

City of Biddeford
School Committee
February 09, 2021 4:30 PM Little Theater at BHS
Public Virtual

Public Instructions

Public Viewing:
Local Public Access Station
City of Biddeford Website

Please click the link below to join the webinar:

<https://zoom.us/j/93061153423>

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Webinar ID: 930 6115 3423

Public Participation - Further Instructions

[Further Instructions 2_9_2021.pdf](#)

A. Call to Order:

B. Roll Call:

C. Pledge of Allegiance:

D. Adjustments to Agenda:

E. Consideration of Minutes:

E.1. Minutes 1/26/2021

[Minutes Biddeford 1_26_2021.pdf](#)

F. Consent Agenda

F.1. Appointments:

Shirley Baker ~ Custodian BIS ~ Replacing Mark Myers who move to a new position in the district

Mariah Desrochers ~ Part-Time Custodian ~ Replacing Bob Mills who resigned

G. Superintendent's Report:

G.1. Parent Survey Results for School Year 2021-2022

[Parent Survey School Year 2021-2022 School Committee.pdf](#)

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. Proposal to Increase In-Person Learning

Consideration of Athletic Game Play

Update from Dennis Walton, Athletic Director
Proposed Schedules
Game Day Procedures
Adjusted Winter Sports Stipend Recommendations
Middle School Activities
Draft Budget Update

2nd Reading of Policies to Adopt:

IHBEA-R ~ LAU Plan - Program for Limited English Proficient Students

IHBEA-R2 ~ ELL Parental Waiver Form

KE ~ Public Concerns and Complaints

KE-E2 ~ Challenge of Instructional Materials Form

2nd Reading of Policies to Strike:

IHBEA-R ~ LAU Plan - Program for Limited English Proficient Students

KE ~ Public Concerns and Complaints

KE-E2 ~ Challenge of Instructional Materials Form

2nd Reading of Policy to Revise:

AB ~ The People and Their School District

2nd Reading of Policies to Review:

AA ~ School District Legal Status

ACA ~ Non-Sexist Language

ADA ~ School District Goals and Objectives

IHBEA ~ Program for English Language Learners

KA ~ School-Community Relations Goals

KCB ~ Community Involvement in Decision Making

[Game Protocols & Guidelines.pdf](#)

[Adjusted Athletic Stipend Recommendations 2021.pdf](#)

[IHBEA-R -Adopt.pdf](#)

[IHBEA-R2-Adopt.pdf](#)

[KE-Adopt.pdf](#)

[KE-2 Adopt.pdf](#)

[IHBEA-R-Strike.pdf](#)

[KE-Strike.pdf](#)

[KE-E2-Strike.pdf](#)

[AB-Revised.pdf](#)

[AA-Review.pdf](#)

[ACA-Review.pdf](#)

[ADA-Review.pdf](#)

[IHBEA-Review.pdf](#)

[KA-Review.pdf](#)

[KCB-Review.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, February 9, 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, January 26, 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 at 7:02 pm by Mayor Alan Casavant
- B. Roll Call:** Mayor Alan Casavant, Lisa Vadnais, Karen Ruel, Amy Grohman, Randy Forcier, Dominic Deschambault, Nate Bean, Rebecca Henry, Jeremy Ray, and Mandy Cyr were all present
- C. Pledge of Allegiance:** The pledge was led by Mayor Casavant
- D. Adjustments to the Agenda:** None
- E. Approval of Last Meeting's Minutes:** Minutes from [1/12/2021](#) ~ Nate Bean moved to approve the minutes from the last meeting on 1/12/2021, Lisa Vadnais seconded, and all were in favor
- F. Consent Agenda:** ~ Nate Bean moved to approve the consent agenda, Lisa Vadnais seconded, and all were in favor.
 - Nomination:**
 - a. Jessica Wasco ~ School Nurse JFK ~ Replacing Bobbi-Jo St. Peter who resigned
 - Appointments:**
 - a. Catherine Fecteau ~ Part-time Library Aide at JFK and Part-time Bus Aide at the Transportation Department
 - b. Amanda Pillsbury ~ Food Service Worker BMS ~ Replacing Amy Tenney who resigned
 - Resignations:**
 - a. Catherine Fecteau ~ Accounts Payable Associate ~ Moved to another position in the district
- G. Superintendent's Report:** ~ Jeremy Ray gave a short report due to the lengthy

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

agenda. The budget process is in full swing. He has started to go through it line by line. He hopes to have the financial statements ready for review at the next meeting on February 9th. He received the subsidy report and the Biddeford School Department lost \$180,000 from the prior year. That was something he was expecting. He spent some time talking about the COVID cases up to this point. There have been 67 positive cases 50 of which were students and 17 of which were the staff. Fifty-eight percent of those cases came in the two weeks the students and staff were remote after the holidays. Although not everyone enjoys remote learning, doing so did drop our numbers down so we can stay in school.

H. Committee Reports:

I. Old Business:

J. New Business:

- a. [Band Lesson Extension Program](#) ~ Opportunity for a remote experience for students to receive private lessons outside of school. There are 55 slots. The music teachers sent out surveys to families and students and the stipend money that normally would have been spent for staff will go toward this program. The school committee agreed.
- b. [Remote Week February 22-26](#) ~ The school department put forward to the board the option of a remote week after February break. This has been done after November and December breaks and it helped keep the number of COVID cases down. The school committee agreed with the decision of the school to have a remote week after the February break.
- c. Flex Day Discussion and Direction Moving Forward
 - [Federal/State IEP Meeting Requirements](#) ~ Jen Normand the Special Education Director spoke about how Special Education staff and administrators have been using the flex day to hold IEP meetings with families. To date, they have already held over 430 meetings and we are only halfway through the year.
 - [JFK, BPS, and BIS Flex Day](#) ~ Mandy Cyr worked on a flex day schedule with principals. This is to get students and staff ready for potentially going back to school five days in the near future. Beth Donohoe, the president of the teachers union spoke to the public regarding the teacher's thoughts on the flex day schedule. Difficult for students in Day Care to hear. Not beneficial to use the day for new learning. They like having the days to touch base with students who need a little extra time with the teachers. As rigid as this schedule is she is hoping they will still have some flexibility to offer more one on one time. Melissa Jolly, a first-grade teacher at BPS spoke about her thoughts on the flex day. She feels she would rather see them in person instead of making Wednesday a remote day. Christine Goulet, a second-grade teacher at BPS echoed what Melissa Jolly had to say. She feels a five day learning week would be a better option for students. Both teachers shared that students coming back on Thursday from the flex day often feels like another Monday. Also, students who

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should be using the flex day to catch up to teachers aren't. They are using it as a day off. Wendy LeBlanc, the Guidance Counselor at BPS spoke about the benefits she feels for students going back to a five-day school week and dropping the flex day.

- d. Athletic/Afterschool Activities Changes, Recommendations, and Path Forward
 - [Biddeford High School Sports Safety Guidelines](#) ~ Dennis Wallton, the Athletic Director for the Biddeford High School spoke to the school committee and public regarding the school sports safety guidelines put out by the Maine CDC. The school committee will discuss at the next meeting whether they want to approve competitions between other districts or not.
 - [Biddeford High School Music Safety Guidelines](#) ~ Michael Murphy, the Music/Band Instructor for the Biddeford High School spoke to the school committee and public regarding the music safety guidelines put out by the Maine CDC.
 - [Wisconsin Mental Health Study Presentation \(Resource\)](#) ~ Research link that was shared for the school committee and public to access regarding school sports.
 - [Maine School Superintendents Association Guidance](#) ~ Jeremy Ray shared the guidance from superintendents regarding music and sport safety.
- e. Approval of leave of absence for [BIS/BMS Teacher](#) ~ Nate Bean moved to approve, Lisa Vadnais seconded, and all were in favor
- f. 1st Reading of Policies to Adopt: ~ Nate Bean moved to approve, Lisa Vadnais seconded, and all were in favor
 - [IHBEA-R](#) ~ LAU Plan - Program for Limited English Proficient Students
 - [IHBEA-R2](#) ~ ELL Parental Waiver Form
 - [KE](#) ~ Public Concerns and Complaints
 - [KE-E2](#) ~ Challenge of Instructional Materials Form
- g. 1st Reading of Policies to Strike: ~ Nate Bean moved to approve, Lisa Vadnais seconded, and all were in favor
 - [IHBEA-R](#) ~ LAU Plan - Program for Limited English Proficient Students
 - [KE](#) ~ Public Concerns and Complaints
 - [KE-E2](#) ~ Challenge of Instructional Materials Form
- h. 1st Reading of Policy to Revise: ~ Nate Bean moved to approve, Lisa Vadnais seconded, and all were in favor
 - [AB](#) ~ The People and Their School District
- i. 1st Reading of Policies to Review: ~ Nate Bean moved to approve, Lisa Vadnais seconded, and all were in favor
 - [AA](#) ~ School District Legal Status
 - [ACA](#) ~ Non-Sexist Language

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- [ADA](#) ~ School District Goals and Objectives
- [IHBEA](#) ~ Program for English Language Learners
- [KA](#) ~ School-Community Relations Goals
- [KCB](#) ~ Community Involvement in Decision Making

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

L. Executive Session:

L. Adjournment: The meeting was adjourned at 8:55 pm. Nate Bean moved to adjourn the meeting, Lisa Vадnais seconded and all were in favor

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Signed:

Jeremy Ray ~ Superintendent of Schools

Date: 1/28/2021

School Committee Members:

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Karen Ruel	Nate Bean
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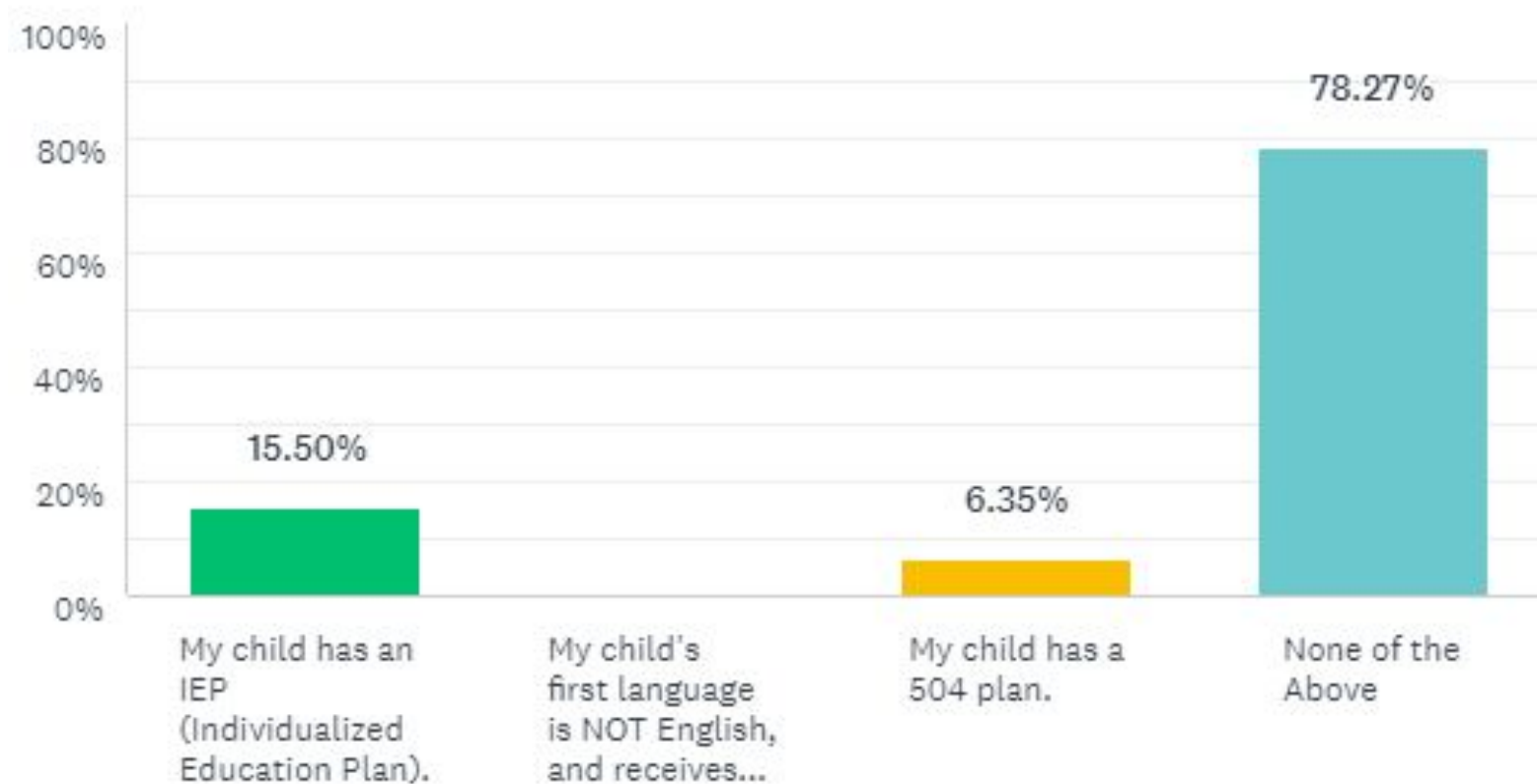


PARENT SURVEY RESULTS SCHOOL YEAR 2021-2022

787 Responses

DISTRICT RESULTS - Student Population: IEPs, ELL, 504 Plans

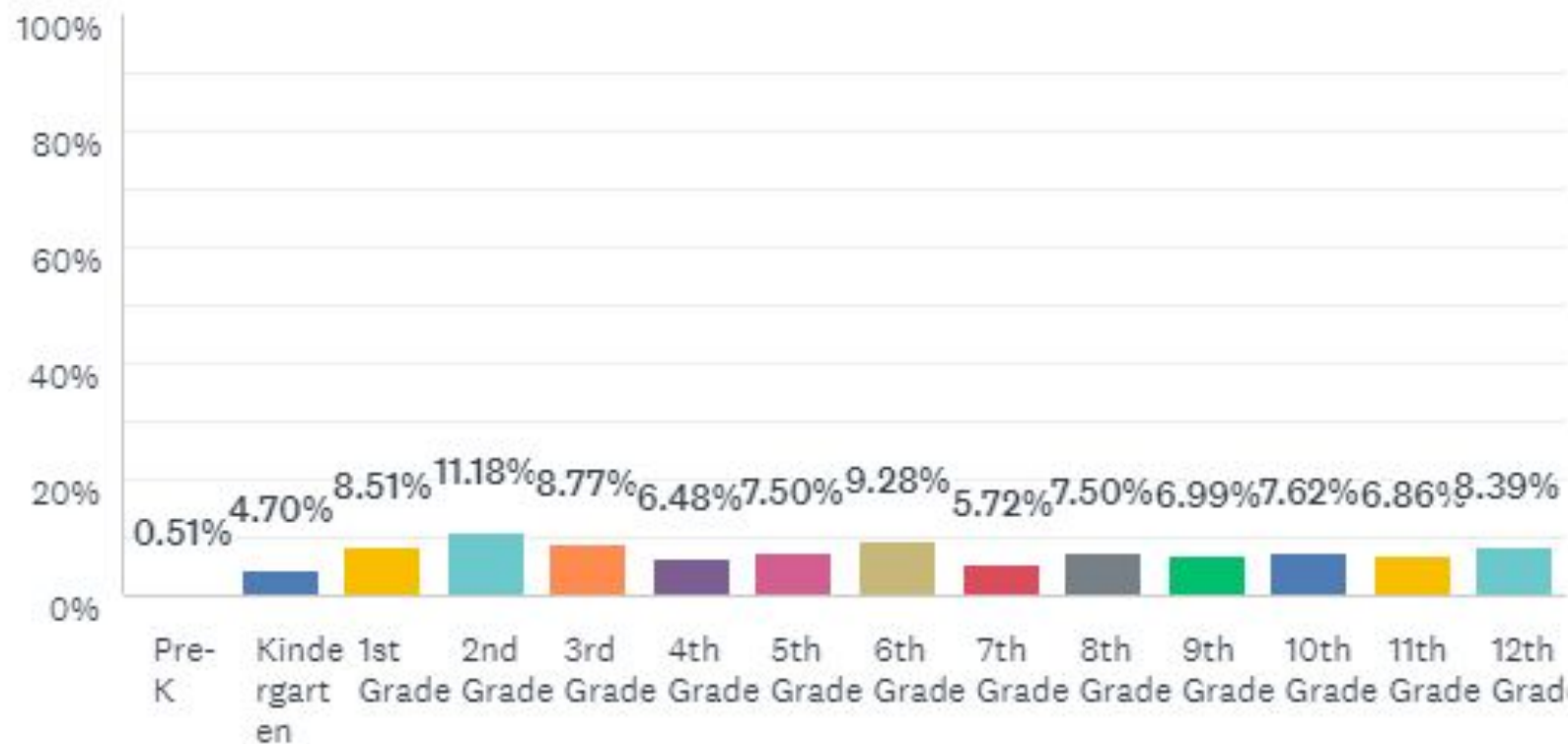
Select any of the following which apply to your child:



DISTRICT RESULTS - Student Population: Entering Grades

Which grade will your child be entering NEXT SCHOOL YEAR (September 2021)?

[Note: Current Seniors did not complete this survey.]

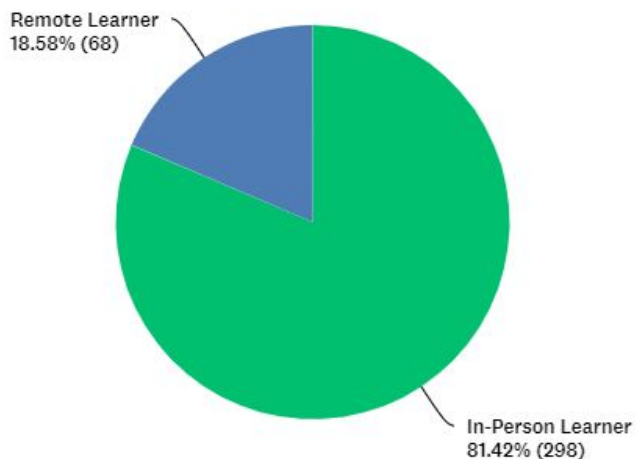




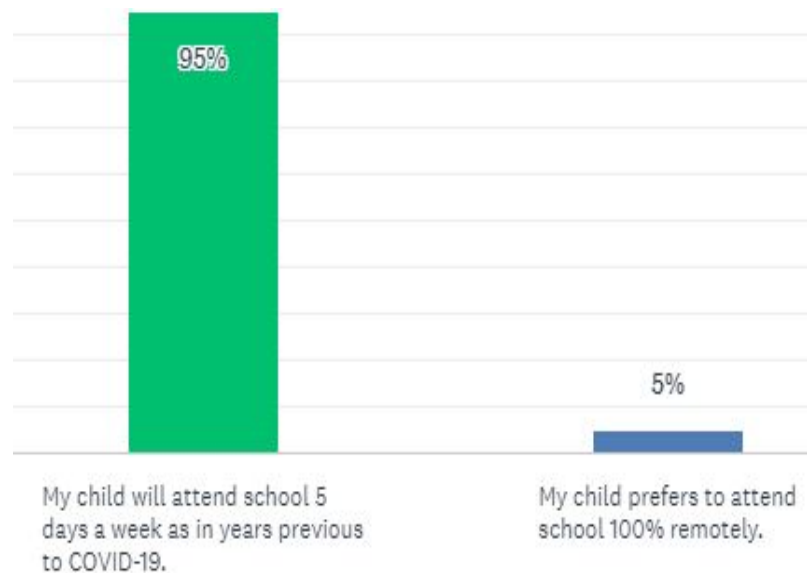
PreK-5 Results

PreK-5 RESULTS - 366 Responses

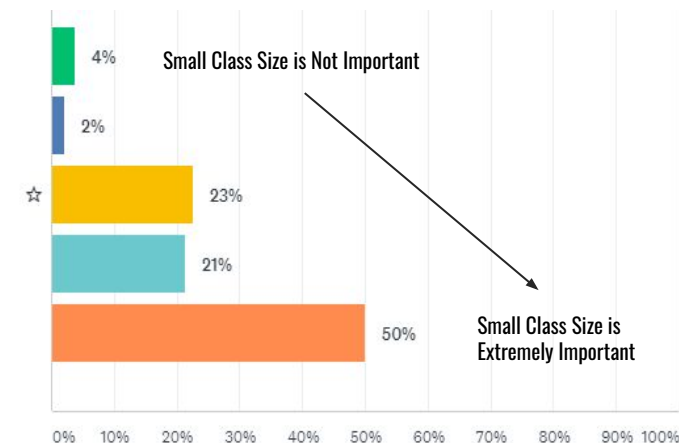
Currently, your child accesses their schooling as a(n)



Let's assume for a moment that life returns to normal on September 1st and the CDC clears schools to fully open without restriction. Which of the following is your intent for your child?



Do you value small class sizes?

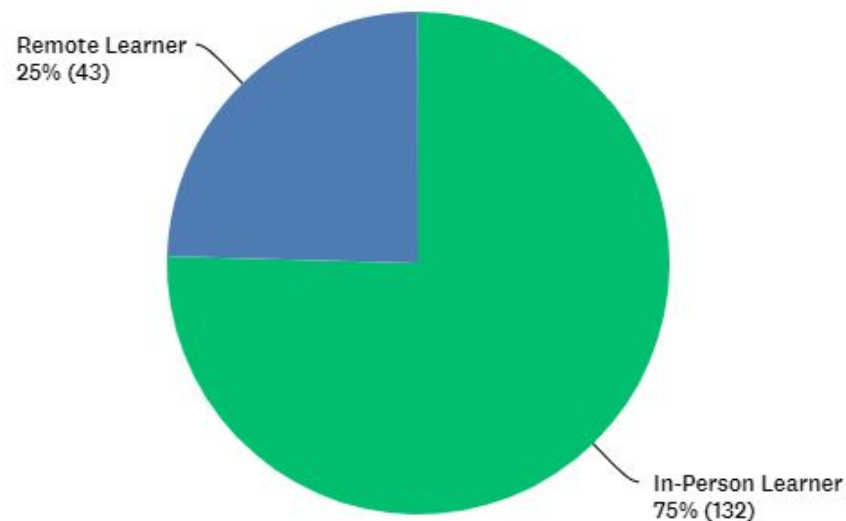




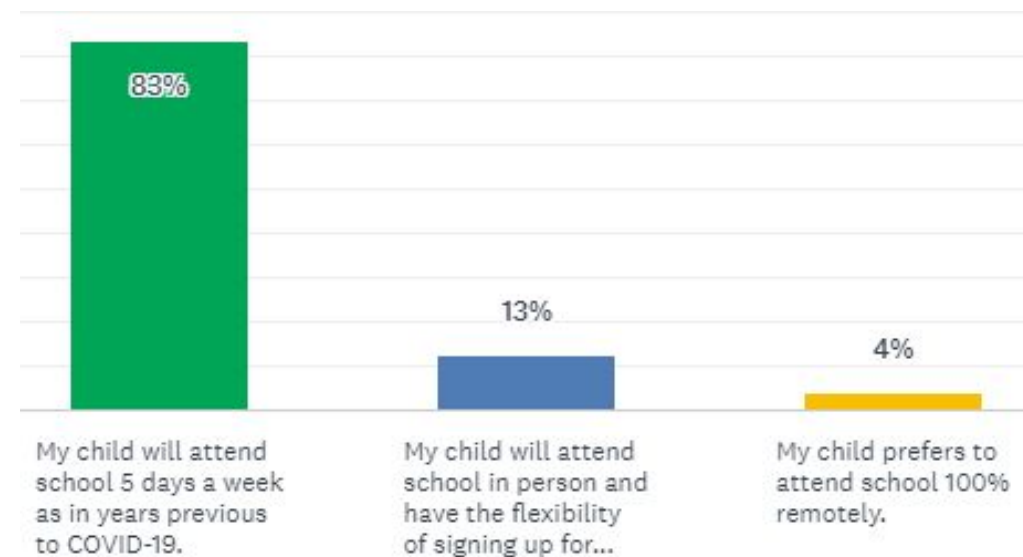
GRADES 6-8 RESULTS

GRADES 6-8 RESULTS - 175 Responses

Currently, your child accesses their schooling as a(n)



Let's assume for a moment that life returns to normal on September 1st and the CDC clears schools to fully open without restriction. Which of the following is your intent for your child?

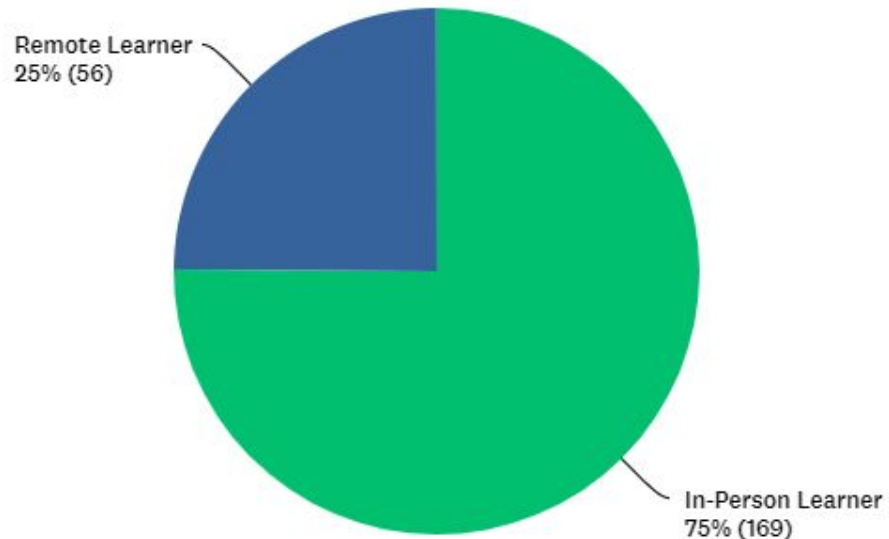




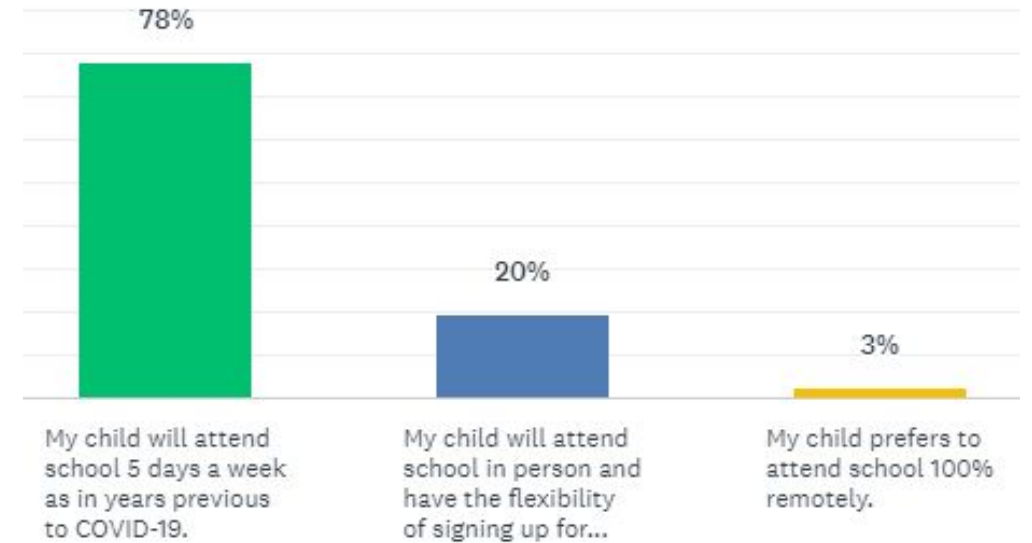
GRADES 9-12 RESULTS

GRADES 9-12 RESULTS - 225 Responses

Currently, your child accesses their schooling as a(n)



Let's assume for a moment that life returns to normal on September 1st and the CDC clears schools to fully open without restriction. Which of the following is your intent for your child?



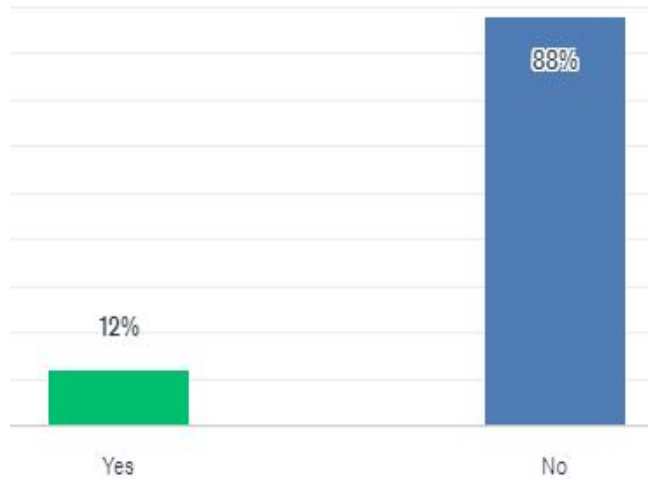


SUMMARY PreK-12

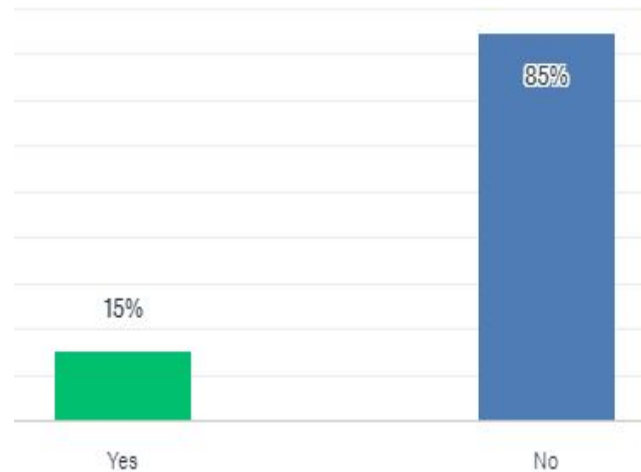
SUMMARY PREK-12 - 677 Responses

If the district could provide a fully remote option, would you intend to apply?

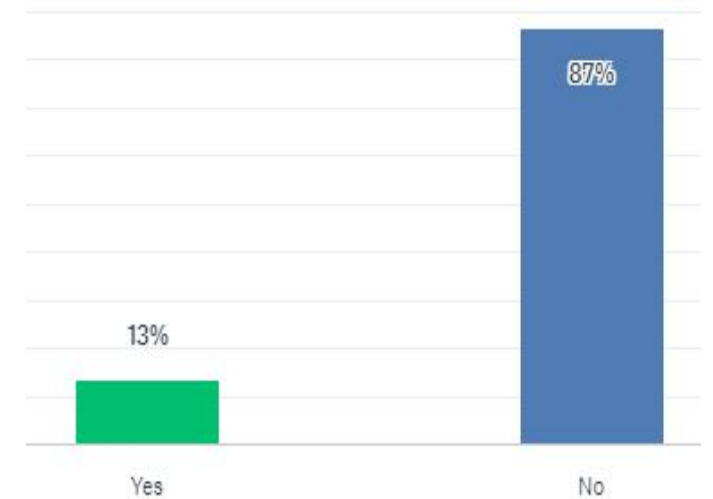
PreK-5 Students
(304 Responses)



Grades 6-8 Students
(157 Responses)



Grades 9-12 Students
(201 Responses)





QUESTIONS?

[Click Here](#) to Read All Comments PreK-12



BIDDEFORD HIGH SCHOOL

2021 WINTER PROTOCOLS



GAME PROTOCOLS



BIDDEFORD HIGH SCHOOL
WINTER 2021
GAME PROTOCOL

All BHS Game Protocols and Guidelines meet Maine Principals' Association (MPA) and Southwestern Maine Activities Association (SMAA) guidelines and recommendations.

- [MPA Recommendations for Return to Play - Winter 2021](#)
- [Southwestern Maine Activities Association Game Protocols](#)
- [NFHS Revised Guidance on COVID-19 Transmission During HS Sports](#)

GATHERING LIMITS & SPECTATORS

- Due to the limitations of indoor gatherings indicated in the [Governor's Executive Order](#), no more than 50 people may be present at an event at the current time. That number includes all participants, coaches, and game day staff.
- As a result of this Executive Order, all Maine Principals' Association interscholastic events will not have spectators in attendance.

LIVESTREAMING

- All BHS contests will be live streamed on the [National Federation of State High Schools' Network](#) and on the [Biddeford High School Tigers Facebook page](#).
 - [Livestream Flyer](#)

SAFETY PROTOCOLS FOR ALL SPORTS

HEALTH SCREENING

- Each school participating in an athletic contest is responsible for the health screening of its own personnel, including student-athletes, coaches, managers, and other team personnel.
- [Biddeford High School Athletic Screening Tool](#)

FACE COVERINGS

- All athletes, coaches, officials, and staff must wear face coverings during competition in line with the Governors' Executive Order. (*Masks may be removed for short periods of time while a player is hydrating*)

MEDIA

- Due to the governors' directives that limit indoor events to fifty personnel in an indoor venue, no Maine Principals' Association member school will be allowing spectators at high school contests this season. However, we do want to offer members of the media an opportunity to cover our events and will be using very specific guidelines to assist media personnel in the process.
 - Notify Administration a minimum of 24 prior to attending the desired game.
 - Enter and egress the facility via the doors at the front of the facilities.
 - Upon arrival, place personal gear at the location identified by the game administrator.
 - Do not share water bottles or other personal equipment with others.
 - Utilize the game coverage space(s) as agreed to between the athletic administrator and you.
 - Utilize the designated media area to conduct player and coaches interviews.
- [Media - Letter of Notification and Procedures](#)

[BHS 2021 Winter Schedules](#)

BASKETBALL - Game Protocols

Game Day Officials

- Game day officials will be communicated with the day of a competition regarding the components of game management.
 - Health screening process.
 - Requirement to bring your own water bottles and towels.
 - Importance of arriving at the event in officials' attire (no locker rooms)
 - Leaving contest area after the event and not interacting with others

Visiting Team

- Visiting teams should arrive in a self-sufficient manner.
- Visiting teams should come ready to play in uniform and warmups.
- Visiting teams should arrive with a medical kit which should include backup masks and gloves.
- Visiting team players should come with their own water vessel clearly labeled with their name.

- Visiting teams (players) should arrive with ankles taped and prepped whenever possible.
- Visiting teams will be briefed by the home athletic trainer on protocols and isolation areas if an athlete is to become sick during play.

Game Day Logistics

- Prior to hosting any athletic contest, athletic administrators from opposing schools will be contacted to share information about game day logistics such as, but not limited to:
 - Drop-off and parking of school busses
 - Entrance and egress gates for team personnel
 - Number of players and team personnel attending the game
 - Designated bench and team areas during, before and after the game
- Visiting schools will be limited to their bench area when not participating in warmups or playing in the game
- Designated restrooms will be provided for guest players and team personnel
- The host school will provide (sanitized) warm-up basketballs for the home and visiting teams.
- As per recommendation of the MPA Cheering Committee, sideline cheering will be suspended for the 2020-2021 basketball season.
- Team benches (chairs) will be set up with 6' distancing between seats and rows. Players are to be assigned specific chairs for the entire game with their water bottles and towels beneath the assigned seat. (Chairs will be sanitized between games)
- Sanitization stations will be accessible to participants at each bench area.
- The scorers table will consist of the clock operator and home scorekeeper only. The table will be sanitized prior to the game, at each halftime, and between games.
- Visiting scorekeepers will need to keep the book on the visiting bench or in a designated area behind the visiting bench.
- Visiting team (JV,Varsity) not playing will be escorted to a "holding area" while the team playing is in the gymnasium. (Cafeteria)

Pregame Conference

- Limit attendees to one official, the head coach from each team, and a single captain from each team while maintaining 6' social distancing.
- Coin Toss - should involve only the Head Referee, the head coach, and a single captain from each team. Only the head official should handle the coin.
- Move the location of the conference away from the sideline. Maintain social distancing.
- No handshakes are permitted.
- Maintain social distancing while performing all pregame responsibilities.

Pregame and Postgame Ceremony

- No pregame introductions should be made.
- The National Anthem will be played with players in position maintaining social distancing.
- No post game handshakes. A good sportsmanship wave may be utilized.

In-Game Modifications

- Eliminate the jump ball and use a coin toss to determine which team is awarded the first alternating possessions for the throw in.
- Officials should stand 6' or greater away from the player making the throw-in and bounce the ball to that player on a front court throw-in.
- Free-Throws: the lead official shall stand on the end line and bounce the ball to the free thrower.
- Time-Outs and Quarter Breaks
 - All time-outs will be 60 second time-outs.
 - Teams will remain at the bench area during halftime.

Sanitizing Procedures

- All bench chairs and the scorers table will be sanitized:
 - Before each game
 - At the halftime of each game
- Hand sanitizer stations will be located:
 - At each bench area
 - Separate hand sanitizer will be located on the scorers table
- Game balls will be sanitized at the half and between games.
- All players are required to sanitize hands prior to the game (bench area)

Athletic Training services

- A designated area (behind benches) will be provided for athletic trainer services.
- Visiting student athletes should have ankles taped and other similar services managed in advance of arrival. In the event that a student athlete cannot see their AT prior to departure, students should bring supplies provided by their own school.
- Water receptacles will not be provided.
- BHS AT will identify an "isolation area" in the event an participant in the contest is symptomatic of COVID-19. **(Boys Locker Room - currently NOT in use)**

ICE HOCKEY - Game Protocols

[Biddeford Ice Arena - COVID-19 Protocol](#)

Game Day Officials

- Game day officials will be communicated with the day of a competition regarding the components of game management
 - Health screening process
 - Requirement to bring own water bottles and towels
 - Importance of arriving at the event in officials' attire (no locker rooms)
 - Leaving contest area after the event and not interacting with others

Visiting Team

- Visiting teams should arrive in a self-sufficient manner.
- Visiting teams should come ready to play in uniform and warmups
- Visiting teams should arrive with a medical kit which should include backup masks and gloves.
- Visiting team players should come with their own water vessel clearly labeled with their name.
- Visiting teams (players) should arrive with ankles taped and prepped whenever possible.
- Visiting teams will be briefed by the home athletic trainer on protocols and isolation areas if an athlete is to become sick during play. (Locker Room #0 - per arena protocol)

Game Day Logistics

- Prior to hosting any athletic contest, athletic administrators from opposing schools will be contacted to share information about game day logistics such as, but not limited to:
 - Drop-off and parking of school busses
 - Entrance and egress gates for team personnel
 - Number of players and team personnel attending the game
 - Designated bench and team areas during, before and after the game
- Visiting schools will be limited to their bench area when not participating in warmups or playing in the game
- Designated restrooms will be provided for guest players and team personnel
- Social distancing protocols may be difficult to enforce at the ice hockey bench area.
- In-game water breaks should take place in the hall area behind the team benches.
- Sanitization stations will be accessible to participants at each bench area.
- The scorers box will be limited to a clock operator only.
- Visiting scorekeepers will need to keep the book on the visiting bench or in a designated area behind the visiting bench. (upstairs)

Pregame Conference

- Limit attendees to one official and a single captain from each team while maintaining 6' social distancing.
- Move the location of the conference away from the scorers box. Maintain social distancing.
- No handshakes are permitted.
- Maintain social distancing while performing all pregame responsibilities.

Pregame and Postgame Ceremony

- No pregame introductions should be made.
- The National Anthem will be played with players in position maintaining social distancing.
- No post game handshakes. A good sportsmanship wave may be utilized.

In-Game Modifications

- **Girls**

- 8-minute warmup.
- Three 15 minute periods.
- 3-minute break between 1st and 2nd period.
- Ice will be made between the 2nd and 3rd period.
- OT - 3-minute break followed by one 8-minute sudden death OT
- **Boys**
 - 8-minute warmup.
 - Two 23-minute periods.
 - Ice will be made between 1st and 2nd half (periods).
 - OT - 3-minute break followed by one 8-minute sudden death OT.

Sanitizing Procedures

- Team benches will be sanitized:
 - Before each game
 - At the conclusion of each game.
- Hand sanitizer stations will be located:
 - At each bench area
 - Separate hand sanitizer will be located in the scorers box.
- All players are required to sanitize hands prior to the game (bench area)

Athletic Training services

- A designated area (behind benches) will be provided for athletic trainer services.
- Visiting student athletes should have ankles taped and other similar services managed in advance of arrival. In the event that a student athlete cannot see their AT prior to departure, students should bring supplies provided by their own school.
- Water receptacles will not be provided.
- BHS AT will identify an “isolation area” in the event an participant in the contest is symptomatic of COVID-19. **(Locker Room #0 - per arena protocol)**

To: Jeremy Ray, Superintendent of School
From: Dennis Walton, BHS Athletic Director, Karl LeBreux, BMS Athletic Director
Re: Winter Stipends Athletics
Date: February 4, 2021

Recommendation: Compensate coaches for duties & expectations put forth by the Biddeford School Department outlined in the coaches' handbook and performance evaluations. These duties include planning, out of season work, and summer programming:

- **Varsity** 100%
- **JV/Freshman** 75%
- **Middle School** 50%

Justification: When reviewing the coaches' handbook and evaluation tool it is evident that, in order to build meaningful, successful, and education-based experiences for our student-athletes, coaches must complete many tasks outside of the MPA defined sports season.

Coaches Handbook (page 3)

Performance Goal: To organize, coordinate and promote a **comprehensive** athletic program in the assigned sport that is designed to meet the needs and interests of the school community. To provide effective leadership that will ensure a positive learning environment and will stress the importance of academic achievement. To demonstrate a high degree of ethics, professionalism, human relations, and a positive role model for all students. **(At all times)**

Performance Responsibilities: (coaches handbook - pages 3,4,5)

1. Comply with the rules and regulations of Biddeford High School, Southwestern Maine Activities Association, National Federation of High Schools, and the Maine Principals' Association.
6. Attend all scheduled MPA clinics and coaches information meetings.
(outside of the season)
7. Plan, organize, and implement the teaching of fundamentals, strategies, rules, and proper conditioning in the assigned sport. **(many hours are spent by coaches outside of the season improving their knowledge of the game and designing practice and training regiments)**

BHS Coaches Evaluations: (Coach Evaluator)

LEVEL 3 - Sport Specific Programs:

Coach plans, organizes and implements the teaching of fundamentals, strategies, rules, and proper conditioning in the assigned sports

- Coaches organize practice plans, season goals, and activities prior to the season
- Coaches meet to discuss strategies and sport-specific improvements

- Coaches assist in the recruiting process for students who are pursuing a post-secondary career in athletics. Coaches act as a liaison between college coaches and student-athletes.

Coaches pursue professional development in their sport-specific areas.

- Coaches attend sport-specific clinics (at their own cost)
- Coaches attend MPA and SMAA Coaches Meeting during the offseason
- Coaches complete certification requirements (MPA) outside of the season (at their cost)

Coach evaluates his/her program and works towards making meaningful changes, effective improvements

- Coaches implement programs and offerings that improve their program
- Coaches offer K-8 Clinics through summer programs and parks & recreation
- Coach organizes fundraising efforts in preparation of the season - programs, discount cards

Coach offers a summer program in cooperation with other athletic coaches to provide opportunities for student-athlete development.

- Most programs offer participation opportunities through summer leagues for high school-aged participants. These summer programs run for two months and coaches are not compensated to run them.

Coach promotes the BHS athletic program by being a visible, positive member of the school and community.

- Coaches are asked to be present, positive members of the school community. They are encouraged to attend school/community events and contests. They are supporters of other athletic programs and initiatives.
- Coaches act as mentors, role models, and a source of support to their athletes at all times; in-season or out-of-season.

LEVEL 4 - Administrative Duties:

Coach distributes and collects all the necessary paperwork and forms.

Coach attends all MPA rules clinics and league coaches information meetings.

- Many administrative duties are performed outside of the sports specific season

All of the expectations highlighted above demonstrate that being an effective high school coach is a year-round commitment. I would advocate that we recognize and compensate coaches with the expectation that they meet certain criteria on a year-round basis. Finally, I would make the argument that coaches who do not meet the expectations highlighted above are failing to meet those duties essential to building a meaningful, effective, and education-based athletic program. Ultimately, coaches who do nothing in the off-season are failing our students and programs.

Position	Coach	Stipend	Amount w/ gameplay	Amount w/o gameplay
7th Grade Girls Basketball	Ron Cote	\$2,793.00	\$1,396.50	\$1,396.50
7th Grade Boys Basketball	Dave Rogers	\$2,793.00	\$1,396.50	\$1,396.50
8th Grade Girls Basketball	Melody Michaud	\$2,793.00	\$1,396.50	\$1,396.50
8th Grade Boys Basketball	Gary Pleau	\$2,793.00	\$1,396.50	\$1,396.50
Boys Basketball Third Team	Rich Shumate	\$1,160.00	\$580.00	\$580.00
Head Indoor Track	Mike Hallett	\$2,533.00	\$1,266.50	\$1,266.50
Indoor Track Assistant	Nicole Walker	\$1,617.00	\$808.50	\$808.50
Indoor Track Assistant	Unfilled	\$1,617.00	\$808.50	\$808.50
Weight Room Supervisor - School Year	Steve Allosso	\$4,023.00	\$2,011.50	\$2,011.50
Boys First Team Basketball	Keith Leblanc	\$2,682.00	\$2,011.50	\$1,341.00
Boys JV Basketball (1/2 stipend)	Byron Belanger	\$1,639.00	\$1,229.25	\$819.50
JV Boys Basketball	Robert Cote	\$1,639.00	\$1,229.25	\$819.50
Girls JV Ice Hockey	Eric Wales	\$2,980.00	\$2,235.00	\$1,490.00
Assistant Indoor Track Coach	Scott Berry	\$2,086.00	\$1,564.50	\$1,043.00
Assistant Indoor Track Coach	Erin O'Connor	\$2,086.00	\$1,564.50	\$1,043.00
Girls JV Basketball Coach	Gretchen Anderson	\$3,278.00	\$2,458.50	\$1,639.00
Boys JV Ice Hockey	Ethan Bassile	\$2,980.00	\$2,235.00	\$1,490.00
Assistant Indoor Track	Edward J. Kruse	\$2,086.00	\$1,564.50	\$1,043.00
Assistant Wrestling Coach	Anthony Cincotta	\$1,788.00	\$1,341.00	\$894.00
Boys Varsity Basketball	Justin Tardif	\$4,768.00	\$4,768.00	\$3,576.00
Girls Varsity Basketball	Katie Herbine	\$4,768.00	\$4,768.00	\$3,576.00
Boys Varsity Ice Hockey	Jason Tremblay	\$4,619.00	\$4,619.00	\$3,464.25
Girls Varsity Ice Hockey	Adam Flynn	\$4,619.00	\$4,619.00	\$3,464.25
Head Winter Cheering	Deb Lebel	\$2,235.00	\$2,235.00	\$1,676.25
Head Boys & Girls Indoor Track	Chris Quint	\$4,321.00	\$4,321.00	\$3,240.75
Head Wrestling Coach	Steve Vermette	\$4,470.00	\$4,470.00	\$3,352.50
Total		\$75,166.00	\$58,294.00	\$45,033.00
Middle Level Skills and Drills Only	50%			
Sub Varsity Level	75%			
Varsity Level	100%			

LAU PLAN - PROGRAM FOR LIMITED ENGLISH PROFICIENT STUDENTS

Section I: Legal Foundation for Providing Effective Educational Services to English Learners

A. Legal Requirements:

It is the responsibility of the Biddeford School Department to adhere to all federal and state guidelines in providing equal educational opportunities to all students. The Lau Plan¹ outlines the measures the Biddeford School Department will take to ensure that the needs of our culturally and linguistically diverse students are identified and met.

The English for Speakers of Other Languages (ESOL)/Bilingual office of the Maine Department of Education has issued the following guidelines to measure school department's compliance with both federal and state law:

B. Federal Legislation

1. ***Every Student Succeeds Act (2015)*** provides for strong accountability for the education of all children and for certain provisions specific to limited English proficient students, especially under Titles I and III of the Act. NCLB also provides funds to states and local schools and universities to carry out the intent of the Act. <http://www.ed.gov/policy/elsec/leg/esea02/index.html> (full text) <https://www2.ed.gov/policy/elsec/leg/essa/index.html> (U.S. Department of Education's official ESSA website)
2. ***Title VI of the Civil Rights Act of 1964*** prohibits discrimination on the basis of national origin (and other civil rights). <https://www.dol.gov/agencies/oasam/regulatory/statutes/title-vi-civil-rights-act-of-1964#> (full text)
3. ***Equal Education Opportunities Act of 1974*** requires schools to "take appropriate steps" to assure equal access as stipulated in the Lau opinion below. <https://www.govinfo.gov/content/pkg/USCODE-2010-title20/pdf/USCODE-2010-title20-chap39-subchap1-part2-sec1703.pdf>

C. Supreme Court Decisions, Precedent and Legal Standards

4. ***Lau vs. Nichols (1974)*** ruled that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable: http://www.law.cornell.edu/supct/html/historics/USSC_CR_0414_0563_ZS.html
5. ***Plyler vs. Doe (1981)*** ruled that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants: http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZO.html
6. ***Castañeda vs. Pickard (1981)*** case precedent requires schools to use a three-pronged approach to assure that they are following the spirit of the above decisions vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent program modification to meet this requirement. <https://web.stanford.edu/~hakuta/www/LAU/IAPolicy/IA1bCastanedaFullText.htm>

¹ <https://www2.ed.gov/about/offices/list/ocr/ell/lau.html>

Section II: English Learner Identification

Action Required by Federal Law and/or State Policy	In specific detail, when and how is this action accomplished in the Biddeford School Department? Include the job title of the person responsible for ensuring that each action is completed.
Administration of the Maine DOE Language Use Survey	Families complete this survey upon registration with the Biddeford Schools. The form is returned to the registrar at each school and given to the ESOL specialists if any language other than English is indicated.
Translation/Interpretation Services Provided to Parents/Guardians	Services arranged by ESOL specialists as needed using professional interpreters contracted with the Biddeford School Department (i.e., Catholic Charities, LanguageLine).
Referral of all Potential English Learners for Screening	Referrals to the English Language Learner (ELL) program can be made at any time through intake registration, parents, teachers, and ESOL specialists.
Administration of English Language Proficiency Screener	Administered by ESOL specialists.
Language Acquisition Committee Meeting to Develop Program of Services for Identified English Learners ²	ESOL specialists will convene meetings of necessary stakeholders to complete identification of English Learners.

The Biddeford School Department has created a EL qualification [Decision Tree](#) to help instructional personnel and registrars examine eligibility criteria.

While parents may opt students out of EL programs using this form, OCR guidance suggests they may not opt students out of screening.

English Language Proficiency Screening Assessment Requirements		
Grade	Screening Assessment	Minimum Score Required to be Non-ELL
1st semester K	Kindergarten W-APT	Listening & Speaking 29
2nd semester K/1st semester 1st grade	Kindergarten W-APT	listening & speaking 29 reading 14 writing 17 composite proficiency level 6.0
1st semester K	Kindergarten MODEL	composite proficiency level 6.0
2nd semester K/1st semester 1st grade	Kindergarten MODEL	composite proficiency level 6.0
2nd semester 1st grade-12th grade	WIDA Screener Online	composite proficiency level 4.5

² Identification of English learners must occur within 30 days of enrollment from the beginning of the school year or within two weeks of enrolling during the school year.

Section III: Development of Individualized Language Acquisition Programs

All English learners must have an individualized educational program to meet their English language acquisition and academic content learning needs.

Legal Basis: Title VI of the Civil Rights Act of 1964; Castañeda, 648 F.2d at 1009-10; Cf. 34 C.F.R. § 100.3(b)(1), (2); see also 20 U.S.C. §§ 6312(g)(1)(A)(viii) (Title I), 7012(a)(8) (Title III)

Appropriate placement and programming is determined by an Individualized Language Acquisition Plan (ILAP). If a parent declines services for their ELL student(s), academic and family support would still be provided by way of consultation with classroom teachers and interpreter/translation services as needed. ESOL specialists will maintain a file on each student with copies of all relevant documents in their cumulative files.

Support Structures Available for ELL students
• Regular classroom instruction
• Consultation by the ELL instructor to the classroom teacher
• Consultation to the student by the ELL instructor / educational technician
• In-classroom support of the student by the ELL instructor / educational technician.
• Direct instruction by the ELL instructor of the student in the regular classroom ("push in")
• Direct instruction by the ELL instructor of the student in a pull-out setting
• Partnerships with community organizations and service providers for case management, cultural brokering, etc.

Language Acquisition Assessment		
ACCESS for ELLs Proficiency Levels (Composite Score)	Recommended English Language Development (ELD) Program Placement (K-12)	Recommended level of language support: - Overseen by an ESOL endorsed teacher, ESOL endorsed specialist or ESOL endorsed administrator; - Provided by a team of educators, and;
Level 1 – Entering Level 2 – Beginning	Intensive English Language Development (IELD) (Grades K-12)	<i>Up to 4 hours per day</i> Language programming may include: Elementary: IELD instruction, in-class academic language support Middle School: One or more IELD class periods Sheltered English Content Instruction In-class academic language support High School: One or more IELD class periods Sheltered English Content Instruction In-class academic language support
Level 3 – Developing	Cognitive Academic Language Support (CALS)	<i>Daily instruction</i> Language programming may be a combination of Level 2 – 4 services based on student need
Level 4 – Expanding	Cognitive Academic Language Support (CALS)	<i>Weekly Instruction</i> Language programming may include: Specialized CALS for areas of need (reading, writing, vocabulary development, etc.) In-class academic language support Academic tutoring as needed
Level 5 – Bridging	Cognitive Academic Language Support (CALS) Officially exited from Limited English Proficient (LEP) designation	
Level 6 – Attained No longer assessed on ACCESS for ELLs.		Consultation: Differentiated instruction as needed Eligible for re-entry into ELD Programming

Section IV: Meaningful and Equitable Access to Academic and Extracurricular Programs

English learners are entitled to equitable access to all academic and extracurricular programs that their schools offer, such as college preparatory classes, Advanced Placement, dual enrollment, Gifted and Talented, Career and Technical Education, athletics, academic/career counseling, performing and visual arts, clubs, honor societies, and others.

Legal Basis: 34 C.F.R. § 100.1-.2; 20 U.S.C. § 1703(f)

Students have equal access to academic and extracurricular activities. Information about these programs is provided through individual school handbooks and through communication from teachers and district leadership. Students may be given the opportunity to participate through the RTI process. Communication with families is made available in translated format by ESOL specialists as needed.

Section V: Equitable Personnel, Facilities, and Materials

English learners must be provided with sufficient, qualified teaching staff to meet their language learning and academic content acquisition needs, as well as facilities and materials of comparable quality to those of their peers.

Legal Basis: Title VI of the Civil Rights Act of 1964; 20 U.S.C. § 6826(c); Castañeda, 648 F.2d at 1013

All ESOL specialists are certified through the State of Maine endorsement 660. Staffing is adjusted according to need and number of students on teacher caseloads. ESOL Specialists are available to consult with mainstream teachers and also provide professional development when possible. ESOL specialists maintain a classroom/office space in each building where ELL students attend. ESOL budget line is used to provide equitable educational materials to English Learners comparable to those of their native English speaking peers. English learners have full access to all educational opportunities and materials provided by the Biddeford School Department.

Section VI: Annual English Language Proficiency Test Administration

All English learners in Maine public school must be administered ACCESS for ELLs (or Alternate ACCESS, if applicable) annually.

Legal Basis: 20 U.S.C. §§ 6311(b)(7) (Title I), 6823(b)(3)(C), (D) (Title III)

All English learners will be administered the ACCESS for ELLs/Alternate ACCESS annually according to the State of Maine Department of Education guidance. Parents/guardians who wish to opt out of required testing have the option to do so.

Section VII: Exit and Monitoring

Legal Basis: 20 U.S.C. §§ 6311(b)(7) (Title I), 6823(b)(3)(C), (D) (Title III)

When an English learner meets Maine's definition of English language proficiency on ACCESS for ELLs/Alternate ACCESS (currently an overall composite proficiency level of 4.5, or level P2 on Alternate ACCESS), the student is exited from English learner status. Note that no other criteria may substitute for a score of proficient on ACCESS

for ELLs/Alternate ACCESS. Biddeford School Department monitors the academic performance of all former English learners for two years³ to ensure that English language support services are no longer needed. If educators suspect that a student is no longer proficient in English, the WIDA Screener Online may be re-administered to determine English learner status. A student who scores below an overall composite score of 4.5 must be reentered into English learner status, provided English language acquisition support services, and administered ACCESS for ELLs/Alternate ACCESS annually until exiting again.

Section VIII: Ongoing Program Evaluation

Legal Basis: Castañeda, 648 F.2d at 1014-15

The Biddeford School Department strives to provide a high quality educational program for all English learners. The effectiveness of ESOL specialists is assessed annually through the district-wide process of teacher evaluation. Longitudinal data collection and analysis methods are provided as needed; these data are identified in the district's Comprehensive Needs Assessment to ensure that long-term outcomes are comparable to those of students who were never English learners.

Section IX: Meaningful Communication with Parents/Guardians

Legal Basis: Title VI of the Civil Rights Act of 1964; Titles I and III of the Elementary and Secondary Education Act of 1965

The Biddeford School Department ensures meaningful communication with parents with a primary/home language other than English in a language they can understand and adequately notifies LEP parents of information about any program, service, or activity of a school department that is called to the attention of non-LEP parents. Per the [Dear Colleague Letter](#) (page 38), schools must identify LEP parents. The Biddeford School Department does this through the intake process. ESOL specialists provide support to registrars and office staff about how to access interpreters and translation services for families. As of this writing, the district utilizes a suite of services to assist parents with access to their child(ren)'s education. These include:

Apptegy	TalkingPoints
Thrillshare	LanguageLine
Google Classroom	Catholic Charities Maine Language Partners
Seesaw	

Legal Reference: Title VI of the 1964 Rights Act
CH. 127.03 (Maine Department of Ed. Rule)
Dear Colleague Letter, English Learner Students and Limited English Proficient Parents (01/7/2015)

Cross Reference: IHBEA, IHBEA-R1, IHBEA-R2 (proposed to adopt)

Adopted: _____

³ There is no rule, statute, or case law prescribing the monitor period. Two years is a required minimum for the Biddeford School Department; students' progress in a general education program may advance or retard during the school year. A credentialed EL instructor, IEP team or the LAC may extend the monitoring window as needed.

ENGLISH LANGUAGE PROGRAM Parental Waiver Form

Student Name: _____ School: _____

Opt-out Date: _____ Grade: _____

As required by federal law, your child has taken an English language proficiency test to determine if s/he qualifies for English Language Program (ELP) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that s/he is eligible to receive ELP instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

Parental Right to Refuse ELP Services: The school has described in detail the ELP program they recommend for my child. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELP instruction for my child. Specialized services or classes are those provided only for English Learners (ELs), for example ELP pull-out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELP is supported through content instruction. By checking (✓) each item below, I acknowledge that I have read and understand each statement.

- ☐ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.
- ☐ My decision to decline or opt-out of specialized ELP instruction is voluntary.
- ☐ The school district will report my child to the Maine Department of Education as an English Learner (EL) until my child attains English proficiency.
- ☐ Federal law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until s/he attains English proficiency and is no longer considered EL status.
- ☐ The school district will monitor my child's academic progress without benefit of receiving specialized ELP instruction until my child attains English proficiency, and four years after exit from EL status.
- ☐ The school district will continue to inform me of my child's progress in attaining English proficiency.
- ☐ I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELP program(s) offered by the school.

I, _____ (parent/guardian name) with a full understanding of the above information, wish to

- ☐ Decline **all** of the specialized ELP programs and services offered to my child.
- ☐ Decline **some** of the ELP programs and/or particular ELP services offered to my child.

Parent/Guardian Signature: _____ Date: _____

Adopted: _____

PUBLIC CONCERNS AND COMPLAINTS

Parents, students, or other citizens with complaints or concerns regarding any aspect of the Biddeford School Department or an employee thereof shall be encouraged to seek a resolution at the lowest possible level. The only exceptions are complaints that concern School Committee actions or operations. Such complaints should be addressed to the Board Chair.

If the complaint cannot be resolved at the lowest level, the person initiating the complaint may appeal the decision to the next level (i.e., Director of Transportation, Principal, Special Education Director, Assistant Superintendent).

If the complaint cannot be resolved at any lower level, it may be appealed to the Superintendent. If the complaint remains unresolved at the Superintendent's level, the person making the complaint may request that the matter be placed on the agenda of the next regular School Board meeting. The Superintendent/Committee Chair shall determine whether the complaint should be placed on the agenda.

At all levels of the complaint process, school employees are required to inform the person making the complaint of his/her right to appeal the decision to the next level.

This policy shall not be utilized by employees for matters or grievances relating to any term or condition of their employment. Such matters shall be addressed through established channels for grievances.

Matters involving personal, student records, and other matters subject to state or federal privacy laws can not be considered or shared in or with the public.

Cross Reference: BEDB – Agenda Preparation and Dissemination

Adopted: _____

CHALLENGE OF INSTRUCTIONAL MATERIALS FORM

Type of Material: ☐ Book ☐ Magazine/Periodical ☐ Film/DVD
☐ Audio Recording ☐ Software ☐ Other (Please specify) _____

Author /Creator (if known) _____

Title _____

Publisher (if known) _____

Person making complaint: _____

Telephone _____ Email _____ Address _____

Complainant represents: ☐ Him/herself
☐ Group/Organization _____

1. To what portion of the material do you object? (Please be specific, cite pages, scenes, etc.)

2. What do you feel might be the negative result of reading/viewing/hearing this material?

3. For what age group would you recommend this material? _____
4. Is there anything of value about/in this material? _____
5. Did you read/view/hear all of the material? _____ If not, what parts did you read/view/hear?

6. Are you aware of the professional reviews/judgment of this material? _____
7. What do you believe is the theme and/or intention of this material? _____
8. What would you like the school to do about this material?
☐ Do not assign it to my child.
☐ Do not assign it to any students.
☐ Withdraw it from the library and/or instructional program.
☐ Refer it to the Educational Media Review Committee for evaluation.
9. In its place, what material would you recommend? _____

 Signature of Complainant

 Date

Adopted: _____

~~LAU PLAN—PROGRAM FOR LIMITED ENGLISH PROFICIENT STUDENTS~~

~~Prior to the Equal Education Opportunities Act of 1974, the Biddeford School Department provided and continues to provide equal educational opportunities for all its students including the limited English proficient. In addition, it is the policy of the Biddeford School Department to comply with all federal and state laws that are concerned with the discrimination of students. The following guidelines are used to measure Biddeford's Compliance with these laws.~~

~~I.—Legal Requirements~~

- ~~A. School systems must identify all students whose primary language is other than English, who have or may have difficulty performing ordinary classwork in English, and who cannot learn or achieve on parity with their English dominant peers. Such Limited English Proficient (LEP) students must be placed in a specifically designed language support program (LAU guidelines refer to U. S. Supreme Court Case LAU vs. Nichols-1974).~~
- ~~B. Any specially designed support or instructional program shall be consistent with all federal acts and mandates, related federal regulations and court cases as well as Maine State acts, mandates and policies, which relate to the education of limited English and National Origin Minority students. (Title VI of Civil Rights Act of 1964 which banned discrimination based on race, color and national origin.)~~
- ~~C. This instructional program should be based on second language acquisition pedagogy and sound educational practices for meeting the individual needs of LEP students. The burden of proof is upon the district to show that the instructional program designed for LEP students clearly develops English language skills of comprehension, speaking, reading and writing necessary for learning and achieving in English-only instruction at a level substantially equivalent to pupils whose primary language is English (Castaneda V. Pickard, 648 F2d 989—5th Circuit 1981).~~
- ~~D. School systems which provide English language development programs to LEP students should reclassify students from Limited English Proficient (LEP) to Fluent English Proficient (FEP) by specific multi-criteria reclassification procedures— (Rios v. Read, 73 F.R.D., 595 (E.D. N.Y. 1977) Gintron v. Brentwood, E.D.N.Y. #77-C-1370).~~
- ~~E. Consistent with Maine Statute and Every Student Succeeds Act, LEP students are held to the same accountability requirements for achievement of the Learning Results and of participating in state mandated assessments. Accommodations or alternate assessments may be required for some LEP students.~~

~~H. Language Assessment Committee (LAC)~~

~~A. Membership~~

- ~~1. Assistant Superintendent~~
- ~~2. Other Permanent Members~~
 - ~~a. State-Certified ELL Teacher~~
 - ~~b. Building Administrator~~
 - ~~c. Classroom Teacher~~
 - ~~d. Parents/Guardians~~
- ~~3. Optional Members~~
 - ~~a. Interpreter~~
 - ~~b. Other Support Personnel~~
 - ~~c. Community Stakeholders~~

~~B. Duties~~

- ~~1. Assistant Superintendent-ESOL Coordinator~~
 - ~~a. Plan, organize, and conduct meetings~~
 - ~~b. Select a secretary to take minutes of meetings~~
 - ~~c. Distribute minutes of meetings~~
- ~~2. Permanent Members~~
 - ~~a. Attend meetings~~
 - ~~b. Present information on the student and have documentation~~
 - ~~c. Be familiar with the LAU Plan in regards to the student being discussed~~
 - ~~d. Make recommendations regarding promotion, retention, and reclassification of student(s)~~
 - ~~e. Evaluate the program and develop program improvement plans~~
 - ~~f. Hear all appeal cases~~

~~III. Resources~~

~~A. Local~~

- ~~1. ELL-Endorsed teachers~~
- ~~2. Translators, interpreters, and local support staff~~

~~B. State~~

- ~~1. ELL Consultants~~
- ~~2. Workshops, conferences and webinars~~

~~IV. Identification of Students~~~~A. Instruments (use as appropriate)~~

- ~~1. State of Maine Home Language Survey (Revised 2018 SEE IHBEA-R1)~~
- ~~2. Enrollment Information gathered from parent(s)/ legalguardian(s)~~
- ~~3. Classroom teacher observation(s) and/or ELL Referral Form~~
- ~~4. School records (if available)~~
- ~~5. English Language Proficiency (Pre-K and Kindergarten PRE-LAS; 1-12 ACCESS Screener)~~
- ~~6. English Language Proficiency Assessment (ACCESS 2.0)~~
- ~~7. Language Assessment Committee Survey minutes.~~

~~B. Time Limitations~~

- ~~1. One month for newly registered LEP students~~
 - ~~a. State of Maine Home Language Survey~~
 - ~~b. Enrollment information~~
 - ~~c. Classroom teacher observation(s) and/or ESL ELL Referral Form~~
 - ~~d. School records (if available)~~
 - ~~e. English Language Proficiency Assessment or Screener~~
- ~~2. Six (6) months for currently enrolled students~~
 - ~~a. Classroom teacher observation(s) and/or ELL Referral Form~~
 - ~~b. Assessment of student's English language proficiency (ACCESS 2.0)~~
 - ~~c. Language Assessment Committee meeting as needed~~

~~C. Screening~~

- ~~1. Home Language Survey for new arrivals~~
- ~~2. ACCESS Screener grades 1-12; PRE-LAS Pre-K and Kindergarten for identified LEP student~~

~~D. Placement~~

- ~~1. Age-appropriate classroom~~
- ~~2. Grade-level curriculum modifications~~

~~3. English as Second Language program~~

~~4. Annual Parent notification of ELL services~~

~~V. Instructional Services-Sheltered English~~

~~A. Access to mainstream grade-level content~~

~~B. Development of English language proficiency~~

~~C. Small group instruction~~

~~1. Basic Interpersonal Communication Skills~~

~~2. Literacy instruction~~

~~3. Content Area support~~

~~D. Content Area instruction~~

~~VI. Student Evaluation~~

~~A. English Language Development ACCESS 2.0 scores~~

~~B. Formative assessments~~

~~C. Standardized assessments (STAR, MEA)~~

~~D. Student work samples~~

~~VII. Documentation~~

~~A. Written goals in fall; move to personalized learning plan by 2020.~~

~~B. Assessment results~~

~~C. Trimester/Quarterly ELL report and/or grades~~

~~VIII. Change in Status~~

~~A. Program re-entry~~

~~1. Standardized assessments~~

~~2. Classroom performance~~

~~B. Reclassification~~

~~1. Active to Monitor~~

~~a. Achievement of ACCESS Level 4.5~~

~~b. Re-evaluation of status after 2 years~~

~~2. Monitor to Exit~~

- ~~a. Achievement of ACCESS Level 6 (fully English proficient)~~
- ~~b. Parent notification and/or sign-off~~
- ~~c. Notification of Right to Appeal process~~

~~Legal Reference: Title VI of the 1964 Civil Rights Act
CH. 127.03 (Maine Department of Ed. Rule)
Dear Colleague Letter, English Learner Students and Limited
English Proficient Parents (01/7/2015)~~

~~Cross Reference: IHBEA, IHBEA R1~~

~~Adopted: October 12, 1999~~

~~Revised: October 1, 2005, October 26, 2010, May 28, 2013, January 8, 2019~~

PUBLIC CONCERNS AND COMPLAINTS

~~It is the School Committee's intention that concerns and complaints be handled and resolved as close as possible to their origin.~~

~~Although no member of the community shall be denied the right to request the School Committee to review a complaint, such complaints shall be referred back through the proper administrative channels for a solution before any investigation or action by the School Committee. The only exceptions are complaints that concern School Committee actions or operations.~~

~~The proper channeling of complaints involving instruction, discipline, or learning materials should proceed from the teacher to the building principal to the Superintendent. Should a complaint remain unresolved at the Superintendent level, the person may request that the School Committee consider the complaint at a School Committee meeting.~~

~~Any complaint about school personnel shall be investigated by the administration before consideration and action by the School Committee.~~

~~Cross Reference: BEDB—Agenda Preparation and Dissemination
—————KE-E2—Citizen's Challenge of Educational Media Form~~

~~Adopted: April 27, 1999~~

BIDDEFORD SCHOOL DEPARTMENT

CITIZEN'S CHALLENGE OF EDUCATIONAL MEDIA FORM

Author _____ Hardcover Paperback

Title _____

Publisher (if known)

Request initiated by

Telephone _____ Address _____

Town _____

Complainant represents: ____ Him/herself
____ Organization _____ ____ Other group

1. To what in the book do you object? (Please be specific, cite pages)

2. What do you feel might be the result of reading this book?

3. For what age group would you recommend this book? _____

4. Is there anything good about this book?

5. Did you read the entire book? ____ If not, what parts? _____

6. Are you aware of the judgment of this book by literary critics? _____

7. What do you believe is the theme of this book? _____

~~8. What would you like the school to do about this book?~~

~~___ Do not assign it to students.~~

~~___ Withdraw it from all patrons of the library.~~

~~___ Refer it to the Educational Media Review Committee for evaluation.~~

~~9. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization~~

~~_____~~

~~_____~~

~~_____~~

~~_____~~
~~Signature of Complainant Date~~

~~Revised: August 10, 1999~~

THE PEOPLE AND THEIR SCHOOL DISTRICT

The public schools belong to the people. The people govern the schools under rights guaranteed by the Constitution and statutes of Maine and the United States. The people exercise their proprietorship through the elective process. They elect state and federal representatives who establish the framework of laws within which the schools operate. The people elect a School Committee to represent them and to determine local educational policies, goals, and objectives.

The School Committee is mindful that the people are the ultimate governors of public education, and that the School Committee is directly accountable to the people through the elective process. The School Committee believes that accountability is a shared responsibility involving students, teachers and other employees, school administrators, and the people themselves, as well as the School Committee. Therefore, the School Committee asserts these beliefs and expectations:

- A. Students should learn at home and at school to be accountable for their own lives, actions, and decisions as members of a democratic society.
- B. Teachers should hold students accountable for achieving, in accordance with their abilities, the objectives of each learning experience.
- C. The Superintendent should hold administrators, teachers, and other employees accountable for working diligently and with intelligence and imagination to achieve the objectives related to their responsibilities.
- D. The School Committee should appoint the most capable person available to hold the position of Superintendent and hold him/her accountable for providing creative, professional leadership and counsel for the school unit.
- E. The School Committee should hold itself accountable for carrying out its mandate to plan, to make policy, to identify the goals and objectives of educational programs, and to provide the necessary resources to achieve them.
- F. The public should maintain an active interest in the schools - electing ~~capable men and women~~ **the most qualified persons** to represent them on the School Committee and in other elected offices, and providing the resources necessary for the School Committee and school staff to achieve the goals and objectives of the school unit.

Adopted: February 26, 1992

Revised: August 10, 1999, _____

SCHOOL DISTRICT LEGAL STATUS

The legal basis for the public schools in the City of Biddeford is vested in the Maine Constitution, state statutes pertaining to education, and the City Charter. The Biddeford school system is a municipal school unit.

Legal Reference: Constitution of the State of Maine, Article VIII 20-A
MRSA

[Biddeford City Charter](#)

Adopted: February 26, 1992

Revised: August 10, 1999

Reviewed:_____

NON-SEXIST LANGUAGE

The School Committee directs that all staff members be especially alert to and avoid the use of sexist or other discriminatory languages in all communications, both oral and written.

Cross Reference: AC - Nondiscrimination/Equal Opportunity and Affirmative Action Program
BDF – Advisory Committees to the School Committee
BEDH – Public Participation at School Committee Meetings

Adopted: August 10, 1999

Reviewed: _____

SCHOOL DISTRICT GOALS AND OBJECTIVES

The School Committee recognizes its responsibility to set goals for the **effective and** efficient operation of the school unit. In discharging this responsibility, the School Committee will strive to ensure that the resources of the unit are directed toward meeting the educational needs of each eligible student.

The School Committee will develop annual goals based on input solicited from a variety of sources. **Where required by federal law, stakeholder feedback will be used for the purposes of securing funds under the Every Student Succeeds Act (2015)** These goals will be shared with the community, the staff, and the students. The administration shall develop appropriate objectives designed to achieve the stated priorities.

The School Committee will regularly evaluate progress toward meeting the goals and will adopt appropriate policies designed to facilitate their accomplishment.

Legal Reference: [20-A MRSA § 4511.3, A](#)

Adopted: March 22, 1994

Revised: April 27, 1999

Review: _____

BIDDEFORD SCHOOL DEPARTMENT

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PROGRAM FOR ENGLISH LANGUAGE LEARNERS

The Board recognizes the need to provide a program for students who are English language learners in order to assure these students of equal educational opportunity.

To that end, the Superintendent shall be responsible for developing and implementing a “Lau Plan” to meet the needs of students who are English language learners, including procedures for identification, assessment, programming, monitoring or progress, exit/reclassification, follow-up, and parent notification. A Language Assessment Committee shall be appointed to assist in the coordination, oversight and periodic review of the program.

The Lau Plan shall be approved by the Board before it is submitted to the Maine Department of Education.

At the beginning of each school year, Biddeford School Department will notify parents of students identified for or participating in programs for English language learners about the instructional program and parent rights, as required by law. Parents will be regularly informed of their child’s progress. Whenever practicable, communications with parents will be in the language understood by the parents.

Legal Reference: 42 U.S.C. § 2000d (Title VI, Civil Rights Act of 1964)
20 U.S.C. § 6801 et seq.
Me. Dept. of Educ. Rule Ch. 127.02
Federal DOJ “Dear Colleague Letter,” *English Learner Students and Limited English Proficient Parents* (01/7/2015)

Adopted: January 8, 2019
Reviewed: _____

SCHOOL-COMMUNITY RELATIONS GOALS

The School Committee is responsible for the governance of the public schools which belong to the community which created and supports them. The School Committee recognizes that informed support of the schools is dependent upon community knowledge, understanding, and participation in the efforts, goals, and programs of the schools. The School Committee shall ensure that the public is provided with information and opportunities to participate in the establishment of school programs and policies.

Therefore, the School Committee and the school staff will strive to:

- A. Recognize that the schools ultimately belong to the community and cannot be separated from it;
- B. Create and maintain an atmosphere of mutual understanding and respect for the students and adults who learn and work within the school system;
- C. Create and maintain an atmosphere that welcomes public involvement in school affairs;
- D. Ensure that staff, students, and the community at large have access to information concerning programs and policies which concern them; and
- E. Seek to understand and inform community perceptions and understanding of school policies and programs.

Achieving these objectives requires that the School Committee and staff, both individually and collectively:

- A. Exhibit a constructive attitude regarding the schools in their contacts with parents, community members, and one another;
- B. Make a systematic, honest, and continuing effort to discover what the community thinks and wants to know about the schools and to interpret school programs, ~~problems~~ **challenges**, and accomplishments to the community;
- C. Develop an active partnership with the community in working to improve the educational program; and
- D. Take an active interest in the educational needs of the community and seek ways to meet these needs.
- E. **Balance the interests of taxpayers with the financial needs of the district to provide an effective, comprehensive program of academics and co- and extra-curricular activities.**

Adopted: March 22, 1994

Revised: April 27, 1999

Reviewed: _____

COMMUNITY INVOLVEMENT IN DECISION MAKING

The School Committee believes that community participation in the schools is essential to maintain mutual confidence and respect and in working together to improve the quality of education for all students.

Community participation is important both at the School Committee and school levels. The School Committee shall seek to involve the community through established policies governing public participation at School Committee meetings and advisory committees and other appropriate means. Building administrators are encouraged to establish methods to involve the community in decision-making processes which are consistent with School Committee policies.

The School Committee is ultimately responsible for the formulation of policies involving the curriculum, instruction and the overall school program. The School Committee reserves the right to make the final decision regarding any such policies, while taking into account the views and suggestions from community members and others.

Cross Reference: BDF – Advisory Committees to the School Committee
BEDH – Public Participation at School Committee Meetings

Adopted: February 26, 1992

Revised: April 27, 1999

Reviewed: _____