

City of Biddeford
School Committee
April 09, 2019 4:30 PM Little Theater at BHS

- A. Call to Order:**
- B. Roll Call:**
- C. Pledge of Allegiance:**
- D. Adjustments to Agenda:**
 - D.1. ADDENDUM
[Addendum4:9:19.pdf](#)
- E. Consideration of Minutes:**
 - E.1. Minutes 3/26/19
[Minutes3:26:19.pdf](#)
- F. Student Rep Reports:**
- G. Superintendent's Report:**
- H. Committee Reports: Finance/Building, Grounds; Curriculum; Policy; Waterhouse Advisory Committee**
- I. Old Business:**
 - I.1.
 - FY20 Budget Second Reading
 - Second reading approval of 2019-2020 school calendar
[calendar2nddraft4:2:19.pdf](#)
- J. New Business: Public participation opportunity after each item listed below (3 minutes per item)**
 - J.1.
 - FY20 Budget Hot Lunch & Adult Education 1st and 2nd reading
 - 1st Reading of Policies:
 - GA~ Personnel Goals ~ Revise
 - GAA ~ Requests for New positions ~ Revise
 - GAB ~ Job Descriptions ~ Revise
 - GBB~ Staff Involvement in Decision Making ~ Revise
 - GBD ~ School Committee Communications with Staff ~ Revise
 - GBEB ~ Staff Conduct ~ Strike
 - GBEBB ~ Staff Conduct with Students (Replace GBEB)
 - GBI ~ Staff Participation in Political Activities ~ Strike
 - GBIA ~ Staff Participation in Political Activities (Replace GBI)
 - GCA ~ Professional Staff Positions ~ Review
 - ICB ~ Extended School Year Services ~ Revise
 - IFC ~ Multiculturalism ~ Strike
 - IGC ~ Pilot Programs ~ Revise
 - IHBAA ~ Referral/Pre-Referral of Students with Disabilities ~Strike
 - IHBAA ~ Referral/Pre-Referral of Students with Disabilities (Replace old IHBAA)
 - IHBAA-R ~ Referral/Pre-Referral Administrative Procedure ~ Strike

IHBAA-R ~ Referral/Pre-Referral Administrative Procedure (Replace old IHBAA-R)
IHBAC ~ Child Find
JLCDA ~ Medical Marijuana in Schools ~ Strike
JLCDA ~ Medical Marijuana in Schools (Replace old JLCDA)

[Revenuesfor4:9:19.pdf](#)

[Agendapolicycommittee3-26-19.pdf](#)

K. Resignations: Accepted by the Superintendent

- K.1. • Curtis Martineau ~ Custodian District
ADDENDUM
• Nick Willette ~ Tech Director District ~ Resignation

L. Nominations:

M. Appointments:

- M.1. • Rico Mariello ~ 7th Grade Baseball Coach ~ BMS ~ Stipend
ADDENDUM
• Amanda Keddy ~ BIS Yearbook Stipend ~ Replacement stipend for Drama for this year only.
• Erik Kuehl ~ BMS Head Outdoor Track Coach Stipend

[Baseball7.pdf](#)

N. Transfers:

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

P. Communications:

Q. Executive Session:

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

Student Members: Jenna Delorenzo & Abigayle Michaud BHS

Biddeford School Department

Tuesday, April 09, 2019

4:30 pm

Little Theater BHS

ADDENDUM

L. Resignations, Nominations, Appointments & Transfers:

Resignations:

- Nick Willette ~ Tech Director District ~ Resignation

Appointments:

- Amanda Keddy ~ BIS Yearbook Stipend ~ Replacement stipend for Drama for this year only.
- Erik Kuehl ~ BMS Head Outdoor Track Coach Stipend

School Committee Members:

Alan Casavant-Chair	Vassie Fowler
Tony Michaud-Vice Chair	Dominic Deschambault
Karen Ruel	Nate Bean
Lisa Vadnais	Dennis Angela

Student Members:

Jenna Delorenzo
Abigayle Michaud
cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent

Biddeford School Department

Tuesday, March 26, 2019

7:00 pm

Little Theater BHS

Minutes

- A. Call to Order:** Meeting was called to order at 7:00pm by Mayor Alan Casavant
- B. Roll Call:** Alan Casavant, Tony Michaud, Karen Ruel, Lisa Vadnais, Vassie Fowler, Dominic Deschambault, Nate Bean, Dennis Angela, Jenna Delorenzo, Jeremy Ray and Chris Indorf were all present. Abigayle Michaud arrived at 8:09pm.
- C. Pledge of Allegiance:** Pledge was led by Alan Casavant
- D. Performance: BIS Select Chorus**
- E. Adjustments to the Agenda:**
- F. Approval of Last Meeting's Minutes:** 2/26/19 & 3/12/19 ~ Lisa Vadnais moved to accept the minutes, Vassie Fowler seconded, and all were in favor.
- G. Student Rep Reports:** Jenna Delorenzo shared that last week they had a spirit week at the High School for March Madness. It was bitter sweet for her because she is a Senior so it was her last one. The week ended with a dance on Friday. A portion of the proceeds from the dance went to the Biddeford Middle School unified basketball team. Her Sister is a part of the team so it meant a lot to her and her Family.
- H. Superintendent's Report:** Before the Superintendent spoke he turned it over to three staff members from the Saco Middle School. On February 13, 2019 a teacher at the Saco Middle School passed away unexpectedly on her way home. That was a difficult time for the staff, children and families of SMS. Biddeford sent over guidance counselors and social workers from the district. Administrators from Biddeford School Department served lunch to all of the staff members at SMS during a professional development day. They also received boxes of snacks and cards from the Biddeford Middle School for staff to enjoy. They were very thankful and came to the school committee meeting to voice their heartfelt appreciation. The Mayor thanked them for stopping by and reiterated how important it is to be there for one another. Jeremy Ray also thanked them for coming and shared that town lines are not what education is about. We will continue to be there to support going forward. He then went on to thank the BIS select chorus group for coming to sing and that they did a tremendous job. As we talk about the arts. Opening Night for the District Art Show is tomorrow, March 27th from 5:30-7pm at Biddeford Middle School with additional Exhibit Hours on Thursday, March 28th from 3:30-5pm.
- The Saco Biddeford Community Literacy Team is holding literacy forums and invites the public to be part of this important community conversation. The one held in Biddeford is tomorrow, March 27th from 6-7: 30 pm at Biddeford City Hall. The Biddeford Education Foundation is hosting a Sunday Funday event to benefit the Marching Band this Sunday, March 31st from 12-3pm at Jimmy the Greeks in Old Orchard Beach. Bring your whole family - it is free admission. There will be a pizza buffet available for \$9 with bowling and video games extra. Biddeford Primary School will have their First Grade Celebration of Learning on Tuesday, April 2nd from 5-7pm. Biddeford Middle School is holding its UA Parent Night & STEM Parent Night on Thursday, April 4th from 5:30 pm - 6:30 pm. This event will provide opportunities for our UA teachers and STEM Program to showcase their programs and ask any questions as they plan selection of classes for the next

School Committee Members:

Alan Casavant-Chair	Vassie Fowler
Tony Michaud-Vice Chair	Dominic Deschambault
Karen Ruel	Nate Bean
Lisa Vadnais	Dennis Angela

Student Members:

Jenna Delorenzo
Abigayle Michaud
cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent

school year. The University of New England is holding their Annual Brain Fair on Friday, April 5th from 4-8pm. All are invited to attend. It is a great learning opportunity for all ages. Some of the Trauma Team staff from BPS and BIS went on a site visit to Washington County last week to see first-hand how a trauma-sensitive school operates with designated trauma coaches. It was eye-opening! Finally, I'd like to say great job to all the students (and teachers for their support) during this past week of testing!

I. Committee Reports: Finance/Building & Grounds, Curriculum, Policy:

J. Old Business:

K. New Business:

- Legislative update ~ Jeremy gave an update on the current legislative changes and supplied everyone with a handout.
- First reading approval of 2019-2020 school calendar ~ Dennis Angela moved, Vassie Fowler seconded, and all were in favor.
- First reading overnight field trip National Field Hockey Invitational BHS ~ Tony Michaud moved, Vassie Fowler seconded, and all were in favor.
- FY20 Budget First Reading ~ Tony Michaud moved to accept the first reading of the budget, Vassie Fowler seconded and all were in favor. An amendment strike was made by Dominic Deschambault to reduce library aid and add and Ed Tech III instead. Dominic Deschambault moved to vote, Vassie Fowler seconded. The vote was 3 (yes) 4(no). The amendment was defeated. Tony Michaud motioned to vote to accept the budget as presented, Dominic Deschambault seconded. The vote was (6) yes and (1) no. Tony Michaud moved to accept the budget as presented based on the vote, Lisa Vадnais seconded, and all were in favor.

L. Resignations, Nominations, Appointments & Transfers:

Resignations: ~ Resignations were accepted by the Superintendent

- Travis Dunbar ~ BHS Special Education Teacher
- Bobby Mills ~ BMS Ed Tech
- Marilyn Anderson ~ BPS Teacher ~ Retiring
- Jill Hayward ~ Special Education BIS ~ Resignation
- Denise Gobeil ~ Ed Tech II BHS ~ Retiring

Nominations:

- Carolyn Hutchins ~ IEP Coordinator BHS ~ Replacing Travis Dunbar ~ Tony Michaud moved, Dennis Angela seconded, and all were in favor.

Appointments:

- Sterling Little JR ~ Custodian District ~ Replacing Sylwia Petrus ~ Tony Michaud moved, Vassie Fowler seconded, and all were in favor
- Ian Junkins ~ Custodian District ~ Replacing Craig Molten ~ Tony Michaud moved, Vassie Fowler seconded, and all were in favor
- Curtis Martineau ~ Custodian District ~ Replacing 20 hours of Phyllis Lapointe who is going to part time 20 hours. ~ Dennis Angela moved, Tony Michaud seconded, and all were in favor.
- Ray Petit ~ BMS 8th grade boys baseball coach stipend ~ Tony Michaud moved, Nate Bean seconded, and all were in favor.
- Linda Patterson ~ Food Service Worker ~ Replacing Dolores Bedard moved to new position in District. ~ Tony Michaud moved, Nate Bean

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Tony Michaud-Vice Chair	Dominic Deschambault
Karen Ruel	Nate Bean
Lisa Vадnais	Dennis Angela

Student Members:

Jenna Delorenzo
Abigayle Michaud
cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent

seconded, and all were in favor

- Dolores Bedard ~ Food Service Worker ~ Replacing Paige Mason moved to new position in District. ~ Tony Michaud moved, Vassie Fowler seconded, and all were in favor
- Rebecca Cote ~ Makerspace Supervisor COT ~ New position ~ Tony Michaud moved, Vassie Fowler seconded, and all were in favor
- Gary Tardiff ~ Custodian District ~ Replacing Susan Welch ~ Tony Michaud moved, Vassie Fowler seconded, and all were in favor
- Chris Quint ~ Head Boys/Girls Outdoor Track BHS Stipend ~ Tony Michaud moved, Vassie Fowler seconded, and all were in favor
- Ron Ouellette ~ Assistant Boys/Girls Outdoor Track BHS Stipend ~ Tony Michaud moved, Vassie Fowler seconded, and were in favor
- Erin O'Connor ~ Assistant Boys/Girls Outdoor Track BHS (1/2 Stipend) ~ Tony Michaud, Vassie Fowler seconded, and all were in favor.
- Alexis Mantis ~ Assistant Girls/Boys Outdoor Track BHS (1/2 Stipend) ~ Tony Michaud moved, Vassie Fowler seconded, and all were in favor
- Allison Laverriere ~ Junior Varsity Softball Coach BHS Stipend ~ Tony Michaud moved, Vassie Fowler seconded, and all were in favor

M. Public Participation (3 minutes; any item)

N. Communications:

O. Executive Session:

Adjournment: Vassie Fowler moved to adjourn the meeting at 8:25pm, Dominique Deschambault seconded, and all were in favor.

Signed:



Date: 4/2/19

School Committee Members:

Alan Casavant-Chair	Vassie Fowler
Tony Michaud-Vice Chair	Dominic Deschambault
Karen Ruel	Nate Bean
Lisa Vadnais	Dennis Angela

Student Members:

Jenna Delorenzo
Abigayle Michaud
cc: Jeremy Ray- Superintendent
cc: Chris Indorf-Asst. Superintendent

Biddeford Schools

est. 1848

2019 ~ 2020 School Calendar

Aug 2019				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

S= 2 T= 4

Sep 2019				
M	T	W	T	F
H	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

S= 20 T= 20

Oct 2019				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
H	15	16	17	18
21	22	23	24	25
28	29	30	31	

S= 21 T= 22

First Day of School:

8/28/19 ~ Grades 1-9
8/29/19 ~ Grades 10-12
9/3/19 ~ Kindergarten
9/12/19 ~ Pre-K

Open Houses:

8/26/19 ~ BMS, 4:30-6:30pm (Gr: 6)
8/26/19 ~ BIS, 4:30-6:30pm
8/27/19 ~ BPS, 4:30-6:30pm
8/28/19 ~ Pre-K & JFK, 4:30-6:30pm
9/4/19 ~ BHS/COT, 4:30-6:30pm
9/5/19 ~ BMS, 4:30-6:30pm (Gr: 7 & 8)

Parent Teacher Conferences:

11/6/19 ~ Pre-K-12, 3:30-7:00pm
11/13/19 ~ Pre-K-12, 3:30-7:00pm

Nov 2019				
M	T	W	T	F
				1
4	5	6	7	8
H	12	13	14	15
18	19	20	21	22
25	26	27	H	29

S= 17 T= 18

Dec 2019				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	H	26	27
30	31			

S= 15 T= 15

Jan 2020				
M	T	W	T	F
		H	2	3
6	7	8	9	10
13	14	15	16	17
H	21	22	23	24
27	28	29	30	31

S= 21 T= 21

Feb 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
H	18	19	20	21
24	25	26	27	28

S= 15 T= 15

Mar 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

S= 21 T= 22

Apr 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
H	21	22	23	24
27	28	29	30	

S= 15 T= 16

Other Important Dates:

3/19/20 ~ BHS/COT Academic Showcase, 3:30-7:00pm
6/5/20 ~ BHS Graduation
[6/10/20] ~ Tentative Last Day of School (Pending Snow Days)

Teacher Comp Days:

11/27/19 and 4/16/20

May 2020				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
H	26	27	28	29

S= 20 T= 20

Jun 2020				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

S= 8 T= 8

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

Quarter End Dates: (6-12)

November 1, 2019
January 24, 2020
April 3, 2020
June 10, 2020

Trimester End Dates (K-5)

November 22, 2019
March 13, 2020
June 10, 2020

School Hours:

JFK ~ 7:50-2:20
BPS & BIS ~ 7:50am-2:25pm
Early release time: 12:00pm

BHS & COT ~ 8:35am-2:45pm
Early release time: 12:25pm

BMS ~ 8:40am-3:10pm
Early release time: 12:50pm



Early Release Day



Teacher Professional Development
No School Students



No School



Teacher After School Professional
Development

Second Draft: 4/2/19

REVENUES

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		Proposed	Difference
2018-19		2019-20	
\$ 927,631.00	Carryover (previous year)	\$ 1,061,147.00	\$ 133,516.00
\$ -	Carryover (current anticipated FY19)	\$ -	\$ -
	Carryover (current COT State Allocation)	\$ 66,240.00	\$ 66,240.00
\$ 250,000.00	Carryover (Current MaineCare FY19)	\$ 250,000.00	\$ -
\$ 79,318.00	Tuition (antic. 8 students for 19-20)	\$ 77,499.00	\$ (1,819.00)
\$ 70,000.00	Special Ed. Tuition	\$ 49,968.00	\$ (20,032.00)
\$ 25,136.00	Transportation (Non-Public)	\$ 25,136.00	\$ -
\$ 29,718.00	Other Transportation	\$ 30,647.00	\$ 929.00
\$ 30,000.00	State Agency Clients	\$ 30,000.00	\$ -
\$ 2,000.00	Miscellaneous (BMS Officials)	\$ 2,000.00	\$ -
\$ -	Plumbing Grant	\$ -	\$ -
\$ -	E-Rate	\$ -	\$ -
\$ 158,007.00	Shared Service with Dayton	\$ 158,680.00	\$ 673.00
\$ 31,197.00	Rev from State for Computer Lease	\$ -	\$ (31,197.00)
\$ 10,713,620.00	State Allocation (General)	\$ 11,161,070.00	\$ 447,450.00
\$ 40,215.00	State Allocation (Regionalization)	\$ 84,895.00	\$ 44,680.00
\$ 2,640,994.00	State Allocation (CTE)	\$ 2,601,144.00	\$ (39,850.00)
\$ 19,103,674.00	Local Allocation	\$ 18,708,384.00	\$ (395,290.00)
\$ 2,664,986.00	Local Allocation (Local only debt)	\$ 2,601,748.00	\$ (63,238.00)
\$ 230,767.00	Additional Local	\$ 1,346,236.00	\$ 1,115,469.00
\$ 36,997,263.00	Total	\$ 38,254,794.00	\$ 1,257,531.00

\$ 2,244,850,000.00	State Valuation	\$ 2,259,466,667.00
\$ 29,817,293.91	100% EPS Total Allocation	\$ 29,869,454.18
8.48	Local Allocation Mill Rate	8.28
13,400,722.81	100% State Share	13,847,109.46
19,036,328.00	100% Local Share (must raise to receive State Allocation-General)	18,708,384.00
100.00%	Percent of State Share	100.00%
100.00000%	Percent of Local Share	100.00000%

State Allocation (General)	447,450.00	4.18%
State Allocation (Regionalization)	44,680.00	111.10%
State Allocation (CTE)	(39,850.00)	-1.51%
Total State Allocation	452,280.00	3.38%
*Local Allocation	(395,290.00)	-2.07%
Additional Local	1,115,469.00	483.37%
Total Local	656,941.00	2.99%
Total Budget	1,257,531.00	3.40%
State Valuation	14,616,667.00	0.65%
100% EPS Allocation	52,160.27	0.17%

ELEVEN LINES OF BUDGET 2018-2019 AND PROPOSED 2019-2020

9

	ACCOUNT NAME	2018-19 Budget	2019-20 Budget	Difference	% Inc. or Dec.
1	REGULAR INSTRUCTION (EXCLUDING REG. ED. SUMMER SCHOOL, ATHLETICS, CO-CURR)	\$ 13,672,794.00	\$ 13,723,076.58	50,282.58	0.37%
2	SPECIAL EDUCATION	\$ 6,384,579.00	\$ 6,499,105.08	114,526.08	1.79%
3	CAREER & TECHNICAL EDUCATION	\$ 2,641,055.00	\$ 3,308,561.54	667,506.54	25.27%
4	OTHER INSTRUCTION (REG. ED. SUMMER SCHOOL, ATHLETICS, CO-CURR, ETC.	\$ 634,150.00	\$ 666,875.18	32,725.18	5.16%
5	STUDENT AND STAFF SUPPORT (EXCLUDING SP. ED)	\$ 2,365,935.00	\$ 2,416,019.81	50,084.81	2.12%
6	SYSTEM ADMINISTRATION (EXCLUDING SP. ED. AND COT)	\$ 1,053,259.00	\$ 1,059,461.11	6,202.11	0.59%

	ACCOUNT NAME	2018-19 Budget	2019-20 Budget	Difference	% Inc. or Dec.
7	SCHOOL ADMINISTRATION	\$ 1,580,202.00	\$ 1,635,813.05	55,611.05	3.52%
8	TRANSPORTATION	\$ 1,559,048.00	\$ 1,624,713.94	65,665.94	4.21%
9	FACILITIES MAINTENANCE (EXCLUDING COT)	\$ 3,288,304.00	\$ 3,603,468.43	315,164.43	9.58%
10	DEBT SERVICE & OTHER COMMITMENTS	\$ 3,806,468.00	\$ 3,703,651.00	(102,817.00)	-2.70%
11	ALL OTHER (Non-Public school, community services, and hot lunch if funded by general fund)	\$ 11,469.00	\$ 14,048.00	2,579.00	22.49%
	TOTALS	\$ 36,997,263.48	\$ 38,254,793.72	1,257,530.24	3.40%
	HOT LUNCH (NUTRITION)	\$ 1,327,360.00	\$ 1,301,707.87	(25,652.13)	-1.93%

**BIDDEFORD ADULT EDUCATION
FY 2019-2020
BUDGET**

TOTAL BUDGET:	FY '19		FY '20	Difference
Vocational		208,845.00	190,742.70	(18,102.30)
Adult Literacy		118,612.00	80,068.24	(38,543.76)
HS Administrative	175,485.16		194,287.34	18,802.18
HS Care of Building	600.00		600.00	0.00
HS Maintenance of Building	25,559.44		11,136.92	(14,422.52)
HS Clerical AEFLA Match	66,212.89		66,978.42	765.53
HS Clerical	47,919.65		47,119.25	(800.40)
HS Diploma	110,659.86		98,545.08	(12,114.78)
Total High School Diploma		<u>426,437.00</u>	<u>418,667.01</u>	(7,769.99)
		<u>\$753,894.00</u>	Total <u>\$689,477.95</u>	(64,416.05)

ANTICIPATED INCOME

Vocational Tuition	108,828.00		43,500.00	(65,328.00)
Vocational Textbooks	16,985.00		10,876.50	(6,108.50)
Vocational Fees - material and supply	<u>21,981.00</u>		<u>21,981.00</u>	0.00
Total Vocational		147,794.00	76,357.50	
State Subsidy		156,528.00	155,196.91	(1,331.09)
Funds brought forward		<u>173,046.89</u>	<u>68,406.15</u>	(104,640.74)
		<u>\$477,368.89</u>	Total <u>\$299,960.56</u>	(177,408.33)

NET COST TO THE CITY	<u><u>\$276,525.11</u></u>	<u><u>\$389,517.39</u></u>	112,992.28
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Net Cost To City in FY '19	\$276,525
Net Cost To City in FY '18	\$276,058
Net Cost To City in FY '17	\$315,473

ANTICIPATED INCOME

College Transitions	2200-0150-0000-432490-425	3,871.52
AEFLA	2950-0150-0000-445810-470	31,731.64
Enrichment	6150-0150-0000-413170-410	<u>56,855.65</u>
	Total	<u>92,458.80</u>

ANTICIPATED EXPENSE

College Transitions	2220-6060-1000	3,871.52
AEFLA	2950-6100-1000	40,156.00
Enrichment	6150-6200-1000	<u>56,855.65</u>
	Total	<u>100,883.16</u>

NET COST TO THE CITY	(8,424.36) moved to Adult Literacy
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PERSONNEL GOALS

The personnel employed by the Biddeford School Department constitute the most important resource in a quality learning program. Important contributions to a successful education program are made by all staff members. The school unit's program is most effective when it employs highly qualified personnel, conducts appropriate staff development activities and establishes policies and working conditions which are conducive to high morale and enable each staff member to make a full contribution to school unit programs and services.

The goals of the personnel program shall include the following:

- A. To develop and implement strategies and procedures for personnel recruitment, screening and selection which will result in employing the best available candidates, i.e., those with the highest capabilities, strongest commitment to quality education, and greatest probability of effectively implementing the learning program;
- B. **To provide a program of training and inculcation for newly hired instructional personnel;**
- C. To develop a strategy to assign staff where they can make the greatest contribution to the learning program;
- D. To develop a climate which supports optimum staff performance, morale and satisfaction;
- E. To provide effective programs of staff development designed to contribute both to improvement of the learning program and to each staff member's career development;
- F. To provide for a genuine team approach to education, including appropriate staff involvement in planning and decision making processes;
- G. To provide for attractive compensation and benefits as well as other provisions for staff welfare; and
- H. To develop and utilize positive personnel evaluation processes which contribute to the improvement of both staff capabilities and the learning program.

Adopted: March 17, 1993

Revised: April 27, 1999, _____

BIDDEFORD SCHOOL DEPARTMENT

REQUESTS FOR NEW POSITIONS

The School Committee recognizes that, in unusual circumstances, **(e.g., fluctuations in enrollment numbers or demographics)**, requests for additional staff may occur during the school year. All such requests for new positions shall be presented by the Superintendent to the School Committee with a full explanation of the reason(s) for the request.

Adopted: December 10, 1996

Revised: April 27, 1999, _____

JOB DESCRIPTIONS

In order for the school unit to function most efficiently and effectively, the duties and responsibilities for each position, along with the criteria (skills, knowledge and abilities) required to perform those duties, shall be set forth in written job descriptions.

The Superintendent is responsible for job description development, as well as review/revision as warranted, but not less often than every five years. Development, reassessment and revision of job descriptions ~~shall~~ **may** include input from people affected by the position to ensure that the information contained in the job description is relevant to the position.

The Superintendent shall present all job descriptions for new positions to the School Committee for approval, **and job descriptions shall be posted online for public inspection.**

Legal Reference: 20-A MRSA § 1001.13

Adopted: April 27, 1999, _____

STAFF INVOLVEMENT IN DECISION MAKING

The formulation of policy involving the curriculum, instruction and the overall school program is one of the primary responsibilities of the School Committee, and the School Committee reserves the right to make the final decision regarding such policies. The School Committee believes that the best interests of the school unit's students should be the principle guiding the adoption of all educational policy. The School Committee further believes that appropriate input from the professional staff is important to ~~the~~ certain decision-making processeses.

The Superintendent shall ensure that there is a process in place to encourage meaningful professional staff input prior to making recommendations regarding curriculum, instruction and the school program to the School Committee. The process should be conducted in a spirit of cooperation, with a clear focus on student learning as the most important function of the schools, and with the understanding that the staff is collectively responsible for student performance.

Participation in the decision-making process is accompanied with an expectation of accountability by the professional staff. All proposals for changes to the curriculum, instruction or the school unit's educational goals should incorporate evaluation procedures linked to student outcomes. The School Committee encourages the use of professional development activities specifically directed to improving staff research, analytical and decision-making abilities.

The Superintendent shall ensure that the administrative team has the appropriate support to lead an effective instructional program with a consistent focus on student learning and outcomes.

Legal Reference: 26 MRSA § 965

Cross Reference: BHC – Communications with Staff
GCI – Professional Staff Development Opportunities
GCOA – Evaluation of Instructional Staff

Adopted: April 27, 1999

Revised: _____

SCHOOL COMMITTEE COMMUNICATIONS WITH STAFF

A clear understanding of responsibilities and relationships between and among the School Committee and school staff is essential for a smoothly running and efficient school system. It should be remembered that the School Committee, school administrators, teachers and all others responsible for any phase of the work of the school system have a common and basic responsibility—the welfare of the children in the schools. This responsibility must guide all of our considerations and decisions.

School Committee and Superintendent

The relationship of the School Committee and the Superintendent can best be described as one of teamwork. They must pull together as some of their functions are not readily separable. However, the primary functions are separable and should be clearly understood by each. The School Committee is the legislative body of the school unit. It exercises its mandated management of the schools through the formation of policies and the adoption of rules and regulations.

The School Committee has one employee: the Superintendent. The School Committee entrust the Superintendent to execute the duties and obligations of his/her position. The Superintendent is the executive officer of the School Committee and the chief administrative officer of the school unit. The Superintendent is responsible for implementing School Committee policies and for nominating staff to the School Committee for employment. The School Committee recognizes this and wishes to make this clear to all staff members and to all citizens.

All communications or reports to the School Committee, or to any committee of the School Committee, from administrators, teachers, or other employees shall be submitted through the Superintendent. Nothing in this paragraph shall be construed as denying the right of any employee to appeal to the School Committee from a decision of the Superintendent on any matter through established policies and procedures.

School Committee and Principals

School principals have no direct administrative relations with the School Committee. Their relations to the School Committee are through the Superintendent, for the School Committee recognizes that the Superintendent is the person to whom it must look for professional leadership within the schools. A spirit of cooperation and mutual helpfulness must prevail between the Superintendent and the principals for the best educational results to be realized. For instance, principals and the Superintendent must cooperate in the selection of school staff because the principals are in the best position to know the kind of person needed for particular services in the schools.

However, principals must make recommendations to the Superintendent and not to the School Committee. At all times principals must remember that all matters which require School Committee action must be presented to the School Committee by the Superintendent.

School Committee and Teachers

The relationship of teachers to the School Committee is indirect. Teachers are directly responsible to their principal and through him/her to the Superintendent and then to the School Committee. However, teachers do have access to the Superintendent and to the School Committee through established policies and procedures.

Adopted: April 27, 1999

Revised: _____

STAFF CONDUCT

~~The School Committee expects all staff members to maintain a standard of conduct and behavior that reflects positively on the Biddeford schools and sets a good example for students in terms of dignity, integrity, interpersonal relations and respect. Inappropriate conduct or behavior will result in disciplinary action.~~

~~Adopted: — March 17, 1993~~

~~Revised: — April 27, 1999~~

STAFF CONDUCT WITH STUDENTS

The Biddeford School Committee expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Unacceptable Conduct

Examples of unacceptable conduct by staff members include but are not limited to the following:

- A. Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Committee's policy on Harassment and Sexual Harassment of Students;
- B. Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- C. Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;
- D. For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- E. Sending students on personal errands;

- F. Sexual banter, allusions, jokes, or innuendos with students;
- G. Asking a student to keep a secret;
- H. Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- I. Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and
- J. ~~Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.~~
- K. Being alone with individual students out of the view of others;
- L. Inviting or allowing students to visit the staff member's home;
- M. Visiting a student's home, unless on official school business, and then only having notified the building Director or Principal.
- N. Maintaining personal contact with a student outside of school by phone, text message, email, Instant Messaging services ranging from Google Hangouts to WhatsApp, or any direct message service, social networking websites, or letters (beyond homework or other legitimate school business **unless otherwise authorized by the Superintendent**); unless otherwise authorized by the superintendent.
- O. Exchanging personal gifts (beyond the customary student-teacher gifts); and/or
- P. Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events or except as participants in organized community activities.

Reporting Violations

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the principal or Superintendent if they become aware of a situation that may constitute a violation of this policy.

Disciplinary Action

Staff violations of this policy may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Human Services and/or law enforcement in accordance with the Committee's policy on Reporting Child Abuse and Neglect.

Dissemination of Policy

This policy shall be accessible online and placed in Administrative Handbook.

Cross Reference: ACAA - Harassment and Sexual Harassment of Students
 GCSA - Staff Computer/Internet Use
 ACAA- Student Discrimination & Harassment
 Complaint Procedure
 JLF - Reporting Child Abuse and Neglect

Adopted:

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

~~Employees of the Biddeford School Department may participate in political activities in accordance with the provisions of the U.S. Constitution and federal and state laws. Employees may not use school facilities, equipment, supplies or working hours for political activities.~~

~~Teachers may not use the classroom as a personal forum to influence the political views of students. Teachers may express their own point of view, provided that they identify it as such and the opinion is presented in the context of instruction which provides a balance of viewpoints.~~

~~Legal Reference: 20-A MRSA § 13602~~

~~Adopted: March 17, 1993~~

~~Revised: April 27, 1999~~

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The School Committee believes in the principles of democracy and respects the rights of its employees to participate in the democratic process. These rights include discussing the social, political and economic issues of the day in public venues; participating actively in the political party of their choice; becoming a candidate for public office; and campaigning in the community for candidates and in support of political issues.

While the School Committee respects these rights and encourages its employees to engage in political activities as private citizens, the School Committee believes that campaigning and other political activities of individual staff members should not compromise the instructional program or disrupt the operations of the schools.

In adopting this policy, it is the intent of the School Committee to provide guidance for staff participation in political activities and communicate these expectations to parents, students and the community.

School employees shall not engage in political activities while carrying out their work responsibilities during the school day, while performing work for the school unit outside of the school day on school premises, or while performing work for the school unit at any other location.

“Political activities” include:

- A. Campaigning for or against any candidate, political party or issue;
- B. An employee’s using his/her position to attempt to influence students, parents or others to vote for or against any candidate or issue;
- C. Contacting students, parents or others for such purposes;
- D. Wearing apparel with political messages or displaying campaign paraphernalia while performing work; or
- E. Soliciting for or collecting funds or distributing material in connection with campaigning or support of political issues.

When engaging in conversations with students outside of classes or school activities, employees should be mindful of the potential effect of their position, authority and influence when stating personal opinions in regard to candidates and political issues.

No school employee shall use the school unit's resources (e.g., including but not limited to school unit-owned laptops and other electronic devices, school unit networks, copiers, scanners, or mail service) to promote political candidates or parties or to encourage a vote for or against an issue.

No school unit employee shall use the school unit's name or logo to promote his/her candidacy for political office, or to promote other candidates or political positions, or represent his/her view as those of the school unit or this School Committee.

Nothing in this policy shall prevent an employee from engaging in political activities on school premises when such activities are conducted in accordance with the school unit's facilities use policy.

Nothing in this policy shall preclude the discussion of political or controversial issues or current events or exposure of mature students to candidates as guest speakers provided that such is done in compliance with the School Committee's policy on the teaching of controversial issues (IMB) and policy on guest speakers in schools (IMC).

Nothing in this policy should be construed as precluding mock elections, debates, conventions or other simulated political activities, where the activity is intended as an educational experience.

Nothing in this policy shall prevent the School Committee from providing information or expressing its position or views on any political issue affecting the schools or from directing or **authorizing the Superintendent** to use school unit resources to accomplish this purpose. The School Committee will not use its influence or school unit resources to promote any particular political party or to promote or discourage the election of any particular candidate.

Cross Reference: GBI – Staff Gifts and Solicitations
 GCSA – Staff Computer and Internet Use
 IMB – Teaching About Controversial/Sensitive Issues
 IMC – Guest Speakers in Schools
 KF – Community Use of School Facilities
 KHC – Distribution of Non-school/Community Materials

Adopted:_____

PROFESSIONAL STAFF POSITIONS

All professional staff positions shall be created only with the approval of the School Committee. It is the School Committee's intent to activate a sufficient number of positions to accomplish the school unit's goals and objectives.

Before any new professional position is created, the Superintendent shall present a job description to the School Committee for approval.

Cross Reference: GAB – Job Descriptions

Adopted: March 14, 1995

Revised: April 27, 1999

Reviewed: _____

EXTENDED SCHOOL YEAR SERVICES

It is the policy of the Biddeford School Department to provide extended school year services during the summer months when ~~ordered by the student's Pupil Evaluation Individual Education Team (PET)~~ and set forth in his/her Individual Education Program (IEP).

In making its determination about whether to provide extended school year services, the ~~PET~~ **IEP Team** shall make an individualized assessment of whether the student is at risk of losing skills previously mastered and of being unable to recoup those skills in a reasonable time. In particular, the **IEP Team** ~~PET~~ shall reasonably calculate whether the child will experience severe or substantial regression during the summer months in the absence of a summer program. In those cases where the benefits accrued to the child during the regular school year will be significantly jeopardized if the student is not provided with a summer program, the PET should order the program.

Determinations about whether a student requires extended year services should draw upon the evaluative data in the possession of the **IEP Team** ~~PET~~ and may consider the following factors:

- A. The nature and severity of the student's impairment;
- B. Whether the student's IEP contains goals and objectives that are necessary to attain self-sufficiency and independence from caregivers;
- C. Whether the student is failing or likely to fail to achieve IEP objectives due to an interruption in services;
- D. The extent of regression caused by an interruption in educational programming; and
- E. The rate of recoupment following an interruption of services.

The **IEP Team** ~~PET~~ may make determinations on extended year programs based upon empirical data of actual regression and recoupment problems or upon reasonable calculations that such problems are likely given the child's unique needs.

Adopted: April 27, 1999

Revised: _____

MULTICULTURALISM

~~The School Committee believes that the public schools have an obligation to help children develop:~~

- ~~A.—— Respect for others, regardless of their economic status, intellectual ability, race, ethnic background, religion, gender or age;~~
- ~~B.—— Respect and understanding of cultural differences; and~~
- ~~C.—— Respect for the economic, political and social rights of others.~~

~~It is the School Committee's intent that the curriculum emphasize the importance of positive human relationships and that instructional materials used in the schools accurately portray the history, contributions and culture of the various ethnic groups in our society.~~

~~The School Committee and school staff shall strive to provide a learning environment which fosters respect and understanding for others and which is supported in the school unit's policies, procedures and programs.~~

~~Adopted:—— March 25, 1992~~

~~Revised:—— April 27, 1999~~

PILOT PROGRAMS

The School Committee expects the school unit's curriculum to reflect the best thinking and research available on teaching and learning. In order to ensure that new programs meet the needs of students and are integrated appropriately with existing curriculum, pilot programs **of a substantial nature (e.g., those involving a significant investment or reinvestment of resources, staff, policy change, modification with facilities, etc.)** may be approved by the School Committee.

Any proposed pilot program shall be reviewed by the ~~School Committee~~, the Superintendent and appropriate building administrators. If the **Superintendent or** School Committee approves a pilot program, the building administrator shall designate an appropriate staff member to plan and oversee the pilot program. He/she shall also be responsible for evaluating the program and reporting observations to the building administrator. Upon completion of the program, the building administrator shall make a recommendation to the Superintendent and School Committee as to whether the program should be adopted as part of the curriculum, continued as a pilot or discontinued.

Adopted: March 14, 1995

Revised: April 27, 1999, _____

REFERRAL/PRE-REFERRAL OF STUDENTS WITH DISABILITIES

~~It shall be the policy of the Biddeford School Department to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability. Referrals of students to the IEP team may be made by parents at any time and by professional school staff and other persons knowledgeable about the child's educational needs. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.~~

~~Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the office of the Director of Special Education or designee. It shall be signed and dated by the Special Education Director or designee, thereby indicating the date of the receipt of that referral.~~

~~The Superintendent of Schools, in consultation with the Director of Special Education, may develop procedures for referral and the use of pre-referral interventions within the local school unit, and may from time to time amend those procedures as necessary.~~

~~Legal Reference: Ch. 101, §§ II(27), III, IV(2)(D), (E), V(4)(A) (Me. Dept. of Ed. Rules (July 2011)).~~

Adopted: _____ April 27, 1999

Revised: _____ June 12, 2001, May 22, 2012

REFERRAL AND GENERAL EDUCATION INTERVENTIONS

It shall be the policy of the Biddeford School Department to refer all school-age students suspected of having a disability that requires special education to the IEP Team for an evaluation in all suspected areas of disability.

Referrals of students to the IEP team may be made by parents at any time, and by professional school staff regardless of the results of the initial child find activities, but after completion of the general education intervention process. Other individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may also make referrals. Any such referral should be made in accordance with procedures that may be approved by the Superintendent of Schools.

Regardless of the source of the referral, a referral will be considered received by the school unit on the date that the written referral is received by the office of the Director of Special Education. It shall be signed and dated by Special Education Director or designee], thereby indicating the date of the receipt of that referral.

The Superintendent, in consultation with the Director of Special Education, may develop procedures for referral and the use of general education interventions within the local school unit, and may from time to time amend those procedures as necessary.

Legal Reference: Me. Dept. of Educ. Rule Ch. 101, §§ II(16), III, IV(2)(D), (E), V(4)(A) (July 2015).

Cross Reference: IHBAC – Child Find
IHBAA – Referral Procedures and General Education Interventions

Adopted:_____

REFERRAL/PRE-REFERRAL ADMINISTRATIVE PROCEDURE

~~The Biddeford School Department shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.~~

~~A. Referrals by Parents~~

~~A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Education. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the family in making the referral in writing to the office of the Director of Special Education. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Special Education.~~

~~A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the Department's pre-referral procedures (discussed below). Those pre-referral procedures shall continue during the referral process, however.~~

~~B. Referrals by Staff~~

~~Any professional employee of the school unit may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any pre-referral intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.~~

~~Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Director of Special Education.~~

~~C. Referrals by Others~~

~~Individuals or agency representatives (including representatives of the Department of Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any pre-referral intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, pre-referral interventions will continue during the referral process.~~

~~Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Director of Special Education.~~

~~D. Receipt of Referral~~

~~Regardless of the source of the referral, a referral is received by the school unit on the date that the written referral is received by the office of the Director of Special Education. It shall be signed and dated by the special education director/designee, thereby indicating the date of the receipt of that referral.~~

~~E. Time Line for Processing Referral~~

~~Once the referral has been received in the office of the Director of Special Education, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the local unit must send a "consent to evaluate" form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the local unit shall send the parent its written notice form documenting that referral.~~

~~Once the office of the Director of Special Education receives the signed consent for evaluation back from the parent, the local unit shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting or within 30 calendar days of determining that the student is eligible.~~

~~The local unit shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.~~

~~F. Transfer Students~~

~~Students who have already been identified as in need of special education services and who transfer into the school unit from another school unit *within Maine* shall, on enrollment and in consultation with the parent, be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit either adopts the child's IEP from the previous unit or develops, adopts, and implements a new IEP.~~

~~Students who have already been identified as in need of special services and who transfer into the school unit from another school unit *from outside of Maine* shall, on enrollment and in consultation with the parent, be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit conducts an evaluation to determine whether the student is eligible for special education and, if so, develops, adopts, and implements a new IEP.~~

~~If the transfer student's current IEP from his or her prior school unit is not available or is believed to be inappropriate by either the parent or the school, the local unit should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.~~

~~If a child transfers into the school unit after the referral time line has begun in the previous school unit but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if the local unit is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and school unit agree to a specific time when the evaluation will be completed and the eligibility decision made.~~

Pre-Referral Procedures

~~Professional school staff members who observe that a student is encountering academic or functional difficulties in school that interfere with the student's education shall document those specific difficulties on a pre-referral checklist.~~

~~The school staff member shall then develop intervention strategies using the intervention checklist that accompanies the pre-referral checklist. The staff member may consult with other school employees and/or the student's parents in developing the intervention strategy. The intervention strategies shall have an established time period for implementation, and at the end of that time, its success shall be assessed and documented at the bottom of the intervention checklist. If the intervention strategies have not been effective or if the interventions are demonstrated to be effective but require continued and substantial effort that may include the provision of special education and related services, the staff member shall refer the child to the IEP consistent with the procedures set forth above.~~

~~The local unit shall notify parents whenever their child has demonstrated educational difficulties that have led to completion by a staff member of the pre-referral checklist and intervention strategy checklist. That notification of pre-referral interventions should include copies of the completed checklists and shall request that the parents contact the staff member who has completed the~~

~~documents. That notification shall also inform parents that they have a right to refer their child directly to the IEP Team if they suspect that their child may need special education services. The local unit may advise the parents as to why it may be appropriate to have the child participate in the intervention strategies prior to a referral to the IEP team, but the local unit shall not reject or delay the referral until the completion of the intervention strategies.~~

~~All notes from the pre-referral process and, if relevant, team meetings and all the data collection procedures that may have been developed through this process shall be considered by the IEP Team and shall become part of the child's special education file. For children who do not qualify for special education services, all pre-referral documents are kept in the child's cumulative folder for future reference and for ongoing educational planning.~~

~~The general education interventions developed through this pre-referral process shall be continued in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.~~

~~Legal Reference — Ch. 101, §§ II(27), III, IV(2)(D), (E), V(4)(A) (Me. Dept. of Ed. Rules) (July 2011)~~

~~Adopted: — May 22, 2012~~

REFERRAL PROCEDURES AND GENERAL EDUCATION INTERVENTIONS

Biddeford School Department shall refer to the IEP Team all school-age students suspected of having a disability that requires special education and related services. Referrals to the IEP Team may be made by a child's parent, by professional school staff, or by others with knowledge of the child. Referrals should be made and processed consistent with these procedures.

REFERRALS BY PARENTS

A parent may refer his or her child to the IEP Team at any time. That referral shall be made in writing directly to the office of the Director of Special Education. Should the parent seek to make a referral through other professional staff (such as teachers, guidance counselors, or administrators), that professional staff member shall directly assist the parent in making the referral in writing to the office of the Director of Special Education. Should a parent attempt to make a referral orally, professional staff shall assist the parent in reducing that referral to writing and submitting it to the office of the Director of Special Education.

A parent referral shall be processed consistent with these procedures and governing timelines even if the child is receiving interventions pursuant to the school unit's general education interventions. Those general education interventions shall continue during the referral process, however.

REFERRALS BY STAFF

Any professional employee of the school unit may refer a child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances where the school unit and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Professional school staff shall prepare a referral in writing and shall submit that referral directly to the office of the Director of Special Education.

REFERRALS BY OTHERS

Individuals or agency representatives (including representatives of the Department of

Health and Human Services) with knowledge of the child may refer that child to the IEP Team regardless of the results of initial child find activities, but only after completion of any general education intervention process used by the school unit. The school unit may move directly forward with the referral process in those circumstances when the school unit and parent agree to do so. Even in that situation, however, general education interventions will continue during the referral process.

Should such a person attempt to make a referral orally, professional staff shall assist that person in reducing that referral to writing and submitting it to the office of the Director of Special Education.

RECEIPT OF REFERRAL

Regardless of the source of the referral, a referral is received by the school unit on the date that the written referral is received by the office of the Director of Special Education. It shall be signed and dated by the Special Education Director or designee, thereby indicating the date of the receipt of that referral.

TIME LINE FOR PROCESSING REFERRAL

Once the referral has been received in the office of the Director of Special Education, the IEP Team shall review existing evaluation data and determine the need for additional evaluations. The IEP Team may conduct its review without a meeting. If additional evaluations are needed, the local unit must send a “consent to evaluate” form to the parent within 15 school days of receipt of the referral. Also upon receipt of the referral (from any source), the local unit shall send the parent its Written Notice form documenting that referral.

Once the office of the Director of Special Education receives the signed consent for evaluation back from the parent, the local unit shall have 45 school days to complete the evaluation and to hold an IEP Team meeting to determine whether the student qualifies for special education services. If the student is identified as a child with a disability in need of special education, the Team should develop an IEP for that child either at that same meeting, or within 30 calendar days of determining that the student is eligible.

The local unit shall implement the IEP as soon as possible following the IEP Team meeting when the child is found eligible, but no later than 30 calendar days after that meeting.

TRANSFER STUDENTS

Students who have already been identified as in need of special education services and who transfer into the school unit from another school unit *within Maine* (and who had an IEP that was in effect in a previous school unit in Maine) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit either adopts the child's IEP from the previous unit or develops, adopts and implements a new IEP.

Students who have already been identified as in need of special services and who transfer into the school unit from another school unit *from outside of Maine* (and who had an IEP that was in effect in a previous school unit in another state) shall on enrollment and in consultation with the parent be provided with FAPE (including services comparable to those described in the child's IEP from the previous school unit) until the local unit conducts an evaluation (if determined to be necessary by this school unit) to determine whether the student is eligible for special education, and if so, develops, adopts and implements a new IEP.

If the transfer student's current IEP from his or her prior school unit is not available, or is believed to be inappropriate by either the parent or the school, the local unit should develop a new IEP through appropriate procedures within a short time after the student enrolls at the school.

If a child transfers into the school unit after the referral time line has begun in the previous school unit but before an eligibility determination has been made, the time line referenced above for completing that process shall not apply if the local unit is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and school unit agree to a specific time when the evaluation will be completed and the eligibility decision made.

GENERAL EDUCATION INTERVENTIONS

General education interventions are general education procedures involving regular benchmark assessment of all children, using curriculum based measurements, to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

Biddeford School Department shall implement general education interventions. These interventions shall include:

- a. Documentation that every child, prior to entering the general education intervention process, was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (ESEA), appropriate mastery based instruction in math, appropriate instruction in the writing process, and positive behavioral supports;
- b. A team-based decision-making process;
- c. Screening at reasonable intervals to determine whether all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements;
- d. Data Analysis of screening results focusing on determining to what extent all children are progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements and identifying which children are not making adequate progress towards these goals and are in need of targeted general education interventions;
- e. A determination as to whether a child's assessed difficulties are likely the result of linguistic or cultural differences;
- f. Provision of research-based general education interventions targeted at the child's presenting academic and/or behavioral concerns as determined by screening results;
- g. Repeated formative assessments of student response to targeted interventions, conducted at reasonable intervals, that generate rate based measurable data for both specifying academic and behavioral concerns and monitoring child progress during general education interventions;
- h. Documentation that parents were notified about the process, given the opportunity to participate in instructional decision-making, and kept informed of their child's progress during targeted general education interventions;
- i. A team shall review the child's progress no later than 60 school days after the start of formal general education interventions and approximately every 30 school days thereafter. At each meeting the team shall review data on the child's progress to determine if modifications to the general education interventions are needed and/or if a referral to special education is indicated: and

- j. Provisions for targeted general education interventions to continue during any subsequent special education referral.

The parent of a child receiving general education interventions may request that the agency conduct a full and individual evaluation for possible special education eligibility determination at any time during Biddeford School Department's established general education intervention process.

The general education interventions developed through this pre-referral process shall continue in the event of a referral while the referral is being handled by the IEP Team, and the resulting data shall become part of the child's special education file.

Legal Reference: Me. Dept of Educ. Reg. Ch. 101, §§ II(16), III, IV(2)(D), (E), V(4)(A) (July 2015).

Cross Reference: IHBAC – Child Find
IHBAA – Referral and General Education Interventions

Adopted: _____

CHILD FIND

The Biddeford School Department seeks to ensure that all children within its jurisdiction who are school-age, four through the school year in which they turn 20, and who are in need of special education and supportive assistance, including homeless children, state wards, state agency clients, students who have been suspended or expelled, children attending private schools receiving home instruction, children incarcerated in county jails, children who have the equivalent of 10 full days of unexcused absences or seven consecutive school days of unexcused absences during a school year, highly mobile children (including migrant or homeless), and children who are suspected of being disabled and in need of special education and supportive assistance even though they are advancing from grade to grade are identified, located, and evaluated.

The Biddeford School Department shall provide child find during the first 30 days of the school year or during the first 30 days of enrollment for transfer children. The Biddeford School Department is also responsible for child find for resident students attending private or public schools through public tuition payments or public contract and shall meet this duty either through appropriate arrangements with the receiving unit or school or through direct child find services by unit personnel or contracted personnel.

The Biddeford School Department's Child Find responsibility shall be accomplished through a unit- wide process which, while not a definitive or final judgment of a student's capabilities or disability, is a possible indicator of special education needs. Final identification of students with disabilities and programming for such students occurs only after an appropriate evaluation and a determination by the IEP Team.

This Child Find process shall include obtaining data on each child through multiple measures, direct assessment, and parent information regarding the child's academic and functional performance, gross and fine motor skills, receptive and expressive language skills, vision, hearing and cognitive skills.

The Biddeford School Department may schedule Child Find activities during its annual Pre-k and kindergarten enrollment to assist in planning for necessary special education and related service at the start of the school year.

If the Child Find process indicates that a student may require special education and supportive services in order to benefit from regular education, the student shall be referred to the IEP Team to determine the student's eligibility for special education services.

School staff, parents, or agency representatives or other individuals with knowledge of the child may refer children to the IEP team if they believe that the student, because of a disability, may be in need of special education and supportive services in order to benefit from regular education. Such a referral should follow the District's pre-referral and referral policy.

Legal Reference: 34 C.F.R. § 300.111 (2006~~12~~)
Maine DOE Rule Ch. 101 § IV(2) (August 2017)

Adopted: April 27, 1999

Revised: May 22, 2012, April 10, 2018, _____

MEDICAL MARIJUANA IN SCHOOLS

~~The Biddeford School Committee recognizes that there may be some students in the Biddeford School District schools who rely on the use of medical marijuana to manage a medical condition and who may be unable to effectively function at school without it.~~

~~Maine law provides that a “primary caregiver” (defined as parent, guardian or legal custodian under Maine’s medical marijuana law, 22 MRSA § 2423-A91)(E)) may possess and administer marijuana in a nonsmokeable form in a school bus or on the grounds of the preschool or primary or secondary school in which a minor qualifying patient is enrolled, if: a) a medical provider has provided the minor qualifying patient with a current written certification for the medical use of marijuana and b) possession of medical marijuana is for the purpose of administering it to the minor qualifying patient.~~

~~In order to facilitate administration of medical marijuana with a minimum interruption of instructional time for the student and with a minimum of disruption of routine school operations, the Biddeford School Committee approves the following guidelines for the administration of medical marijuana~~

- ~~A. The person administering the medical marijuana must provide proof that

 - ~~1. He/she is the primary caregiver for the student;~~
 - ~~2. The student has a current written certification from a medical provider for the use of medical marijuana;~~
 - ~~3. The student needs to have the drug administered during the school day, as opposed to before or after school.~~~~
- ~~B. The marijuana must be in a nonsmokeable form;~~
- ~~C. The marijuana must be possessed only by the primary caregiver and only for the purpose of administering it to the student at school;~~
- ~~D. Medical marijuana may only be possessed by the primary caregiver; it cannot be given to or held by any school employee, student or other person in school, with the exception of the “qualifying patient;”~~
- ~~E. Only the primary caregiver may administer medical marijuana — it cannot be done by, or delegated to, a school employee or any other person than the primary caregiver;~~
- ~~F. Medical marijuana may be administered only at the principal’s office; the primary caregiver must go there directly and, if visitors are required to sign in, to do so;~~
- ~~G. The student may not possess medical marijuana at any time or place except during the time of its consumption, at the designated location, and under the supervision of the caregiver.~~

~~A student who holds written certification for the medical use of marijuana may not be excluded (suspended or expelled) from school because he/she requires medical marijuana to attend school.~~

~~Legal Reference: Maine 2015 P.L. Ch. 369~~

~~Adopted: January 26, 2016~~

MEDICAL MARIJUANA IN SCHOOLS

The School Committee recognizes that there may be some students in the schools who rely on the use of medical marijuana to manage a medical condition and who may be unable to effectively function at school without it.

The administration of medical marijuana in Maine schools is governed by the Maine Medical Use of Marijuana Act (MMUMA). The regulatory agency charged with implementing the MMUMA is the Department of Administration and Financial Services (DAFS). The Maine Medical Use of Marijuana Program, located within DAFS, performs administrative duties associated with implementation of the MMUMA, such as issuing of registration cards to “caregivers.”

Administration of medical marijuana should be done in a way that minimizes the interruption of instructional time for the student and with a minimum of disruption of routine school operations.

The following procedure is to be followed for the administration of medical marijuana at school:

- A. The student’s parent/legal guardian/legal custodian must request the school unit’s “Request to Administer Medical Marijuana at School” form and a copy of the School Committee’s policy JLCDA, Medical Marijuana in Schools from the school nurse.
- B. The parent/legal guardian/legal custodian and the student’s medical provider (physician, certified nurse practitioner, or physician assistant) must complete and sign the Request form, to be submitted to the school with a copy of the student’s current written certification for the use of medical marijuana. The parent/legal guardian/legal custodian must present the original certification to the school employee responsible for processing the request. A copy of the certification will be retained by the school.
- C. The parent/legal guardian/legal custodian must designate a caregiver who will administer medical marijuana to the student in school (including a student who is 18 years of age or older). The designated caregiver must be registered with the Maine Medical Marijuana Program. The original registry identification card and caregiver designation form must be presented to the school employee processing the request. Copies will be retained by the school.

- D. If the designated caregiver is a person other than the student's parent/legal guardian/legal custodian, the designated caregiver must also provide verification that he/she is authorized by the State of Maine to administer marijuana to the student on school grounds;
- E. An arrangement will be made between the school administration and the designated caregiver to schedule the administration of medical marijuana in a manner that will minimize disruption to the student's educational program, other students, school personnel, and the operations of the school.
- F. Medical marijuana may be administered only at the school nurse's office. The designated caregiver must sign in at the school office on arrival at school and proceed directly to the location where the medical marijuana will be administered. The designated caregiver must comply with all School Committee policies and school rules while on school grounds.
- G. Medical marijuana administered in school must be in a nonsmokeable form. Vaporizers are not permitted.
- H. Only the designated caregiver may bring medical marijuana to school. It may not be held, possessed, or administered by any person other than the caregiver. The student may only hold or possess the medical marijuana during the process of administration and under the supervision of the caregiver.
- I. The designated caregiver must sign out at the school office after the administration of the medical marijuana, taking any remaining medical marijuana with him/her.

Legal Reference: Maine Medical Use of Marijuana Act, 2015 P.L. Ch. 369 (2015)

Cross Reference: JLCD – Administration of Medication to Students
JLCD-E – Administration of Medication on Field Trips
KI – Visitors to the Schools

Adopted: _____

BIDDEFORD SCHOOL DEPARTMENT
REQUEST FOR STIPEND APPOINTMENT APPROVAL

Date: April 3, 2019 **School:** Biddeford Middle School

Building Administrator: Scott Descoteaux

Stipend Position Title: 7th Grade Baseball Coach

Position Responsibilities: Teach the fundamentals of baseball

To teach respect towards coaches, umpires, and opponents

To foster a fun, learning environment

Supervise players during practices and games

Stipend Dollar Amount: \$ 2,320

Anticipated Amount of Time

Number of students participating: 10-14 Players

Number of days per week: 5

Number of weeks per season/school year: 10

Number of hours per session: 1.5

Total hours for season/school year: 75

Recommended Employee: Rico Mariello

Background/Experience: Current Administrator BIS

Has coached several years and various sports in Biddeford
