ~ Replacing Eileen Worthley ~ Dennis Angela moved, Lisa Vadnais seconded, and all were in favor.
- Lisa Cote ~ Special Education Administrative Asst. ~ BIS ~ Replacing Pat Crepeau ~ Dennis Angela moved, Lisa Vadnais seconded, and all were in favor.

Signed:  Date: May 15, 2018

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 Committee Calendar 2018-2019

July 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Notes:

7/24 ~ No meeting unless needed

12/25 ~ No meeting Holiday

Alan Casavant ~ Chair & Mayor ~
284-4690

Dennis Anglea ~ 3 Sheltra Ave ~
251-2424

Crystal Blais ~ 5 Papoose Dr ~
571-9141

Dominic Deschambault ~ 361 Elm St ~
~ 590-6301

Vassie Fowler ~ 511 Pool St ~
408-2274

Tony Michaud ~ 6 Village Lane ~
205-1982

Karen Ruel ~ 33 Forest St ~
468-9176

Lisa Vadnais ~ 294 Granite St Ext ~
283-2449

 **4:00pm Meeting**
 **7:00pm Meeting**

2018-2019

6

Comprehensive Needs Assessment and SAU Consolidated Plan

MAINE DEPARTMENT OF EDUCATION

**Every Student Succeeds Act (ESSA)
Comprehensive Needs Assessment
and
SAU Consolidated Plan**



SAD/SAU:

School Name: Biddeford School Department

Contact Person: Christopher Indorf

Mailing Address: 18 Maplewood Avenue, Biddeford, ME 04005

Telephone: 207-282-8280

Email Address: cindorf@biddefordschools.me

Superintendent (Printed Name):
Jeremy Ray

Telephone:
207-282-8280

Signature of the Superintendent

Date:

X

For all schoolwide applicants, the needs assessment should be submitted to the Maine Department of Education Title I Office by July 1. Please list schools that are submitting individual schoolwide applications:

A hard copy should be mailed to:

Maine Department of Education
Title I: Schoolwide
23 State House Station
Augusta, ME 04333-0023

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Comprehensive Needs Assessment and SAU Consolidated Plan

Section 1: Planning Team	
1a. List the names of people and programs represented in the development of this plan. (Each group should have at least one participant. In the final SAU submission, please be sure to include an equitable selection of building and instructional leaders.)	
Name(s)	Title
Jennie Langevin, Kerrie Edgerton	Parent(s)/Guardian(s)
Meghan Schrader	Teacher(s)
Sandy Gardella	Title I Staff
Lindsey Nadeau, Margaret Pitts, Deb Kenney, Scott Descoteaux, Jeremie Sirois, Paulette Bonneau, and Jeremy Ray	School Administrator(s)
Karen Chasse	District Staff
Wendy LeBlanc	School Counselor(s) (if applicable)
Sue Deschambault	Community Member(s)
Chris Indorf	Homeless Education Liaison
Lisa Quigley	Data Administrator(s) (if applicable)
Patsy Gendron	EL Coordinator(s)/Teacher(s) (if LEA has any ELs)
Crystal Blais	Board of Education Member(s)
	Other
1b. Describe how the team members were selected including dates of meetings, topics discussed, and outcomes from each meeting. Acceptable documentation includes meeting minutes, attendance sheets, and action plan documents. A. Team members were selected in order to best represent the diversity of views and experiences in our schools and the broader community. Dozens of faculty were engaged in discussion, data digs, goal-setting, and myriad other ways to inform our data collection and planning, even if they weren't formal "sitting members" of the planning team. B. Documentation for meetings, agendas, and participants can be found as APPENDIX A.	
1c. Describe how the team will communicate with the school and community. The team collaborated in person and online using the Google Education Suite. The final product was shared with students and their parents directly through our regular <i>Thursday Folders</i>. The CNA process was originally presented in a public, televised School Committee meeting on February 13, 2018, and the final product was presented in a public, televised School Committee meeting on May 22, 2018. Public comment was welcomed in both public meetings. See APPENDIX B for agendas and minutes.	

Section 2: Data Collection and Analysis

Collection**Disaggregated Data Required:****1. Student Demographics**

	Year 2014-15			Year 2015-16			Year 2016-17		
	#	%	State Average	2417	%	State Average	2411	%	State Average
All students	2439								
Male	1239	51%		1239	51.26%		1282	53.17%	
Female	1200	49%		1178	48.74%		1129	46.83%	
American Indian or Alaska Native	24	.98%		18	.74%		20	.83%	
Asian	68	2.78%		63	2.61%		72	2.99%	
Native Hawaiian or Other Pacific Islander	1	.04%		0	0		0	0	
Black or African American	66	2.71%		78	3.23%		96	3.98%	
Hispanic or Latino	94	3.85%		100	4.14%		111	4.60%	
White	2112	86.59%		2081	86.10%		2030	84.20%	
Two or more races	74	3.03%		77	3.19%		82	3.40	
Children with Disabilities (<i>IDEA</i>)	460	18.86%	16.4 %	473	19.57%	16.7%	472	19.58%	17.2%
English Learners (ELs)	110	4.51%	2.9%	101	4.18%	2.9%	157	6.51%	4.3%
Economically Disadvantaged Students	1387	56.87%	46.55%	1269	52.50%	47.64%	1343	55.70%	47.48%
Homeless Students	32	1.31%		31	1.28%		32	1.33%	
Migratory Students	7	.29%	489	6	.25%	479	4	.17%	310

2. Title I

Year	Program Enrollment	Population %
2014 - 15	58	2.37%
2015 - 16	52	2.15%
2016 - 17	65	2.69%

3. Community Demographics

	Year 2014-15			Year 2015-16			Year 2016-17		
	#	%	State Average	#	%	State Average	#	%	State Average
Community Members	21277								
Male	10108	47.5%		10108	47.5%		10108	47.5%	
Female	11169	52.5%		11169	52.5%		11169	52.5%	
American Indian or Alaska Native	116	.5%		116	.5%		116	.5%	
Asian	352	2%		352	2%		352	2%	

Comprehensive Needs Assessment and SAU Consolidated Plan

Native Hawaiian or Other Pacific Islander	8	.04%		8	.04%		8	.04%	
Black or African American	207	1%		207	1%		207	1%	
Hispanic or Latino	352	.2%		352	.2%		352	.2%	
White	20165	94.77%		20165	94.77%		20165	94.77%	
Two or More Races	351	1.6%		351	1.6%		351	1.6%	

NOTE: Data source is 2010 Census; we do not have access to more up-to-date, certified data. Contacted Sara Bruel, Director of the CHCC at the DOE's suggestion. She furnished the same data.

<http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>

4. Teacher Demographics

	Year 2014-15			Year 2015-16			Year 2016-17		
	#	%	State Average	#	%	State Average	#	%	State Average
Teachers	226								
Male	65	29%		62	28%		60	26%	
Female	161	71%		159	72%		167	74%	
American Indian or Alaska Native	1	.0044%		1	.0045%		1	.0044%	
Asian	2	.0088%		2	.009%		2	.0088%	
Native Hawaiian or Other Pacific Islander	0			0			0		
Black or African American	1	.0044%		1	.0045%		2	.0088%	
Hispanic or Latino	2	.0088%		2	.009%		2	.0088%	
White	220	.9735%		215	.977%		220	.9692%	
Two or more races	0			0			0		

5. Homeless Students Identified

Year	State Average	Total Identified	% of Total Student Population
2014-15	1.1%	32	1.39%
2015-16	1.2%	31	1.15%
2016-17	1.5%	32	1.36%

6. English Learners (if n count 5 or more, must complete chart: 6; if n count 20 or more, must complete Section 7)

Year	Program #	Population %
2014-15	110	4.51%
2015-16	101	4.17%
2016-17	157	6.51%

7. Student Behavior (# of incidents)

Year	Substantiated Incidents of Bullying	Restraints & Seclusions# of Students		Illicit Drug Related	Alcohol Related	Weapons Possession	Violent Incident (with physical injury)	Violent Incident (without physical injury)	Other (identify using method chosen by school)
2014-15	4	81	0	13	3	6	0	0	0

Comprehensive Needs Assessment and SAU Consolidated Plan

2015-16	8	61	0	7	2	3	1	0	0
2016-17	3	17	0	10	2	4	0	0	0

8. Student Discipline - Expulsion

Year	Expulsion Total	Student Population % Expelled	Expulsion with Services Total	Expulsion without Services Total
2014-15	0	0	0	0
2015-16	2	.082%	2	0
2016-17	0	0	0	0

9. Student Discipline –Suspension

Year	Suspension Total	Student Population % Suspended	Special Education % Suspended	Out of School Suspensions Total	In School Suspensions Total	Removal to an Interim Alt Ed Setting by School Personnel	Removal to an Interim Alt Ed Setting by a Hearing Officer
2014-15	533	21.85%	0.114%	199	334	0	0
2015-16	403	16.67%	0.120%	154	249	0	0
2016-17	410	17.00%	0.095%	206	204	0	0

10. Student Discipline - Consequences (# of intentions used)

Year	Community Service	Juvenile Justice Referral	Law Enforcement Referral	Restitution	Substance Abuse Counseling	Substance Abuse Treatment	Conflict Resolution or Anger Management	Counseling
2014-15	0	0	15	0	28	5	0	0
2015-16	0	0	17	0	31	6	0	0
2016-17	0	0	20	0	45	8	0	0

11. Student Attendance

Year	ADA	Tardy %	% of Students Approaching Chronically Absent (missing 5-9% of total school days) 8.75 - 15.75 days	% of Students Chronically Absent (missing 10% or more of total school days) 17.5 days	% of Students Truant
2014-15	93.09%	3.9%	26%	18%	16%
2015-16	92.75%	3.5%	25%	19%	14%
2016-17	92.67%	3.5%	27%	19%	12%

12. High School Graduation Rate

Year	4 Year Cohort	5 Year Cohort
2014-15	84.95%	86.89%
2015-16	85.93%	87.5%
2016-17	89.66%	not available yet

Comprehensive Needs Assessment and SAU Consolidated Plan

13. Educational Opportunities Coursework (High School)

Year	Advanced Placement Enrollment	CTE Enrollment	Early College Enrollment	Dual or Concurrent Enrollment	Other
2014-15	115	130	204	No data available	N/A
2015-16	125	133	8	111	N/A
2016-17	127	118	6	80	N/A

14. Literacy: Data Source # 1 Maine Educational Assessment

Year	Proficient Student %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Grade 7 %	Grade 8 %
2014-15	SBAC	SBAC	SBAC	SBAC	SBAC	SBAC	SBAC
2015-16	46.1%	41.7%	38.2%	50.6%	28.8%	32.1%	40.1%
2016-17	39.9%	42.4%	45.8%	44%	43.8%	30.8%	32.3%

15. Literacy: Data Source # 2 STAR Assessment

Year	Proficient Student %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Grade 7 %	Grade 8 %
2014-15	*	*	*	*	*	*	*
2015-16	51.5%	53%	53%	57%	56%	42%	48%
2016-17	51.1%	38%	78%	50%	57%	40%	44%

*The school department did not yet have a consistent, district-wide assessment. STAR was fully adopted in 15-16

16. Mathematics: Data Source # 1 Maine Educational Assessment

Year	Proficient Student %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Grade 7 %	Grade 8 %
2014-15	SBAC	SBAC	SBAC	SBAC	SBAC	SBAC	SBAC
2015-16	25.8%	37.8%	20.8%	36.2%	18.6%	20.9%	20.7%
2016-17	26.3%	28.3%	39.3%	27.4%	26.6%	18.7%	17.3%

17. Mathematics: Data Source # 2 STAR Assessment

Year	Proficient Student %	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Grade 7 %	Grade 8 %
2014-15	*	*	*	*	*	*	*
2015-16	57.3%	54%	68%	76%	49%	48%	49%
2016-17	63.8%	62%	88%	68%	65%	48%	52%

*The school department did not yet have a consistent, district-wide assessment. STAR was fully adopted in 15-16

Comprehensive Needs Assessment and SAU Consolidated Plan

18. Principal Profile

Year	Year(s) in the Role	Year(s) in the Role at Current School	Level of Education			
			Bachelor's Degree	Master's Degree	Ph.D.	Professional Principal Certificate
2014-15	JFK: Lindsay Nedeau, 1.0 BPS: Margaret Pitts, 15.0 BIS: Deb Kenney, 14 BMS: Kyle Keenan 1.0 BHS: Jeremie Sirois, 2.0	JFK: 1.0 BPS: 3.0 BIS: 11 BMS: 1.0 BHS: 2.0	JFK: 1.0 BPS: 1.0 BIS: 1.0 BMS: 1.0 BHS: 2.0	JFK: 1.0 BPS: 1.0 BIS: 1.0 BMS: 1.0 BHS: 2.0	0	BMS: 1.0
2015-16	JFK: Lindsay Nedeau, 2.0 BPS: Margaret Pitts, 16.0 BIS: Deb Kenney, 15 BMS: Kyle Keenan 2.0 BHS: Jeremie Sirois, 3.0	JFK: 2.0 BPS: 4.0 BIS: 12 BMS: 2.0 BHS: 3.0	JFK: 1.0 BPS: 1.0 BIS: 1.0 BMS: 1.0 BHS: 2.0	JFK: 1.0 BPS: 1.0 BIS: 1.0 BMS: 1.0 BHS: 2.0	0	BMS: 1.0
2016-17	JFK: Lindsay Nedeau, 3.0 BPS: Margaret Pitts, 17.0 BIS: Deb Kenney, 16 BMS: Kyle Keenan 3.0 BHS: Jeremie Sirois, 4.0	JFK: 3.0 BPS: 5.0 BIS: 13 BMS: 3.0 BHS: 4.0	JFK: 1.0 BPS: 1.0 BIS: 1.0 BMS: 1.0 BHS: 2.0	JFK: 1.0 BPS: 1.0 BIS: 1.0 BMS: 1.0 BHS: 2.0	0	BPS: 1.0 BMS: 1.0 BHS: 1.0

19. Educator Profile

Year	# of Classroom Teachers	% National Board Certified Teachers	Level of Education				Number of Years in the Classroom		
			% with Bachelor's Degree	% with Master's Degree	% with Ph.D.	% with Professional Certificate	0-1	2-5	5+
2014-15	226	1%	100%	38%	.13%	13%	17	26	183
2015-16	221	1%	100%	37%	.9%	14%	18	23	180
2016-17	227	1%	100%	39%	.9%	8%	16	22	189

Analysis

2a. Describe your comprehensive needs assessment process, including your data sources. A robust comprehensive report will include multiple data sources that are triangulated and disaggregated.

- A. **Process:** The CNA process was introduced to the district's leaders in a comprehensive email from the Assistant Superintendent on Sunday, February 4th following several planning meetings with the Superintendent, and with York County curriculum leaders. An initial meeting of district administrators was held three days later to review the CNA, nominate a team, and begin identifying a sequence of work, as well as who was best positioned to contribute to various portions of the plan. A small team attended four Department trainings in Augusta and Hallowell, and met in PLCs and other small groups intended to best meet the needs of/address the various portions of this assessment and plan. The full group was assembled on an as-needed basis to review the document and the work of the group. The last meeting of the full group to review, edit, comment on, and endorse the plan was May 14, 2018, and the final plan was presented to the school committee and the general public, where comment was provided, on May 22, 2018. [See Appendix C](#)
- B. **Data Sources:** The District utilized state-reported data that is warehoused in Infinite Campus and NEO. Some achievement data is publicly warehoused on the district's curriculum page. Internal data is sourced from our K-12 internal assessment system (a product called STAR, from Renaissance Learning, Inc.) Other data, including EL achievement, benchmark assessments, kindergarten screening, etc. were derived from third-party commercial products (e.g., screeners such as the DIAL IV, local assessments including Running Records, Standards attainment, traditional "grades" [grade 11-12, COT], or software assessments specific to mathematics, such as IXL, or specific to literacy such as Read180).

2b. Describe how your school collects data, analyzes, and responds to student absenteeism, tardiness, and truancy. Consider whether there are any specific demographic, grade span, or other subgroups that have unusually high attendance issues. Consider the outcomes of the attendance interventions your school employs.

- A. **Data Collection and Analysis:** Data comes from many sources, and principals track building-specific (e.g., running record) and vertical (e.g., STAR and attendance) data in spreadsheets. These are shared with the Superintendent, and subsequently used to make decisions about budget, purchasing, resource allocation, programming, and are even tied to incentive pay for administrators. In addition to the central office review, principals share PLCs, and within each principal's building there are team or grade-specific PLCs that use the data to plan and execute interventions on behalf of students who are struggling to meet standards, come to school, or otherwise find success.
- B. **Response to absence, tardiness, and truancy:** The Biddeford School Department has worked in close collaboration with CountMeIn, an area non-profit whose mission it is to help schools identify trends, bolster attendance, reduce chronic absence, and deploy strategies to improve student attendance. Over 27,600 or 15% of Maine students are chronically absent (*US Department of Education, Office of Civil Rights 2016*). Students who miss school frequently are less likely to read proficiently by third grade, more likely to fail in middle school and eventually drop out of high school. Missing school, even in kindergarten, has consequences. The Biddeford School Department and CountMeIn believe that chronic absence can be solved when schools, families, and communities work together to create a culture of attendance as early as preschool and kindergarten; student attendance is regularly monitored; and, the barriers to getting to school are identified and addressed. To that end, attendance rates are part of administrator evaluations, and more importantly, school culture. Every day of the year average daily attendance is posted in each of our school lobbies; in our high school, the staff's attendance is also posted. The district's "dropout prevention committee" utilizes this data to make recommendations to the Superintendent and school committee on program needs to improve student attendance.

2c. Describe your data collection process for student behavior. Identify procedures used to determine substantiated behavior. Delineate student behavior based on grade span (PreK-5, 6-8, 9-12) and describe instructional and environmental supports.

John F. Kennedy and Biddeford Primary School

Data Collection: The K-3 schools use a Binder/google doc to record and track student behavior that is referred to the office.

Procedures: Classroom teachers handle most behaviors in the classroom. All staff have been to Responsive Classroom training and employ those procedures within their classrooms. Significant behaviors are written up on a discipline form and referred to the office.

Instructional and Environmental Supports: PBIS (Positive Behavior Interventions and Supports) and Responsive Classroom techniques are all used at this level. Zones of Regulation is also used for students who need more support around self control.

Biddeford Intermediate School:

Data Collection: Biddeford Intermediate School (grades 4-5) uses Infinite Campus to track student behaviors.

Procedures: When a student misbehaves, a supervisory staff member writes up the incident on a Discipline Report. The Discipline Report is read by Administration. The student meets with the Principal or Student Service Coordinator to review the incident.

Instructional and Environmental Supports: Biddeford Intermediate School has implemented PBIS (Positive Behavior Interventions and Supports). Students are able to identify the school rule (Safe, Responsible, Respectful) that is violated. Students complete a written reflection regarding the incident so there is ownership of behaviors. The reflection is reviewed with the student by the Principal or Student Services Coordinator. Students are referred to the Guidance Counselor or School Social Worker as needed.

Biddeford Middle School:

Data Collection: Biddeford Middle School (grades 6-8) uses Infinite Campus to track student behaviors along with Google forms.

Procedures: Student behavior data is collected in a very detailed manner with all behaviors documented in a Google form titled [2017-2018 Discipline Referral Form](#). All responses are documented into a spreadsheet for easy access and usage.

BMS uses a three-tier approach to document all student behaviors:

- **Level 1:** Student behavior that is noteworthy as a data-point or a behavior that is being communicated to others adults within the team. Consequences are to be issued and served by the teacher. Teacher should complete the Discipline Referral Form. Parents must be contacted by the teacher within 24 hours to communicate the behavior concerns if consequences such as teacher or after school detention have been assigned. This is done either through phone contact or email to the parent.

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- **Level 2:** Student is removed from class and sent to the RISE Room. Parent notification mandatory by the teacher. Teacher should complete the Discipline Referral Form.
- **Level 3:** Student behavior is in need of an administrator's attention. Teacher should complete the Discipline Referral Form. The following are expectations that should be understood of an office level incident:
 1. Consequence will be determined by the administrator dealing with the student.
 2. The Discipline Referral Form needs to be completed by the teacher with "specifics" (words used, exact actions).

Additionally, any behavior that results in a teacher or office level consequence is documented into Infinite Campus (Behavioral Tab).

Instructional and Environmental Supports: Teachers are encouraged to work with students and formulate positive relationships with the students. Supporting behaviors at the middle school level is often the best and most effective manner to change student behavior. There are two school counselors, a social worker and three Sweetser counselors who work in the building to help support students with more significant needs and concerns. When necessary, the Principal, Assistant Principal or Student Service Coordinator becomes involved to intervene with higher level behavioral concerns. Academic teams meet daily to discuss student concerns. Administration attends one meeting per week with each team to stay on top of behavioral and truancy concerns. Lastly, the student service committee (Principal, Asst. Principal, SRO, Student Service Coordinator, 2 school counselors and social worker) meet twice per week to discuss Level 3 concerns with students in the building.

Biddeford High School:

Data Collection: Biddeford High School (grades 9-12) uses Infinite Campus to track student behaviors along with Google forms.

Procedures: Teachers are the first intervention in handling classroom behavior. BHS uses a discipline rubric and when infractions fall under the rubric teachers complete referrals on Infinite Campus. Once the incident is written up, the administrative team utilizes Google Docs to communicate. An administrator makes contact with the student and a determination is made on how the situation will be handled.

Instructional and Environmental Supports: Students are referred to the a Student Services Counselor, Substance Abuse Counselor, Social Worker, or School Resource Officer as needed and dependent on the situation. Otherwise, the Assistant Principal is the first point of contact in all situations once a discipline form is completed.

2d. Describe your student disciplinary consequences in relation to the student code of conduct.

Identify positive and restorative interventions that are evidence-based.

John F. Kennedy & Biddeford Primary School Consequences: Behavior at this level is low level. We use opportunities as teachable moments so students can learn from their behavior. In school suspensions are rare and only used when behaviors are repetitive or serious. Alternative recess is the most used consequence. Out of school suspension is not used at this level.

Biddeford Intermediate School Consequences: School consequences for students are thoughtful. They consist of a verbal warning, detention, In-School Suspension (ISS) or Out-of-School Suspension (OSS) pending the incident. A verbal warning is given to students who have a small infraction regarding respectful and responsible behavior. Detentions are given to students who have behaviors that involve other students and/or staff members. The School Administrator makes parental contact and the student completes a written reflection prior to meeting with the School Administrator. ISS is given to students who have behaviors that are more serious in nature that violate the school rules: safe, responsible and respectful. Students are placed in an another classroom with a teacher. Parental contact is made, student completes written a reflection, and academic work is completed. Review of the reflection is completed by the School Administrator along with a meeting with the student. OSS is issued to students with violent/extreme behaviors that affect the safety of the school. Parental contact is made and student is picked up immediately from school. A re-entry meeting is scheduled that involves the Principal, and other adults to support the student. PBIS is a reflective practice. Students are able to identify the problem and discern why their choice was in violation of school rules. Students meet with their peers to resolve issues. Support staff is involved in peer mediation.

Biddeford Middle School Consequences: The middle school years are a pivotal time for an adolescent so, whenever possible, the restorative approach is utilized for disciplinary consequences. This strategy is encouraged as it focuses on a more educational and teaching approach to a behavioral mishap. Using this approach might lead to alternative consequences, such as community service.

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When necessary, Biddeford Middle School will use institute lunch detention, after-school detention, or in- or out-of school suspensions.

Biddeford High School Consequences: School consequences have been adapted over time. The consequences range from warnings all the way up to suspension. The administrative team puts great thought and consideration into the handling of all situations. Detentions are given for low level behaviors. Suspension is given when situations are repeated or rise to the level of severe. In all suspensions re-entry meetings take place.

2e. Describe any challenges or limitations that exist locally that hinder effective use of data and technology to both inform professional development and support student instruction.

Like most districts, we have data warehoused in several platforms. We pay an additional fee to get some of those platforms to “talk” to each other. For example, we pay the parent company of STAR to synchronize our Infinite Campus data with the STAR product, so that teacher and student rosters are automatically updated in real time. However, we do have myriad services that don’t “talk” to each other, and in order to track student data we’ve largely utilized Google docs as a solution, as it can accept CSV and similar imports, can be shared among collaborators, and can be tracked and saved longitudinally over time.

2f. Describe your findings in consultation with families, teachers, and students (surveys, interviews, focus groups, questionnaires).

The Biddeford School Department has found that there are many mutual understandings on how the data are shared and used, and what it indicates or may presage. In other ways, we struggle with inter-rater reliability and consistent application of procedure and protocols (primarily between buildings, sometimes between departments or programs). Communication with our parents and community continues to be a challenge. Our data doesn’t always “play nice” with other systems. Parents are sometimes confused by communication with the schools; for example, a parent with a 6th grade and 10th grade student will receive report cards from two different vendors, hindering a sense of continuity and perhaps raising questions about what the district as a whole assesses and values.

2g. Review your data on homeless students looking especially for trends in: age/grade, numbers of unaccompanied and runaway youth, preschool aged children, geographic patterns, stability of attendance, academic progress and graduation, and delays in enrollment. Attempt to verify that your students who have been identified as homeless are automatically connected to the supports for which they are eligible (e.g. school nutrition programs, Title IA programs) and that you are able to evaluate whether homeless students have full access to all opportunities the school provides.

The Biddeford School Department (BSD) faces significant challenges when effectively serving the needs of homeless students in our community. Poverty in Biddeford is a generational challenge that plagues all geographic corners of the community. 2010 U.S. Census data show that 19% of the city’s population lives below federal poverty level, nearly 1/3 higher than the state as a whole. Were residents of Hills Beach and Biddeford Pool removed from consideration, we estimate that a full one-in-four of the city’s residents would live in poverty. Eligibility for free and reduced lunch—a widely used, school-based metric of need—ranges from over 66% in grade K to more than 35% in the upper grades. This isn’t a function of advancing age being commensurate with increased resources, rather, typical underreporting.

Research shows that youth from high-risk backgrounds (living in poverty, homeless and/or moving frequently) are more vulnerable to behavioral issues and mental illness than their peers. The percentage of students in the Biddeford schools who currently face these risk factors is exceedingly high, not only compared to adjacent, wealthier towns, but to the entire state. A 2013 youth behavior survey of students in grades 8-12 indicated that Biddeford’s most significantly elevated risk factors include “low commitment to school” and “rewards for antisocial behavior.” Again, youth of all ages from high-risk backgrounds are more vulnerable to mental and physical illness than their peers.

According to the 2013 Maine Integrated Youth Health Survey, 27% of Biddeford High School students “felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities” and 16% have “seriously considered attempting suicide.”

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Over the past five years, BSD has had an average of 34 students identified as homeless. Of these, nearly 50% were in grades K-5, 100% qualified for free and reduced lunch, and an overwhelming majority were not performing on benchmark academically. Homeless students make up a significant share of students who access our Title I programming. Title I programming offers critical academic support to students, but in the last decade, Biddeford's Title I allocation has halved. Additionally, as the needs of our students have grown, affordable housing has decreased, and the city council demands <1% annual increases in operational budget, the school struggles to find the resources and expertise necessary to assist homeless students and their families. As one frustrated high school guidance counselor recently said at a student support meeting, "I can help a kid fill out his FAFSA or maybe connect him with some substance abuse counseling, but I have no idea how to help his family find a home."

Indeed, according to the National Center for Homeless Education, homeless and highly mobile youth are more likely to experience several risk factors and adversity, ranging from lower reading achievement to higher at-risk behaviors. These findings persist when controlling for gender, ethnicity, and other social risk factors.

Biddeford is a city with enduring and institutional poverty, transience, and primarily seasonal homelessness. What we know about our homeless youth and the barriers that housing insecurity presents mirrors national trends. But what we don't always know is how many more of our young people meet the statutory definition of homelessness. Further, we don't have the resources or expertise to go too far beyond what the McKinney-Vento act require of us. Schools are expected to be everything for everyone in every situation, and try as our passionate and caring educators might, we just aren't able to do as much as we'd like. It's difficult for one institution to have expertise in literacy, mathematics, budget, facilities maintenance, substance abuse, mental health, homelessness, abuse and neglect, primary medical care, nutrition, etc.

The school department has given extra care and attention to identifying and serving homeless students in the last three years. Upon analysis of the data, the trends are clear: in Biddeford, you are more likely to be homeless if your last known in-district address was within .5 miles of subsidized housing, if you are male, if you have been incarcerated or disciplined for substance use, or if you are under the age of 8 or over the age of 16. Attendance of our homeless and Unaccompanied Homeless Youth (UHY) is slightly lower than our average daily attendance, but not appreciably. We have positive and collaborative relationships with area McKinney-Vento coordinators and transportation departments, and work hard to respond in a timely fashion to any findings in the homeless determination process that we utilize. We are liberal in our interpretation of "safe, adequate and regular," we doggedly adhere to the "best interest" principle on behalf of students, we have educated our entire faculty, retrained our frontline (viz., guidance and front office) staff on student rights and the school's obligations in the area of homeless education, and we erect no barriers in areas of enrollment, nutrition, transportation, or equal access to educational or co-curricular activities. We have an appeals process in place as a matter of law and policy, but it has not been utilized for at least four years.

In each of our buildings, conspicuously displayed is a pamphlet designed to assist homeless or "housing insecure" students and families. The document offers connections to healthcare, free legal advice, general assistance, subsidized housing resources, food pantries, and more. It is one of several intentional and very public efforts to do everything that we can to ensure that students are adequately housed, nourished, supplied, and dressed so that they can come to us ready to learn.

Our Alternative Pathways Center has the highest density of homeless and UHY, and we make extra special provisions for these students ranging from customized daily transportation plans to free laundry and bathing services.

2h. Summarize findings as to the strengths and areas for improvement of your current program as revealed through data analysis.

Strength	Possible Action Steps
1. We have partnered with the nonprofit CountMeIn Maine to address chronic absence across all buildings, with a special focus on at-risk, transient, and homeless students. 2. We have joined a consortium of southern Maine providers called "Community Partners for Protecting Children" in order to learn more about community services that can assist our students.	1. Education of Principals and Title I teachers about automatic qualification. 2. Whenever a student is identified as homeless, we are confident that we fully comply with the McKinney-Vento act. However, given the demographic of students we serve, we ought to be more intentional about a "wrap-around" of services for students.

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3. We host a monthly food distribution at a geographically convenient (read: walking distance) school building in our district to try to attract parents to our buildings and think about schools as a resource and a safe place for families. 4. Creation of literature to connect homeless families with community resources.	
Area for Improvement	Possible Action Steps
While we have made solid progress in a unified set of data collection and analysis expectations for our principals and staff, we still don't have a synthesized vertical product, nor do we have complete alignment on how data is used.	1. Newly formed Principals' Data PLCs should lend to a better understanding of how teachers and schools are using data to plan, hire, budget, and adjust programming to better meet the needs of kids. These meetings ought to be preserved and supported. 2. The exploration of a data specialist or curriculum expert to coordinate the good (but often siloed) work that our educators are doing should improve communication, outcomes, and decision-making.

2i. After determining the strengths and areas for improvement of the current school programs, the needs assessment process requires research-based solutions to be identified. This process should overlap other district/school initiatives for school improvement. Describe what best practices were reviewed, any visits made to high achieving schools, the techniques used to solicit whole staff and parent input to the plan, and how solutions were matched to priority needs.

The process of conducting this assessment and adopting much of its content as an integrated part of the district's strategic plan has been a helpful process. The scope of work for Maine's CNA is akin to what senior administrators ask of principals in their PLCs, and of what principals ask of their teachers, that is, to make thoughtful planning decisions based on data, gap analysis, a savvy use of available resources, and stakeholder feedback. The team that was consulted during the development of this document spans each stakeholder group. Principals sought feedback from their building's faculty on how to improve outcomes, and for suggestions on how to make actionable data-driven decisions made at the building or district level. Principals also consulted with their building's parental advisory groups, and parents, community members and board members were part of the steering committee for this process. Sign-in sheets for the meetings can be found in APPENDIX D

Section 3: Professional Practice

3a. Describe teachers' process for assessing student progress (frequency, evaluation methods, and recording).

There are six program centers in the district, and because of varying content standards (i.e., high school vs. center of technology education) or grade levels (i.e., our stand-alone Pre-K and Kindergarten Center vs. our grades 4 and 5 Intermediate School) teachers' processes for assessing progress vary. Below is a summary explaining these practices:

JFK School (Pre-Kindergarten and Kindergarten):

Pre-K:

All Students take the DIAL IV assessment as part of the required Pre-K screening (along with a hearing and vision screening given once at the start of the year).

TS Gold is used to report out to parents and progress monitor Pre-K standards (two to three times a month, reported out to parents three times a year).

Kindergarten:

The DIAL IV assessment is given to all students (if they have not already taken it in Pre-K) as part of the Federal requirement for Kindergarten screening (along with a hearing and vision screening once a year only at the beginning).

All students take the STAR assessment in September, January, and May (three times a year).

Teachers use ESGI to progress monitor students with all K standards (one to three times a month depending on student growth). Students also take the Fountas and Pinnell reading assessment in January and May (twice a year).

Biddeford Primary School (grades 1-3):

All students take the STAR district assessment in September, January and May to benchmark their progress. Students scoring below the district benchmark participate in progress monitoring twice a month. Teachers keep a Google doc of student progress on STAR, reading levels and attendance and meet several times a year to discuss trends, concerns, interventions and enrichment.

Third graders participate in the Maine Educational Assessment in the spring. Teachers study that data as it becomes available.

Biddeford Intermediate School (grades 4-5):

All students take the STAR district assessment in September, January and May. Teachers participate in data meetings throughout the school year to review student progress and RTI interventions. The Maine Educational Assessment (MEA) is given to all students in March of each school year. The MEA data is reviewed and goals are set for school improvement. Teachers assess students on a daily basis both formally and informally to meet the needs of all learners.

Biddeford Middle School (grades 6-8):

JumpRope is used as our formal program to track student progress in academic skills. A student's progress is evaluated each Monday with the student's advisory teacher. The teacher uses the latest data on JumpRope to help develop a plan for the specific student to work on in the coming week. Students, with the help of their advisor, book blocks of time in "TIGER TIME" (A 40 minute school-wide standard recovery block) where they can meet with individual teachers in areas of need. More individually to each classroom, the frequency of evaluating student progress is ongoing. Examples of evaluation methods are exit tickets, performance tasks, and verbal check-ins. There are many different strategies being used by different teachers throughout building. Recording progress is done by students self-monitoring, teacher checklists and, of course, JumpRope.

Biddeford High School and Alternative Pathways Center (Grades 9-12):

Utilizing the curriculum maps and unit designs, teachers guide students through a learning progression that is aligned to the rubric. Teachers assess students on a daily basis which can be formal (recorded in our reporting software) or informal. All formative assessments are used to target instruction and meet the individual needs of the students. Some teachers are beginning to have the students reflect upon their learning progression with self evaluation.

Students are ready for their summative learning opportunity by showing evidence of understanding the daily learning targets. Summatives are found in a variety of formats such as exams, projects, presentations, etc.

Biddeford Regional Center of Technology (Grades 9-12):

A variety of methods for checking student progress is utilized at COT, including both formative and summative assessments as well as informal methods that serve as a "check-in" with students to see how they feel about their progression in the varied programs. We are similar to the majority of schools in the state that use the four quarters of assessment with students and give students not only their quarter grades but semester and final grades too. Within each quarter at COT, there are also midterm grades given to allow a student and his/her parents an opportunity to see where they are standing--about 4-5 weeks into the quarters. Administration checks student grades at least ten times during the school year and, in some cases, even more as the situation might dictate.

The methods our teachers use vary, but the common denominator is that they ensure all learning behaviors are targeted. Student learning portfolios, performance assessments, traditional quizzes, chapter tests, industry-based assessments and third party, industry-based pre- and post-tests are administered annually. Most classes use graphic organizers to help keep their students on track and organized. The greatest thing to witness at COT is when the students take what they learn in theory--mostly in the classroom--and apply it, hands-on, in the lab portion of their classes. It is very common to see theory put into practice in one class session in most of the programs at COT.

Student progress is recorded using Infinite Campus (IC) software which the district has purchased for student management purposes. All teachers set IC to their specifications with their individual parameters for program priorities. COT also has data available through third party testing sites, NOCTI, ASE, and Precision Exams, for testing students in the fall and spring to monitor where they're at with prior knowledge and where they're learning progressed for the entire academic year.

3b. Describe teachers' and instructional teams' process for creating and maintaining individual instruction plans for students based on achievement data.

JFK School (Pre-Kindergarten and Kindergarten):

Every child in our school has a data binder where they keep track of their progress and learning. STAR data, F&P scores, ESGI, and assessments in TS Gold inform and drive our instruction for students to meet their needs.

Biddeford Primary School (grades 1-3):

All students have a Learning Binder that represents their learning on an individual basis. Personalized learning has been a focus in the area of math and will continue in ELA during the 18-19 school year. Teachers have Learning Binder conferences with students each week and use the information from that meeting for goal setting. Teachers keep a Google spreadsheet of the data for each of their students.

Biddeford Intermediate School (grades 4-5):

Teachers use STAR data to target learning interventions. Teachers have developed data binders to track student progress on grade level standards and learning targets. Teachers also have dated spreadsheets to report intervention progress.

Biddeford Middle School (grades 6-8):

At the middle school level, we do a lot of planning using STAR, our local assessment system. We test our students three times per year (Fall, Winter and Spring) and use the results to drive daily instructional practices along with the creation of interventions based on student needs which may put them behind grade level in math and reading. Additionally, our staff has undergone professional development to hone skills and strategies in looking at student data and using it appropriately in their practice.

Biddeford High School and Alternative Pathways Center (Grades 9-12):

At the high school level, we utilize STAR (our local assessment system) to monitor and plan for programming for students. We test our students three times per year (Fall, Winter and Spring) and use the results to determine needs of students and create interventions based on those needs. Additionally, teachers utilized a structured 35-minute block each day to intervene with students in need of assistance on a variety of levels. This block of time is called HAMR time (intervention block).

Biddeford Regional Center of Technology (Grades 9-12):

Students that are in trade fields are administered a general math assessment. If the student receives a 70 or below, an Ed Tech is assigned to provide remediation to those students. Students are administered pre-and post-third party national industry assessments on a yearly basis to assess growth in their content area.

3c. Describe the specific supplemental intervention and strategies that maintain the integrity of included programs to ensure the needs of the students targeted by those programs are being met.

JFK School (Pre-Kindergarten and Kindergarten):

Any child who is not meeting expectations on a given Pre-K or K standard, or who is not meeting benchmark scores on the STAR or F&P, have a plan made by their teacher with specific targeted interventions put into place (either in their classrooms by the teacher, classroom edtech, or volunteer). We also have Title I staff and ELL staff who pull small groups of children and have targeted skills and interventions for students who need more of a boost in a small group environment. Student progress is charted every two weeks in both environments and adjustments are made as needed.

Biddeford Primary School (grades 1-3):

PLC teams use the STAR data and reading levels to determine need for an intervention. Students with the most need meet with the Literacy Specialist. Groups are designed based on individual student levels. Title I staff meets bi-weekly to look at data and change groups as needed.

Biddeford Intermediate School (grades 4-5):

Teachers use the STAR assessment data to review academic needs in the areas of math and reading. Students that perform below the grade level benchmarks require RTI. Our RTI blocks are 40 minutes every day in a small group setting. Interventions are logged and reported out weekly to the building Principal. After 4-6 weeks, the student is re-assessed to determine progress. Title I Math is also an intervention for those students that qualify for services.

Biddeford Middle School (grades 6-8):

A major focus this year has been to improve the achievement of our students in the areas of math and reading. As part of our local assessment system, we evaluate the reading and math achievement and growth of all students three times each year. As a result of our district testing and teacher recommendations, students are provided with additional help in math or reading intervention classes. This is a small class that is specifically designed to support math or reading growth. This class is a skill-based math or reading class that meets every other day in place of one unified arts class. This is in addition to the child's regular math or reading class. The design of this intervention plan is personalized to the needs of the individual child. He or she will set personal learning objectives and work towards meeting those goals. As part of this intervention, each child regularly reviews his or her progress and growth throughout the semester with the intervention teacher and is re-assessed at the conclusion of the semester.

Biddeford High School and Alternative Pathways Center (grades 9-12):

At the high school level, we have been utilizing the STAR assessment to gauge where students ability levels are in math and reading. Every student grade 9-11 takes the STAR assessment in the Fall, Winter, and Spring. If a student tests above a 12th grade level then that student has "tested out" and no longer needs to take the assessment. For those below the benchmark, there have been interventions put into place over the years in reading and math to help increase the scores and subsequently do well on the SAT.

Biddeford High School has instituted an intervention block called HAMR time (intervention block). This is a 35-minute block each day in which students are able to receive the intervention that they need in any class that they are currently taking. Another option for our students who need additional intervention would be our guided study opportunity. Students will take a study hall with a specific teacher who will be a liaison for that student's classroom teacher to assist them in their learning progression.

Biddeford Regional Center of Technology (grades 9-12):

Any student that is failing or at risk of failing can receive help from our full-time Ed Tech either on an individual basis or in small group. We communicate with our sending schools who are responsible for remediation as well. The luxury of having Biddeford High School next door is we can work with students during their HAMR time (intervention block) and they do not lose time in the general curriculum. Instructors will also meet with students before or after school if students need extra help.

3d. Describe district support for program implementation. Include individuals' names, titles, and assigned responsibilities.

Program implementation in the school department is often informal, and sometimes formal. A teacher who modifies her curriculum to meet standards and the needs of students is implementing a program change. However, there are, of course, more systemic ways in which academic program is implemented. Below are several examples:

1. C.I.A. (Curriculum, Instruction, and Assessment) Committee: This group is divided into two groups, K-5 and 6-12. Each has teacher representatives, a curriculum leader, and the Assistant Superintendent as participants. Each is charged with reviewing existing and proposed program changes, and advancing proposals of substance/depth/expanse to the full school committee, which by charter governs academic program.
 - a. K-5 CIA Group

Name	Title	Responsibility
Chris Indorf	Assistant Superintendent	Liaison with Leadership Team
Meghan Schrader	K-5 Personalized Learning Coach	Facilitator
Crystal Blais	School Committee Member	Policymaker/Budget Mgr
Stephanie Rheel	Teacher	Participant/Advisor
Kathy Crook	Teacher	Participant/Advisor
Melissa Jolly	Teacher	Participant/Advisor
Abby Gildersleeve	Teacher	Participant/Advisor

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Krysten Gorrivan	Teacher	Participant/Advisor
Jessica Leclerc	Teacher	Participant/Advisor
Suzanne Tighe	Teacher	Participant/Advisor
Lindsey Nadeau	Early Childhood Coordinator	Leadership Team Representative
Margaret Pitts	Principal BPS	Leadership Team Representative
Debra Kenney	Principal BIS	Leadership Team Representative

b. 6-12 CIA Group

Name	Title	Responsibility
Chris Indorf	Assistant Superintendent	Liaison with Leadership Team
Mandy Cyr	Dir of Teaching/Learning BHS	Facilitator
Crystal Blais	School Committee Member	Policymaker/Budget Mgr
Mary Bellavance	Teacher/Instructional Coach - ELA	Participant/Advisor
Heather Tremblay	ELA Teacher	Participant/Advisor
Linda Descoteaux	Teacher/Instructional Coach - Math	Participant/Advisor
Jon Jacques	Math Teacher	Participant/Advisor
Gert Webber	Math Teacher	Participant/Advisor
Doreen Collin	Science Teacher	Participant/Advisor
Chelsea Brittan	Science Teacher	Participant/ Advisor

- Leadership Team: The leadership team is comprised of principals and directors, as well as the Assistant Superintendent and Superintendent. The Team acts similarly to the CIA, but tends to be more focused on building-based outcomes, legal requirements, statute and compliance, health and safety, IDEA compliance, etc.

Name	Title	Responsibility
Jeremy Ray	Superintendent	As described in statute
Chris Indorf	Assistant Superintendent	Title I, Title II, Title III, ELL, Assist the Superintendent
Terry Gauvin	Business Manager	District's Chief Financial Officer
Audrey Lovejoy	Transportation Supervisor	Manages buses and vans
Deb Kenney	Principal BIS	Principal, grades 4-5

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Jen Normand	Special Education Director	Manages all special education for district
Jeremie Sirois	Principal BHS	Principal, grades 9-12
Karen Chasse	Director of Community Outreach and Development	Grant-writing, communications, fundraising
Kim Sampietro	Principal Dayton Consolidated School	Principal, K-5
Lindsey Nadeau	Early Childhood Coordinator	Administrator, Pre-K and K
Margaret Pitts	Principal BPS	Principal grades 1-3
Martha Jacques	APC Director	Director of Alternative Education Center
Paulette Bonneau	Director COT	Director of one of the state's 27 approved CTEs
Philip Radding	Facilities Manager	Manages all facilities for municipality and schools
Sandy Lewis	Food Service Supervisor	Food services
Scott Descoteaux	Principal BMS	Principal, grades 6-8
Richard Dutremble	IT Director	Manages all technology needs

3. Ad Hoc Committees: Ad Hoc Committees are often formed to help solve a problem. In the last few years, for example, the district has struggled with mathematics achievement. Some building-based changes were made to instructional staff, schedule/time, etc., but an ad hoc committee comprised of interested educators convened to review math programs that are utilized in area schools. Site visits, vendor calls, and material review was the purview of the committee, which ultimately recommended that the district adopt the *Math in Focus* program for K-8 mathematics. The recommendation was accepted by the Superintendent and approved by the school committee. Currently, an ad hoc committee is reviewing the assessment system that the district uses for recording and reporting student achievement. Similarly, the committee will review product options, explore the “pros” and “cons,” and advance a recommendation the Superintendent.

Name	Title	Responsibility
Deb Kenney	BIS Principal	Lead Facilitator
Lisa Duchaine	BIS 4th Grade Math Instructor	Participant/Researcher
Mickie Lavigne	BIS 5th Grade Math Instructor	Participant/Researcher
Michael Budd	BPS 1st Grade Instructor	Participant/Researcher
Lori Labbe	BPS 2nd Grade Instructor	Participant/Researcher
Kerri LeSieur	BPS 1st Grade Instructor	Participant/Researcher
Dedra Husser	BPS 3rd Grade Instructor	Participant/Researcher
Jamie Berube	JFK Kindergarten Instructor	Participant/Researcher

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Linda Descoteaux	BMS Math Instructor	Participant/Researcher
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3e. Articulate at minimum three clear, measurable, attainable, and timely goals you have created based on your needs assessment. Also, detail specific changes in the instructional program that you will implement in order to achieve said goals. If you have identified areas beyond instruction such as counseling, aspirations, or other related services, please include those items here.

JFK School (Pre-Kindergarten and Kindergarten):

1. Overall STAR percentages will increase 3% the from last year (up to 64% by June 2018).
2. 80% of students will know all lower and all upper case letters by June 2018. 70 % of students will score a level B or higher on the F&P assessment by June 2018.
3. 80% of students will be able to count up to 30 by June 2018. 80% of students will be able to identify 31/31 numbers by June 2018.

Biddeford Primary School (grades 1-3):

1. Increase a minimum of 5% over the previous year (42.53%) on the eMPowerME state ELA assessment.
2. Increase a minimum of 3% over the previous year (61.27%) on the STAR assessment in reading.
3. Increase a minimum of 12% over the previous year (28.32%) on the eMPowerME state Math assessment.
4. Increase a minimum of 4% over the previous year (61.27%) on the STAR assessment in math.

Biddeford Intermediate School (grades 4-5):

1. Overall increase 3% on the ELA and Math /MEA Assessment for the 2018-19 school year.
2. 48% of students will be proficient on the ELA section of the MEA Assessment for the 2017-18 school year.
3. 40% of students will be proficient on the Math section of the MEA Assessment for the 2017-18 school year.

Biddeford Middle School (grades 6-8):

1. Overall STAR percentages will increase 10% in literacy from last year as a total school (up to 54% from 44% by June 2018).
2. Overall STAR percentages will increase 10% in math from last year as a total school (up to 58% from 48% by June 2018).
3. Overall MEA percentages will increase 10% in reading from last year as a total school in Meeting State Expectations (up to 45% from 35% by June 2018).
4. Overall STAR percentages will increase 10% in math from last year as a total school Meeting State Expectations (up to 30% from 20% by June 2018).

Biddeford High School and Alternative Pathways Center (grades 9-12):

1. Increase the percentage of students that meet/exceed expectation on the state mandated examinations (SAT) in Math
 - a. As a school we have set a goal of increasing by 1% each year until the school exceeds the state average.
2. Increase the percentage of students that meet/exceed expectation on the state mandated examinations (SAT) in Reading
 - a. As a school we have set a goal of increasing by 1% each year until the school exceeds the state average.
3. Increase the percentage of students that meet/exceed expectation on the state mandated examination (Science Augmentation) in Science.
 - a. As a school we have set a goal of increasing by 1% each year until the school exceeds the state average.

Biddeford Regional Center of Technology (grades 9-12):

1. Increase our overall student percentage to 10% to meet the cutoff score on the third party industry assessment.
2. Increase the number of students gaining a stackable credential/certification by 2% from the previous year.

3f. Describe how the district will carry out its plans for comprehensive interventions and supports and targeted interventions and supports.

JFK School (Pre-Kindergarten and Kindergarten):

Given student needs on the STAR, ESGI, DIAL IV, and F&P, staff will decide which interventionist will work best for the student. For example, the students who are lacking basic knowledge of letters/letter sounds, counting and number ID will work within their classroom with the classroom Ed Tech. If that intervention does not provide enough growth over a four week time frame Title I services and interventions will be added to the child's plan. Other students may work with a special education teacher, other literacy specialists, or ELL teacher.

Biddeford Primary School (grades 1-3):

Student needs (based on STAR data and benchmark assessments) will determine which interventionist will work with them. For example, the students most in need of academic services outside of the regular classroom will work with the school literacy specialist. Other students may work with a special education teacher, Title I teacher, or other interventionist.

Biddeford Intermediate School (grades 4-5):

Every student has an intervention block. Student academic needs in the areas of reading and math receive interventions. Students that are below the 40% on the STAR are eligible for READ 180 and/or Literacy Specialist. Students that need math support and qualify for Title I receive math interventions. Student math interventions are also given by the math teachers.

Biddeford Middle School (grades 6-8):

Students who are more than one full grade behind in math and reading are targeted and an intervention class is built for them to improve in their specific area(s) of need. These interventions are small groups of no more than 8-10 students. We continue to offer a reading program (READ 180) for our special education reading students who require specialized reading instruction.

As a district, we look at new ways to develop intervention and align our literacy goals. This year, we have worked as a group to develop new ideas and ways to provide new interventions for our middle school students. Special education students receive additional resource help in what we call "Learning Lab." This additional resource is made available to students in place of one of their unified arts classes.

Biddeford High School and Alternative Pathways Center (grades 9-12):

At the high school level, every student has an intervention block. Student needs are targeted in math and reading. Each department has developed goals on how they are going to help in math, science, and reading to bring every student to the Meets Expectations on the assessment.

Biddeford Regional Center of Technology (grades 9-12):

Administration and instructors review assessment results from existing data to determine strengths and weaknesses/gaps in curricula-(intended, enacted curriculum). Instructors develop a program improvement goal and instructional improvement goal based on this data. This information may be incorporated into student learning objectives. The intent is also to increase communications and partnerships with parents and community stakeholders

3g. Describe how teachers and school leaders will identify the eligible children in need of these services in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel in schools operating a targeted assistance school program (under 115-ESSA).

JFK School (Pre-Kindergarten and Kindergarten):

Student data from the DIAL IV, ESGI, STAR, and F&P are all used to identify students who need supports and interventions. We also share out results with parents and contact them via phone (if their child will receive Title I support) to ensure they know where their child is performing and what supports are in place. Teachers consult with paraprofessionals and specialized instructional support personnel to assist and coordinate student interventions and to ensure they are seamless and meeting the needs of our students. They also share out progress monitoring.

Biddeford Primary School (grades 1-3):

Student needs will be identified and prioritized by grade level teams which include a Title I representative. Universal screening assessments and progress monitoring data will be used to determine students who require additional support. Students who are grouped for specialized instruction will be provided these services during intervention periods, which will be reviewed as a result of progress monitoring assessments.

Biddeford Intermediate School (grades 4-5):

Student STAR and MEA data is used to identify students in the areas of reading and math. If a student is eligible for services, parents are notified and student results are shared with them every trimester. All teachers and paraprofessionals share intervention strategies and support for students. Progress monitoring occurs every 4-6 weeks. Biddeford Intermediate School has a Focus Committee that works on Driigo State Indicators.

Biddeford Middle School (grades 6-8):

Students in need of targeted interventions are identified through our local assessment system (STAR). These scores are carefully reviewed by a data team at Biddeford Middle School to appropriately place students in the proper intervention class. These scores are also looked at with the team teachers three times a year to be attentive to the progress each student is making in the areas of math and reading. Students who are grouped for specialized instruction are provided these services during blocks of specialized instruction based on IEP.

Biddeford High School and Alternative Pathways Center (grades 9-12):

At the high school level, we utilize STAR data to target students who were below grade level. The students who tested below 11th grade level were assigned problems of the day as well as received direction in their english, math, or HAMR (intervention block).

Biddeford Regional Center of Technology (Grades 9-12):

We administer a technical math assessment in the fall for first year trade students. If the student receives a 69% or below, the student receives instruction focused on the skill deficit. The student is re-assessed in three weeks, if the students meets the benchmark, he/she is discharged from service, if the benchmark is not met, services continue.

DISTRICT GUIDELINES:

•Student identification is made that renders them eligible or ineligible for services. Students identified as most at risk of not meeting state academic standards are served. Service determinations are made in collaboration with faculty and staff based on internal benchmark assessments. Parents are always consulted and notified of eligibility criteria and the rationale.

•Program targets resources only to those students most at-risk academically in reading and/or math.

•Professional development with Title I funds focuses on staff who provide direct support to Title I students and is aligned with these students' needs.

•The program is not contingent on school's poverty rate.

•Title I funds are used to support additional instruction.

•Careful accounting shows that funds otherwise received from non-Title I sources are not replaced with Title I funds.

•Students are pulled from the regular educational setting as little as possible.

•Ongoing progress-monitoring is in place to identify students most at-risk and eligible for services.

•Title I services are a part of the overall school planning process and are considered whenever new school plans are developed.

•Parents are notified of students' eligibility for Title I services.

3h. Describe how the SAU will improve strategies to facilitate effective transitions for students from middle school to high school, and from high school to post-secondary, such as coordination with institutions of higher education, employers, and other local partners and increased student access to early college, dual or concurrent enrollment opportunities or career counseling.

At Biddeford Middle School we utilize the following strategies:

1. Eighth grade school counselor on MELMAC grant committee throughout the year to consult with high school staff.
2. High school staff visit with eighth graders to review courses and credits, changes from middle school to high school.
3. High school staff visit a second time to help eighth graders sign up for courses.

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4. Students are recommended for Honors courses, Jobs for Maine Graduate Program, and Upward Bound courses by teachers and counselors.
5. Parent evening held at the high school.
6. Individual meetings with all eighth graders and school counselor to review goals, plans for high school, course sign ups.
7. High school coaches and captains meet with eighth graders to encourage sign up for sports and connection to school.
8. Small group tour of high school for at risk students and those with special needs.
9. Transition 504 meetings for eighth graders moving to high school.
10. High school counselors meet with at-risk students individually in June prior to them going to high school, to make introductions and offer support.
11. Step Up Day for all eighth graders to tour high school in June.
12. First day of school is for freshmen only, with mentor program at high school.

At Biddeford High School we utilize the following strategies:

1. **Step up day:** The eighth grade students come over to Biddeford High School for two hours in May/June to get a tour of Biddeford High School and the Biddeford Regional Center of Technology.
2. **Eighth Grade Parent Night:** In March, Biddeford High School invites all parents of incoming eighth graders to an informational night. During the night there are tables (clubs/activities, athletics, STEM, Advanced Placement, etc.) set up from various programs so parents can go around and ask questions.
3. **Ninth Grade Transition Day:** On the first day of school, Biddeford High School brings in only incoming ninth graders and the upperclassmen Mentors. The day is all about welcoming the students and putting their minds at ease. The mentors go through training throughout the summer to make the experience memorable. Each student will be assigned one of about 60 mentors selected. The mentors submit an application and go through a rigorous selection process. These mentors attend the advisory periods that they have been assigned to throughout the year to work with their mentees.
4. **Financial Aid Nights:** Periodically throughout the year there are Financial Aid Nights where counselors are available to work with parents and students on the college process and sometimes the most difficult part--the FAFSA.
5. Biddeford High School and the Biddeford Regional Center of Technology often bring back alumni to speak with the senior class about college. Much like eighth grade days, this too is to help prepare the students for the college process and ultimately being away from home.
6. Biddeford High School offers dual enrollment opportunities with St. Joseph's College, Southern Maine Community College, Thomas College, and at times York County Community College.

The Biddeford Regional Center of Technology has put a plan in place to help middle school students transition to high school and access career and technical education options. The CTE Tech prep program will begin in September 2018. Also, this year we have had all of our sending schools--Biddeford High School, Old Orchard Beach High School, and Thornton Academy--send their middle schools over to us for visits and to obtain information for them on our various programs that we offer. BRCOT also hired a career counselor this school year and have increased the opportunities for students to gain valuable experience in the workforce by means of internships. These opportunities do not preclude anyone from attending post-secondary education, but rather enhance their choice because of the valuable experiences they are exposed to and the skills they are gaining throughout the process. We currently have fifteen students enrolled in our internship program, with nine of those students currently in placements, as well as having many of our students performing job shadows at different businesses to gain the experience of what it's like to work in certain occupations. Dual enrollment courses are offered at the BRCOT that are equivalent to those taken at a post-secondary institution and college credit is awarded on both the high school transcript and the corresponding transcript of the sponsoring school. We currently have agreements with all the Maine Community Colleges, Thomas College, Lakes Region Community College, University of Northwestern Ohio, and Universal Technical Institute. Beyond these agreements, we hold financial aid events for students and parents, have numerous business partnerships in the community, participate in Skills USA, use early intervention for college and career planning, and align our curriculum with the expectations of post-secondary institutions and industry.

Section 4: Personnel Policy and Procedures

4a. Describe how professional learning for educators is aligned with classroom observations and teacher evaluations.

The School Department's state-approved PEPG plan describes this process in-depth. On average, the school department approves 12 professional leave requests each week, and over 400 credit hours of approved coursework in any given year. Targeted and required professional learning also takes place during five teacher workshop and nine early release days. Specific to teacher evaluations, our PEPG requires the following targeted learning based on teachers' summative effectiveness rating.

Summative Rating	Professional Development	Access to PD and Higher Education
Ineffective	An educator who receives a summative effectiveness rating of "ineffective" must be provided the opportunity to develop and implement a professional improvement plan. The Principal will work with the educator and 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.
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.
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.
Highly Effective	An educator who receives a summative	Highly effective teachers will be solicited for support in

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	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.	myriad district efforts, advise building leadership, serve on ad hoc and advisory committees, and lead PD efforts, as willing and available.
4b. How does professional learning coordinate with other professional development requirements and opportunities available district-wide, as aligned to the data analysis? Principals and directors work with instructional staff to develop professional goals that are in line with job requirements, building goals (e.g., successful implementation of a new math program), and district projects (e.g., transition to standards-based curriculum, instruction and assessment). School and district priorities are reflected in professional development proffered during teacher workshop and early release days. Principals and directors work with individuals and structured site-based groups (e.g., department chairs, content areas, grade levels) to review student data regularly, and this data helps inform some--but not all-- of an annual professional development menu.		
4c. Describe district and school procedures and protocols for recruiting, evaluating, rewarding, and replacing instructional staff. The district utilizes several strategies for hiring: <u>Recruitment:</u> 1. We utilize informal networks of professionals (who do we know that is available? Looking for a change?). 2. We utilize social media platforms to promote certain positions in the district. 3. We advertise in local media. 4. We are adopting the Frontline Technology Applicant Tracking System. 5. We utilize ServingSchools and SchoolSpring to post and advertise positions. 6. We have hosted several community job fairs. 7. We have an active and mutually beneficial partnership with the education college at UNE; we encourage student teacher placement, and those placements often become future employment opportunities. <u>Evaluation:</u> The Biddeford School Department utilizes a state-approved PEPG system based on the Marzano framework (iObservation). <u>Rewarding:</u> Our collective bargaining agreements disallow financial rewards, other than for principals who have the opportunity to earn job performance incentives. We try to recognize the good work of our teachers with several formal and informal recognitions throughout the year. <u>Replacing:</u> We try to be planful when trying to anticipate faculty who may retire or take a job in a different district, consider the needs of the district as a whole, make any requisite change to the budget, and return to section 1 of this response: recruitment.		
4d. Describe the district and school induction program to support newly hired teachers in their first year at the school, whether new to the field of teaching or experienced. <u>Orientation:</u> A new staff orientation is provided to nearly 30 faculty annually. The primary goal of the orientation is to welcome faculty, acquaint them with systems, requirements, and logistics of their employ, inculcate visa-vis culture, and have them meet people in the school department who might be helpful to them.		

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The Assistant Superintendent offers a "New Staff Seminar" series during the year. Topics currently include: Welcome/Triage/Start of School Review, Faculty/Staff Expectations (curriculum, lesson plans, substitute coverage, use of prep time, PLCs, etc.), BSD Technology 101, Serving EL students, Poverty in our Community, Teaching the Exceptional Learner, Substance Abuse, Classroom Management, Teacher Choice Session, Teacher Choice Session, Wrap up, Year in Review, and Goal-setting.

Mentoring and Certification:

Our veteran teachers who provide ongoing mentorship for provisional, renewing, and continuing certification must receive a state-mandated and state-approved mentor training program (maine.gov/doe/cert). This training is not without expense, and the CBA requires stipends for the mentors. This project will support both.

Proficiency-Based Coaching:

One of our district goals is to build the internal capacity necessary to fully implement student-centered proficiency-based teaching and learning in Biddeford. With Pathfinder Coaches providing peer coaching, we will accelerate and sustain our efforts to meet the individual needs of our learners in a proficiency-based system. Our Pathfinder Coaches support and coach teachers in the use of instructional strategies and skills that will enable each student to follow personalized pathways within Biddeford's Proficiency-Based Learning System. They also collaborate with building PLC's and principals and provide suggestions for developing, implementing and monitoring professional development for their buildings.

Pathfinders will receive additional training this summer, and provide weekly monitored coaching for colleagues throughout the district during the school year.

4e. Describe the school leader's role in setting a clear vision and direction for the school while continuously elevating professional practice schoolwide.

Our school leaders (building principals and program directors) are deputized to set a clear vision for their schools in congruence (and to supplement) work that is required of the district's strategic plan and state/federal requirements. The Superintendent and Assistant Superintendent meet biannually with principals and program directors to "check and adjust" on the school's year-long and three-year vision, which is based on faculty surveys and informal feedback, as well as direction from the School Committee.

4f. Describe how leadership is distributed among lead teachers, instructional coaches, and additional personnel.

Leadership at the high school is recognizably vertical, with a Principal, Assistant Principal, Curriculum and Program Leader, and content area department chairs. At the middle school, the leadership structure is less well-defined, and exists "formally" only in our STEM Academy. The new principal is evaluating the merits of creating officially sanctioned leadership positions within departments, teams, or content areas, but no decision has been reached as of this writing. At the K-5 level, we have two instructional coaches--one who focuses on standards-based and personalized learning strategies and one specific to the area of mathematics. None of our K-5 schools currently employ an assistant principal.

District-wide the Assistant Superintendent and Director of Learning and Innovation (new, SY18-19) have broad supervisory responsibilities for instructional staff and program management. Additionally, three district-wide coordinators for the specialties (physical education, fine arts, performing arts) are working to align curriculum K-12.

4g. Describe the role of the school leadership team in decision making pertaining to providing well-rounded curricula, evidence-based instructional practices, and impactful professional learning.

The school leadership team meets monthly with the Superintendent for what amounts to a business and operations meeting. The Assistant Superintendent shepherds the building Principals in a once-every-three-weeks PLC. It is in this group that the lion's share of this work is completed. Subgroups (K-5, 6-12 + CTE) of this PLC meet on an as-needed basis. This PLC's agenda regularly includes:

- Analysis of STAR scores, or other internal benchmarks
- Analysis of MEA scores
- Analysis of ACCESS 2.0 results
- Review of attendance rates and specific plans/incentives/interventions to improve attendance
- Alignment of a broad curricular framework

- Alignment of discipline practices, as necessary
- Review of teacher evaluation practices; new staff inculcation progress and support
- Use of best practices
- Planning professional development
- Communication and development needs

4h. Describe how the district will identify and address any disproportion that results in economically disadvantaged students or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

The district schedules students in the younger grades, and allows students to select academies and classes in the upper grades, based on several criteria. These processes are “blind” to considerations outside of academic performance, parent input, standards attainment, behavior needs, English Language proficiency, or IEP eligibility. An examination comparing students who qualify for free and reduced lunch (a widely used poverty metric) and those who don’t reveals that these students are equitably distributed among teachers with five or fewer years of teaching experience and 20 or more years. We reject the notion that experience or “out-of-field” status has any correlation with instructional quality. Because this is the first year in which our PEPG teacher evaluation system moves out of “pilot” and into “operational,” we don’t yet have data to examine the distribution of economically disadvantaged or minority students among teachers evaluated to be “ineffective” on the state-approved teacher evaluation boolean matrix.

Section 5: Family and Community Engagement

5a. Describe how families are involved in the design, implementation, and evaluation of the school’s instructional program. Specifically address how you ensure the involvement of families with diverse perspectives, representative of your school population.

In alignment with the school strategic plan which prioritizes student outcomes and programming, and development and communication, the Biddeford School Department has worked with the Nellie Mae Education Foundation over the last two years to establish a Community Engagement Coalition to deepen capacity for parent and family engagement, increase student voice, and improve communication and partnerships. Key partners include students from middle school and high school, teachers, staff, and administrators, local elected leaders, University of New England, parents, civic and youth organizations, business leaders, and staff from the Center of Technology program.

During this timeframe, the assets and challenges were consistently identified by students, staff, and community members. Assets included high positive regard for staff and administration by students, Tiger Pride, growing confidence and efficacy of performance-based learning, and a sense that the Biddeford economy is improving. Challenges included working against negative stereotypes and image of Biddeford, high poverty, high drug use, and concerns about school ins/outs and absentee rates.

The Community Engagement Coalition has supported recent efforts to engage our immigrant population through the “Biddeford Rising” events which bring new Mainers together with school administrators and community resources. This is a direct outreach to diverse families including refugees and non-english speaking citizens and asking for their feedback on improvement opportunities.

5b. Describe your data collection process for assessing school climate. Identify how you understand the perceptions of students, staff, and families, as related to keeping students safe and healthy and improving their learning environments.

We assess school climate through community feedback, and directly from students in focus groups or through surveys. The high school utilizes the Integrated Health Survey to plan for supports for offenders, students who struggle with addiction, in collaboration with our outside service providers and the police department, and to inform policy and procedure. The New England Association of Schools and Colleges provided a framework for the high school to examine these matters, and create an action plan based on the accreditation team’s findings and recommendations. We have collaborated with Spurwink, the ACLU of Maine, Catholic Charities, and other not-for-profits to help us better understand and improve our school climates.

5c. Describe the efforts made to increase awareness, acceptance, and integration of multilingual and multicultural students in the school community (if applicable).

We have found that our elementary students are interested in friendships, regardless of a student's country of origin or first language. Activities around awareness and acceptance have been primarily focused on our middle and high schools. Our middle school has hosted cultural meals, student-led campaigns to welcome New Mainers, and other "words count" type activities to raise awareness and promote acceptance. Both the middle and high school have hosted myriad guest speakers/lecturers to address the topic, and as mentioned elsewhere in this document, the district has focused on intentional, system-wide professional development both for developing and sustaining a healthy culture, but also for instructional strategies targeted at assisting this population of young people.

5d. Attach the required Title I building parent involvement policy and describe family activities that implement the policy.

See Appendix E for policy KBF-E1

A Parent Advisory Committee (PAC) meets three times a year for ongoing communication between schools, staff and parents. A district newsletter is distributed twice a year with information from all the schools. JFK and BIS each host a parent breakfast to showcase their progress and learning. BPS has a Celebration of Learning for each grade to showcase their learning and host a K-5 Family Literacy Night to give parents tools to support the learning over the summer. BMS hosts open houses, an ELL annual luncheon where families are invited to share native foods with staff and family, and a promotion night for 8th graders. BHS holds an Academic Showcase led by students to highlight their learning.

5e. Describe linkages to community based services and programs provided in partnership with the school.

The Biddeford School Department partners with a multitude of community based services and programs including, but not limited to, Community Bicycle Center, Engine, Animal Welfare Society, McArthur Library, Heart of Biddeford, Ferry Beach Ecology School, Biddeford Saco Rotary Club, Coastal Healthy Community Coalition, YMCA of Southern Maine, and the United Way of York County.

To go a step further, we invite community members to serve on the Board of the Biddeford Public School Education Foundation, a 501(c)(3) non-profit organization made up of volunteers whose mission is to enrich the educational experience by providing resources outside the normal school budget which augment teaching, encourage academic excellence, and maximize opportunities for students K-12. This connection with the community creates a unique viewpoint on programming offered by the district.

Section 6: Accountability

6a. Complete the chart (Refer to Section 2)

Assessment	Subject	Administration Dates	Utilization of Results (Classroom and Schoolwide)	Communication Plan
MEA	Math	4/15	3-8: There is an effort made to use release items that are generally made available to the school in February or March. However, the results are only available in the Fall of the next year, which leaves us unable to fully utilize the results of this standardized test. BHS: The SAT is taken by all third year students typically during the second week in April. Those that are not able to attend participate in a make-up day after April vacation. The goal for BHS is 95% compliance with the state mandated test.	MEA Results are sent home to parents with a cover letter from the District Assessment Coordinator. As appropriate, these results are utilized in parent-teacher conferences and IEP Team Meetings. The district's performance as a whole is presented in a public session of the School Committee and posted on the district

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				website.
STAR	Math	Fall 9/15-10/14 Winter 1/3-1/15 Spring 5/15-6/9	1-8: These results are used to place students “of need” into targeted intervention groups. These scores are also reflected on by specific teachers to consider different strategies or areas of weaknesses that each student needs to concentrate on. BHS: All departments utilize the results to plan and place students into classes. The data is also utilized to plan for interventions.	JFK: No STAR math given 1-8: Printout is emailed home to all families with the progress of their student. BHS: Printout is sent home to all families with the progress of their student.
MEA	Literacy	4/15	The strategies used to study and utilize the results of the MEA assessments in literacy are nearly identical to the math section above.	As above (math)
STAR	Literacy	Fall 9/15-10/14 Winter 1/3-1/15 Spring 5/15-6/9	The strategies used to study and utilize the results of the STAR assessments in literacy are nearly identical to the math section above.	As above (literacy)

6b. Describe the procedures for measuring and reporting annual student progress.

The measurement and reporting of annual student progress is appropriately differentiated by building/grade-level.

DISTRICT: Report cards are sent home to parents at the trimester break. The ESEA report card is shared with the School Committee in public session annually. An annual report card measuring 13 metrics of achievement, culture, demographics, etc. is provided to the School Committee in public session annually.

K-5: Progress reports are sent home with each student after each trimester. STAR parent reports are sent home after each benchmark is given.

BMS (6-8): JumpRope is the standardized tool that our district uses to measure proficiency in content area standards. STAR parent reports are sent home after each benchmark is given.

BHS (9-12): Utilize Infinite Campus to communicate information to parents. Each quarter a student receives a progress report and a report card (4 times per year).

BRCOT (9-12): All students are administered a pre-and post-third party industry recognized assessment. The assessment is based on current DOE approved industry standards. The testing results reflects individual student gain as well as how that student has done in comparison to the national and state cut score.

6c. Describe how assessment results are used to improve instructional practices schoolwide.

K-5: The district elementary school principals meet to review assessment data. All student assessment strengths and weakness are reviewed and shared with each school’s faculty. Reading and math goals are created to improve student instruction.

BMS (6-8): These results are used to place students “of need” into targeted intervention groups. These scores are also reflected on by specific teachers to consider different strategies or areas of weaknesses that each student needs to concentrate on.

BHS (9-12): Each department has goals. They are responsible to have goals for the following:

- How their department will increase scores on the SAT and Science Augmentation.
- What their department is going to work on throughout the year to better meet the needs of their students.

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COT (9-12):

Each program has its own goals based on the the results of the third party national assessments; and each program is responsible for maintaining current industry standards based on the each program's Advisory Committee recommendations.

6d. Explain how the school will provide individual assessment results to families.

K-8: STAR results are sent home in Thursday folders. MEA results are mailed home to parents.

BHS (9-12): Sent home via mail.

BRCOT (9-12): Parents are told through email, parent-teacher conference, and informed through the parent/student handbook how to access Infinite Campus to check their child's progress and grades.

Section 7: English Learner Data Collection and Analysis (if n count 20 or more, must complete Section 7)

1. Demographics

Year	Total Enrollment	American Indian or Alaska Native %	Asian or Pacific Islander %	Black or African American %	Hispanic or Latino %	White %	Two or More Races %
2014-15	110	0.9%	25%	11%	6%	54%	4%
2015-16	101	0%	23%	12%	4%	59%	3%
2016-17	157	0.64%	18%	14%	7%	59%	0.64%

2. Student Attendance

Year	ADA		Tardy %		% of Students Approaching Chronically Absent (missing 5-9% of total school days)		% of Students Chronically Absent (missing 10% or more of total school days)		% of Students Truant	
	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL
2014-15	93.03%	92.81%	3.84%	4.17%	26%	32%	17%	16%	16%	21%
2015-16	92.78%	90.94%	3.44%	3.99%	24%	33%	18%	20%	13%	28%
2016-17	92.63%	91.96%	3.46%	3.65%	25%	30%	18%	20%	12%	16%

3. High School Graduation Rate

Year	4 Year Cohort		5 Year Cohort	
	Non EL	EL Students	Non EL	EL Students
2014-15	85.22%	66.66%	87.19%	66.66%
2015-16	85.20%	100%	87.30%	100%
2016-17	89.84%	83.3%	n/a	n/a

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4. Educational Opportunities/Coursework (High School)

Year	Advanced Placement Enrollment		CTE Enrollment		Early College Enrollment		Dual or Concurrent Enrollment		Other	
	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL
2014-15	123	0	93	2	37	0	0	0	n/a	n/a
2015-16	130	1	95	4	0	0	44	0	n/a	n/a
2016-17	142	0	114	5	0	0	34	1	n/a	n/a

5. Special Education (IDEA)

Year	State Average		Population #		Population %	
	All Students	EL	Non EL	EL	Non EL	EL
2014-15	16.3%	13.6%	450	8	18.5	1.7
2015-16	16.7%	13.8%	458	15	18.6	2.5
2016-17	17.3%	13.4%	454	17	18.6	2.5

6. Literacy: Data Source # 1 MEA

Year	Proficient Student %		Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %		Grade 7 %		Grade 8 %	
	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL
2014-15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015-16	39%	25%	42%	0	38%	33%	51%	40%	29%	33%	32%	33%	40%	33%
2016-17	42%	56%	42%	0	46%	22%	44%	25%	44%	25%	31%	19%	33%	43%

*14-15 Smarter Balance data not available

6-1. Former EL Proficiency - Literacy: Data Source #1 MEA

Year	Number of Years after Exiting							
	1		2		3		4	
	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %
2014-15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015-16	50%	50%	0	100	n/a	n/a	n/a	n/a
2016-17	25%	75%	22%	78%	n/a	n/a	n/a	n/a

*data available from focalpointK12 only provides former EL Year 1 and Year 2

7. Literacy: Data Source # 2 STAR

Year	Proficient Student %		Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %		Grade 7 %		Grade 8 %	
	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL
2014-15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015-16	50%	22%	54%	27%	57%	13%	59%	11%	45%	0	43%	14%	48%	0
2016-17	55%	10%	53%	5.8	62%	10%	49%	4.54	60	20	43	20	44	20

7-1. Former EL Proficiency - Literacy: Data Source #2 STAR

	Number of Years after Exiting	37
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Year	1		2		3		4	
	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %
2014-15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015-16	0	100%	33	67%	0	100%	0	100%
2016-17	25%	75%	0	100%	33%	67%	0	100%

8. Mathematics: Data Source # 1 MEA

Year	Proficient Student %		Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %		Grade 7 %		Grade 8 %	
	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL
2014-15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015-16	27%	10%	38%	.09%	21%	15%	36%	19%	19%	31%	21%	20%	21%	14%
2016-17	28%	38%	28%	10%	39%	27%	27%	.05%	27%	7.69%	.19%	27%	17%	0

8-1. Former EL Proficiency - Mathematics: Data Source #1 STAR

Year	Number of Years after Exiting							
	1		2		3		4	
	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %
2014-15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015-16	0	100%	0	100%	0	100%	0	100%
2016-17	12%	88%	0	100%	0	100%	0	100%

9. Mathematics: Data Source # 2 STAR

Year	Proficient Student %		Grade 3 %		Grade 4 %		Grade 5 %		Grade 6 %		Grade 7 %		Grade 8 %	
	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL	Non EL	EL
2014-15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015-16	59%	28%	55%	18%	70%	40%	77%	45%	49%	33%	48%	17%	50%	0
2016-17	62%	24%	55%	23%	82%	23%	70%	21%	61%	33%	48%	29%	52%	14%

9-1. Former EL Proficiency - Mathematics: Data Source #2 MEA

Year	Number of Years after Exiting							
	1		2		3		4	
	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %	Not Proficient %	Proficient %
2014-15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015-16	30%	70%	0	100%	n/a	n/a	n/a	n/a
2016-17	25%	75%	78%	22%	n/a	n/a	n/a	n/a

10. Composite Proficiency Level on ACCESS for ELLs 2.0

Year	1.0-1.9 %	2.0-2.9 %	3.0-3.9 %	4.0-4.9 %	5.0 (exit) %	6.0 (exit) %
2014-15	n/a	n/a	n/a	n/a	n/a	n/a
2015-16	15%	18%	26%	24%	11%	5%

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2016-17	26%	28%	23%	22%	1.3%	3.3
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11. Long-term English Learners EARLY IN YEAR OR AFTER ACCESS TEST

Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
2014-15	22.22	16.66	0	33.33	0
2015-16	0	33.33	16.66	0	9.09
2016-17	38.46	13.33	3	0	1

Analysis

7a. Describe teachers' process for assessing an EL's progress toward English language proficiency (frequency, evaluation methods, and recording), both including and apart from ACCESS for ELLs 2.0.

JFK	JFK observes and fills in an assessment form within the first week of school.
BPS	Biddeford Primary School uses yearly WIDA scores, bi-weekly leveled reading scores and monthly classroom portfolio assessment and teacher consultation information.
BIS	Biddeford Intermediate School utilizes WIDA scores. In the EL classroom monthly running records and writing samples are also taken. Most direct instruction students take the STAR Reading test as part of their progress monitoring every month, as well. Informally, speaking and listening are assessed between staff on an ongoing basis.
BMS	Yearly WIDA scores, combined with STAR literacy testing and STAR literacy bi-weekly progress monitoring are utilized. Writing and reading notebooks are used near daily to determine language proficiency. Classroom discussions and oral presentations are also used to determine each EL's progress.
BHS	BHS uses scores from the WIDA Access Test and STAR testing to assess progress in EL's language proficiency. Progress is also evaluated through in-class summative assessments, such as written texts (i.e. essays), quizzes, tests and presentations. Further, language proficiency is evaluated through formative assessments, which include in-class discussions/activities and weekly journals.

7b. Describe the school's process for determining whether an individual student is making adequate yearly progress toward English language proficiency, as well as the interventions used if adequate yearly progress is not made.

JFK	JFK reassesses with the same form used at the start of the school year. WIDA scores are also reviewed. This information is discussed with their classroom teacher if progress is not being made.
BPS	Biddeford Primary School uses WIDA Access review to implement strategies using the WIDA Can-Do descriptors. Student progress is reviewed by EL staff and classroom teachers to analyze and revise instructional strategies that best support evolution of improvement for EL students.
BIS	We use the WIDA scores when available and compare from one year to the next. Informal/formal data from all of the teaching staff is utilized as well to show progress. Other options for intervention may be to include the literacy specialist, change a student's programming or the approach that is being utilized. Continual collaboration with all teaching staff will ensure that each child's needs are being met.
BMS	Comparison of year-to-year WIDA scores and Can-Do descriptors are utilized to assess student progress. Daily RTI groups are implemented in which students work on specific skills and processes to further their growth in English language proficiency.

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BHS	At BHS, students' WIDA scores are carefully examined each year to see whether or not they have made gains in each of the four language domains (i.e. listening, speaking, reading and writing). The EL teacher compares each student's scores to the scores that he or she received the previous year. Further, the EL teacher makes note of the language domain(s) that students, as a whole, seem to be struggling with the most. During class instruction, extra emphasis is given to the skills with which students seem to have the most difficulty. Students who are struggling with reading and writing also have the ability to receive additional support in the EL Learning Lab. The EL teacher and ed techs communicate with classroom teachers often to make sure that the students' needs are being met.
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7c. Describe how an individualized program of service is determined for each EL.

JFK	JFK uses information gathered from the initial assessment process and places students in the appropriate level pull-out group. Students are monitored closely to see what specific areas need more development.
BPS	WIDA Access scores are evaluated, WIDA Can-Do descriptors and connected activities coordinating descriptors are exclusively selected for each EL student.
BIS	WIDA scores are reviewed. Can-Do descriptors are incorporated into each child's program. Informal assessments are also included when they begin, using conversation skills, administering a running record or using writing samples. If the child came from another district, it is helpful to speak to that school and review the child's records, as well.
BMS	WIDA scores, Can-Do descriptors and discussion with the previous years' EL teacher greatly contribute to program determinations. Formative assessments are used to ensure that instructions and programming are on target for each student. Ongoing communication with all content area teachers is inherent.
BHS	Students are placed in EL classes at the high school based on their current WIDA score. The Intro EL class is for WIDA Level 1, the Intermediate class is for WIDA Level 2, and the Advanced EL class is for WIDA Level 3. The curriculum for each EL class is based upon the WIDA Can-Do descriptors for that level. Therefore, students are learning material that meets their current language ability and needs. Extra support is provided for students in the ELL learning lab and with the help of EL ed techs in the classroom.

7d. Describe how content instruction is integrated into English language development so that ELs are able to attain grade-level standards while acquiring English.

Our EL instructors at all levels provide pull-out and push-in instructional support, as well as sheltered instruction, as appropriate.

Identification of Students:

A. Instruments (use as appropriate)

1. State of Maine Home Language Survey
2. Enrollment information gathered from parent(s)/legal guardian(s)
3. Classroom teacher observation(s) and/or ESL Referral Form
4. School records (if available)
5. English Language Proficiency Assessment (ACCESS 2.0 for EL's)
6. Language Assessment Committee Survey minutes

B. Time Limitations:

1. One month for newly-registered LEP students
 - a. State of Maine Home Language Survey
 - b. Enrollment information
 - c. Classroom teacher observation(s) and/or ESL Referral Form
 - d. School records (if available)
 - e. English Language Proficiency Assessment (ACCESS for ELL's) or WAPT

2. Six (6) months for currently enrolled students
 - a. Classroom teacher observation(s) and/or ESL Referral Form
 - b. Assessment of student's English language proficiency (ACCESS)
 - c. Language Assessment Committee meeting as needed

C. Screening:

1. Home Language Survey for new arrivals
2. ACCESS screening and/or assessment for identified LEP student

D. Placement:

1. Age-appropriate classroom
2. Grade-level curriculum modifications
3. English as Second Language program
4. Parent notification of ESL services

Instructional Services – Sheltered English:

- A. Access to mainstream grade-level content
- B. Development of English language proficiency
- C. Small group instruction
 1. Basic Interpersonal Communication Skills
 2. Literacy instruction
 3. Content Area support
- D. Content Area instruction

Student Evaluation:

- A. English Language Development-ACCESS scores
- B. Formative assessments
- C. Standardized assessments (NECAP, NWEA)
- D. Student work samples

Documentation:

- A. Written goals in Fall
- B. Assessment results
- C. Trimester/Quarterly ESL report and/or grades

Change in ESL Status:

- A. Program re-entry
 1. ACCESS scores
 2. Standardized assessments
 3. Classroom performance
- B. Reclassification
 1. Active to Monitor
 - a. Achievement of ACCESS Level 5
 - b. Re-evaluation of status after two years
 2. Monitor to Exit

As we ramp up our instructional strategy to serve our burgeoning EL population, we are evaluating the feasibility to a “drop in” center for ELs to access additional, intra-day academic support in various subjects.

Additionally, on the hiring front we are intentionally recruiting a diverse staff with aptitude for language. We currently employ 10 EL instructors from four countries who speak five languages, including Arabic (47% of our students speak Arabic as their first language).

7e. Describe how language learning, multiculturalism, and the particular needs of immigrant and refugee students are integrated into professional development for all staff.

Prior to the explosion of our EL population, professional development for non-EL instructional staff was voluntary and inadequate. Beginning two years ago, we engaged Andrea Stairs from the University of Southern Maine to help us develop a professional development strategy. Andrea has been an amazing resource, and has provided training for every member of the instructional faculty to date. Next year, our goal is to loop in ancillary staff including custodians, bus drivers and coaches.

Because so many of our EL students have experience trauma in their lives (specifically, PTSD for students from war-torn countries, and other Adverse Childhood Experiences [ACEs]), we've made a strategic decision to focus a significant share of our faculty's PD time in 2018-2020 on becoming a so-called "Trauma Sensitive School."

Adverse Childhood Experiences and trauma plague a disproportionate number of students in Biddeford. This trauma can inexorably alter a child's brain chemistry undermining his or her ability to learn, establish and nourish healthy relationships, regulate feelings and behavior, and inform future health and lifestyle choices. The data show that between half to two-thirds of the population grow up exposed to one or more powerfully disruptive risks such as parent's addiction, domestic abuse, or food insecurity. When multiplied, these ACEs hinder a student's readiness and capacity to learn. In fact, children who experience four or more adverse childhood experiences are 32 times more likely to have learning or behavior problems in school and 2½ times more likely to fail a grade, score lower on standardized tests, have language difficulties, increased suspensions or expulsions, designated as special education more frequently, and suffer poorer health with chronic absenteeism.

Our multi-year PD campaign is hyperfocused on meeting the needs of students, families, community, and staff through shared understanding of trauma's impact on student learning and behavior. We will train all faculty to help students regulate emotion, reframe their discipline practices, advocate the need for mental health supports in the community, and focus on building resilience into daily classroom routines.

7f. Describe district and school procedures and protocols for recruiting, evaluating, rewarding, and replacing ESOL-endorsed instructional staff.

The district utilizes several strategies for hiring.

Recruitment:

1. We utilize informal networks of professionals (Who do we know that is available? Looking for a change?).
2. We utilize social media platforms to promote certain positions in the district.
3. We advertise in local media.
4. We are adopting the Frontline Technology Applicant Tracking System.
5. We utilize ServingSchools and SchoolSpring to post and advertise positions.
6. We have hosted several multiple community job fairs.
7. We have an active and mutually beneficial partnership with the education college at UNE; we encourage student teacher placement, and those placements often become future employment opportunities.

Evaluation:

The Biddeford School Department utilizes a state-approved PEPG system based on the Marzano framework (iObservation).

Rewarding:

Our collective bargaining agreements are disallow financial rewards, other than for principals who have the opportunity to earn job performance incentives. We try to recognize the good work of our teachers with several formal and informal recognitions throughout the year.

Replacing:

We try to be planful when trying to anticipate faculty who may retire or take a job in a different district, consider the needs of the district as a whole, make any requisite change to the budget, and return to section 1 of this response: recruitment.

Endorsing/Second Career:

We have collaborated with the University of Southern Maine to explore forming a school-based cohort of practicing educators who are interested in pursuing an ESOL degree or endorsement. The school department is currently working within the professional network of the Maine Curriculum Leaders Association of York County to build a roster of the required twelve person cohort to make the venture economically feasible for the University.

7g. Describe how families of ELs are involved in the design, implementation, and evaluation of the school's instructional program.

The district's LAC includes family members to advocate for students' needs. Teachers work with parents/guardians to customize ESOL services based on what internal assessment data show, the students' background, multicultural considerations, and more. Feedback from parents is collected at parent-teacher conferences, biannual *Biddeford Rising* events, and from our cultural broker partners at Spurwink, Inc.

7h. Describe the efforts made to ensure that families of ELs feel welcomed and valued as members of the school community and are empowered as advocates for ELs' needs. Include an explanation of how translation and interpretation services are utilized for the benefit of families and how families are informed of their right to these services.

Parent Outreach:

While seeking solutions for how to more thoughtfully, intentionally, and proactively engage the migrant, immigrant, and refugee populations that go beyond our typical parent and community involvement strategies, "Biddeford Rising" was launched. This program hosts biannually new-to-Maine family gatherings with teachers, administrators, and community support services to build a rapport with families, meet around celebrations of culture and food, establish trust, and increase school-to-home connections.

Through strengthened relationships, the goals of "Biddeford Rising" include: improved school-to-home communication; increased support for summer programs, with an eye toward full-year programming; connecting this population with much-needed community services to increase access to medical and dental care, legal support, financial help, housing and nutrition services, and more; and foster a sense of trust between skeptical refugees, migrants, and immigrants (especially the large number of asylum-seekers in Maine).

The immigrant and refugee students that Biddeford has the profound honor to serve are some of the strongest, resilient, and awe-inspiring young people. These students enrich our schools, enliven our curriculum, and enhance the quality and diversity of our schools. Their families have a parallel impact on our community. Our committed staff can offer English language instruction and oblige state and federal laws, but they are moved to do so much more--they love and care for their students, sacrifice for them and their families, and are committed to do more than teach them English. We welcome these "New Mainers" and do everything in our power to ensure a bright and promising future.

Translation Services:

The school department routinely translates key documents into its top five languages. We also utilize Apps that aide with translation and communication. We have standing relationships with Catholic Charities of Maine for written and in-person translation, and we also collaborate with several private translation services. For languages that may fall outside of our top five, we included a "if you need this document translated" addendum to written communication home. Finally, we utilize the LanguageLine telephonic translation service. At the entrance of all schools and district offices a posted placard notifies parents who speak myriad languages about free access to the service, and we have trained our faculty and staff on how to utilize this service. Families are notified of their rights to translation services in handbooks, school committee policy, and in mailings about EL eligibility and ACCESS score reports.

Summer Program

The Biddeford School Department runs a K-12 Summer program for one month each year. The objective of the program is to curb against "summer slide," to keep students connected with school, to ensure access to school nutrition services, to provide opportunities for recreation and enrichment, and to introduce new Mainers and their families with area services; for example, one of the first things the students do is visit the local public library and register for a library card. The program serves upwards of 40 students and has grown in recent years thanks to federal funds, Title III funds, and supplemental support from our non-profit fundraising arm.

7i. Explain how the school provides ACCESS for ELLs 2.0 results to families.

Access scores are mailed, with an accompanying cover letter and offers for translation, to parents upon receipt from WIDA.

7j. Summarize findings as to the strengths and areas for improvement of your current program as revealed through data analysis.

Strength	Possible Action Steps
Community outreach Fast ramp-up of qualified faculty Introduction of structured PD district-wide	Continue the Biddeford Rising program--check and adjust based on parent feedback Continue to aggressively recruit and train ESOL instructors Continue and expand relationship with USM for PD
Area for Improvement	Possible Action Steps
Materials acquisition--developing, purchasing, researching and otherwise acquiring materials for ELs Increase achievement for our EL population	Build high interest, level-appropriate libraries for students for whom English is a second language Develop a drop-in support center for BMS and BHS

7k. After determining the strengths and areas for improvement of English language acquisition programs, the needs assessment process requires research-based solutions to be identified that will be used. This process should overlap other district/school initiatives for school improvement. Describe what best practices were reviewed, any visits made to high achieving schools, the techniques used to solicit whole staff and parent input to the plan, and how solutions were matched to priority needs.

Instructional practices were reviewed and cross-referenced with other aforementioned district initiatives (e.g., ensuring all schools in the district are trauma-sensitive schools through a year of training with T.R.E.E. [<https://www.thecclc.org/>]).

Our instructors meet monthly to review best practices, and to report out on any new learning that results from a special allocation of professional development funds that are targeted to support EL teachers. We regularly encourage our teachers to visit other districts who are doing things well, and our instructors have visited schools in both Westbrook and Portland in search of meaningful and transformational practices that their colleagues might be using.

The primary mode for collection parent input is through parent-teacher conferences and verbal feedback at our biannual "Biddeford Rising" events.

Section 8: Coordination

8a. Describe how the program will coordinate with other programs such as Even Start, Head Start, or other preschool programs at the elementary level, or School-to-Work, Perkins, or other state programs at the secondary level.

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Collaboration and partnerships are the cornerstone of success in any underlying challenge or growth opportunity. Biddeford's EL students and their families ultimately benefit from harnessing the strengths and resources provided by the organizations below and the organizations benefit from their diversity and the common goal. It simply makes sense to not recreate the wheel but work with our community partners to maximize outcomes.

UNE: The University of New England's Education Department collaborates with fellowships, student-teaching, curriculum alignment, and professional development with and for the district. We have a cooperative agreement for facilities, UNE is a host site for a full district lockdown, and the Neuroscience program, in cooperation with the Michael Goulet Foundation, works with our science students and teachers on brain education.

Learning Works: LearningWorks After School (LWAS) provides free, high-quality afterschool and summer programs for students in grades 2-5 who are below grade level and come from families that cannot afford a paid after school enrichment or tutoring program. The curriculum utilizes an innovative blend of STEAM (Science, Technology, Engineering, Arts, and Math) and literacy to help improve each child's academic standing, all in a safe and supportive environment. The primary focus of the afterschool program is academic enrichment through project-based, hands-on, and engaging curriculum. Transportation and a snack are provided.

Spurwink: Spurwink provides meliue services to the school department, and also partners on Case Management, Cultural Brokering, and through the ShifaME project to help traumatized immigrants transition into the community.

The YMCA of Southern Maine: The BSD hosts YMCA programs, and is currently exploring a collaboration to join our *Biddeford Rising* program with the YMCA's "New American Welcome Center" (grant-funded)

Biddeford Parks and Rec: Collaboration on space, after and before school programming, and summer programs.

United Way of York County: A senior administrator sits on the Board, and the UW funds projects and supports Days of Caring in the district.

Hear Me Now: Area nonprofit that helps establish and supports best practice in working with the hearing impaired and deaf in our school community.

Catholic Charities: Supports us with advice on statute and best practice. Integral partner on *Biddeford Rising*. Provides translation services.

Biddeford Rising: See description in section 7

Biddeford Education Foundation: A nonprofit arm of the school department, the BEF serves as a proxy PTA, and provides financial support to myriad special projects that fall outside of the purview of the regular school budget.

Biddeford Saco Rotary: Partners with the school on substance misuse and prevention (viz., "Red Ribbon Week"), and supports many Center of Technology programs.

McArthur Library: Supports district literacy objectives and collaborates with the district on building a collection of materials that are high-interest, ability-appropriate for our EL population.

International Association Children's Choices Program: Multi-district grant program that has provided thousands of free, first-run fiction titles to students in Biddeford.

Community Bike Center: A nonprofit that is "community building first, bikes second," the CBC provides intra-day and afterschool programming to students ages 12-20 in the district.

Perkins: Perkins funding has supported our career pathways coordinator interface with local businesses and industries to create extended learning opportunities (job shadows, internships) for our students. These experiences allow for our students to enhance their learning through real world experience. Perkins also has supported professional development allowing our instructors to attend

Comprehensive Needs Assessment and SAU Consolidated Plan

national conferences as well as our CTE tech groups that are held within our state to stay up to date with the latest industry standards.

CDS: The Biddeford School Department proposes a multi-year transition process to assume the functions of CDS for communities including Biddeford, Dayton, Saco and Old Orchard Beach. Together, these communities serve more than half (68%) of York County's CDS population. Project scope ranges from research, development, oversight and some transportation services year one to full service in years three and four, space-allowing. Our analysis suggests there are immediate efficiencies to be realized, and that a thoughtful yet steady march toward full assumption of program is practical. Full assumption of program will include direct programming for the students. The project's cumulative scope includes governance, program administration, supervision and hiring of personnel, policy management, transactions (e.g., purchasing, contract maintenance, etc.), and other collaborations as necessary and mutually beneficial to students and taxpayers alike.

Section 9: Evaluation and Reevaluation

9a. Describe the process your planning team will use to annually evaluate progress towards reaching each of the identified goals. Specify the evaluation process timeline and the method of reporting results to school staff, district administration, and families.

A review of the CHA/SAU plan will be conducted annually with all necessary and appropriate revisions. Members of the team listed in Section 1 will have a primary role, supported by our K-5 and 6-12 CIA teams (Curriculum, Instruction, and Assessment). Changes will be presented annually to the Biddeford School Committee.

Section 10: Fiscal Requirements (To be completed for Title I Schoolwide Authorization only)

10a. List the federal and state sources of funding in addition to Title I that contribute to the schoolwide program (SWP) (i.e., Migrant, Title II, etc.).

The school incorporates Title I, II, III and IVA funds to the schoolwide program at Biddeford Primary School to fund the education program.

10b. Describe how Title I funds and funds from other sources will be used to implement the schoolwide program. Include the following major categories: salaries and benefits, instructional materials, parent involvement, professional development, and technology.

Local, state and federal funds are consolidated to fund the schoolwide program at Biddeford Primary School.

Budget:

Local and State 81%

Title I: 14%

Title II: 4%

Title IVA: 1%

10c. Document that the SWP has adequate funds to effectively carry out the activities described in this plan.

Budget Category	Title I	Amount	Regular	Amount
Salaries and Benefits	3 FTE Teachers 3 FTE Ed Techs	\$390,573	27 FTE Classroom 4 FTE Unified Arts	\$2,210,537
Instructional Materials			Classroom Materials	\$24,394
Parent Reservation		\$7,024		
Professional Development	Personalized Learning	\$3,000	Conferences	\$4,000

Instructional Program Total: \$2,716,780

Biddeford School Department Comprehensive Needs Assessment and SAU Plan

PLANNING TEAM MEETING SIGN-IN SHEET

Date: 3/26

Name	Title/Position
Karen Chasse	Development Director
CHRIS INDORE	ASST Supt.
John Zingales	Data Manager
John Zingales	PRINCIPAL HIGH SCHOOL
John Zingales	Resist. Principal BHS
John Zingales	Principal BHS
Maria Gocigas	Director APC
Pauline Bonner	Director COT

Biddeford School Department Comprehensive Needs Assessment and SAU Plan

PLANNING TEAM MEETING SIGN-IN SHEET

Date: FRIDAY MARCH 30

Name	Title/Position
CHRIS INDORF	ASST SUPT.
Jeremy Ray	Supt
Lisa Zingler	Data Manager
Kenie Edgeron	Parent
Karen Chasse	Development Director
Margaret Pitts	Principal
Ami	Principal - BMS
Matt Jowers	Director, APC
Paulito Bonnen	Director COT

Biddeford School Department Comprehensive Needs Assessment and SAU Plan

PLANNING TEAM MEETING SIGN-IN SHEET

Date: 2-6

Name	Title/Position
Jeremy Ray	Supt.
Herrin Edgerton	Parent
Karen Chasse	Development Director
Chris Indorf	Principal - BHS
Chris Indorf	ASST Supt.
Dee Zungley	Data Manager
Ja Nor	Director of Special Education
Ju R S	High School Principal
Matte Jacobs	Director, APC
Paullette Bonnea	Director COT

Biddeford School Department Comprehensive Needs Assessment and SAU Plan

PLANNING TEAM MEETING SIGN-IN SHEET

Date: Monday 19 March - August

Name	Title/Position
CHRIS INJORA	ASST. Supt
Margaret Pitts	Principal
	Principal - BHS
Pauline Bonnam	Director COT
Aba M. Kenney	Principal BIS

Biddeford School Department Comprehensive Needs Assessment and SAU Plan

PLANNING TEAM MEETING SIGN-IN SHEET

Date: TUESDAY 4-10-18

Name	Title/Position
CHRIS INDORE	ASST. Supt.
Paulette Bonneau	Director COT
tech Dufrenoy	Director of Technology
Margaret Petts	Principal
Ami D.	Principal - BHS
Matteo Jacques	Director, APC

Biddeford School Department Comprehensive Needs Assessment and SAU Plan

PLANNING TEAM MEETING SIGN-IN SHEET

Date: 2-13-18

Name	Title/Position
CHRIS INDORE	ASSISTANT SUPER.
Lisa Zingley	Data Manager
Karen Chasse	Development Director
Margaret Fitts	Principal
Maureen Jones	Director, APC
Pauline Bonnea	Principal - BHS
	Director COT

APPENDIX B

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Biddeford School Department

Tuesday, February 13, 2018

7:00pm

Little Theater BHS

Agenda

- A. **Call to Order:**
- B. **Roll Call:**
- C. **Pledge of Allegiance:**
- D. **Adjustments to the Agenda:**
- E. **Approval of Last Meeting's Minutes:** 1/23/18
- F. **Student Rep Reports:**
- G. **Superintendent's Report:**
- H. **Committee Reports: Finance/Building & Grounds, Curriculum, Policy**
- I. **Old Business:**
 - 1. Consideration: Change of School Committee meeting times tabled from last meeting.
- J. **New Business:**
 - 1. Presentation: ESSA Comprehensive Needs Assessment report by Chris Indorf, Assistant Superintendent.
 - 2. Presentation: 2017-2018 ESEA Annual School District Report Card by Chris Indorf, Assistant Superintendent.
 - 3. Consideration of 2018-2019 school year calendar draft.
 - 4. Budget update
 - 5. SMLC update
- K. **Resignations, Nominations, Appointments & Transfers:**
 - Appointments:**
 - a) Carly Hughes-Ed Tech II-BPS-Replacing Karen Forbes
 - b) Michelle Devereux-Ed Tech II-BMS-Replacing Tammy Drew
- L. **Communications:**
- M. **Public Participation (3 minutes; any item)**
- N. **Executive Session:**
- O. **Adjournment:**

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

APPENDIX B

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Biddeford School Department

Tuesday, February 13, 2018

7:00pm

Little Theater BHS

Minutes

- A. **Call to Order:** Meeting was called to order at 7:01pm
- B. **Roll Call:** Dennis Anglea, Dominic Deschambault, Karen Ruel, Lisa Vadnais, Crystal Blais, Jeremy Ray, Chris Indorf, Washima Fairoz, and Jenna Delorenzo were all present.
- C. **Pledge of Allegiance:**
- D. **Adjustments to the Agenda:** None
- E. **Approval of Last Meeting's Minutes:** 1/23/18 – Dennis Anglea moved, Crystal Blais seconded, and all were in favor.
- F. **Student Rep Reports:** Students reported on upcoming events for the High School.
- G. **Superintendent's Report:** Jeremy Ray updated everyone on how the schools are doing in sporting events, academics, and performances.
- H. **Committee Reports: Finance/Building & Grounds, Curriculum, Policy:** Policy committee will meet on Tuesday, February 27th at 3:30pm
- I. **Old Business:**
 - 1. Consideration: Change of School Committee meeting times tabled from last meeting. Dennis Anglea motioned to table until all were present. Crystal Blais seconded and all were in favor.
- J. **New Business:**
 - 1. Presentation: ESSA Comprehensive Needs Assessment report by Chris Indorf, Assistant Superintendent.
 - 2. Presentation: 2017-2018 ESEA Annual School District Report Card by Chris Indorf, Assistant Superintendent.
 - 3. First Reading: Consideration of 2018-2019 school year calendar draft. – Dennis Anglea moved, Crystal Blais seconded and all were in favor.
 - 4. Budget update – Jeremy Ray presented a Budget update to the Biddeford School Committee.
 - 5. SMLC update: Jeremy Ray gave a recent update of SMLC. Things

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

APPENDIX C:

This will be the agenda and minutes
from the meeting on May 22, 2108

Biddeford School Department Comprehensive Needs Assessment and SAU Plan

****BUILDING-LEVEL CONSULTATION MEETING****

SIGN-IN SHEET

Date: 4-25-18

Name	Title/Position
Margaret Pitts	Principal
Kenneth Stein	3rd Grade Teacher
Christine Goulet	2nd Grade Teacher
Wendy LeBlanc	School Counselor
Juanita Langston	admin assistant
Chelsea Crane	1 st grade teacher

BRIEFLY: What was discussed in this meeting of building leaders?

Final check of CNA before submission
to Asst Superintendent.

Biddeford School Department Comprehensive Needs Assessment and SAU Plan

****BUILDING-LEVEL CONSULTATION MEETING****

SIGN-IN SHEET

Date: 3-14-18

Name	Title/Position
Margaret Pitts	Principal
Christine Goulet	2nd Grade Teacher
Danni Reardon	admin assistant
Kenneth Gibson	3rd Grade Teacher
Wendy LeBlanc	School Counselor
Chelsea Chase	1st grade teacher

BRIEFLY: What was discussed in this meeting of building leaders?

Review programming for CNA.

Biddeford School Department Comprehensive Needs Assessment and SAU Plan

****BUILDING-LEVEL CONSULTATION MEETING****

SIGN-IN SHEET

Date: 5-2-18

Name	Title/Position
Margaret Pitts	Principal
Jennifer Milton	JFK Teacher
Shirley St. Jacques	BIS Teacher
Cassie Jacques	parent
Jenni Langoni	parent
Sandy Gardella	BPS Teacher

BRIEFLY: What was discussed in this meeting of building leaders?

PAC meeting to discuss title programs
in the district and the district CNA.

Biddeford School Department Comprehensive Needs Assessment and SAU Plan

****BUILDING-LEVEL CONSULTATION MEETING****

SIGN-IN SHEET

Date: April 11

Name	Title/Position
Margaret Pitts	Principal
Wendy El Blane	School Counselor
Debbie Hargen	admin assistant
Christine Goulet	Teacher 2nd Grade
Kevin Lesieur	3rd grade teacher
Chelsea Crare	1st grade teacher

BRIEFLY: What was discussed in this meeting of building leaders?

CNA Work -

Biddeford School Department Comprehensive Needs Assessment and SAU Plan

****BUILDING-LEVEL CONSULTATION MEETING****

SIGN-IN SHEET

Date: 3/28/18

Name	Title/Position
Margaret Pitts	Principal
Christine Goulet	Teacher 2nd Grade
Wendy LeBlanc	School Counselor
Jane Rangan	admin assistant
Chelsea Cox	1 st Grade teacher
Kevin Messem	3rd Grade teacher

BRIEFLY: What was discussed in this meeting of building leaders?

Reviewed student growth plans; began CNA
work.

TITLE I PARENT INVOLVEMENT POLICY – SCHOOL LEVEL JOHN F. KENNEDY MEMORIAL SCHOOL

The John F. Kennedy Memorial School policy has been developed jointly through the district's Title IA Parent Advisory Committee which consists of the parents/guardians of students participating in the Title I programs in the Biddeford School District. It includes a "School-Parent Compact" that outlines the manner in which parents, school staff, and students will share the responsibility for improved student academic achievement. The building principal/designee will be responsible for distributing this policy to parents/guardians of students participating in the school's Title I programs.

I. PARENT INVOLVEMENT MEETINGS

The John F. Kennedy Memorial School shall convene an annual meeting at a convenient time to which all parents/guardians of participating children shall be invited and encouraged to attend to inform them of the school's participation under Title I, explain the right of parents to be involved, and to encourage their involvement in the planning, review, and improvement of the school's Title I programs and parent involvement policy.

The John F. Kennedy Memorial School will offer at least three (3) other meetings during the school year, held at various times in the morning or evening for parents/guardians of students participating in Title I programs.

The John F. Kennedy Memorial School principal/designee will:

- A. Invite parents/guardians of participating children to review Title I information, including Compacts and Policies, on an individual basis with the child's teacher and/or principal;
- B. Introduce the representative(s) on the Parent Advisory Committee;
- C. Provide an overview of Title I and the programs the school provides under Title I during Open House and Parent/Teacher Conferences;
- D. Explain the rights of parents/guardians to be involved in developing and reviewing the school's parent involvement policy, including the School-Parent Compact;

- E. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- F. Give parents/guardians an opportunity to ask questions and engage in informal discussion about student achievement and school performance;
- G. Respond to requests from parents for opportunities for regular meetings to formulate suggestions and to participate (as appropriate) in decisions relating to the education of their children;
- H. Invite parents/guardians to serve on the Parent Advisory Committee and/or other school or district-level Title I committees;
- I. Invite parents/guardians to participate in the planning, review, and improvement of programs under Title I and the school-parent involvement policy and establish a schedule for this activity;
- J. With the input of parents/guardians, establish a process by which an adequate representation of parents/guardians can be assured;
- K. Describe the process by which parents/guardians may express concerns and complaints if they are dissatisfied with the Title I program;
- L. Engage school-based parent organizations in outreach to parents/guardians of students participating in Title I.

II. SCHOOL-PARENT COMPACT

The John F. Kennedy Memorial School School-Parent Compact describes how parents, school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve the State's academic achievement standards.

- A. The Biddeford is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I to meet the State's academic achievement standards.

- B. Parents/guardians will be responsible for supporting their children's learning by:
1. Monitoring their children's attendance;
 2. Providing assistance and encouraging their children to complete homework assignments;
 3. Encouraging their children to ask for help from teachers or classroom aides (ed techs, volunteers) when needed;
 4. Talking with their children about the school day;
 5. Reading to or with their children;
 6. Monitoring and limiting their children's television watching;
 7. Volunteering in the classroom and for school-related activities such as field trips (see Handbook);
 8. Participating, as appropriate, in decisions related to the education of their children (RTI, SAT Team); and
 9. Enrolling their children in extracurricular and age-appropriate, community-based, after-school activities.
- C. The John F. Kennedy Memorial School will address the importance of communication between parents and teachers on an ongoing basis by:
1. Scheduling one or more parent-teacher meetings annually for parents/guardians of elementary school level students during which the Compact may be discussed as it relates to the individual child's achievement;
 2. Providing frequent reports to parents/guardians on their children's progress through Weekly Folders (see Handbook);
 3. Providing parents/guardians with reasonable access to staff to discuss issues related to their children's learning;

4. Giving parents the opportunity to observe classroom activities (i.e., Open House, classroom visits, also see Handbook);
5. Welcoming parents as volunteers in the classroom (see #7 above); and
6. Providing adequate supervision and feedback for parents/guardians who volunteer.

Legal Reference: 20 U.S.C. § 6318

Adopted: November 28, 1989

Revised: April 27, 1999, May 13, 2008, March 9, 2010



Biddeford School Department

MEMORANDUM

Date: May 14, 2018
To: Alan Casavant, Mayor & School Committee
From: Jeremy Ray
RE: Director of Instruction and Innovation Candidate - Mandy Cyr

The two interview committees for the Director of Instruction and Innovation position for the Biddeford School Department are pleased to recommend Mandy Cyr.

Mandy was selected from a pool of 23 outstanding candidates for the position, but her knowledge, energy, relationship building, passion, professionalism, and commitment to academic excellence separated her from others.

Mandy has serviced as a science teacher, science department head, and the Director of Teaching, Learning, and Truancy, over the course of her career at Biddeford High School. I believe that Mandy will be an outstanding fit for the students, staff, and community.

I would like to personally thank the 12 staff and community members who gave up time to participate in parts of the selection process. The position will begin starting July 1, 2018 pending final approval of the school department budget.
