

City of Biddeford
School Committee
April 13, 2021 4:30 PM Little Theater at BHS
Public Virtual

Public Participation

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City of Biddeford Website

Please click the link below to join the webinar:

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Public Participation - Further Instructions

[Further Instructions 4_13_2021.pdf](#)

A. Call to Order:

B. Roll Call:

C. Pledge of Allegiance:

D. Adjustments to Agenda:

E. Consideration of Minutes:

E.1. Minutes 3/23/2021

[Minutes Biddeford 3_23_2021 \(1\).pdf](#)

F. Consent Agenda

F.1. Nominations:

Rory Putnam ~ BRCOT Emergency Medical Services Instructor ~ Replacing Sonja Nielsen

Melissa Peraner ~ APC Special Education Teacher ~ Replacing Stephanie Jackson who moved to a new position in the district

Emma Wescott ~ IEP Coordinator JFK, BPS ~ New Position

Appointment:

Maureen Laroche ~ JFK Pre-K Teacher ~ Replacing Melissa Wu

Resignations:

Pamela Weiss ~ BMS 6th Grade Humanities Teacher ~ End of the school year

Andrew Rosado ~ BMS Robotics Teacher ~ End of the school year

Charles Lyons ~ BHS Science Teacher ~ Retiring ~ End of the school year

Michael Hickson ~ Transportation Bus Driver

Joan Luciano ~ BMS School Nurse ~ Retiring ~ End of the school year

Jeff Mears ~ BPS Assistant Principal ~ End of the school year

Michael Ruel ~ BMS Ed Tech II ~ Retirement ~ End of the school year
 Elaine Hamel ~ JFK Food Service Worker
 Elizabeth Ames ~ BMS Art Teacher ~ Moving to a new position in the district ~ End of the school year
 Shannon Reynolds ~ BIS 4th Grade Teacher ~ End of the school year
 Andrew Young ~ BPS Resiliency Coordinator ~ End of the school year
 Sean Costigan ~ BHS Custodian
 Shannon Hayes ~ BHS School Psychologist ~ End of the school year

G. Superintendent's Report:

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

I. Old Business:

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

J.1. Fall Return Planning ~ Public Comment Welcome
 Draft School Calendar 2021-2022
 Spring Athletic Stipends 2021
 First Reading of Policies to Adopt:
 EGAD ~ Copyright Compliance
 EGAD-R ~ Copyright Compliance Administrative Procedure
 JFABD-R ~ Homeless Student Appeal Process
 JFABD-R1 ~ Maine Homeless Education State Level Dispute Resolution Process
 First Reading of Policies to Review:
 EEBB ~ Use of Private Vehicles on School Business
 EFCA ~ Menu Development Options
 GBGAA ~ Bloodborne Pathogens
 First Reading of Policies to Revise:
 DBG ~ Budget Process
 ECB-R ~ Custodial/Maintenance Services Administrative Regulation
 EEAF-R ~ Charter Trip Regulations
 FE ~ Approval of School Property Construction
[Reopening Plan 2021.pdf](#)
[BSDSchoolyear2021Aprilmeeting.pdf](#)
[Sports Stipends 2021 - Spring.pdf](#)
[EGAD-Adopt.pdf](#)
[EGAD-R - Adopt.pdf](#)
[JFABD-R - Adopt.pdf](#)
[JFABD-R1 - Adopt.pdf](#)
[EEBB Use of Private Vehicles on School Business.pdf](#)
[EFCA Menu Development-Options - Review.pdf](#)
[GBGAA Bloodborne Pathogens - Revised.pdf](#)
[DBG Budget Process - Revised.pdf](#)
[ECB-R Custodial-Maintenance - Revised.pdf](#)

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

Instructions for Public Participation

The Biddeford School Committee will hold a meeting on Tuesday, April 13, 2021, at 4:30 PM.

This meeting will be held in person by the School Committee only in the Little Theater. The meeting for the public will be conducted using [Zoom](#) Webinar, a web-based video conferencing tool, under [1 M.R.S.A. § 403-A](#), which authorizes the school department to hold remote meetings during the state of emergency declared by the Governor due to the outbreak of COVID-19.

Topic: Biddeford School Committee Meeting

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As a meeting viewer, you will not be shown on the camera, and your microphone will be muted by default.

What controls should I use to participate in the meeting?

If you would like to participate during the meeting, click the “raise your hand” button at the bottom of the screen at the appropriate time for comment. The host of the meeting will see that you would like to participate and will be able to turn your mic on for you when it is your turn to speak.

If you have joined the meeting by phone only, you will need to use the following codes:

***6-Toggle mute/unmute**

***9-Raise hand**

Do I have to use Zoom to watch the meeting?

No, you will still be able to watch a live stream of the meetings as you usually would on Public Access Channel 1301 or on the city website.

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

Due to the COVID-19 PANDEMIC, the Biddeford School Committee will meet in person but will conduct the public hearing and meeting telephonically. The public will not be allowed to attend the meeting in person. However, the meeting may be viewed live on the City's Public Access Channel or on the City's website: www.biddefordmaine.org, selecting the Government tab and then clicking on "Video/Agendas/Minutes". Copies of the agenda and minutes are available on the City's website and School website www.biddefordschools.me. Questions or comments may be emailed prior to the meeting to [School Committee Members](#), Superintendent, [Jeremy Ray](#), Assistant Superintendent, [Christopher Indorf](#), or Director of Instruction & Innovation, [Mandy Cyr](#).

Biddeford School Department
Tuesday, March 23, 2021
7:00 pm **Minutes**
School Committee - Little Theater BHS in Person
Public Viewing - Zoom & Public Access

Public Viewing:

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

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Public Participation - [Further Instructions](#)

- A. Call to Order:** The meeting was called to order by Mayor Casavant at 7:00 pm
- B. Roll Call:** Alan Casavant, Lisa Vadnais, Karen Ruel, Amy Grohman, Randy Forcier, Nate Bean, Rebecca Henry, Dominic Deschambault, Mandy Cyr, Jeremy Ray, and Chris Indorf were all present
- C. Pledge of Allegiance:** The Pledge was led by Mayor Alan Casavant
- D. Adjustments to the Agenda:** None
- E. Approval of Last Meeting's Minutes:** [Minutes from 3/9/2021](#) ~ Nate Bean moved to approve the minutes from 3/9/2021, Lisa Vadnais seconded and all were in favor
- F. Consent Agenda:** Dominic Deschambault moved to approve the consent agenda, Nate Bean seconded and all were in favor

Appointments:

- a. Olivier Umumararungu ~ Custodian BMS ~ Replacing Kelly Robinson

Resignations:

- a. Jacqueline Leonard ~ Custodian BMS ~ Resignation
 - b. Shirley Mae Baker ~ Custodian BIS ~ Resignation
 - c. Sandy Lewis ~ Nutrition Service Director ~ Retirement
 - d. Sonja Nielsen ~ COT Instructor EMS ~ Resignation
 - e. Scott Edmund Hardy ~ COT Ed Tech III ~ Resignation
- G. Superintendent's Report:** ~ While we have had some custodial resignations we are still in good shape with hiring and we also still have a couple of cleaning companies helping out. Sandy Lewis our nutrition service director will be retiring at the end of the school year. She has an opportunity to do some traveling and spend some time with her family. Sandy will be a hard person to replace. She has done a tremendous job. I was a little shocked when I found out but we will advertise and will

School Committee Members:

Alan Casavant-Chair	Randy Forcier
Lisa Vadnais-Vice Chair	Dominic Deschambault
Karen Ruel	Nate Bean
Amy Grohman	Rebecca Henry

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

miss Sandy because she put out a great product and ran a great department. She has always put kids and families first. We received an email today that said the max rate is 4.2% and we had budgeted for about 8% so that's a good thing for all of us. On April 19th the vaccination age will go to 16 plus. We will be continuing to work with different ages and see if there are some vaccination clinics who might be able to come locally. I urge staff to schedule vaccines now before April 19th. Once the age is lowered it will be harder for people to get an appointment.

H. Committee Reports:

I. Old Business:

J. New Business:

- a. Discussion about the week after April break ~ The week after April vacation was talked about at length. Lisa Vadnais moved to have all students full remote on Monday, April 26th, and Tuesday, April 27th. Kindergarten through grade 4 will return on Wednesday, April 28th and the rest of the grades will return on Thursday, April 29th. Nate Bean seconded, and all were in favor.
- b. [Budget Update](#) ~ Jeremy Ray shared the budget update with the school committee and public. He stated that a week or so ago he gave a presentation to the city council that seemed to go really well. They're very supportive of the job that we've done. Going back to the fact that the budget that we have in front of us as a core budget based off the year or so ago and there's a whole lot of things that will have to take place that won't be paid for through the local that would be through our federal funds to come. The public was invited to comment. There were no questions or comments from the public.

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

L. Communications:

M. Executive Session: At 7:36 pm Lisa Vadnais moved to adjourn the meeting and enter into executive session, Nate Bean seconded, and all were in favor.

- a. Labor contract negotiations of Non-Union Employees pursuant to 1 M.R.S.A § 405(6)(D)

L. Adjournment: The meeting was adjourned at 7:36 pm and the school committee entered into an executive session

Signed:



Jeremy Ray ~ Superintendent of Schools

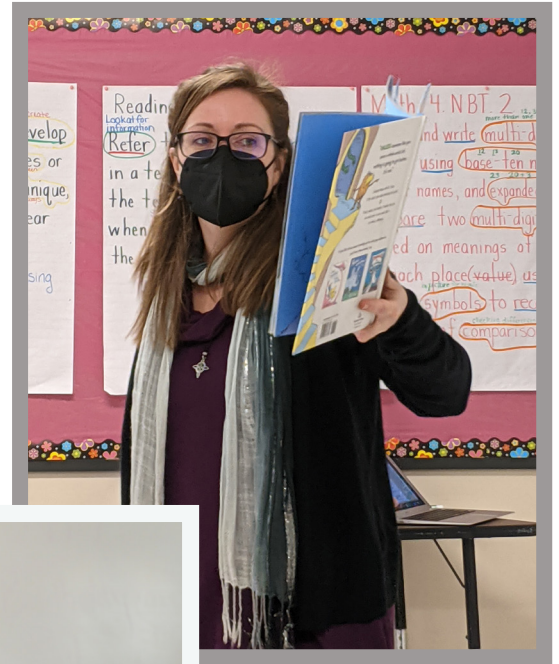
Date: 4/6/2021

School Committee Members:

Alan Casavant-Chair	Randy Forcier
Lisa Vadnais-Vice Chair	Dominic Deschambault
Karen Ruel	Nate Bean
Amy Grohman	Rebecca Henry

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

UNIFIED PLAN: *Reopening Fall 2021*



April 7, 2021

To the Biddeford Community,

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

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

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

Key Recommendations I endorse:

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

Help from the Community:

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

This plan is best for kids

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

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

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

Yours in Service,



Jeremy Ray
Superintendent of Schools

Biddeford Schools

est. 1848

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

Summary

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

Background

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

Latest CDC Guidance

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

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

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

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

US CDC's Updates:

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

US CDC Scientific Consensus “Key Points”:

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

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

Who Needs to Quarantine?

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

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

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

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

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

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

Proposition Test

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

Report

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

Demographic Trends

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

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

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

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

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

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

¹⁰ Maine Department of Labor, Bureau of Labor Statistics

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

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

Grade Distribution by building, pre- and post-pandemic

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

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

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

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

Comparing pre- and post-pandemic Class Size

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

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

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

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

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

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

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

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

Effects on program delivery, student engagement, and performance

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

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

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

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

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

BMS Behavior Infractions, by month, 2017-present

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

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

b. In opposition to smaller class size

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What about students who wish to remain remote?

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

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

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

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

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

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

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

Operational Impacts

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

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

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

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

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

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

Title I Services

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

Learning Recovery: *Biddeford 365*

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

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

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

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

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

³⁰ <https://www.ed.gov/essa?src=rn>

Department of Education.

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

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

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

Purpose

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

Goals

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

Experiences and Field Trips

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

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

Targeted Population

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

Impact to Budget

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

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

APPENDIX A

Residential Education Experience Brochure

The **FUTURE** of Education



Partnership with Biddeford &
Dayton School Departments

PROGRAM OVERVIEW

RESIDENCY EDUCATION EXPERIENCE

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

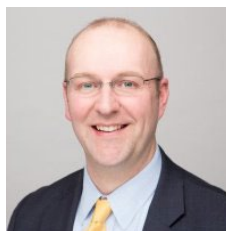
REE began in 2020 with 15 interns participating in a structured, supported placement with a caring and experienced mentor. After beginning the year like any other student teacher, resident interns are leading small classrooms in tandem with their mentors. By year's end, many interns will become full-time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

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

MISSION

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

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



JEREMY RAY

SUPERINTENDENT OF SCHOOLS
Biddeford & Dayton School Departments



SYNOPSIS

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

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

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

REQUIREMENTS



RESIDENT INTERN EXPECTATIONS

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

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

Resident interns must:

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

PILOT PROGRAM

2020-2021
SCHOOL YEAR

NUMBER OF RESIDENT
INTERNS TO PARTICIPATE

15

171

APPROXIMATE NUMBER
OF STUDENTS IMPACTED

POSITIVE OUTCOMES

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

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



BENEFITS

STUDENT TEACHING

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

VS

RESIDENCY EXPERIENCE

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



RESIDENT INTERN BENEFITS

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



MENTOR TEACHER BENEFITS

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

INSTRUCTION & INTERNSHIP



HOW ARE RESIDENT INTERNS SUPPORTED?

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



HOW IS DIRECT INSTRUCTION PROVIDED?

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

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

POSITIVE OUTCOMES

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

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

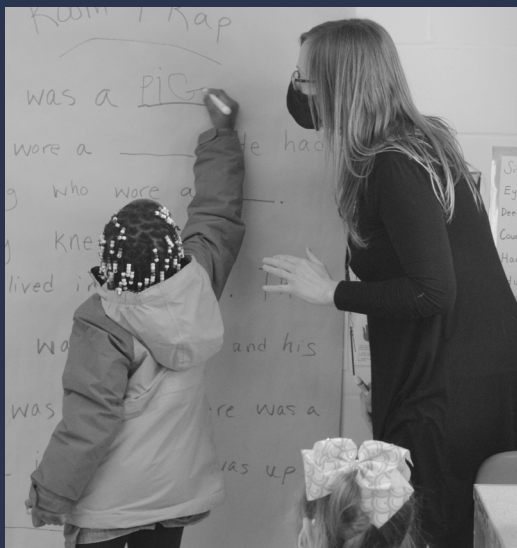


GRADUAL INCREASE IN RESPONSIBILITY

POSITIVE OUTCOMES

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

-Tristin Thomsen (Kindergarten)
University of Southern Maine



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



ASSUMPTION OF RESPONSIBILITIES

START OF SCHOOL

Routines and Procedures

EARLY FALL

Supporting Students with Independent Practice

WINTER BREAK

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

NEW YEAR'S

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

Direct small group instruction in full partnership with mentor teacher

SAMPLE PLAN

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

SEPTEMBER

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

OCTOBER

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

NOVEMBER

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

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

DECEMBER

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

JANUARY - JUNE

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

PROFESSIONAL DEVELOPMENT

POSITIVE OUTCOMES

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

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



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



SEMINAR OPPORTUNITIES

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

FOR MORE INFORMATION

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

APPENDIX B

Classroom and Staffing Assignments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

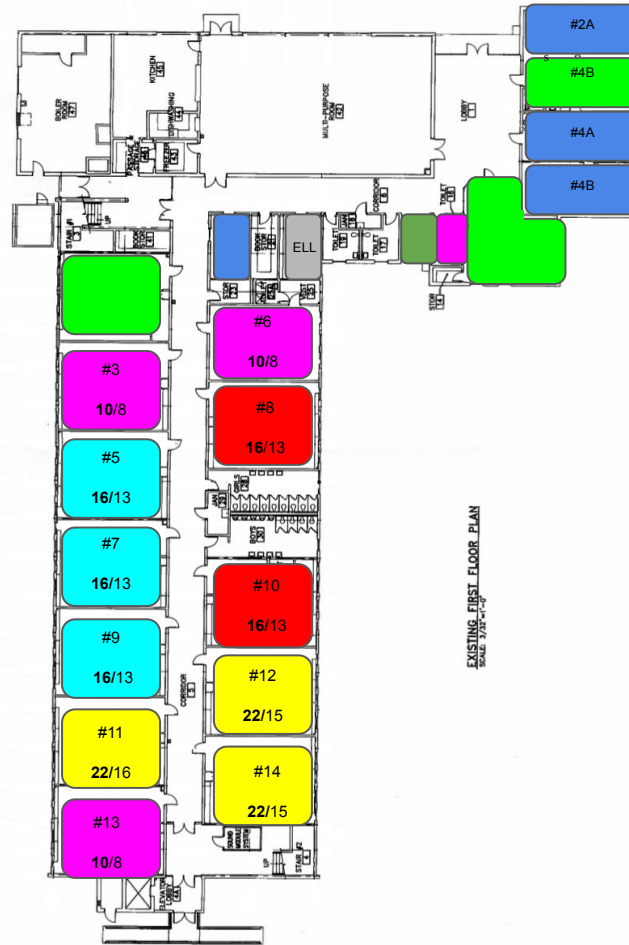
*Grade 8 will be placed at BHS for the 21-22 school year.

APPENDIX C

Classroom Maps - CDC Distancing Guidelines

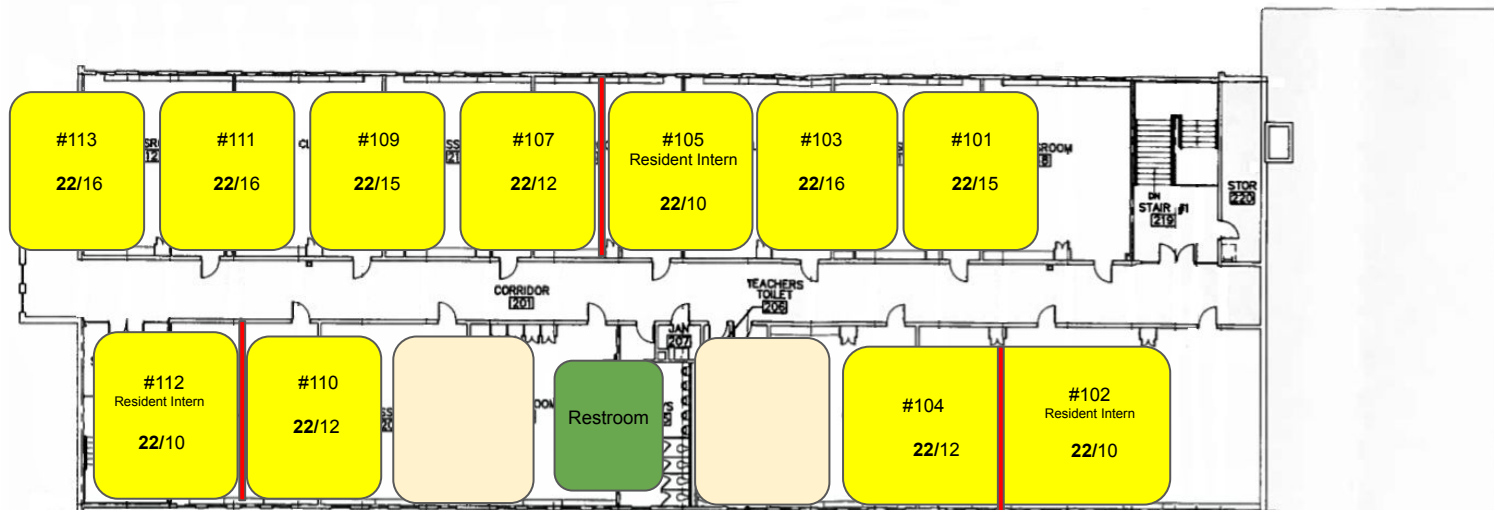
SCHOOL: JFK
FLOOR: 1

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



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

SCHOOL: JFK
FLOOR: 2



-  Empty Rooms
-  K Classrooms
-  Open Wall

BUILDING SPACE SUMMARY

Rooms remaining: 2

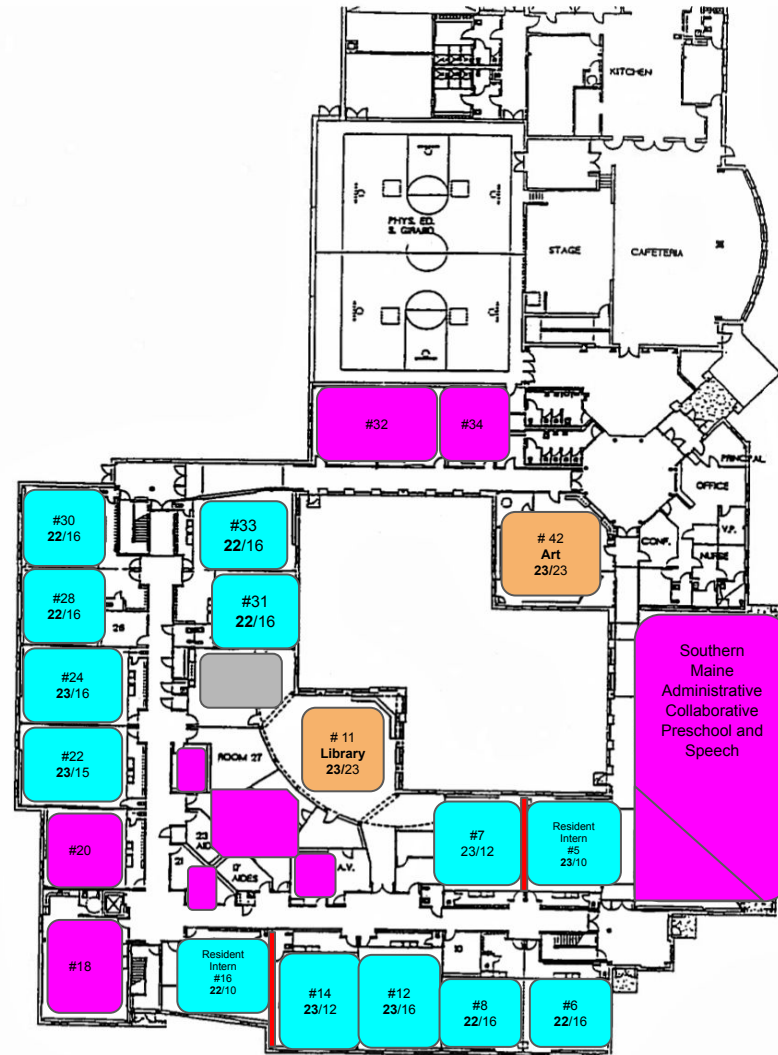
Grade Level:
Pre-K

of Assigned Rooms: 3
Current Need: 3

Grade Level:K

of Assigned Rooms: 14
Current Need: 14

SCHOOL: BPS
FLOOR: 1



BUILDING SPACE SUMMARY Rooms Remaining: 1

Grade Level 1

of Assigned Rooms: 13
Current Need: 13

Grade Level 2

Currently available: 16
Current Need: 15

SCHOOL: BPS
FLOOR: 2



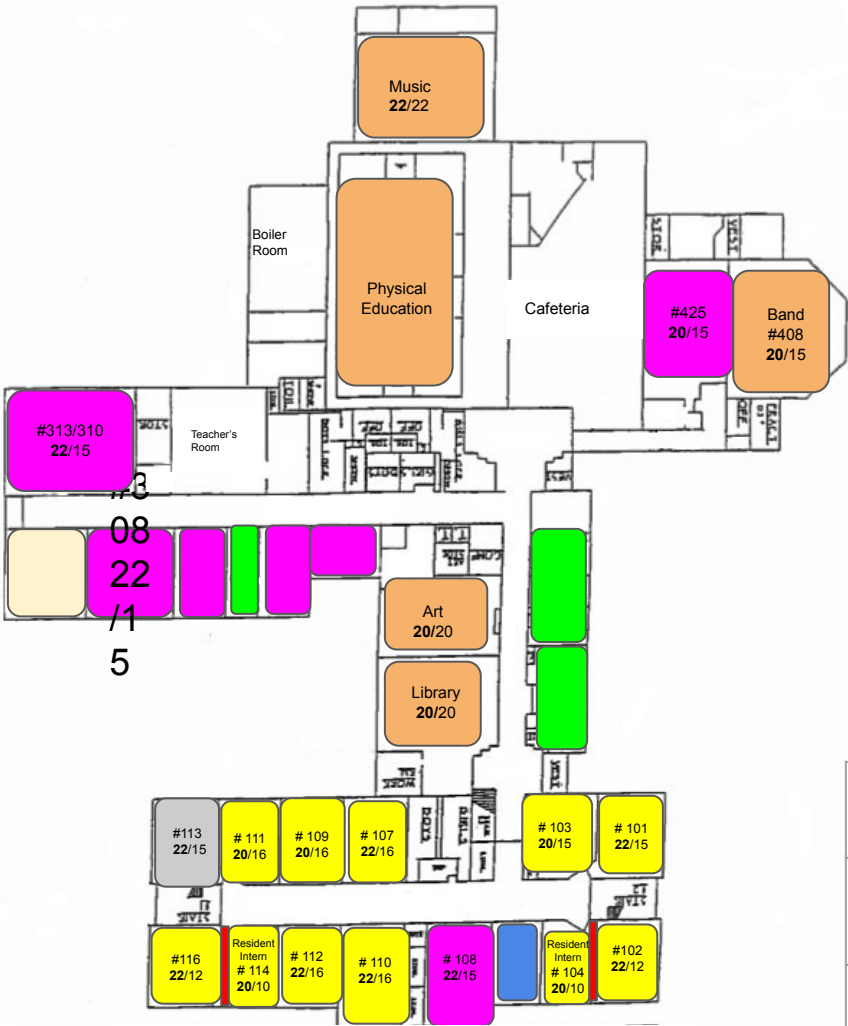
- Unified Arts
- 2nd Grade
- Special Education
- Open Wall

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

SCHOOL: BIS

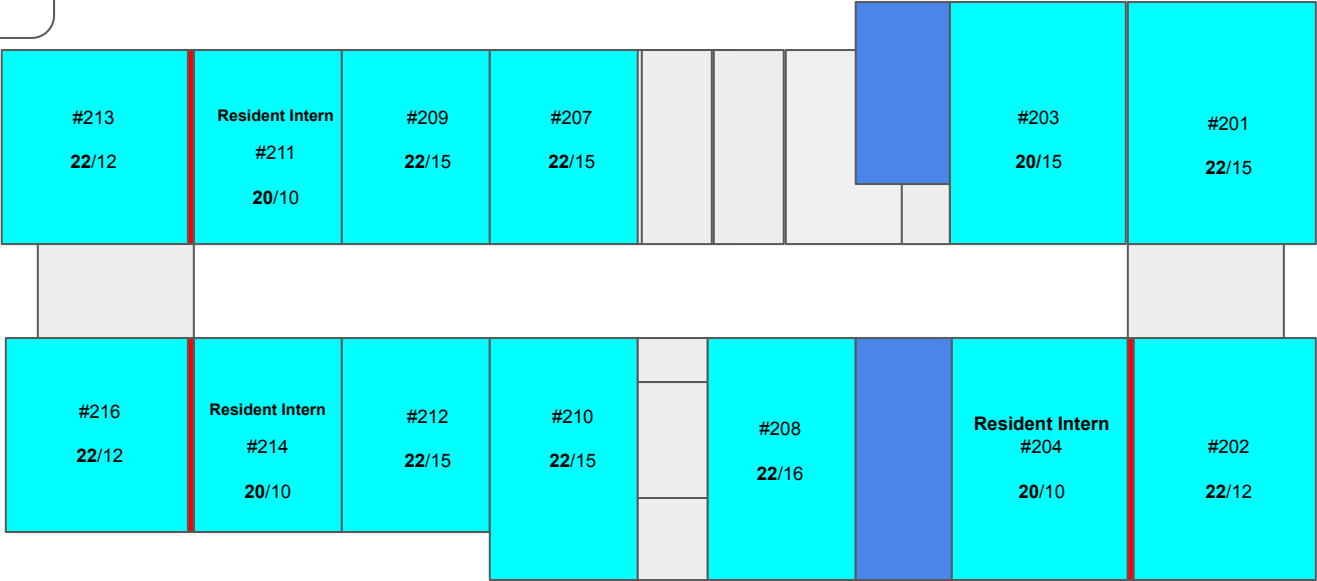
FLOOR: 1

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



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

SCHOOL: BIS
FLOOR: 2



3rd Grade



Support Staff

BUILDING SPACE SUMMARY
Rooms Remaining: 1

Grade Level 1

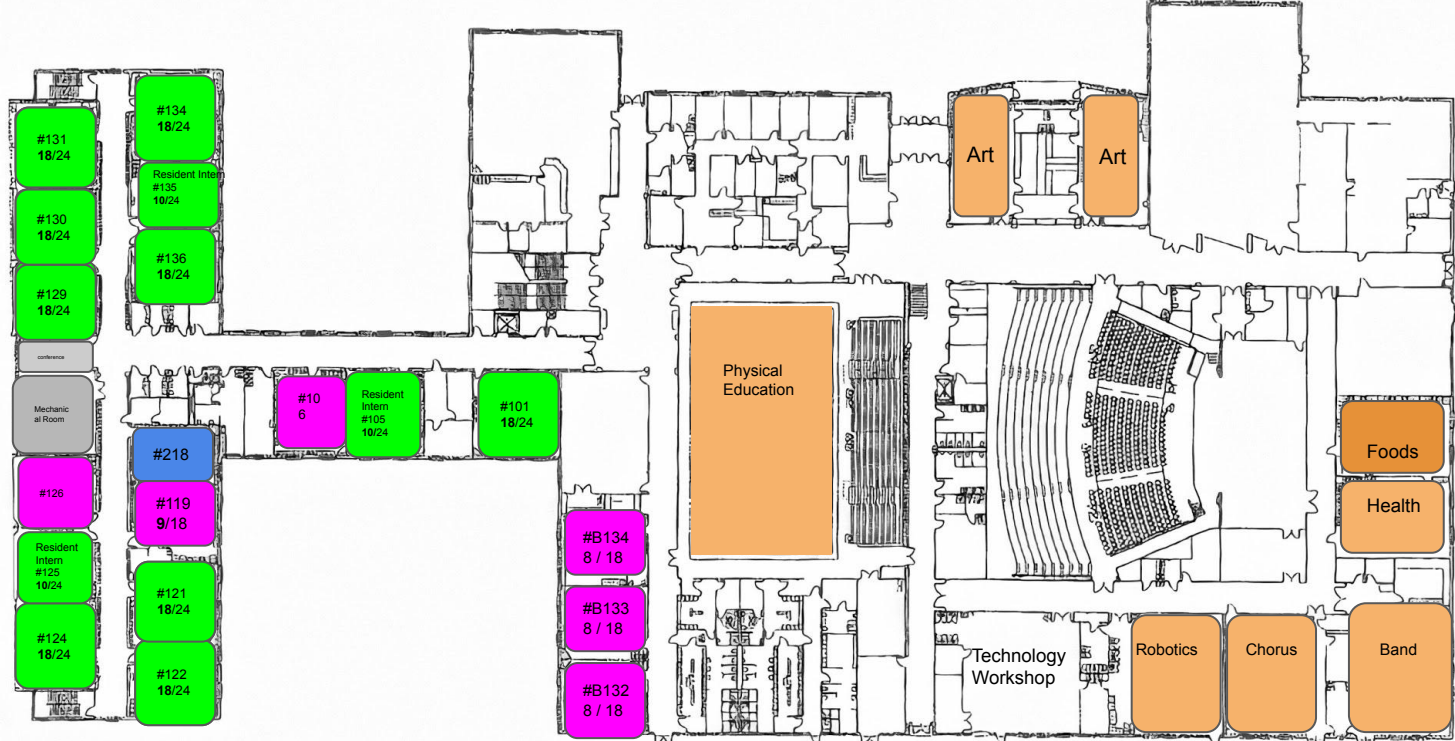
of Assigned Rooms: 13
Current Need: 13

Grade Level 2

Currently available: 1
Current Need: 15

43

SCHOOL: BMS
FLOOR: Main



- Grade 5
- Special Education
- Unified Arts
- Support

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

SCHOOL: BMS
FLOOR: Ground

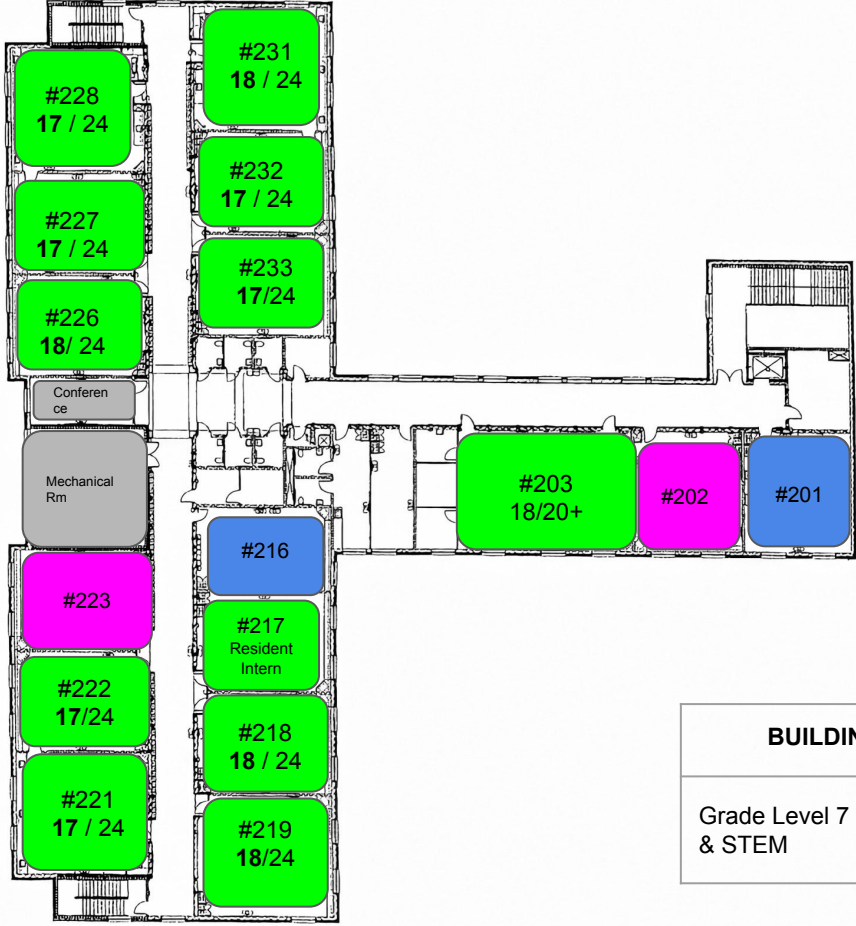


- 6th Grade Classrooms
- Support
- Special Education

BUILDING SPACE SUMMARY

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

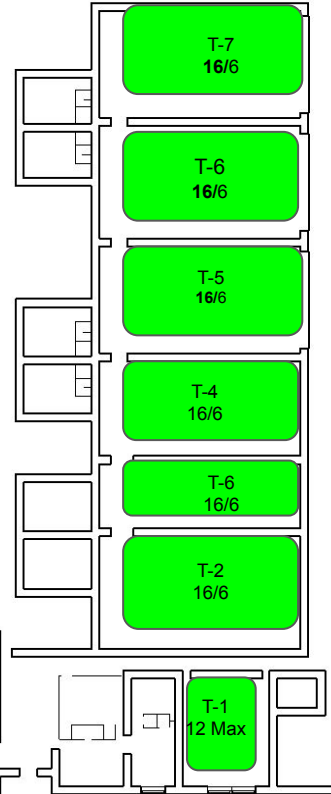
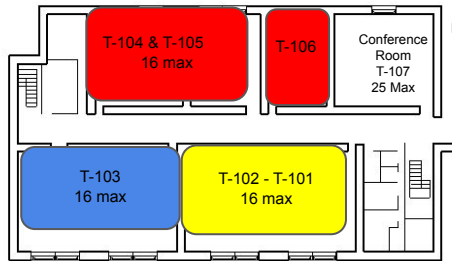
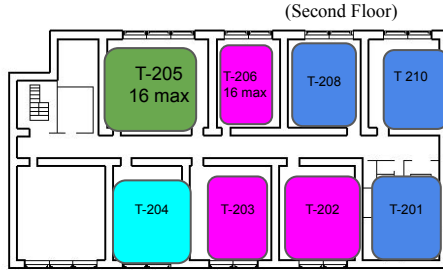


- 7th Grade & STEM Classrooms
- Support
- Special Education

BUILDING SPACE SUMMARY

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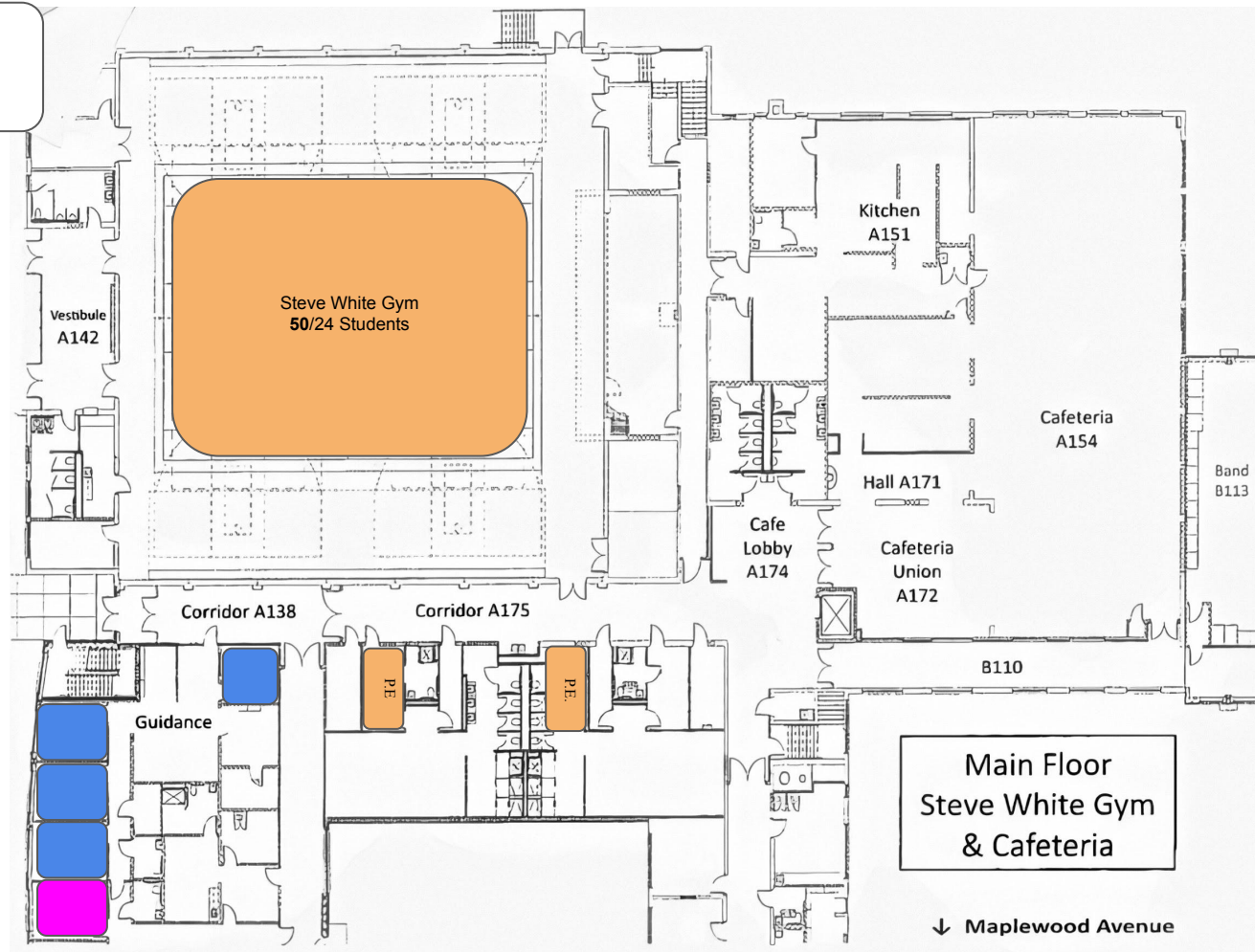
SCHOOL: COT
FLOORS: 1 & 2



BUILDING SPACE SUMMARY

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

SCHOOL: BHS
FLOOR: Main

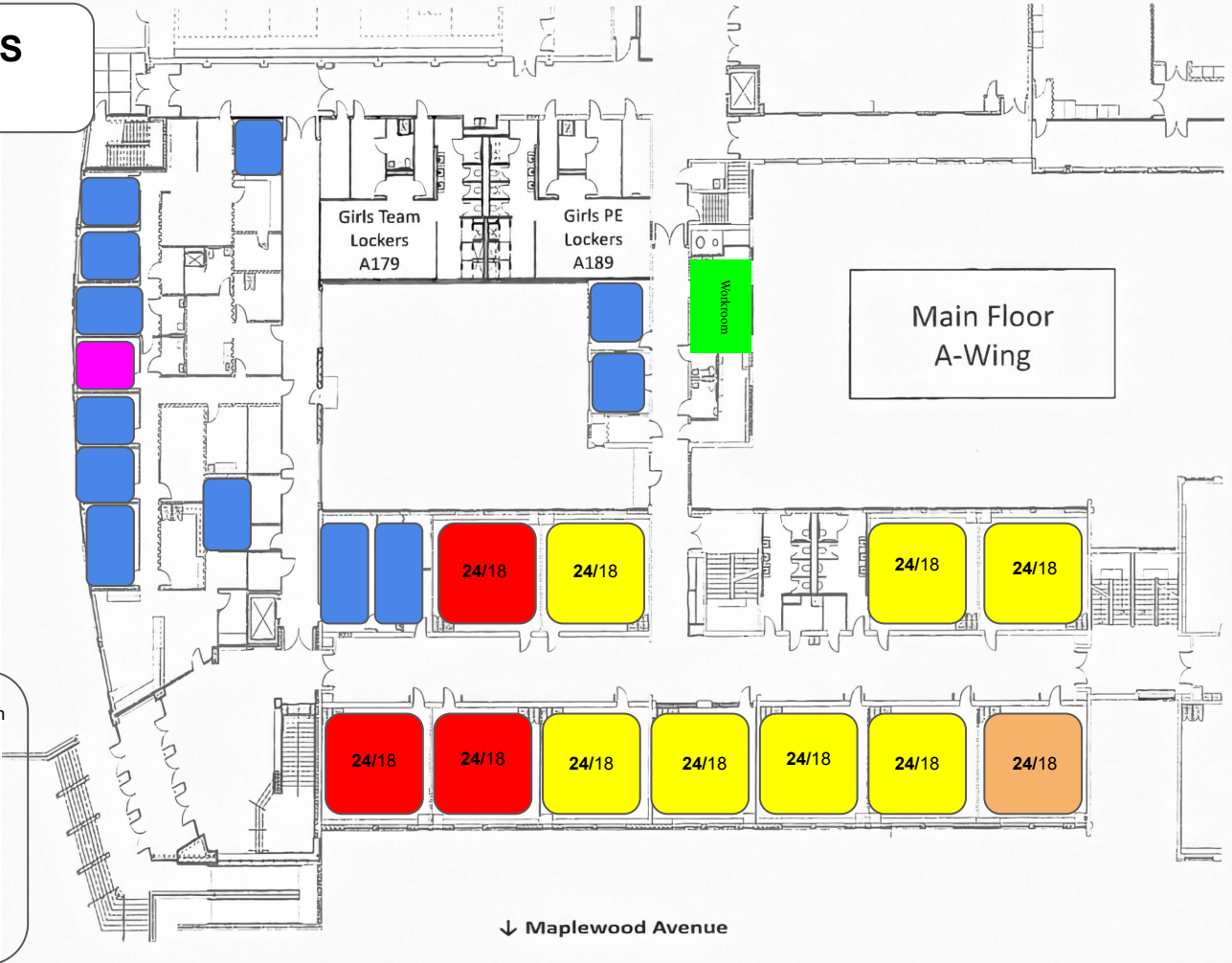


SCHOOL: BHS
FLOOR: Main



SCHOOL: BHS
FLOOR: Main

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



SCHOOL: BHS
FLOOR: 2nd

8th Grade = 16-18
Students Per Room

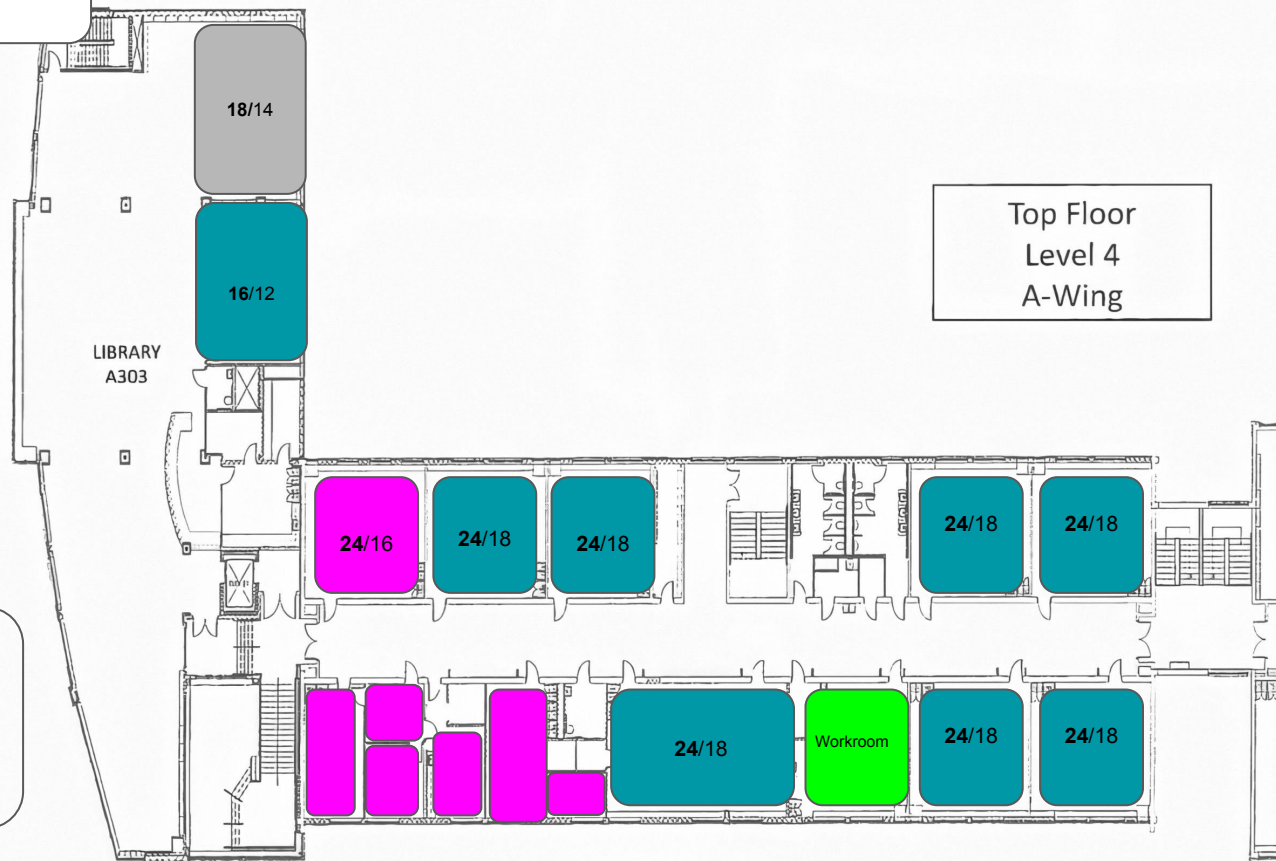
Top Floor
Level 4
B-Wing

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



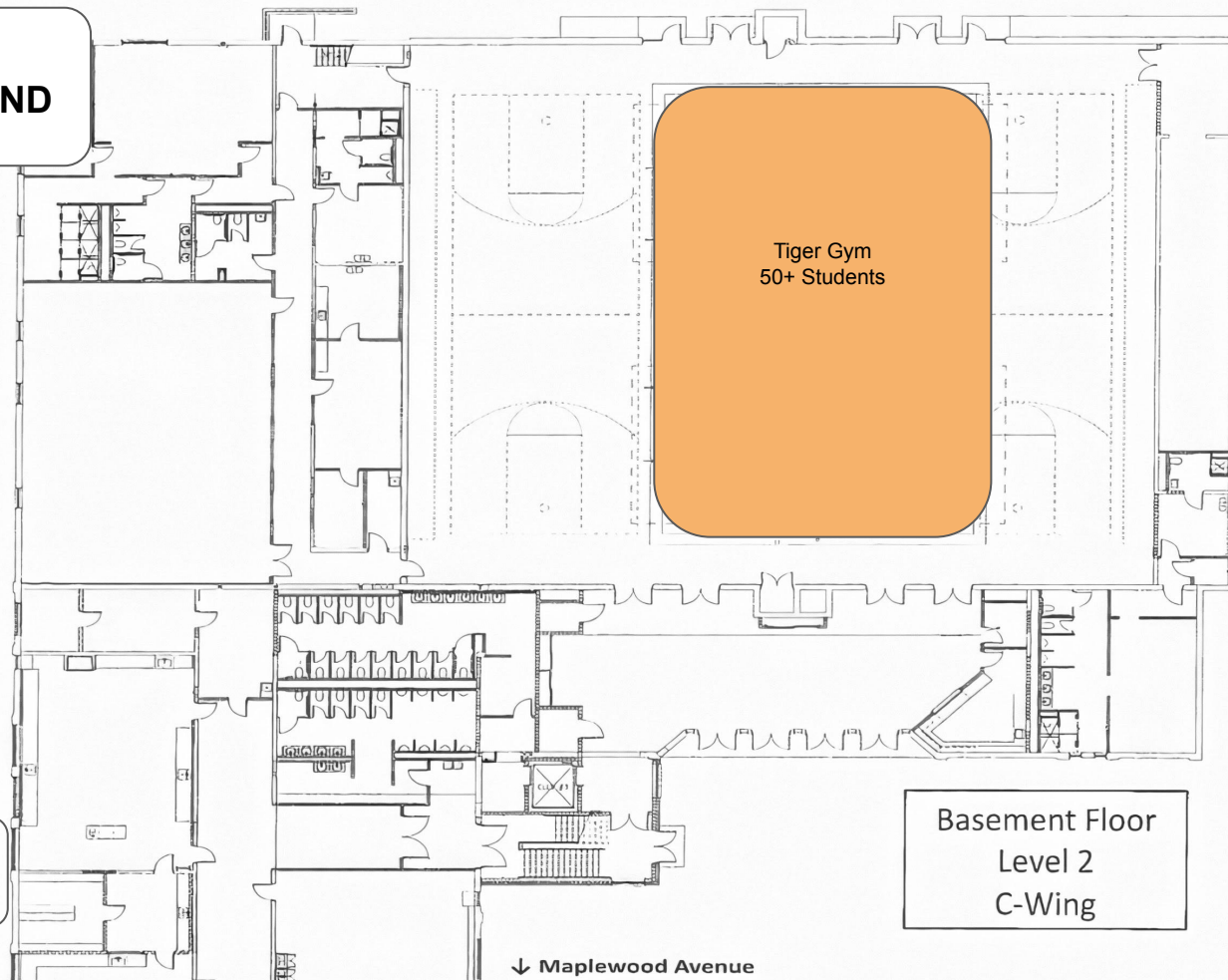
↓ Maplewood Avenue

SCHOOL: BHS
FLOOR: 2nd



↓ Maplewood Avenue

SCHOOL: BHS
FLOOR: GROUND

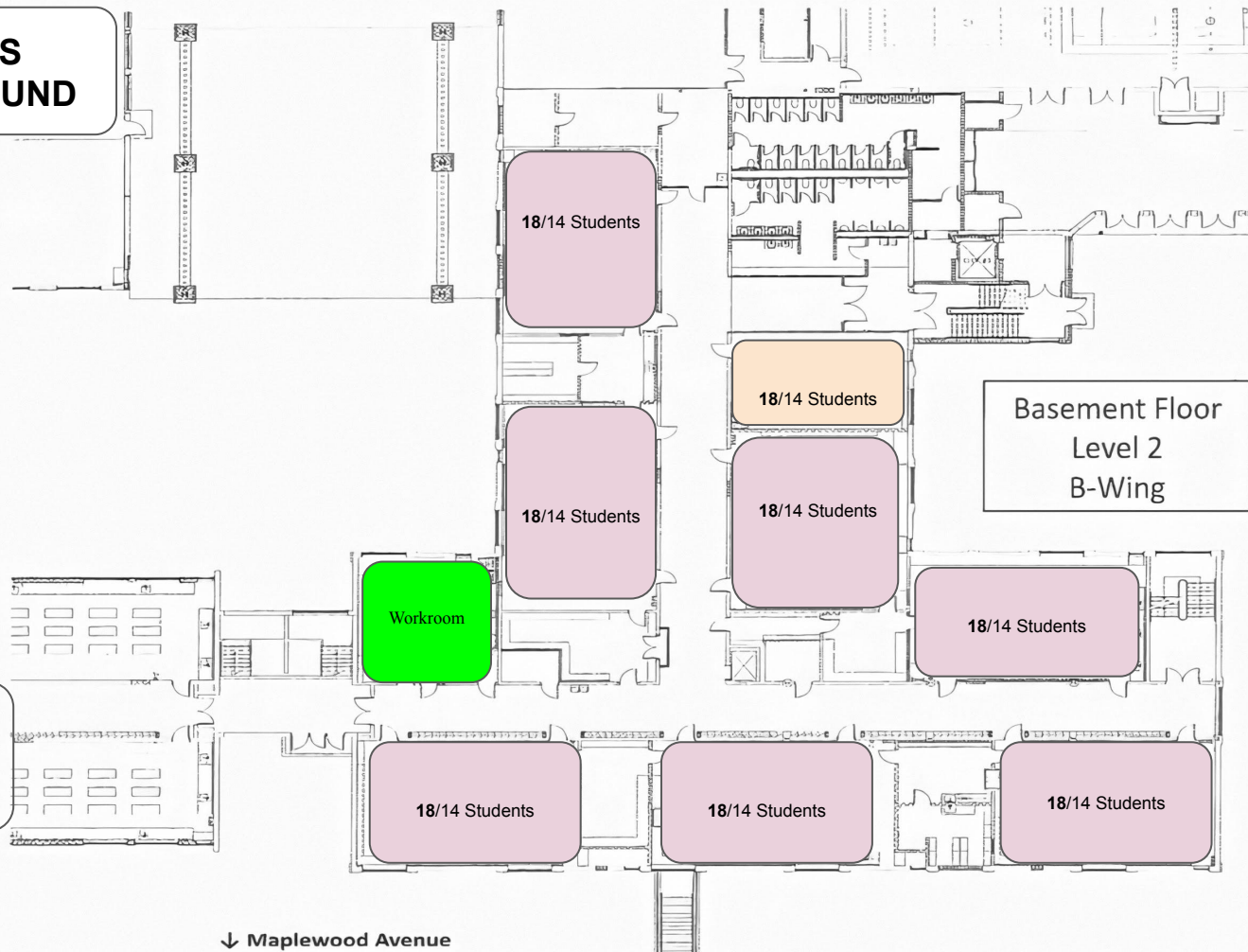


Unified Arts

Basement Floor
Level 2
C-Wing

↓ Maplewood Avenue

SCHOOL: BHS
FLOOR: GROUND



JMG

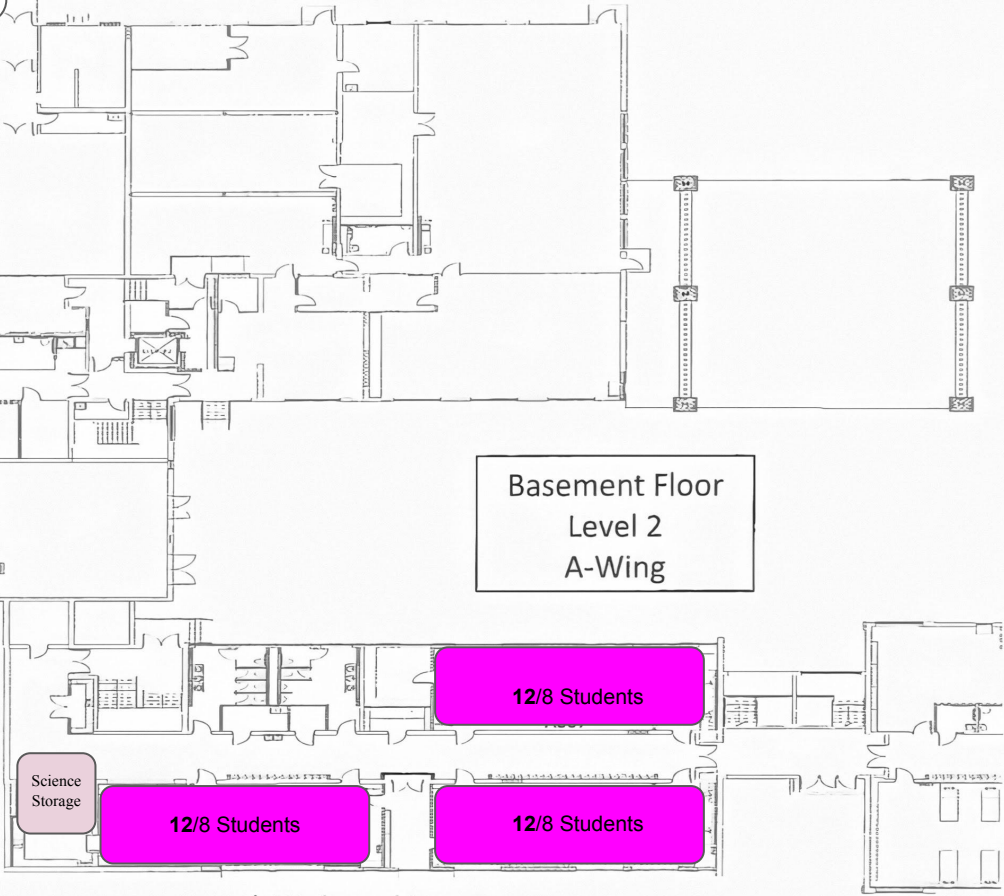
Science

SCHOOL: BHS
FLOOR: GROUND

Basement Floor
Level 2
A-Wing

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

- Special Education
- Science



↓ Maplewood Avenue

EXPANDED ANALYSIS - BMS FURNITURE AND RECONFIGURATION LASER MEASUREMENTS

Biddeford Middle School Classroom Sizes and Configurations

24' x 27'4" (24 spcs)

23'7" x 29' (11 spcs)

18" x 29' (3 spcs)

21' x 27'9" (2 spcs)

14' x 27' (1 space)

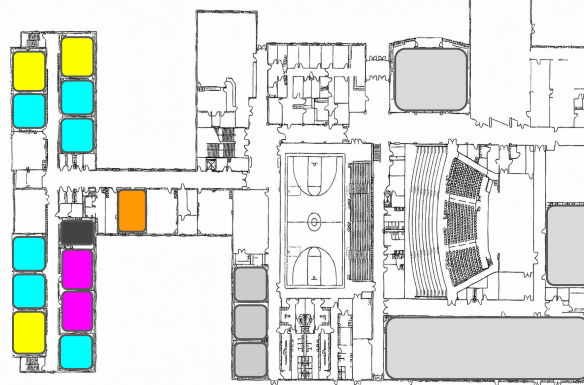
18'7" x 25'5" (1 spc)

25' x 25' (4 spcs)

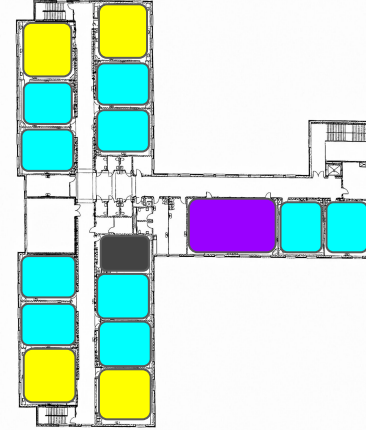
29' x 29' (1 space)

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

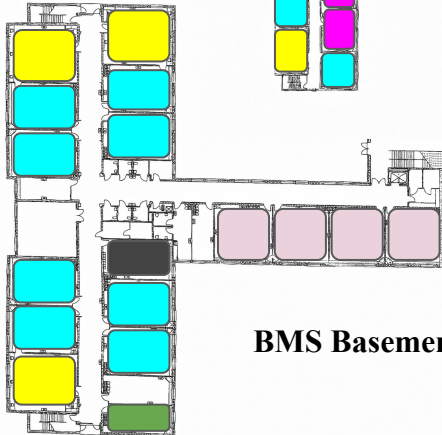
BMS Main Floor - 7th Grade & STEM



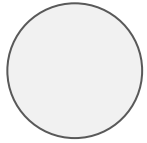
BMS Top Floor - 5th Grade



BMS Basement - 6th Grade



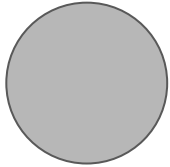
Key



3ft spacing circle



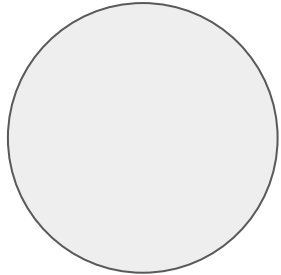
3ft x 2ft student desk



4ft spacing circle



4ft x 2ft student desk



6ft spacing circle



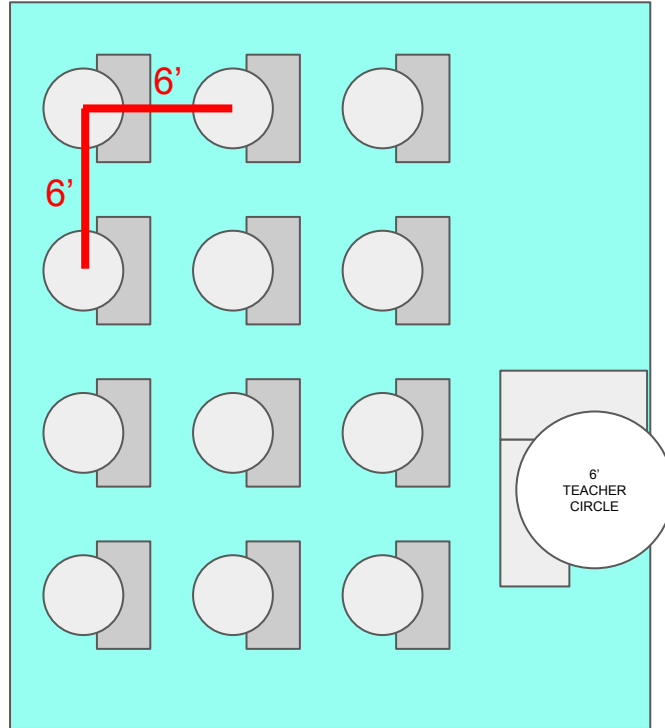
6ft x 3ft lab table



Distance indicator

24'x 27' Classroom

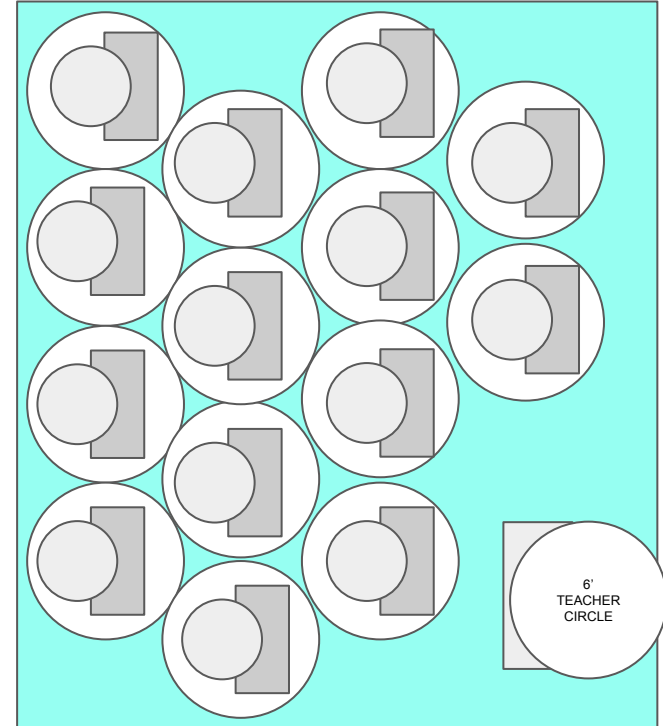
6' spacing
12 Students



BMS has 24 classrooms that are approximately this size.

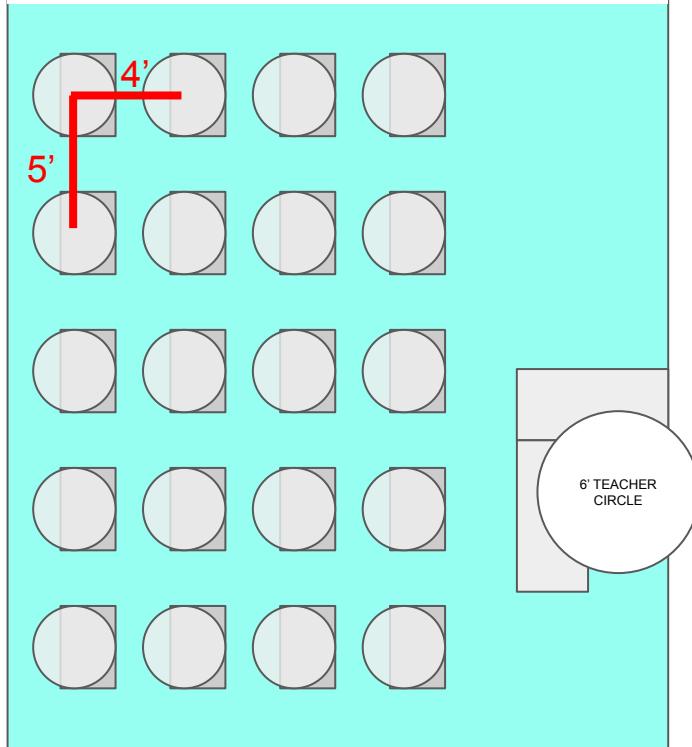
(4'x2' desks)

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



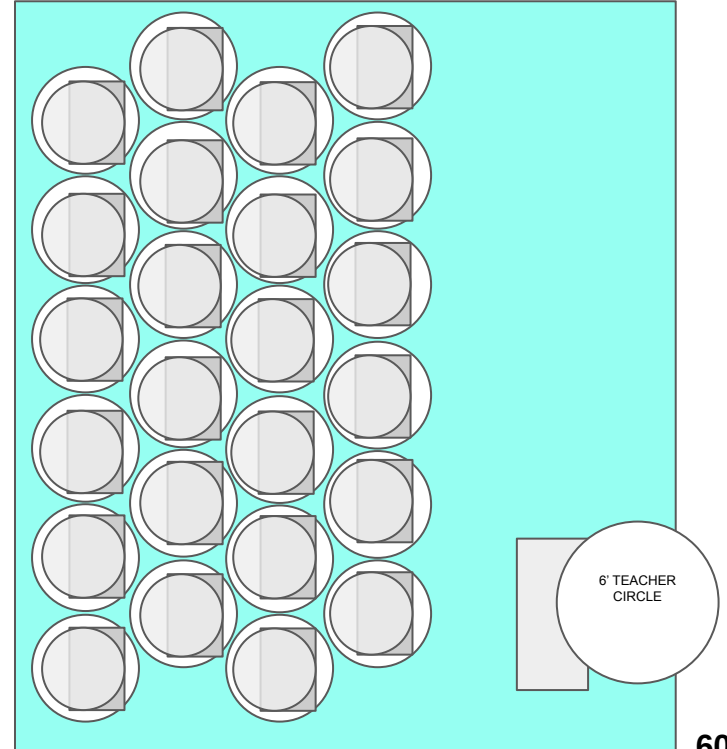
24'x 27' Classroom

4' spacing
20 Students
2 ft aisles



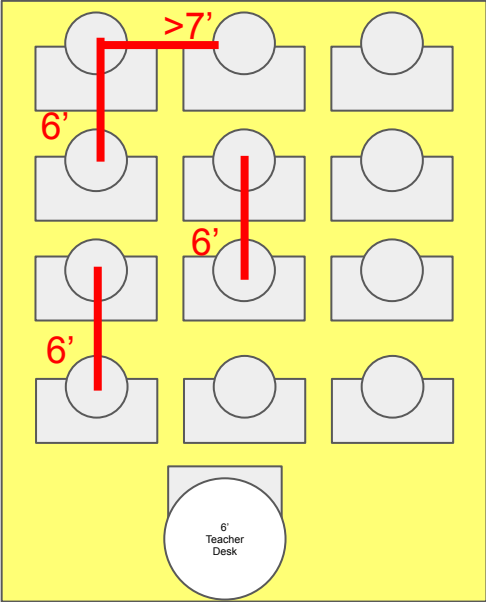
(3' x 2' desks)

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

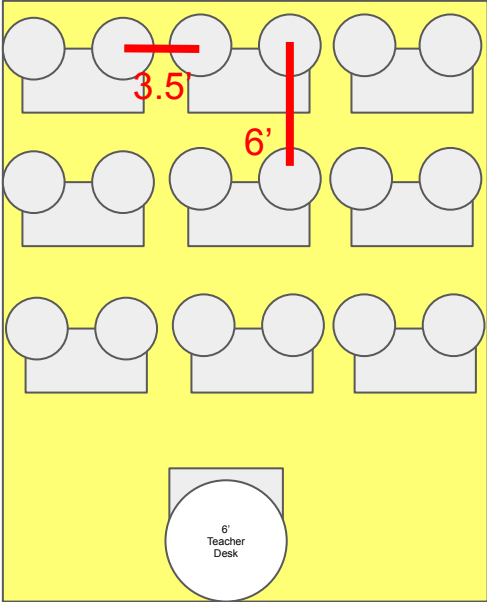


23'7"x29' Classroom

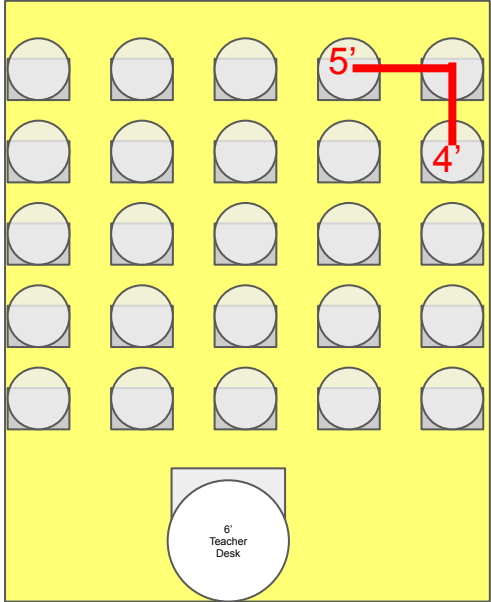
6' distancing
12 Students



3.5' distancing
18 students



4' distancing
25 students



BMS has 11 classrooms that are approximately this size.

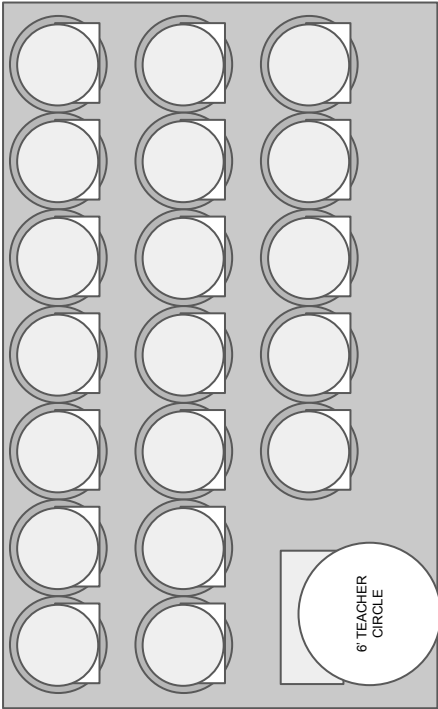
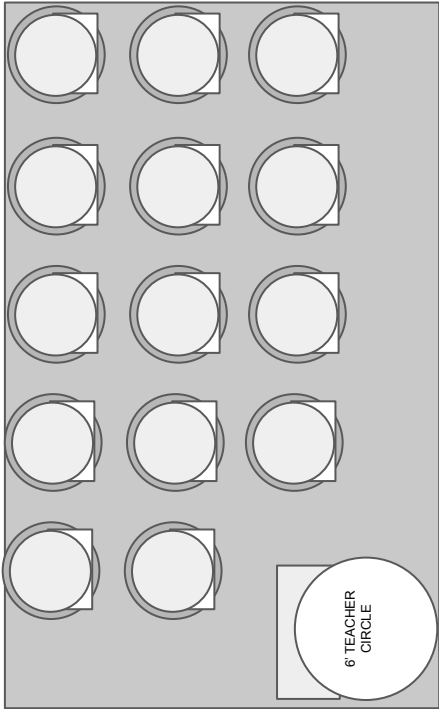
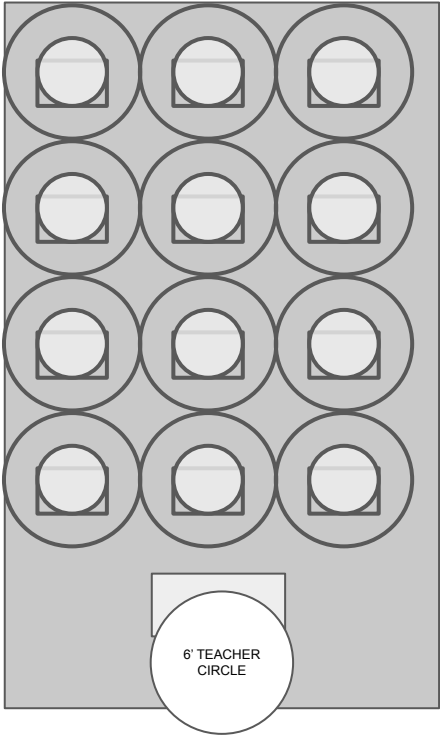
(6'x3' lab tables and 3'x2' desks with 2' aisles)

18' x 29' Classroom

12 Students
6ft distancing

14 Students
>4' distance 2' aisles

19 Students
4' distance(no aisles)

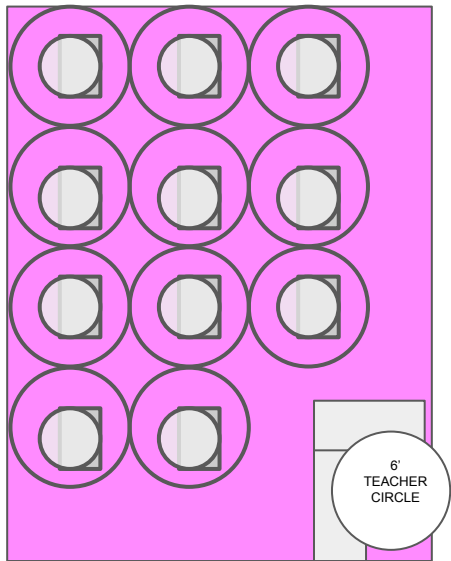


BMS has 3 classrooms that are approximately this size.

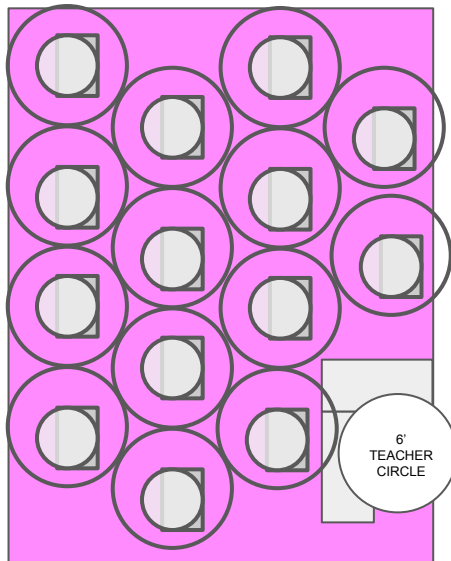
(3'x2' desks)

21'x 27'9" Classroom

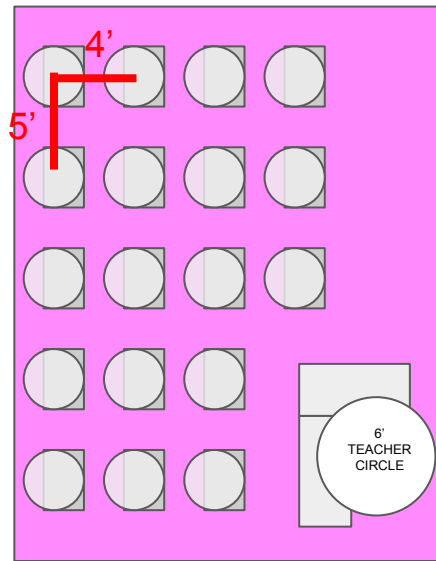
6' spacing
11 students



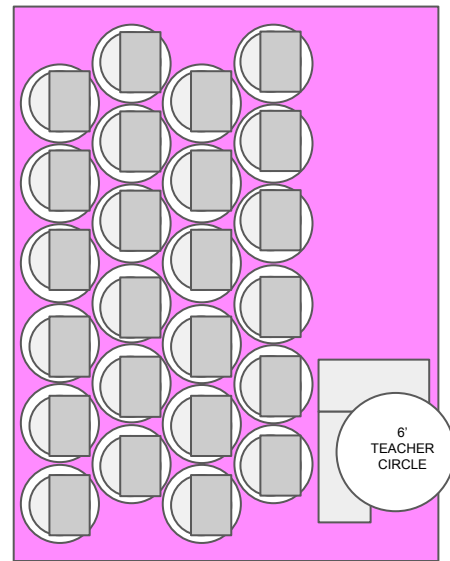
6' spacing(optimal)
14 students



4' spacing (2' aisles)
18 students



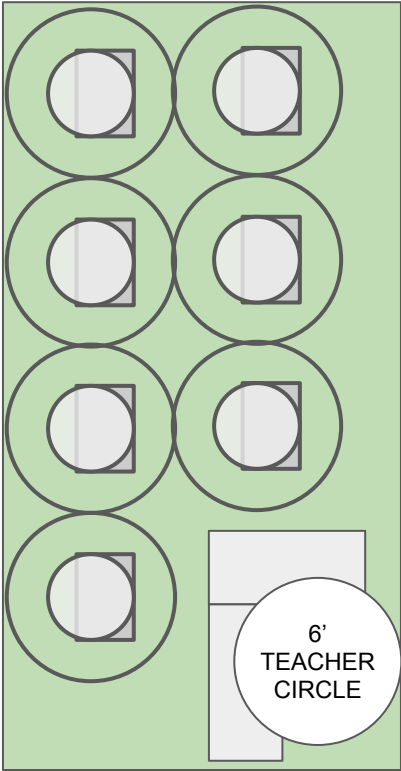
4' spacing (no aisles)
>24 students



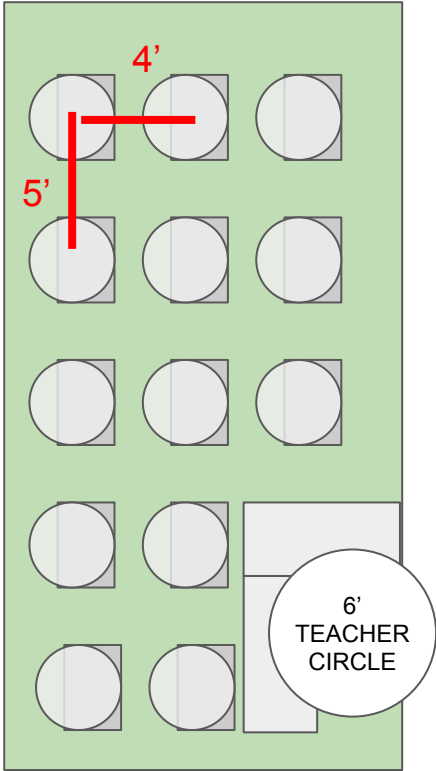
BMS has 2 classrooms that are approximately this size.

14'x 27' Classroom

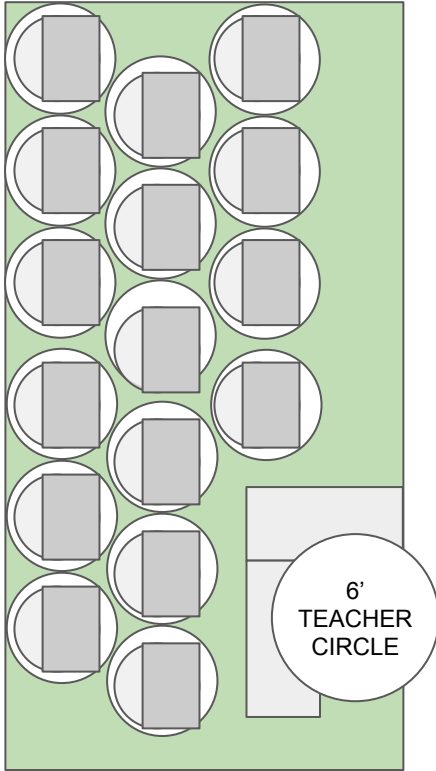
6' spacing
7 Students



4' spacing w 2' aisle
13 students



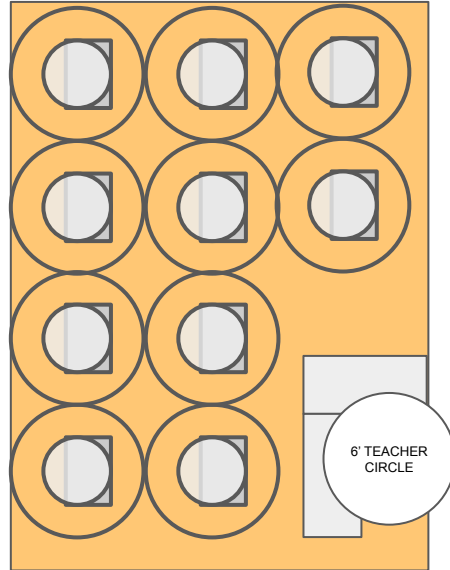
4' spacing no aisle
16 students



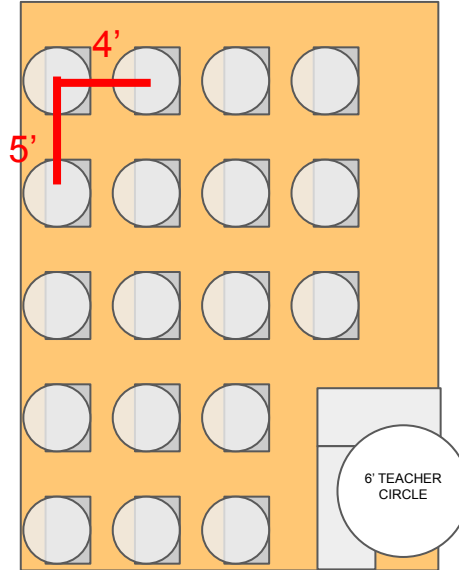
BMS has 1
classroom that is
approximately this
size.

18'7"x 25'5" Classroom

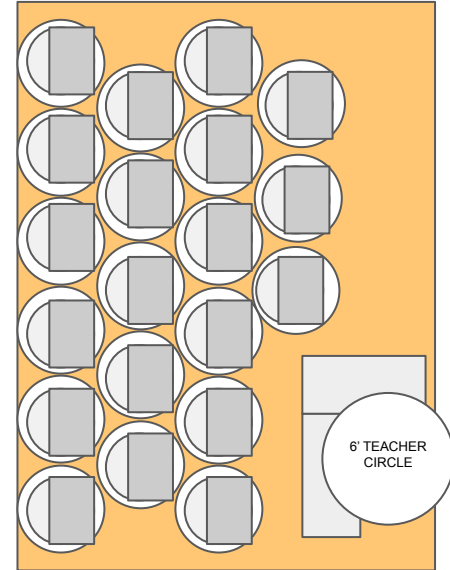
6' spacing
10 students



4' distance & 2ft aisles
18 students



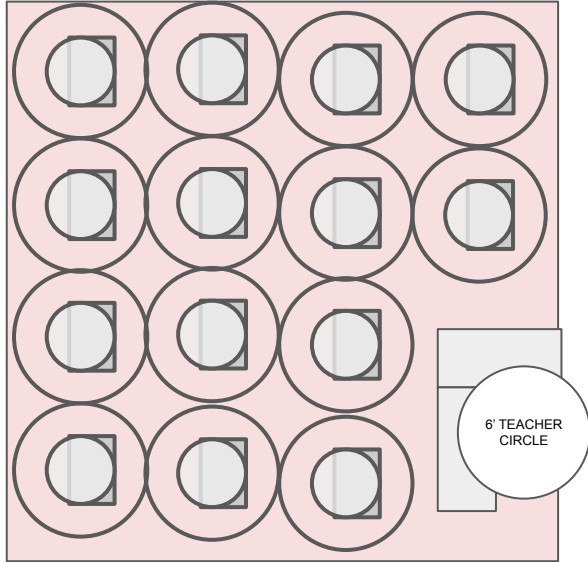
4' distance no aisle
20 students



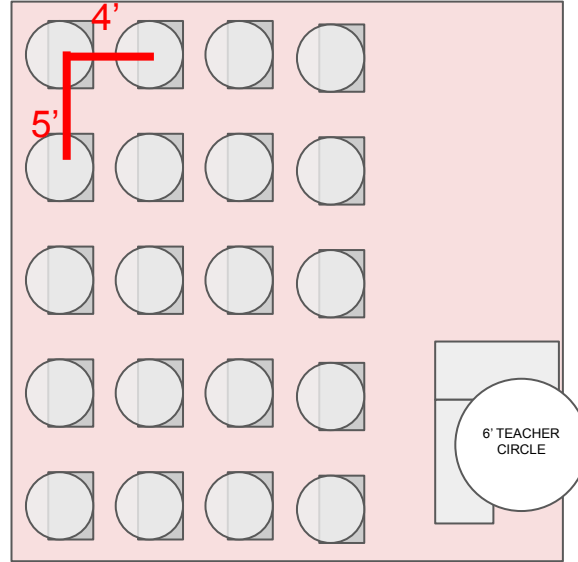
BMS has 1
classroom that are
approximately this
size.

25' x 25' Classroom

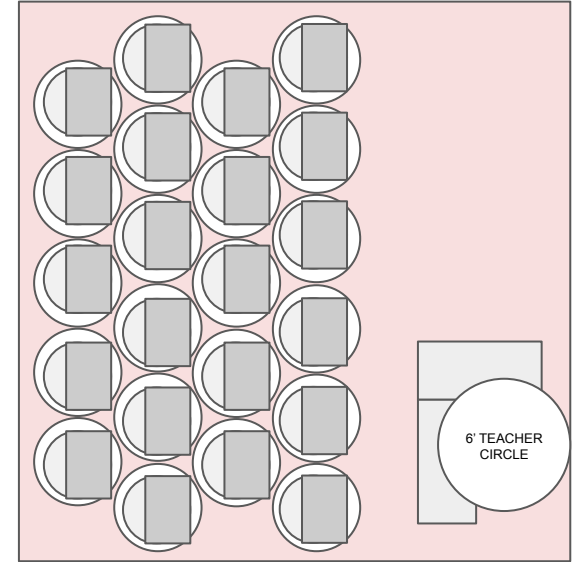
6' spacing
14 students



4' spacing 2' aisles
20 students



optimal 4' spacing
22+ students

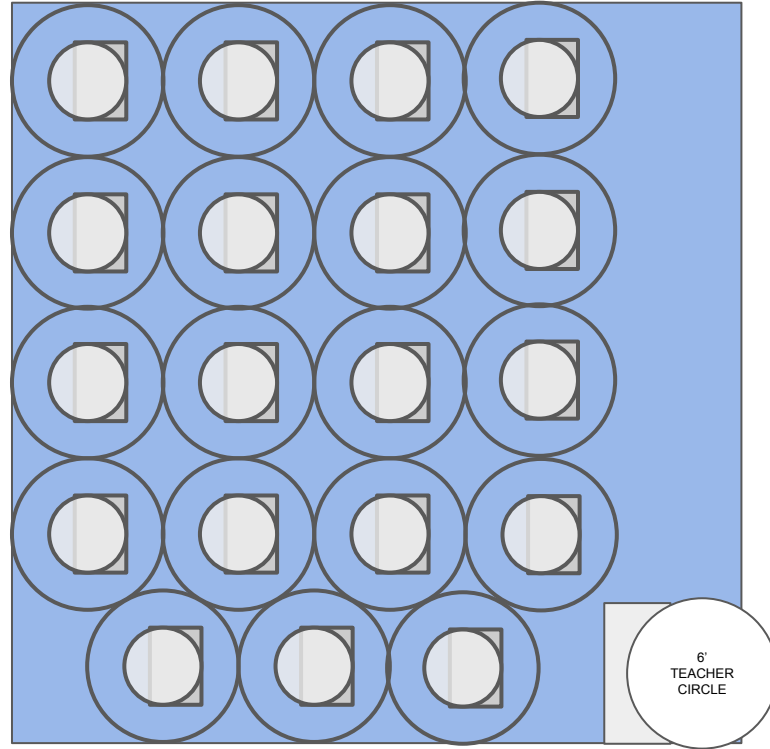


BMS has 4 classrooms that are approximately this size.

29' X 29' Classroom

Classroom optimal 6' spacing
19 students

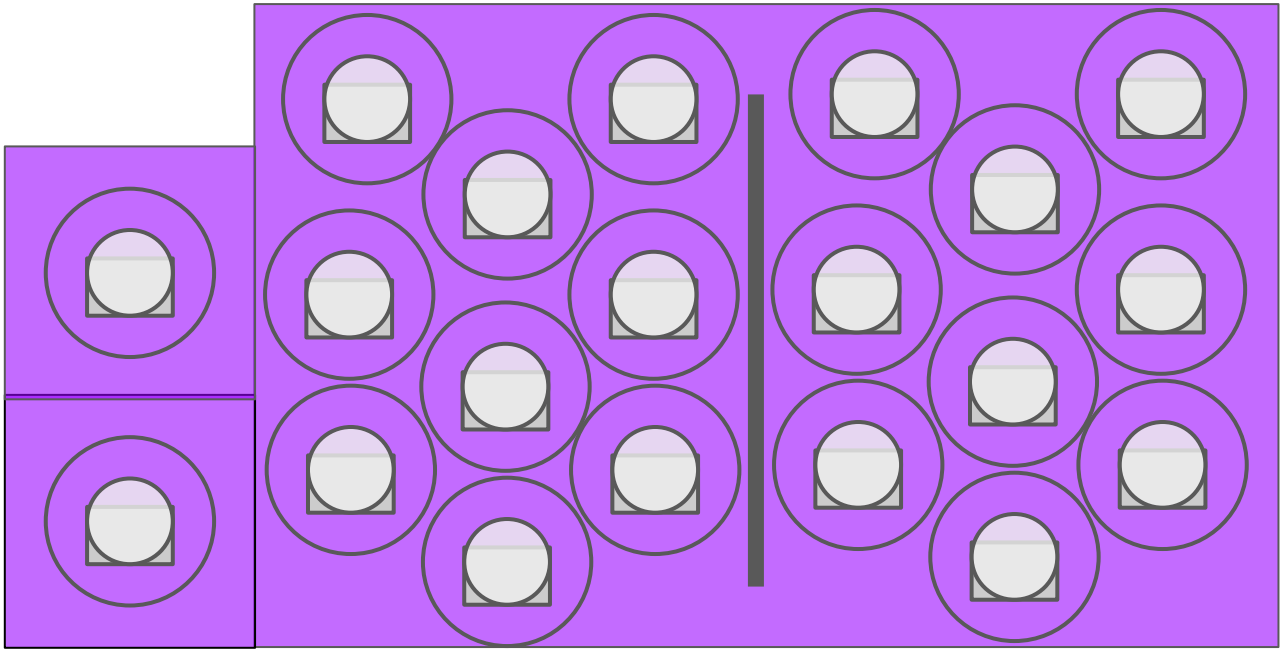
BMS has 1
classroom that is
approximately this size.



25'5" x 41'5" Classroom

Includes a partition 10x10 alcove & 10x10 workroom

BMS has 1
classroom that is
approximately this size.



6' distancing 20 students

APPENDIX D

Scheduling Options

Schedule A (PreK-4)

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

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

Schedule B (PreK-4)

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

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

Schedule A (Grades 5 - 12)

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

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

Schedule B (Grades 5 - 12)

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

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

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

Schedule B (Grades 5 - 12)

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

APPENDIX E

Federal Funds for Staff - Proposed Budget Outline

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

2021 - 2022 School Calendar

August '21				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

S= 0 T= 2

September '21				
M	Tu	W	Th	F
		1	2	3
H	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

S= 20 T= 20

October '21				
M	Tu	W	Th	F
				1
4	5	6	7	8
H	12	13	14	15
18	19	20	21	22
25	26	27	28	29

S= 19 T= 20

First Day of School:

9/1/2021 ~ Grade Level to be determined by CDC recommendations on spacing

Open Houses: TBD

November '21				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	H	12
15	16	17	18	19
22	23	24	H	26
29	30			

S= 18 T= 19

December '21				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	H
H	28	29	30	31

S= 17 T= 17

January '22				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
H	18	19	20	21
24	25	26	27	28
31				

S= 20 T= 20

Parent Teacher Conferences:

11/3/2021 ~ Pre-K-12

Spring Conference Consideration

Other Important Dates:

~ BHS/COT Academic Showcase
6/3/2022 ~ BHS Graduation
6/10/2022 ~ Tentative last day of school pending snow days

February '22				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
H	22	23	24	25
28				

S= 15 T= 15

March '22				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

S= 23 T= 23

April '22				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
H	19	20	21	22
25	26	27	28	29

S= 14 T= 15

Teacher Comp Days:

11/24/2021 and 4/14/2022

May '22				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
H	31			

S= 21 T= 21

June '22				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

S= 8 T= 8

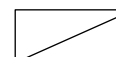
Trimester End Dates:

Trimester 1 ~ 11/23/2021
Trimester 2 ~ 3/4/2022
Trimester 3 ~ 6/9/2022

Quarter End Dates:

Quarter 1 ~
Quarter 2 ~
Quarter 3 ~
Quarter 4 ~

School Hours: TBD



Early Release



Teacher Comp Day



Teacher Professional Development No School



No School



Teacher After School Professional Development

Position	Coach	Stipend
Boys LAX	Alan Parent	\$2,384.00
Girls LAX	Kristy Kendrick	\$2,384.00
Baseball Grade 7	Nick Reny	\$2,384.00
Baseball Grade 8	Tim Guillerault	\$2,384.00
Softball Grade 7	Stephanie Coleman	\$2,384.00
Softball Grade 8	Eric Doyon	\$2,384.00
Head Outdoor Track Coach	Nicole Walker	\$2,533.00
Junior Varsity Baseball	Richard Letelliere	\$2,980.00
First Team Baseball	James Kenney	\$2,682.00
Junior Varsity Softball	Dan Letelliere	\$2,682.00
Assistant (JV) Varsity Boys Lacrosse	Jeffrey Wolfahrt	\$2,533.00
Assistant (JV) Girls Varsity Lacrosse	Kaitlin Prince	\$2,533.00
Assistant Outdoor Track Coach	Logan Gailitis	\$2,384.00
Assistant Outdoor Track Coach	Ronald Ouellette	\$2,384.00
Head Varsity Baseball	Keith Leblanc	\$4,321.00
Head Varsity Softball	Mike Fecteau	\$4,321.00
Boys Varsity Head Lacrosse	Jason Martel	\$4,470.00
Girls Varsity Head Lacrosse	Caitlin Tremberth	\$4,470.00
Girls Head Outdoor Track	EJ Kruse	\$4,321.00
Boys Head Outdoor Track	Chris Quint	\$4,321.00
Boys Head Tennis	Jeff Barrett	\$2,086.00
Girls Head Tennis	Teri Schang	\$2,086.00
School Year Weight Lifting	Steve Allosso	\$2,011.50
Spring Field Lining	Shawn Descoteaux	\$1,500.00
Total		\$68,922.50

COPYRIGHT COMPLIANCE

The School Committee expects all employees and students in the Biddeford School Department to comply with the federal copyright law and guidelines. Employees and students who willfully disregard the law/guidelines and the Board's copyright policy and procedure do so at their own risk. Biddeford School Department will not extend legal and/or insurance protection to employees or students for willful violations of this policy. Such violations may also result in disciplinary action.

The Superintendent is responsible for implementing this policy and the accompanying administrative procedure. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

Biddeford School Department will take the following steps to discourage violations of the copyright law in the school system:

- A. All instructional staff and school administrators shall receive a copy of this policy and the accompanying administrative procedure.
- B. Copyright notices shall be posted within view of copying equipment.
- C. Teachers and library media specialists shall be responsible for informing students about the legal and ethical issues raised by copyright infringement and illegal use of copyrighted materials.

Legal Reference: 17 U.S.C. § 101 et seq. (The Copyright Act of 1976)
P.L. 107-273 (The TEACH Act of 2002)

Cross Reference: EGAD-R – Copyright Compliance Administrative Procedure
GSCA – Employee Computer and Internet Use
IJNDB – Student Computer and Internet Use
IJNDC – School System Web Site/Web Pages

Adopted: _____

COPYRIGHT COMPLIANCE ADMINISTRATIVE PROCEDURE

This administrative procedure summarizes the major provisions found in the federal copyright law and guidelines concerning reproduction of copyrighted works by educators. This summary is not intended to replace the law/guidelines, which should be referred to when questions regarding implementation arise.

Instructional staff teaching distance learning or online courses must comply with Section III in addition to all other parts of this procedure.

I. GENERAL RULE AND COPYRIGHT OWNERSHIP

- A. **Presumption of copyright.** Works, in any medium (written, recorded, digitally-stored, etc.) should generally be presumed to be protected by copyright law, regardless of whether the work displays a copyright notice, the symbol, “©,” or other express reservation of rights.
- B. **Rule against copyright violations.** Except as otherwise permitted by this policy and applicable law, school employees shall not reproduce, perform or display copyrighted works without permission of the owner.
- C. **U.S. Government works.** United States government works are not subject to copyright protection, and may freely be copied.
- D. **Public domain.** Works that are in the public domain due to expiration of copyrights, as provided by law, may be freely reproduced, performed, or displayed.
- E. **Student works.** Students are the owners of exclusive rights in works that they create.
- F. **Works made for hire.** Works created by school employees in the course and scope of their employment are “works made for hire,” and the school unit retains exclusive rights in such works, unless otherwise agreed in writing by the School Board.
- G. **Distance learning.** All rights in works created by school employees in the course of teaching distance learning courses are owned by the school unit that employs the individual(s) who created the work, unless otherwise agreed in writing by the employing school unit.

II. DEFINITIONS

A. “FAIR USE”

A copyright provides the owner with the exclusive rights of reproduction, adaptation, publication, performance and display of the covered work. The copyright law contains certain “fair use” provisions that permit **limited** reproduction of materials based on four criteria:

1. The purpose and character of the use, including whether such is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

B. “FACE-TO-FACE INSTRUCTION”

Performance or display of any copyrighted work by teachers or students without permission from the copyright holder is permissible under the following circumstances:

1. The work must be performed or displayed in a face-to-face setting by a teacher or by students; and
2. The performance or display must be in the course of teaching activities, in a classroom or a similar educational setting.

Examples of performances or displays falling under this exception include reading a play in the classroom, singing a song in a classroom or showing a filmstrip or video (provided that it has been purchased or lawfully copied).

The following sections summarize the permissible or “fair use” of different types of copyrighted works. Because the law and technological applications continue to evolve, school unit employees are responsible for ensuring that the intended use of materials does not conflict with copyright law/guidelines and for informing students of such issues as appropriate.

III. DISTANCE EDUCATION: TRANSMISSION OF PERFORMANCES AND DISPLAYS TO REMOTE SITES

The following may be transmitted by any device or process, including the DOE Distance Learning Network, interactive television, or Internet courses:

- Performance of nondramatic literary works (e.g., novels, short stories, poems); or
- Reasonable and limited portions of any other work; or
- Display of a work in an amount comparable to that which is typically displayed in the course of a live classroom only if:
 - A. The performance or display is made by, at the direction of, or under the actual supervision of an instructor as an integral part of a class session offered as a regular part of instructional activities;
 - B. The performance or display is directly related and of material assistance to the teaching content of the transmission;

- C. The transmission is made solely for, and, to the extent technologically feasible, the reception of such transmission is limited to students officially enrolled in the particular course and employees of the school unit as part of their duties;
- D. Technological measures are implemented that reasonably prevent retention of the work in accessible form by recipients of the transmission for longer than the class session and prevent unauthorized further dissemination of the work in accessible form by such recipients to others;
- E. There is no interference with technological measures used by copyright owners to prevent such retention or unauthorized further dissemination of materials; and
- F. Students in such courses must be given notice that materials used in connection with the course may be subject to copyright protection.

IV. PRINT MATERIALS

A. Permissible Uses

- 1. A single copy of the following made for use in teaching or in preparation to teach a class:
 - a. A chapter from a book;
 - b. An article from a periodical or newspaper;
 - c. A short story, short essay or short poem, whether or not from a collective work; and
 - d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
- 2. Multiple copies made for classroom use (not to exceed one copy per student in a course) from the following:
 - a. A complete poem, if it has fewer than 250 words and does not exceed two printed pages in length, or an excerpt of not more than 250 words from a longer poem;
 - b. A complete article, story or essay of less than 2,500 words;
 - c. Prose excerpts not exceeding 10 percent of the whole or 1,000 words, whichever is less;
 - d. One chart, graph, diagram, cartoon or picture per book or per issue of a periodical; and
 - e. An excerpt from a children's book containing up to 10 percent of the words found in the text and not more than two printed pages of the published work.

3. One transparency for classroom instruction may be made from consumable materials such as workbooks, exercises, activity sheets, etc.
4. All permitted copying must include appropriate credits, including the author, title, date, copyright notice and any other pertinent information.

B. Prohibited Uses

1. More than one work or two excerpts from a single author copied during one class term;
2. More than three works from a collective work or periodical volume copied during one class term;
3. More than nine sets of multiple copies made for distribution to students in one class term;
4. Copies made to create, replace or substitute for purchasing anthologies or collective works;
5. Copies made of “consumable” works, such as workbooks, exercises, standardized tests and answer sheets (except as noted in A.3 above);
6. The same work copied from term to term;
7. The same material copied for more than one particular course, or copied every time a particular course is offered, unless permission is obtained from the copyright owner;
8. Copies made when there is sufficient time prior to the intended use to obtain permission from the copyright owner; and
9. No charges may be made to students beyond the actual cost of photocopying.

V. COMPUTER SOFTWARE

All software purchased for use in the school unit must be approved by the school principal. Only the Superintendent and/or other authorized personnel may obtain and sign software licensing agreements and duplication rights agreements. All terms of such licensing/duplication agreements must be observed by all school unit employees and students.

Software purchased by the school unit for classroom, lab, media center, and office use remains the property of the school unit and may be used only in school-sponsored programs and activities.

A. Permissible Uses

1. One archival (back-up) copy of copyrighted software may be made by authorized employees (unless a licensing agreement prohibits copying for any purpose);

2. Software may be used on a networked computer system if written permission is obtained or a version intended for network is used;
3. Software may be loaded on multiple equipment if it is specifically advertised as multi-load or written permission has been obtained; and
4. Preview software may be evaluated for a reasonable evaluation period before being purchased or returned.

B. Prohibited Uses

1. Illegal copies of copyrighted software programs made or used on school equipment;
2. Copies made of preview software;
3. Use of software on a networked computer system not intended for network use without written permission;
4. Multiple loading of software not specifically licensed for multi-loading without written permission;
5. Multiple copies made of copyrighted software (beyond an authorized archival copy);
6. Multiple copies made of printed documentation accompanying copyrighted software;
7. Copies made of software for sale, loan, transmission, or gift to other users; and
8. Copies made of locally produced adaptations or modifications of copyrighted software for any purpose.

VI. INTERNET

The rights of the owner of copyrighted material on the Internet are the same as the rights of the owner of traditional materials. Unless there is a clear statement that art, photos, text, and sounds are “public domain” and available for free use, it should be assumed that the material is copyrighted. All the criteria for “fair use” apply to works on the Internet just as they apply to other materials. The ease of copying materials from the Internet should not be used as an excuse for violating copyrights.

VII. OFF-AIR TELEVISION RECORDING

A. Permissible Uses

1. Off-air recordings may be made only at the request of and used by individual teachers;

2. Off-air recording of broadcast programs available to the general public without charge may be made and retained for a period not to exceed 45 calendar days after the date of recording. The following additional requirements must also be met:
 - a. The recording may be used *once* by individual teachers in the course of relevant teaching activities and repeated *once* during the first 10 consecutive school days in the 45-day retention period.
 - b. Following the first 10 consecutive school days, the recording may only be used for teacher evaluation purposes (i.e., to determine whether the broadcast program should be included in the curriculum).
 - c. Following the 45-day retention period, the recording must be erased or destroyed immediately unless written permission is obtained from the copyright owner to keep and use the program in teaching/learning activities.
3. A limited number of copies may be produced from each off-air recording to meet the legitimate educational needs of teachers. Such copies are subject to the same guidelines as the original copy.
4. An off-air recording need not be used in its entirety, but the recording may not be altered, edited, combined, or merged. All copies must include the copyright notice of the broadcast program.

B. Prohibited Uses

1. Recording broadcast programs in anticipation of requests;
2. Recording broadcast programs when there is sufficient time prior to the scheduled program to obtain permission from the copyright owner;
3. Recording programs from pay/satellite television channels (HBO, Cinemax, Disney, etc.);
4. Using or retaining recordings beyond the 45-day retention period without written permission;
5. Recording the same program more than once for the same teacher (regardless of how many times the program may be broadcast); and
6. Altering the program from the original content in any way (although the entire program need not be viewed).

VIII. USE OF PRE-RECORDED VIDEOS

Pre-recorded videos include commercially available videos marked “For Home Use Only” (such as feature films), including VHS tapes, DVD disks, filmstrips, etc.

A. Permissible Uses

Pre-recorded videos may be used in “face-to-face instruction” provided that the viewing utilizes a lawfully-made copy rented or purchased by the school unit.

B. Prohibited Uses

1. Videos may not be used for entertainment, filler, assemblies, fundraising, public viewing, or any other purpose without written permission of the copyright owner and permission of the building principal.
2. Videos may not be used when a written contract specifically prohibits use in classroom or direct instruction situations.
3. Videos may not be borrowed from individuals or other schools.
4. Videos may not be copied.

IX. MUSIC AND THEATER PERFORMANCES

Prior written permission must be obtained whenever copyrighted plays and musical numbers are to be performed or whenever copyrighted music is used as part of a performance.

X. EDUCATIONAL USES OF MUSIC

A. Permissible Uses

1. Emergency copies to replace purchased copies that for any reason are not available for an imminent performance provided that purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, multiple copies of excerpts of works may be made provided that:
 - a. The excerpts do not constitute a performable unit (section, movement, or aria) or more than 10 percent of the entire work;
 - b. No more than one copy per student in the class is made; and
 - c. The copyright notice appears on the copies.
3. For academic purposes other than performance, a single copy of an entire performable unit (section, movement, or aria) may be made by the teacher for scholarly research or in preparation to teach a class provided that:
 - a. The work is confirmed by the copyright owner to be out of print;
 - b. The work is unavailable except in a larger work; and
 - c. The copyright notice appears on the copy.

4. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted. Lyrics may not be altered or added, if none exist.
5. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the school unit or an individual teacher.
6. A single copy of a sound recording (album, tape, cassette, or CD) or copyrighted music may be made from sound recordings owned by the school unit or an individual teacher for the purpose of constructing aural exercises or examinations. The copy may be retained by the school unit or an individual teacher.
 - a. This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.

B. Prohibited Uses

1. Copy to create, replace, or substitute for purchasing anthologies, collective works, and compilations;
2. Copy “consumable” works, such as workbooks, exercises, standardized tests, and answer sheets;
3. Copy for the purpose of performance (except as noted in A.(1)); and
4. Copy to substitute for the purchase of music (except as noted in A. (1-2)).

Legal Reference: 17 U.S.C. § 101 et seq.
P.L. 107-273 (The TEACH Act of 2002)

Cross Reference: EGAD - Copyright Compliance

Adopted: _____

HOMELESS STUDENT APPEAL PROCESS

McKinney-Vento Dispute Resolution Process

Introduction:

Under the McKinney-Vento Homeless Assistance Act and Maine Education Rules Chapter 14, Biddeford School Department is responsible for evaluating a student's eligibility for homeless education services. For students deemed eligible, Biddeford School Department must then determine whether it is in the student's best interest to continue attending the school of origin or transition to a school available based on the student's current residence. It is Biddeford School Department's responsibility to make the best interest determination when it is the School Administrative Unit of Origin, but the Department may also make this determination as to the Administrative Unit of Current Residence upon a family's request or if the SAU of Origin does not do so promptly. Biddeford School Department will always aim to involve parents, guardians, and unaccompanied youth in its eligibility and best interest decision-making, but ultimately the responsibility for making these determinations rests with School Department. The following dispute resolution process is meant to be used when the school's decision contradicts the wishes of the family.

In those cases, Biddeford School Department will provide the parent, guardian, or unaccompanied youth with a clear written explanation, using language that is accessible to the recipient, of the reasons for its determination and will inform the parent/guardian/unaccompanied youth of their right to request dispute resolution. Should dispute resolution be requested, the student is assumed to be eligible for services under the McKinney-Vento Act and may attend the family's preferred school for the full time that the determination remains in dispute. Biddeford School Department will carry out this process expeditiously, fairly, respectfully, and confidentially to minimize uncertainty and disruption to the education of the student.

Dispute Resolution Process:

Step 1: Notice to the Homeless Liaison

The parent/guardian/unaccompanied youth is referred to the local homeless liaison for an explanation of and assistance with the dispute resolution process. Parent/guardian/unaccompanied youth notifies the liaison in writing that they intend to dispute the determination. Should the disputant notify a staff member other than the liaison, that staff person will immediately convey the notice to the homeless liaison. The liaison ensures that the student is immediately enrolled in the disputant's preferred school and is receiving all services to which a homeless student is entitled.

Step 2: Review by Building Administrator

The homeless liaison conveys the request to the Building Administrator, who has 7 working days to review the disputed determination. The Building Administrator may meet with the disputant to gain a better understanding of their perspective and/or may gather additional information from the family, homeless liaison, and other staff as needed. Within 7 business

days, the Building Administrator informs the disputant of his or her decision and reasoning in writing and provides a copy to the homeless liaison.

Step 3: Appeal to the Superintendent

The homeless liaison confers with the disputant regarding the Building Administrator's determination and informs the disputant that the decision can be appealed to the Superintendent if they remain dissatisfied. If the disputant chooses to appeal, the liaison obtains a written response from the disputant and conveys the cumulative dispute file to the Superintendent. The Superintendent may meet with the disputant and/or gather additional information needed to fairly review the disputed determination. The Superintendent will provide a written response to the appeal request within 10 working days of the disputant's notice of appeal. A copy is provided to the homeless liaison.

Step 4: Appeal to the Maine Department of Education

The homeless liaison confers with the disputant to determine whether they are satisfied with the outcome of the local appeal. If the disputant remains dissatisfied, the liaison assists the disputant in submitting a state-level appeal via the process outlined in Maine Education [Rules Chapter 14, Section 7](#). The local homeless liaison gathers all documentation from the local appeal process, assists in the completion of the state-level dispute resolution request form, and submits the completed file to the State Homeless Education Consultant electronically or via post.

[JFABD-R Dispute Resolution Form](#)

Cross Reference: JFABD - Admission of Homeless Students
JFABD-R1 - Maine Homeless Education State Level Dispute Resolution Process

Legal References: 42 U.S.C. § 11431-11435
20-A M.R.S.A. §§ 261, 5161-5164, 5205(7), 5205
Ch. 14 (Me. Dept. of Ed. Rules)
Maine State Plan for the Education of Homeless Children and Youth

Adopted: _____

MAINE HOMELESS EDUCATION STATE LEVEL DISPUTE RESOLUTION PROCESS

The McKinney-Vento Homeless Assistance Act (42 USC Chapter 119, Subchapter VI, Part B: Education for Homeless Children and Youths) requires school districts and states to have procedures in place to promptly resolve disagreements over student eligibility for homeless education services and the educational placement of homeless students.

If you have completed all steps in your local school district's dispute resolution process and are still dissatisfied with the school's final decision, you may appeal that decision to the Maine Department of Education. Your local McKinney-Vento Liaison will help you to make the appeal.

During a state-level appeal, students have the right to continue attending the school that the family or unaccompanied youth has requested.

Here is a brief summary of what to expect if you decide to appeal an eligibility or placement decision to the Maine Department of Education:

1. You will complete the attached Dispute Resolution Appeal Request form, with your local liaison's assistance if needed.
2. Your liaison will work with you to create a packet that includes the appeal request form and all documents from the local process you have completed, including the school's initial letter of determination.
3. Your liaison will send the appeal packet to the State Homeless Education Coordinator by mail or email. The Coordinator will review all the materials provided and may contact you and/or the school for additional information. Within 10 working days of receiving the appeal packet, the Coordinator will complete the review of your situation and send you and all relevant school districts a written decision. If everyone is satisfied with that resolution, the process is complete.
4. If you or either of the involved school districts is not satisfied with the Coordinator's decision, a final appeal can be made to the Commissioner of Education. The dissatisfied party has 7 working days to inform the Coordinator in writing that they wish to make this final appeal.
5. The State Coordinator will accept any additional written information you and/or the schools wish the Commissioner to consider for at least 10 more working days. Then the Coordinator will forward all materials to the Commissioner's Office. The Commissioner has 20 working days to issue a final decision and may, during that time, contact you for additional information or to schedule a hearing. You will receive written notification of the Commissioner's final decision.

Your local liaison and the State Coordinator can answer your questions and assist you at any point in the process. You can reach the State Homeless Education Coordinator, Amelia Lyons, at (207)-624-6637 or by email amelia.lyons@maine.gov. You may also contact the National Center for Homeless Helpline at 800-308-2145 or homeless@serve.org

1. **Right to State Level Appeal:** If a parent or guardian of a homeless student or an unaccompanied homeless student disagrees with either the school administrative unit of origin's or the school administrative unit of current residence's determination of eligibility or best interest and remains in disagreement after completing all steps of the local dispute resolution process, the local decision may be appealed to the State Department of Education.
2. **Forms and Instructions:** The Department will make forms and instructions for the state-level appeal process available on its public website. The local liaison must assist the parent, guardian, or unaccompanied homeless student in assembling the appeal packet and assure that it is sent to and received by the State Homeless Education Coordinator. The appeal packet must include the school administrative unit's original letter of determination, all documentation related to the local dispute resolution process, and the State dispute resolution appeal form.
3. **Initial State Review:** Upon receipt of the packet, the State Homeless Education Coordinator will review the materials provided, request any additional information deemed necessary to make his or her determination, and document all additional information received in response to the request(s). Within ten (10) working days of receipt of the appeal packet, the Coordinator will provide written findings and a determination to the disputant and the school administrative unit(s). If all parties are satisfied with the resolution provided by the Coordinator, this finding will constitute the final resolution.
4. **Final Review by the Commissioner:** If any party remains dissatisfied with the determination of the Coordinator, a final appeal may be made to the Commissioner of Education. That party has seven (7) working days to inform the Coordinator in writing of their appeal to the Commissioner. The Coordinator will provide the parties no less than ten (10) working days to respond in writing to the proposed determination and will convey the original appeal packet, the proposed determination, and any timely written responses to the Commissioner. At the Commissioner's request, a hearing may be held to clarify issues related to the dispute. In any case, the Commissioner will issue a decision within twenty (20) working days of receiving the appeal. The Commissioner's decision is final.
5. **Disagreements between School Administrative Units:** In situations where the school unit of origin and the school unit of residence are in disagreement over a determination of eligibility or best interest, either unit may request informal assistance from the State Homeless Education Coordinator. Should the dispute persist after such consultation, either district may initiate the state-level dispute resolution process described above. The parent, guardian, or homeless student must receive copies of all documents sent to the Department with respect to the dispute and must be given the opportunity to submit

their own statement and/or documents with respect to the dispute. The local liaison must assist the parent, guardian, or homeless student in assembling any statement or documents they wish to submit and ensuring that they are sent to and received by the State Homeless Education Coordinator. In any situation where the school units of origin and residence are in disagreement, the student must be immediately enrolled and receiving services in the school chosen by the parent, guardian, or unaccompanied youth until the dispute resolution process is concluded.

[State Level Homeless Education Dispute Resolution Request Form](#)

To the Local Liaison: Please attach this form to the complete record of all eligibility, determination of best interest, and local dispute resolution proceedings to date and mail or email to:

Amelia Lyons, State Homeless Education
Coordinator Maine Department of Education
23 State House Station
Augusta, ME 04333
amelia.lyons@maine.gov

- Please notify the Coordinator by email if you are opting to send hard copies by mail.
- Please provide the disputant with a copy of all documents being sent to the Dept. of Education as part of this request.

Cross Reference: JFABD, Admission of Homeless Students
JFABD-R, Homeless Student Appeal Process

Legal References: 42 U.S.C. § 11431-11435
20-A M.R.S.A. §§ 261, 5161-5164, 5205(7), 5205
Ch. 14 (Me. Dept. of Ed. Rules)
Maine State Plan for the Education of Homeless Children and Youth

Adopted: _____

USE OF PRIVATE VEHICLES ON SCHOOL BUSINESS

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

Cross Reference: EEBB-R - Use of Private Vehicles on School Business—
Administrative Regulation

Adopted: January 13, 1993

Revised: April 26, 1994; April 27, 1999

Reviewed: _____

MENU DEVELOPMENT/OPTIONS—OFFER VS. SERVE

The “Offer vs. Serve Option” is designed to be more economical for the school unit and result in less waste. All meals offered must meet nutrient standards for the appropriate age or grade group when the nutrients in those foods are averaged over a school week.

The Offer vs. Serve concept shall be implemented in all Biddeford schools. The Superintendent/designee shall implement and communicate, as appropriate, administrative regulations which conform with state and federal requirements and School Committee policies.

Adopted: March 22, 1994

Revised: April 27, 1999

Reveiwed: _____

BIDDEFORD SCHOOL DEPARTMENT

BLOODBORNE PATHOGENS

The School Committee acknowledges the risk of infection from bloodborne pathogens that employees may incur when they handle or participate in procedures that involve blood, other body fluids, or other potentially infectious materials.

The School Committee directs the Superintendent to implement the mandated Occupational Safety and Health Administration (OSHA) standard to eliminate or minimize occupational exposure to potentially infectious material for employees who have a reasonable anticipation of exposure to blood and other body fluids.

The Superintendent shall develop and implement for School Committee approval an Exposure Control Plan for Bloodborne Pathogens. The plan shall be reviewed and updated on a regular basis. The plan shall be distributed to all employees. The following issues shall be addressed in the plan:

- A. Exposure determination;
- B. Preventive measures including training, universal precautions, Hepatitis B vaccination, engineering controls, work practice controls, and personal protective equipment;
- C. Post-exposure evaluation and follow-up; and
- D. Recordkeeping.

Cross Reference: GBGAA-R1 – Exposure Control Plan for Bloodborne Pathogens
 GBGAA-R2 – Post Exposure to Bloodborne Pathogens Evaluation and Follow-Up
 GBGAA-R3 – Exposure Control Recordkeeping

Adopted: December 10, 1996

Revised: April 27, 1999, _____

BUDGET PROCESS

~~Each annual budget will be for a 12-month period covering the fiscal year from July 1 to June 30. The budget shall include, in addition to operating expenses and expected income for the ensuing year, the sums required for meeting bonds falling due, interest on the bonds, and other obligations, rentals, and other fixed charges. These proposals shall be thoroughly explained, and the public shall be given an opportunity to be heard.~~

The budget process shall be conducted in the following sequence:

- ~~By the 4th Tuesday in January: The Superintendent will receive the budget requests from the administrators.~~
- ~~By the 4th Tuesday in February: The Superintendent completes review of administrators' requests.~~
- ~~By the 1st Monday in March: The Superintendent presents proposed budget to the School Committee Finance Committee~~
- ~~By the 4th Tuesday in March: The School Committee Finance Committee presents the proposed budget to the full School Committee.~~
- ~~By the 2nd Tuesday in April: The School Committee will approve the proposed budget.~~
- ~~By the 3rd Monday in April: The City Council Finance Committee will receive the School Committee's proposed budget.~~
- ~~By June 30: The City Council will adopt the budget.~~

The School Committee shall submit to the City Budget Committee a budget for the operation of the Department of Education, to include a Capital Improvement 5-Year Budget Plan by the third Monday in March. After review, the Budget Committee shall forward their recommendations to the City Council, whose decision on the budget shall be final; subject to State-mandated school budget validation requirements, if any. The proposed budget shall be comprised of: expenditures for the functions of instruction, student support, staff support services, administration, operation and maintenance, pupil transportation, adult education, debt service, and any other function(s) the Committee wishes to have funded for the fiscal year.

The total approved for each individual function by a majority vote of Council shall become the School Committee's aggregate fiscal year budget after having received its second reading. The School Committee shall not allow the transfer of funds from one function to another without first receiving 2/3 vote of the members present and voting from both the School Committee and the City Council in separate deliberations.

Legal Reference: Biddeford City Charter, Art. V, § 4

Adopted: April 27, 1999

Revised: _____

BIDDEFORD SCHOOL DEPARTMENT

CUSTODIAL/MAINTENANCE SERVICES ADMINISTRATIVE REGULATION

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

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

The ~~Custodial Service~~ **Facilities** Director is responsible for supervising all custodial/maintenance staff and ensuring that work is satisfactorily completed. Inspections shall be made daily by the **Lead or Head** custodian in charge of each building and **on a regular basis** by the ~~Custodial Service~~ **Facilities** Director.

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

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

Adopted: December 16, 1992

Revised: April 27, 1999, _____

CHARTER/TRIP REGULATIONS

The following is a list of guidelines that must be followed by staff, students, coaches, and/or chaperones during charters/trips.

- A. There shall be at least one staff member present on board (teacher and/or coach) per bus.
- B. ~~If there is more than one staff/chaperone present on a charter/trip, one must sit in the back of the bus and one sit in the front of the school bus to monitor student behavior.~~
- C. The responsibility for monitoring and managing student behavior on a charter/trip lies with the staff/chaperones. If the behavior of students/adults becomes a safety concern for the school bus driver, he/she has the authority to take steps to ensure the safety of the passengers.
- D. All passengers must wear appropriate footwear. Metal cleats or ice skates are not to be worn on the school bus.
- E. The passengers on a school bus are responsible for the cleanliness of the bus. All school buses will be equipped with at least one trash container, with additional liners available if a bag becomes full.
- F. ~~No eating or drinking is allowed on school buses.~~ **Excepting necessary nutrition or hydration for athletes or students and staff with medical needs, eating or drinking is disallowed on school buses. Drivers may use discretion in allowing eating and drinking on the bus when a trip lasts more than two hours one way.**
- G. If inclement weather occurs during a trip/charter, the school bus driver will take steps to ensure the safety of all passengers. This may include returning to Biddeford earlier or later than scheduled.
- H. **ALL** passengers must follow all rules posted on the school bus.
- I. A passenger manifest listing all passengers per bus must be submitted to the building administrator prior to departure.
- J. All school buses are equipped with an AM/FM radio. The volume **must** be adjusted to a level that allows safe operation of the school bus by the driver. Passengers with phones, MP3 Players, etc..~~personal stereos~~ must use headphones.

- K. It is the responsibility of the staff/chaperones/coaches to know the above guidelines and to review them with all persons participating in the trip/charter.

Violation of the above guidelines may result in the loss of future bus privileges.

Adopted: April 27, 1999

Revised: _____

BIDDEFORD SCHOOL DEPARTMENT

APPROVAL OF SCHOOL PROPERTY CONSTRUCTION

All proposed publicly or privately funded construction projects which involve school buildings or grounds shall be submitted first to the School Committee ~~Capital Improvements Committee for its consideration and recommendation and then to the full School Committee~~ for approval or disapproval. Covered projects shall include any new construction, additions, or alterations to buildings or school grounds when the cost is at least ~~\$2,000~~ **\$5,000** or the threshold for requiring competitive bids has been reached.

The intention of this policy is to prevent any City Department or agency from authorizing a construction project on school property until and unless the School Committee has approved it in advance. Failure to comply with this policy may result in the voiding of construction contracts, at the discretion of the School Committee.

Adopted: March 10, 1998

Revised: April 27, 1999, _____

BIDDEFORD SCHOOL DEPARTMENT