

City of Biddeford
School Committee
January 26, 2021 7:00 PM Little Theater at BHS
Public Virtual

Public Instruction

Public Viewing:
Local Public Access Station
City of Biddeford Website

Please click the link below to join the webinar:

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

Or Telephone:

Dial (for higher quality, dial a number based on your current location):

US: +1 646 558 8656 or +1 301 715 8592

Webinar ID: 930 6115 3423

Public Participation - Further Instructions

[Further Instructions 1_26_2021.pdf](#)

A. Call to Order:

B. Roll Call:

C. Pledge of Allegiance:

D. Adjustments to Agenda:

E. Consideration of Minutes:

E.1. Minutes 1/12/2020

[Minutes 1_12_2021.pdf](#)

F. Consent Agenda

F.1. Consent Agenda:

Nomination:

Jessica Wasco ~ School Nurse JFK ~ Replacing Bobbi-Jo St. Peter who resigned

Appointments:

Catherine Fecteau ~ Part-time Library Aide at JFK and Part-time Bus Aide at the Transportation Department

Resignations:

Catherine Fecteau ~ Accounts Payable Associate ~ Moved to another position in the district

G. Superintendent's Report:

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

I. Old Business:

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

J.1. New Business:

Band Lesson Extension Program

Remote Week February 22-26

Flex Day Discussion and Direction Moving Forward

IEP Meeting Requirements

JFK, BPS, and BIS Flex Day

Athletic/Afters School Activities Changes, Recommendations, and Path Forward

Biddeford High School Sports Safety Guidelines

Biddeford High School Music Safety Guidelines

Wisconsin Mental Health Study Presentation (Resource) - BSD Website

Maine School Superintendents Association Guidance

Approval of leave of absence for BIS/BMS Teacher

1st 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

1st 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

1st Reading of Policy to Revise:

AB ~ The People and Their School District

1st Reading of Policies to Review:

AA ~ School District Legal Status

ACA ~ Non-Sexist Language

ADA ~ School District Goals and Objectives

EHBEA ~ Program for English Language Learners

KA ~ School-Community Relations Goals

KCB ~ Community Involvement in Decision Making

[Band Lesson Extension Program.pdf](#)

[Remote Week Feb 22-26.pdf](#)

[School Board Memo re_Flex Day Schedule - Jan, 2021.pdf](#)

[Special Education.pdf](#)

[Sport Specific Practice Guidelines - WINTER.pdf](#)

[BHS Band School Committee Memo.pdf](#)

[MPA Letter - 1-25-21.pdf](#)

[M.Desenberg.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, January 26, 2021, at 7:00 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 12, 2021
4:30 pm **Minutes**
Live Meeting in Little Theater/Zoom “Virtual Meeting”

Public Viewing

The meeting can be viewed in the following locations:

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 4:35 pm by Mayor Alan Casavant
- B. Roll Call:** ~ Chair, Alan Casavant, Vice-Chair, 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 Chair, Alan Casavant
- D. Adjustments to the Agenda:** None
- E. Approval of Last Meeting's Minutes:** Minutes from [12/22/20](#) ~ Nate Bean moved to approve the minutes from 12/22/20, Randy Forcier seconded the motion and all were in favor.
- F. Consent Agenda:** ~ Nate Bean moved to approve the consent agenda, Randy Forcier seconded, and all were in favor.
 - Appointments:**
 - a. Shawn Hasty Jr ~ Full Custodian BMS ~ Replacing Austin Gagne who moved to a new position in the district.
 - b. Kelly Robinson ~ Part-Time Custodian BHS ~ Replacing Shawn Hasty Jr who moved to a new position in the district
 - c. William Harriman ~ Ed Tech II BHS ~ New Position
 - Resignations:**
 - a. Claire Marchand ~ Sub Aide Transportation ~ Resignation
 - b. Bobbi-Jo St. Peter ~ Nurse JFK ~ Resignation
- G. Superintendent's Report:** ~ Jeremy Ray reported that we will be printing out the

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

first draft of the budget on Friday for review in my office. This will mean that next week we'll probably spend reviewing that first piece. By the week of January 25th, we will be working with principals to review their budgets. We were told that subsidy reports will be out the last week of January, which means that by early February I'll have something for the School Committee to think about a first draft. A reminder to the School Committee members and to the public that next week Martin Luther King Day is Monday. We will not have a flex day on Wednesday next week. It will be a regular school day. There has been a lot of talk in the news about the COVID vaccine and when it will be available. Staff who are eligible now are Occupational Therapists, Physical Therapist, and Athletic Trainers. We are really trying to push the state CDC to think about what their planning for schools needs. We need to make sure the vaccine comes soon enough, and we need to coordinate efforts so that we have the appropriate number of staff in each day. By doing this as quickly as possible we can hopefully get back to more consistent education in general. As you all probably know we are still living in the yellow category in York County. We should get another update on Friday. I don't expect any change in that. Bill Gervais our facilities director has been working really hard at filling all the custodial positions. We have a good applicant pool.

H. Committee Reports:

I. Old Business:

J. New Business:

- a. [Update on ESSER II Funds](#)
- b. Vocational funding and sending communities ~ Jeremy discussed how the student count at the BRCOT is the highest it has been. It's time to start having conversations around funding with the other districts who attend.
- c. [Potential Educational Bills](#)

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

L. Executive Session:

M. Adjournment:

Due to the COVID-19 PANDEMIC, the Biddeford School Committee will meet in person but will conduct the public hearing and meeting through a zoom webinar. 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.



Signed:

Date:

Jeremy Ray ~ Superintendent of Schools

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

To: Biddeford School Committee
From: Jeremy Ray, Superintendent of Schools
Date: 1/21/2021
Re: Biddeford Band Lesson Extension Program

Rational

During the pandemic, the Biddeford students who traditionally have participated in the band program have been limited due to recommendations and requirements from the CDC, MDOE, and the return to school model used by the Biddeford School Department. Our students have been provided with limited access to music lessons throughout the year. It is our recommendation that we provide an extension program for individual lessons for students who choose to participate. Funding for this program will come from unused music stipends and equipment that was not spent this fall.

The Biddeford Schools Bands Private Lesson Extension Program in Partnership with 317 Main Community Music School will:

- Provide private remote instrumental lessons to previously enrolled Band students in grades 5-12
- Lessons are a continuation of Band learning while the school department is unable to provide instrumental instruction during the Pandemic
- Skills learned from private lessons will carry into future Band classes and is meant to supplement not replace Band
- Students will work towards proficiency on their individual instrument

Biddeford School Department agrees to:

- Provide student information, instruments, and weekly student support meetings throughout the program
- Collect a signed permission form from each student/parent agreeing to attend consistent weekly lesson and daily independent home practice to reinforce skills learned
- Provide approximately 50 students/families who have responded to the Survey indicating a high level of interest
- Provide payment of 65% of the total net cost for lessons

317 Main Community Music School agrees to provide:

Project Team: Alicia Phelps, Chris Moore, Various Professional 317 Main Teaching Artists

- 15 Weeks, 2/22/21-6/11/21 (except for school vacation weeks) private lessons to each student enrolled in the program with a highly qualified teaching artist
- Teaching artists, scheduling (of weekly private lessons on Zoom), weekly student support meetings with Biddeford Band Teachers and lesson curriculum
- Offer flexible scheduling including evenings and weekends, and Flex Wednesdays as arranged between each artist and family outside of the school day
- Teaching Artist Code of Conduct or CHRC fingerprinting on file at a date to be determined
- Payment Contribution of 35% of the total net cost for lessons

Project Costs/Value

55 students receiving weekly 30 minute private lessons

Total Project Costs/Value	\$26,000
317 Main Contribution (35%)	\$9,000
Biddeford School Department Partner Contribution (65%)	\$17,000

MEMO

TO: Biddeford School Committee
FROM: Jeremy Ray, Superintendent of Schools
RE: February Remote Week 2/22-2/26
DATE: January 21, 2021

Following each of the previous two vacation weeks, the Biddeford School Department has engaged in a full remote learning week of instruction PreK-12. While we understand the difficulty this presents to parents and families, the decision to go remote during these weeks has allowed our schools to remain open while significantly reducing the impact on the larger school community. Over those two remote weeks, we had 39 confirmed positive COVID-19 cases reported in our school community, spanning across all the Biddeford's schools. There is no doubt if we had come back to school immediately, we would've had to quarantine multiple classrooms and faced an outbreak that shuttered school buildings.

While we are hopeful for the distribution of COVID-19 vaccine to educators by mid-February, we are realistic in that the majority of our community will not be vaccinated at that time. Therefore, the Administrative Team believes it is best to limit risk as we enter another school vacation and have endorsed a similar mitigation plan: **the week following vacation will be remote instruction only (February 22-26) with a plan for students to return to in-person instruction on March 1.**

Although we believe our schools remain safe and prefer to have students learning face-to-face with their teachers, it is imperative we take into account and plan for the reality that positive cases have increased following each break. Several other districts in York County are currently evaluating their after-break schedules in a similar fashion.

We will continue to provide free food distribution during the remote week.

MEMO

TO: Biddeford School Committee

FROM: Margaret Pitts, Biddeford Primary School Principal
Lindsey Nadeau, Biddeford Intermediate School Principal
Rico Mariello, John F. Kennedy School Director of Early Childhood

RE: Proposed Adjustment to Flex Day Schedule

DATE: January 20, 2021

The 2020-2021 school year started great; a celebration for all. Having students in person four days a week with one flex day allowed for teachers to collaborate and develop new dynamic strategies and instructional practices. Professional development, afforded to our teachers, has increased online pedagogy strategies which were implemented during the two full remote weeks following school vacations. At this point, we feel the next transition is to engage students in remote learning on Wednesdays with a structured schedule. Our teachers, and students, have done an exceptional job during remote learning weeks.

Recommendations:

- Increase academic instruction for all students PreK-4
- Follow Remote Instruction schedule each Wednesday
 - Staff Meeting
 - Instruction time 8:00-11:20
 - Lunch Break
 - Professional Development
 - PLC/POD Meetings

The Biddeford School District is almost to the midpoint of our school year. It is imperative we increase instruction wherever possible. Though students are engaged in online learning activities, they are missing direct instruction on Wednesday flex days. Now that we have adapted to the teaching and learning practices required due to COVID-19, we need to increase the learning opportunities for students and decrease the achievement gap that has resulted from the pandemic. It is our hope this will aid a smoother transition towards a full week of in-person learning.

Proposed Remote Learning Schedule Grades PreK-4 for Flex Days

Schedule	Remote Schedule	
	One Group	
Morning meeting	8:00-8:30	Attendance & check-in (live)
Block One	8:30-9:10	- Begin with Synchronous Learning for all (live) - Transition to Synchronous for some, Asynchronous for others (small group work)
Block Two	9:10-9:50	- Begin with Synchronous Learning for all (live) - Transition to Synchronous for some, Asynchronous for others (small group work)
Break	9:50-10:00	Screen break
Block Three	10:00-10:40	- Begin with Synchronous Learning for all (live) - Transition to Synchronous for some, Asynchronous for others (small group work)
Block Four	10:40-11:20	- Begin with Synchronous Learning for all (live) - Transition to Synchronous for some, Asynchronous for others (small group work)
Lunch	11:20 - 12:00	
Professional Meeting Time	12:00-3:00	- PLC/POD Meetings - Professional Development
	1:30 - 2:30pm	Teacher Prep Time
	2:30 - 3:00pm	Staff Meeting *Meeting time may be at 7:30am in some buildings (allowing for a 2:30pm end time)

To: Superintendent Ray & Biddeford School Committee
From: Jen Normand , Director of Special Education
Date: 1/26/2021
Subject: Federal/State IEP Meeting Requirements

I wanted to take a minute to update you on the federal and state requirements surrounding students with disabilities, more specifically our obligation to hold Individual Education Plan (IEP) Team meetings. The law requires that each child with an IEP have an annual meeting to review progress, develop goals and determine services for the plan moving forward. The law calls for parents, regular education teachers, Administrators, and additional related service providers (OT, PT, SLP, SW) that work with the student to attend these meetings. In addition to the annual meeting requirement, the law requires the IEP team to meet for the following reasons:

- When a student is being referred to Special Education
- When the team is reviewing evaluation to determine eligibility or dismissal
- A transfer meeting is required when a student transfers into a new district
- Parent request
- If the student is not making progress or not attending school the team needs to meet at regular intervals to adjust the plan
- If the student is on a reduced day the team is required to meet every 45 school days
- When a change of placement is being considered beyond 10 days

As a district, we very much value the IEP team process. We know that by working directly with families and school staff through this problem-solving model we are better able to meet the needs of students and families. With the reduced students and teacher days, it has been increasingly difficult to find ample time to hold these meetings within the required timelines. Year to date we have held **400** plus IEP meetings across our k-12 district. We will continue to do our best to work within the schedule constraints that have been created due to the Pandemic.

BIDDEFORD HIGH SCHOOL SPORT SPECIFIC GUIDELINES

WINTER 2020-2021



BIDDEFORD HIGH SCHOOL ATHLETICS DEPARTMENT

Biddeford High School Sport Specific Guidelines

BASKETBALL

Location: TIGER GYM & STEVE WHITE GYM

Time: See Schedules

Screening: Google Form

- Screening will be emailed to players daily by the athletic department
- Coaches will check their screening spreadsheet daily prior to practice/games
- Coaches will take attendance daily prior to practice/games via **FamilyID or Checklist**

Locker Room: Tiger Gym: Girls Basketball Locker Room / SWG: Behind the wall in SWG

- **Players should come to practice fully dressed whenever possible.**
- Locker rooms should be used for changing for practice only. No loitering, team meetings, or film breakdown should occur in the locker room.
- A maximum of 4 individuals should be in the locker room at any time and this must be monitored by the team coaching staff.
- Any chair used in the locker rooms must be sanitized immediately after use.
- Masks must be worn by all individuals at all times in the locker rooms.
- Players (individuals) must remain 6' apart in the locker rooms at all times.
- No storing of equipment in the locker room. Players must bring all items home to clean and sanitize.

Practice Guidelines:

- Entry and exit of practices will be via the lobby entry at all times. (signage)
- Hand sanitizer will be located at the door entrance and will be mandatory upon entry.
- Mandatory hand sanitizer prior to practice and throughout practice (water breaks)
- Players must have individual bags with the following items daily...
 - *Mask*
 - *Towel*
 - *Water*
 - *Hand Sanitizer*
- Mandatory masking for players at all times.
- Mandatory masking of coaches at all times.
- Limit physical closeness of players and length of time that players are close to each other.
 - *Emphasis on individual skills vs. competition*
 - *Utilize smaller PODS when feasible*
 - *6' distancing whenever possible*
- No loitering before or after practices. (15 minutes before / 15 minutes after)

Biddeford High School Sport Specific Guidelines

- Avoid the following behaviors:
 - Huddles, high-fives, fist bumps, handshakes, etc.
 - Sharing of food or drinks
 - Cheering, chanting or singing when closer than 6'-8' from others.
 - Spitting
- Players should use their own balls as much as possible when conducting drills. (Free throws etc.)
- Players/Coaches should immediately wipe down chairs that are used in Gyms and fold them to indicate they have been sanitized. (LIMIT unnecessary equipment as much as possible)
- All chairs and tables should be sprayed each evening prior to leaving.

Sanitization Supplies (Tote)

- 1 large Hand sanitizer
- 4 small hand sanitizers
- 1 box of face masks (50 count)
- 2 bags of cloth face masks (10 total)
- 1 plastic face shield
- 1 box of rubber gloves (100 count)
- 2 containers of disinfecting alcohol wipes (200 total)
- Papers bags (to hold face masks)
- Signage

Sanitization Protocols

- All chairs and tables must be sanitized following use (limit use as much as possible)
- All equipment/balls must be sanitized following practices and games
- All personal equipment and clothing must be brought home daily for cleaning and sanitizing

Screening Protocol:

- Coaches will check athletes screening prior to athletic activities and take attendance.
- If a player has failed a screening, or develops COVID-19 symptoms before or during a basketball related activity, the following protocol will take place (see flow chart):
 - Immediately place the student athlete in the designed medical isolation location
 - Contact the Athletic Trainer (AT) and legal guardian
 - AT will conduct assessment – contact legal guardian
 - AT will contact School Nurse
 - **Isolation Rooms: Tiger Gym – Boys Locker Room / SWG – Storage Room**
- If a student athlete tests positive for COVID-19 they will be required to follow the district (CDC) guidelines on testing positive for COVID-19 and quarantining requirements.

AED Locations: Tiger Gym Lobby & SWG building entrance, Portable unit with Athletic Trainer

Biddeford High School Sport Specific Guidelines

Cheering

Location: Steve White Gym

Time: See Schedules

Screening: Google Form

- Screening will be emailed to players daily by the athletic department
- Coaches will check their screening spreadsheet daily prior to practice/games
- Coaches will take attendance daily prior to practice/games via **FamilyID or Checklist**

Locker Room: Women's Physical Education Locker Room

- **Players should come to practice fully dressed whenever possible.**
- Locker room should be used for changing for practice only. No loitering, team meetings, or film breakdown should occur in the locker room.
- A maximum of 4 individuals should be in the locker room at any time and this must be monitored by the team coaching staff.
- Any chair/bench used in the locker rooms must be sanitized immediately after use.
- Masks must be worn by all individuals at all times in the locker room.
- Players (individuals) must remain 6' apart in the locker room at all times.

Practice Guidelines

- Entry and exit of practices will be via the lobby entry at all times. (signage)
- Hand sanitizer will be located at the door entrance and will be mandatory upon entry.
- Mandatory hand sanitizer prior to practice and throughout practice (water breaks)
- Cheerleaders must have individual bags with the following items daily...
 - o *Mask*
 - o *Towel*
 - o *Water*
 - o *Hand Sanitizer*
- Mandatory masking for cheerleaders at all times.
- Mandatory masking of coaches at all times.
- Limit physical closeness of cheerleaders and length of time that cheerleaders are close to each other.
 - o *Emphasis on individual skills vs. competition*
 - o *Utilize smaller PODS when feasible*
 - o *6' distancing whenever possible*
- No loitering before or after practices. (15 minutes before / 15 minutes after)
- Avoid the following behaviors:

Biddeford High School Sport Specific Guidelines

- Huddles, high-fives, fist bumps, handshakes, etc.
- Sharing of food or drinks
- Cheering, chanting or singing when closer than 6'-8' from others.
- Spitting

Sanitization Supplies (Tote)

- 1 large Hand sanitizer
- 4 small hand sanitizers
- 1 box of face masks (50 count)
- 2 bags of cloth face masks (10 total)
- 1 plastic face shield
- 1 box of rubber gloves (100 count)
- 2 containers of disinfecting alcohol wipes (200 total)
- Papers bags (to hold face masks)
- Signage

Sanitization Protocols

- All chairs and tables must be sanitized following use
- All touched surfaces must be sanitized following use
- Cheering mats should be sprayed each evening prior to storing.
- All personal equipment and clothing must be brought home daily for cleaning and sanitizing

Screening Protocol:

- Coaches will check athletes screening prior to athletic activities and take attendance.
- If an athlete has failed a screening, or develops COVID-19 symptoms before or during a cheering related activity, the following protocol will take place (see flow chart):
 - Immediately place the student athlete in the designed medical isolation location
 - Contact the Athletic Trainer (AT) and legal guardian
 - AT will conduct assessment – contact legal guardian
 - AT will contact School Nurse
 - **Isolation Rooms: SWG – Storage Room near building entry/exit**
- If a student athlete tests positive for COVID-19 they will be required to follow the district (CDC) guidelines on testing positive for COVID-19 and quarantining requirements.

AED Locations: SWB building entrance

Biddeford High School Sport Specific Guidelines

Indoor Track & Field

Location: Tiger Gym

Time: See Schedules

Screening: Google Form

- Screening will be emailed to players daily by the athletic department
- Coaches will check their screening spreadsheet daily prior to practice/games
- Coaches will take attendance daily prior to practice/games via **FamilyID or Checklist**

Locker Room: Girls Basketball Locker Room

- **Players should come to practice fully dressed whenever possible.**
- Locker room should be used for changing for practice only. No loitering, team meetings, or film breakdown should occur in the locker room.
- A maximum of 4 individuals should be in the locker room at any time and this must be monitored by the team coaching staff.
- Any chair/bench used in the locker rooms must be sanitized immediately after use.
- Masks must be worn by all individuals at all times in the locker room.
- Players (individuals) must remain 6' apart in the locker room at all times.

Practice Guidelines:

- Entry and exit of practices will be via the lobby entry at all times. (signage)
- Hand sanitizer will be located at the door entrance and will be mandatory upon entry.
- Mandatory hand sanitizer prior to practice and throughout practice (water breaks)
- Players must have individual bags with the following items daily...
 - o *Mask*
 - o *Towel*
 - o *Water*
 - o *Hand Sanitizer*
- Mandatory masking for players at all times.
- Mandatory masking of coaches at all times.
- Limit physical closeness of players and length of time that players are close to each other.
 - o *Emphasis on individual skills vs. competition*
 - o *Utilize smaller PODS when feasible*
 - o *6' distancing whenever possible*
- No loitering before or after practices. (15 minutes before / 15 minutes after)
- Avoid the following behaviors:
 - o Huddles, high-fives, fist bumps, handshakes, etc.

Biddeford High School Sport Specific Guidelines

- Sharing of food or drinks
- Cheering, chanting or singing when closer than 6'-8' from others.
- Spitting
- **Throwing Events**
 - Throwers must sanitize hands to elbows prior to the start of practice
 - Maintain 6' distancing between throws.
 - Whenever possible throwers should use their own shot put and retrieve their own shot put after throws.
 - If there are not enough shot puts users should sanitize shot puts between users.
- **Jumping Events**
 - Jumpers must sanitize hands to elbows prior to the start of practice
 - Maintain 6' distancing between jumps.
 - High Jump pole should be sanitized after practice.
 - High Jump pit should be sprayed after practice.
- **Running Events**
 - Maintain 6' distancing at all times
 - Stagger participants during workouts (avoid groups and focus on individuals).
 - Avoid having participants cross one another during workouts.
 - Keep groups small and spaced out during workouts.
 - Run outdoors whenever the weather is appropriate.

Sanitization Supplies (Tote)

- 1 large Hand sanitizer
- 4 small hand sanitizers
- 1 box of face masks (50 count)
- 2 bags of cloth face masks (10 total)
- 1 plastic face shield
- 1 box of rubber gloves (100 count)
- 2 containers of disinfecting alcohol wipes (200 total)
- Papers bags (to hold face masks)
- Signage

Sanitization Protocols

- All chairs and tables must be sanitized following use.
- All touched surfaces must be sanitized following use.
- All implements, mats and poles should be sanitized/sprayed following practice.
- All personal equipment and clothing must be brought home daily for cleaning and sanitizing

Screening Protocol:

Biddeford High School Sport Specific Guidelines

- Coaches will check athletes screening prior to athletic activities and take attendance.
- If a player has failed a screening, or develops COVID-19 symptoms before or during a basketball related activity, the following protocol will take place (see flow chart):
 - Immediately place the student athlete in the designed medical isolation location
 - Contact the Athletic Trainer (AT) and legal guardian
 - AT will conduct assessment – contact legal guardian
 - AT will contact School Nurse
 - **Isolation Rooms: Tiger Gym – Boys Locker Room**
- If a student athlete tests positive for COVID-19 they will be required to follow the district (CDC) guidelines on testing positive for COVID-19 and quarantining requirements.

AED Location: Steve White Gym lobby

Biddeford High School Sport Specific Guidelines

Ice Hockey

Location: Biddeford Ice Arena

Time: See Schedules

Screening: Google Form

- Screening will be emailed to players daily by the athletic department
- Coaches will check their screening spreadsheet daily prior to practice/games
- Coaches will take attendance daily prior to practice/games via **FamilyID or Checklist**

Locker Rooms:

- **Players should come to practice only needing to prep equipment and skates.**
- Players should be covered (clothing) at all times. (T-shirts, spandex etc.).
- Locker rooms will be accessible to players for changing on a limited basis.
- Players must get ready using the chairs distanced 6' apart around the boards.
- Players should store bags and other items in the bleachers with 6' separation.
- Masks must be worn by all individuals at all times while getting ready.
- Players (individuals) must remain 6' apart at all times.
- Valuables should be secured in locked vehicles or left at home.

Practice Guidelines:

- Entry into BIA will be through the girl's locker room. (signage)
- Attendance and temperature checks will be conducted prior to entering the area.
- Hand sanitizer will be located at the door entrance and will be mandatory upon entry.
- Players will exit the building through the main entrance only.
- Mandatory hand sanitizer prior to practice and throughout practice. (water breaks)
- Players must have individual bags with the following items daily...
 - o *Mask*
 - o *Towel*
 - o *Water*
 - o *Hand Sanitizer*
- Mandatory masking of players at all times.
- Mandatory masking of coaches at all times.
- Limit physical closeness of players and length of time that players are close to each other.
 - o *Emphasis on individual skills vs. competition*
 - o *Utilize smaller PODS when feasible*
 - o *6' distancing whenever possible*
- No loitering before or after practices. (15 minutes before / 15 minutes after)
- Avoid the following behaviors:

Biddeford High School Sport Specific Guidelines

- Huddles, high-fives, fist bumps, handshakes, etc.
- Sharing of food or drinks
- Cheering, chanting or singing when closer than 6'-8' from others.
- Spitting

Sanitization Supplies (Tote)

- 1 large Hand sanitizer
- 4 small hand sanitizers
- 1 box of face masks (50 count)
- 2 bags of cloth face masks (10 total)
- 1 plastic face shield
- 1 box of rubber gloves (100 count)
- 2 containers of disinfecting alcohol wipes (200 total)
- Papers bags (to hold face masks)
- Signage

Sanitization Protocols

- Occupied locker rooms will be sanitized between each use.
- Box Area (seats, calf rails, shelves) will be sanitized between each use.
- All equipment must be sanitized following use.
- All personal equipment and clothing must be brought home daily for cleaning and sanitizing.

Screening Protocol:

- Coaches will check athletes screening prior to athletic activities and take attendance.
- If a player has failed a screening, or develops COVID-19 symptoms before or during an ice hockey related activity, the following protocol will take place (see flow chart):
 - Immediately place the student athlete in the designed medical isolation location (below)
 - Contact the Athletic Trainer (AT) and legal guardian
 - AT will conduct assessment – contact legal guardian
 - AT will contact School Nurse
 - **Isolation Rooms: Designated (sanitized) locker room**
- If a student athlete tests positive for COVID-19 they will be required to follow the district (CDC) guidelines on testing positive for COVID-19 and quarantining requirements.

AED Locations: Lobby by restrooms

MEMO

TO: Biddeford School Committee Members

CC: Jeremy Ray, Superintendent
Chris Indorf, Assistant Superintendent
Mandy Cyr, Director of Instruction and Innovation

FROM: Michael Murphy, Band Teacher, BHS
Chris Ferrell, Chorus Teacher, BHS
Martha Jacques, Principal, BHS

DATE: January 25, 2021

RE: Music Specific Practice Guidelines

We have worked together to develop both [Complete Guidelines for Music Specific Practice](#) for both in school and after school practice and [Musician Expectations](#) for participating students. Although this will be modified from our traditional band and chorus programs, we feel that this is a way that we can offer both band and chorus in a safe way that aligns with the [PK-12 and Adult Education Public Health Guidance School Band and the Use of Musical Instruments \(Updated 12/11/20\)](#) from the MDOE.

1. INDOOR PERCUSSION (10' distance per guidelines)
 - a. Location: Band Room, Chorus Room & Steve White Gym
 - b. Time: Tuesday & Thursday Evening 6:30-8:30
2. JAZZ ENSEMBLE (10' distance per guidelines)
 - a. Location: Band Room/Little Theater
 - b. Time: School Day Block 4
3. SYMPHONIC BAND (10' distance per guidelines)
 - a. Location: Band Room/Little Theater
 - b. Time: School Day Block 2
4. CHORUS (humming in person, singing virtually)
 - a. Location: Chorus Room/Little Theater
 - b. Time: School Day Blocks 2 - 5

Guidelines contain information on screening protocols, sanitization protocols, practice, instrument storage, rehearsal guidelines and locations of each program.

Thank you for your ongoing support and if we can answer any questions, please feel free to contact us.



Maine School Superintendents Association



January 25, 2021

OFFICERS—2020-21

Maine Principals Association
50 Industrial Drive
Augusta, ME 04330

Guidance for Athletics in Counties in Yellow

Dear Mr. Burnham and Mr. Bisson:

As a result of the decision to allow sports to take place in school districts that are located in a county that is designated yellow, the Superintendents of these counties met and have agreed to abide by the following protocols.

- Competition may begin no sooner than Monday, February 8, to allow for two full weeks of conditioning and practice and to provide time to evaluate the effectiveness of safety protocols.
- No more than two competitions may be scheduled in any week for individual teams.
- No team with an open case of COVID-19 among its personnel (students or staff) will participate in competitions with other schools.
- If your district is in remote learning, playing games and holding practices will be a local decision.
- Games are limited to players, coaches, and game personnel only - no spectators or volunteers will be permitted.
- When at all possible competitions will be limited to one other district per week.
- All games should be streamed when possible.
- Superintendents and athletic directors should meet weekly and strong lines of communication should be maintained between districts.
- Masks will be required for all practices and competitions.
- Should it be necessary to complete the schedule of games, the season will be extended.

If you have any questions, please don't hesitate to reach out to us at your convenience.

Eileen E. King
Executive Director

Richard Colpitts
President

49 COMMUNITY DRIVE
AUGUSTA ME 04330
(207) 622-3473
(800) 660-8484

Leading for equity, excellence and opportunity for all Maine Students

January 18, 2021

Biddeford School Department
18 Maplewood Ave.
Biddeford, ME 04005

Attention: Jeremy Ray, Superintendent
Michelle Brackin, Human Resources Manager

To Whom It May Concern,

I would like to request a formal Leave of Absence from the upcoming 2021-2022 contract school year from my current position as a Fifth Grade Teacher of English Language Arts. I have worked for the Biddeford School Department for ten consecutive years as a fourth and fifth grade teacher at Biddeford Intermediate School.

Per Article 22 - Section F in the *Collective Bargaining Agreement Between The Biddeford School Committee and the Biddeford Teachers Association*, I would like to request this leave of absence on the basis of "good reason," as referenced to in the excerpt below:

"F. Other leaves of absence without pay for up to one (1) year may be granted by the School Committee for good reason. Good reason will be defined as beneficial to the students, the teacher, the teacher's professional development and/or the Biddeford School Department."

To give further explanation, my partner has received a temporary postdoctoral oceanography research position at a lab in Moss Landing, California through September, 2022. In order to accompany her, I would like to take leave from my current position upon conclusion of the current contract year - August 25, 2021. Therefore, the formal leave period would begin on August 26, 2021 and conclude in August 2022 (specific date(s) to be determined based on the District Calendar for the 2022-2023 contract year).

I would also like to request to be reinstated to my current position of Fifth Grade English Language Arts Teacher upon my return from leave for the 2022-2023 school year.

Per Article 22 - Section H - Return to Leave in the above referenced *Collective Bargaining Agreement*, I agree to the following points regarding salary schedule and the restoration of position, sick leave, benefits etc. upon returning from leave:

"H. Return from Leave

- 1. Upon return from leave granted pursuant to Section A, B and E of this Article, a teacher shall be considered as if the teacher were actively employed by the School Committee during the leave and shall be placed on the salary schedule at the level that the teacher would have achieved if the teacher had not been absent, provided however, that time spent on said leave shall not count toward seniority credit. A teacher shall not receive increment credit for time spent on leave granted pursuant to sections C, D or F of this Article nor shall such time count toward fulfillment of time requirements for acquiring continuing contract or seniority credit.*
- 2. All benefits to which a teacher is entitled at the time the leave of absence commenced, including accumulative sick leave and credits toward sabbatical eligibility, shall be restored to the teacher upon returning and the teacher shall be assigned to the same position which was held at the time said leave commenced, if available, or if not, to an equivalent position."*

Finally, I would also like to retain any and all insurance benefits provided to me by my contract for the duration of the leave, as referenced to in Article 22 - Section F of the *Collective Bargaining Agreement*, quoted below:

G. Any teacher on extended leave of absence may, at the teacher's option, continue the teacher's insurance benefits provided for in the contract unless it is specifically prohibited by the insurance company. The teacher assumes all financial obligations for these benefits if the teacher desires their continuation.

As outlined in the *Collective Bargaining Agreement*, I have notified my principals, Lindsey Nadeau of Biddeford Intermediate School and Scott Descoteaux of Biddeford Middle School, both of whom have endorsed my request.

Sincerely,
Matthew M. Desenberg



Fifth Grade Teacher
Biddeford Intermediate School/Biddeford Middle School

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) Cintron 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

Page 1 of 1

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: _____