

City of Biddeford
School Committee
January 08, 2019 4:30 PM Little Theater at BHS

- A. Call to Order:**
- B. Roll Call:**
- C. Pledge of Allegiance:**
- D. Adjustments to Agenda:**
- E. Consideration of Minutes:**
 - E.1. Minutes 12/11/18
[Minutes12:11:18.pdf](#)
- F. Student Rep Reports:**
- G. Superintendent's Report:**
- H. Committee Reports: Finance/Building, Grounds; Curriculum; Policy; Waterhouse Advisory Committee**
- I. Old Business:**
 - I.1. Second Reading:
 - AC ~ Nondiscrimination/Equal Opportunity and Affirmative Action
 - AC-R ~ Non-Discrimination/Equal Opportunity and Affirmative Action Complaint Procedure
 - ACAB ~ Harassment & Sexual Harassment of School Employees
 - ACAB-R ~ Employee Discrimination & Harassment Complaint Procedure
 - ADC-R ~ Tobacco/Electronic Cigarettes/Paraphernalia Use and Possession Administrative Regulation
 - GBEC ~ Drug-Free Workplace
 - GDO ~ Supervision and Evaluation of Support Staff
 - IHAI ~ Philosophy of Biddeford Regional Vocational Center
 - IHBEA ~ LAU Plan-Program for Limited English Proficient Students
 - IHBEA-R ~ LAU Plan-Program for Limited English Proficient Students
 - IHBEA-R1 ~ English Learner Identification Decision Tree
 - IKE ~ Promotion, And Retention Of Students
 - IKEB ~ Acceleration
 - IKEB-R ~ Acceleration Regulations
 - IKEB-R1 ~ Acceleration Application
 - IKEB-R2 ~ Acceleration Transition Plan
 - IKEB-R3 ~ Acceleration Form: Teacher Questionnaire
 - JLFA ~ Child Sexual Abuse Prevention and Response
 - JLIF ~ Suicide Awareness Program

[2ndreadingpolicies.pdf](#)

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

- J.1. • Program approval vote for a Medical Assisting Program at the Center of Technology.
- VW Grant program and round 2 purchasing of buses.

K. Resignations: Accepted by the Superintendent

- K.1. • Maripat Brady ~ Special Education Teacher BMS ~ Retirement
- Amy Dube ~ Administrative Assistant School Year COT
- Claire Bolduc ~ Custodian
- Kelly Poirier ~ Custodian

ADDENDUM:

- Karen MaNeill ~ BIS Teacher ~ Last day 8/28/19
- Barbara Ellis ~ BMS Teacher ~ Retiring end of school year

[J.Martel.pdf](#)

[GeorgeLawson.pdf](#)

[Basketballcoach.pdf](#)

[M.Michaud.pdf](#)

L. Nominations:

M. Appointments:

- M.1. • Mary Thomas ~ Ed Tech BIS ~ Replacing Stephanie Thyng
- Judy Beach ~ BHS Food Service ~ Replacing Claudette Bellerose
- Paige Mason ~ Food Service Worker ~ Replacing Judy Beach
- Donna Beaulieu ~ Food Service Worker ~ Replacing Judy Beach
- Lisa Bedard ~ Food Service Worker ~ Replacing Donna Beaulieu
- Kim Daly ~ Special Education Teacher ~ Replacing Maripat Brady
- Paige Mason ~ Food Service Worker ~ Replacing Judy Beach
- Dolores Bedard ~ Food Service Worker ~ Replacing Judy Beach
- Melody Michaud ~ 7th Grade Girls Basketball Coach ~ BMS Stipend ~ Tabled from last meeting.
- Cheryl Labrecque ~ Part time school year Administrative Assistant COT
- Jason Martel ~ Head Boys Lacrosse Coach Stipend

- George Lawson ~ Returning JV Coach Stipend

ADDENDUM:

- Patricia Perkins ~ Food Service Worker BMS ~ Replacing Erika Russell who moved to new position in District.
- Alfonsos Wilkerson ~ Boys basketball coach for third team ~ Stipend
- Kim Daly ~ Special Education Teacher ~ Replacing Kristin Dubois rather than Maripat Brady

N. Transfers:

N.1. ADDENDUM:

- Kristin Dubois ~ Special Education Teacher ~ Replacing Maripat Brady

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

P. Communications:

Q. Executive Session:

- Q.1. Employment of Officials Pursuant to 1 M.R.S.A § 405(6)(D) Extension of Superintendent Contract.

R. Adjournment: - *School Committee Members: Alan Casavant, - Chair, Tony Michaud - Vice Chair, Karen Ruel, Crystal Blais, Lisa Vadnais, Dominic Deschambault, Vassie Fowler, Nate Bean*
Student Members: Abigayle Michaud - BHS, Jenna Delorenzo - BHS

Biddeford School Department

Tuesday, December 11, 2018

4:30pm

Little Theater BHS

Minutes

- A. Call to Order:** Meeting was called to order at 4:35pm
- B. Roll Call:** Tony Michaud, Lisa Vadnais, Dominic Deschambault, Nate Bean, Jeremy Ray, and Chris Indorf were all present.
- C. Pledge of Allegiance:** Pledge was led by Tony Michaud
- D. Performance:** None
- E. Adjustments to the Agenda:** None
- F. Approval of Last Meeting's Minutes:** 11/27/18 ~ Nate Bean moved, Lisa Vadnais seconded, and all were in favor.
- G. Student Rep Reports:** None
- H. Superintendent's Report:** Jeremy Ray reported that Friday, December 21st will be a full day for all students. He will be having a meeting with the Department of Education to discuss CTE Programming. Still discussing options for the snow day make up and will report back soon.
- I. Committee Reports: Finance/Building & Grounds, Curriculum, Policy:**
- J. Old Business:**
- K. New Business:**
- First Reading:** ~ Motion was made by Nate Bean to take policies as a flight, Lisa Vadnais seconded, and all were in favor.
- AC ~ Nondiscrimination/Equal Opportunity and Affirmative Action
 - AC-R ~ Non-Discrimination/Equal Opportunity and Affirmative Action Complaint Procedure
 - ACAB ~ Harassment & Sexual Harassment of School Employees
 - ACAB-R ~ Employee Discrimination & Harassment Complaint Procedure
 - ADC-R ~ Tobacco/Electronic Cigarettes/Paraphernalia Use and Possession Administrative Regulation
 - GBEC ~ Drug-Free Workplace
 - GDO ~ Supervision and Evaluation of Support Staff
 - IHA1 ~ Philosophy of Biddeford Regional Vocational Center
 - IHBEA ~ LAU Plan-Program for Limited English Proficient Students
 - IHBEA-R ~ LAU Plan-Program for Limited English Proficient Students
 - IHBEA-R1 ~ English Learner Identification Decision Tree

School Committee Members:

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

Student Members:

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

- IKE ~ Promotion, And Retention of Students
- IKEB ~ Acceleration
- IKEB-R ~ Acceleration Regulations
- IKEB-R1 ~ Acceleration Application
- IKEB-R2 ~ Acceleration Transition Plan
- IKEB-R3 ~ Acceleration Form: Teacher Questionnaire
- JLFA ~ Child Sexual Abuse Prevention and Response
- JLIF ~ Suicide Awareness Program

First & Second Reading: ~ Lisa Vadnais moved to accept the first reading of these two policies, Nate Bean seconded, and all were in favor. Lisa Vadnais moved to accept the second reading of these two policies, Nate Bean seconded, and all were in favor.

- JL ~ Student Wellness
- IHAQ ~ Biddeford Regional Center of Technology Applied Learning Projects Policy

L. Resignations, Nominations, Appointments & Transfers:

Resignations: ~ Resignations were accepted by Jeremy Ray.

- Simon Bertrand ~ Maintenance
- Nicole Lebreux ~ Receptionist/Secretary
- Zina Farzaliyeva ~ Food Service Worker JFK

Appointment:

- Andrew Burnell ~ Ed Tech II ~ BPS Behavior ~ Nate bean moved, Lisa Vadnais seconded, and all were in favor.
- Melody Michaud ~ 7th Grade Girls Basketball Coach ~ BMS Stipend ~ This item was tabled until the next meeting. Tony Michaud moved to amend the agenda, Lisa Vadnais seconded, and all were in favor.

M. Public Participation (3 minutes; any item)

N. Communications: Jeremy Ray publicly thanked Simon for his years of service at the Biddeford School Department. Tony Michaud moved to amend the agenda, Lisa Vadnais seconded, and all were in favor to cancel the meeting on 12/25/18.

O. Adjournment: Meeting was adjourned at 4:46pm. Lisa Vadnais moved, Nate Bean seconded, and all were in favor.

Signed:



Date: 1/2/19

School Committee Members:

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

Student Members:

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

NONDISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

The Biddeford School Committee is committed to maintaining a workplace and learning environment that is free from illegal discrimination and harassment.

In accordance with applicable Federal and/or State laws and regulations, the Biddeford School Department prohibits discrimination against and harassment of employees, candidates for employment, students and others with rights to admission or access to school programs, activities or premises on the bases of race, color, sex, sexual orientation, religion, ancestry or national origin, or disability. For the purpose of this policy, “sexual orientation” means a person’s actual or perceived heterosexuality, bisexuality, homosexuality, or gender identity or expression.

Further, in compliance with Federal law, the Biddeford School Department prohibits discrimination against school unit employees and candidates for employment on the basis of age or genetic information.

The Biddeford School Committee delegates to the Superintendent the responsibility for implementing this policy. The Biddeford School Department Affirmative Action Plan will include designation of an Affirmative Action Officer who will be responsible for ensuring compliance with all Federal and State requirements related to nondiscrimination. The Affirmative Action Officer will be appointed by the Superintendent and will be a person with direct access to the Superintendent.

The Superintendent/Affirmative Action Officer shall be responsible for ensuring that notice of compliance with Federal and State civil rights laws is provided to all applicants for employment, employees, students, parents, and others, as appropriate.

Legal Reference: Equal Employment Opportunities Act of 1972 (P.L. 92-261) amending Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000(e) et seq.)
 Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.)
 Title VI of the Civil Rights Act of 1964 (P.L. 88-352)
 Age Discrimination in Employment Act of 1967 (29 U.S.C. § 621 et seq.)
 Equal Pay Act of 1963 (29 U.S.C. § 206)
 Vocational Rehabilitation Act of 1973 (29 U.S.C. § 794 et seq.)
 Americans with Disabilities Act (42 U.S.C. § 12101 et seq.)
 Genetic Information Nondiscrimination Act of 2008 (GINA)
 (42 U.S.C. § 2000ff et seq.)
 5 MRSA § 4551 (Maine Human Rights Act); 19301-19302

Cross Reference: Biddeford School Department Affirmative Action Plan
 ACAA – Harassment and Sexual Harassment of Students
 ACAB – Harassment and Sexual Harassment of School Employees

Adopted: April 27, 1999

Revised: July 8, 2008, April 23, 2013

Reviewed: _____

NON-DISCRIMINATION/EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION COMPLAINT PROCEDURE

All complaints brought by students or employees will be handled in the following manner.

STEP ONE - Formal

Students. Within fifteen (15) days of the time that the student knew, or reasonably should have known, of the complaint, the student will present a completed written complaint report form to the responsible official, who will expeditiously appoint three (3) persons to meet and discuss the complaint with the student and send a copy of the complaint to the building principal. Within five (5) days of the completion of such discussion, the student may submit the written complaint to the building principal. If the building principal desires a conference with the student, the student may request that one of the above three appointees be present for such discussion. Within ten (10) days after presentation of the complaint, the building principal will respond in writing. This section will not prohibit an informal oral discussion of a concern or problem between the student and the building principal.

Employees. Within ten (10) days of the time that the employee knew, or reasonably should have known, of the complaint, the employee will present the complaint orally to the employee's immediate supervisor. Within ten (10) days after presentation of the complaint, the immediate supervisor will orally answer the complaint.

STEP TWO - The Responsible Official

Within five (5) days of the oral or written response, if the complaint is not resolved, it will be stated in writing, signed by the student/employee and submitted to the responsible official.

The complaint will:

- A. Name the employee or student involved;
- B. State the facts giving rise to the complaint;
- C. Identify the specific provision of Title VI, Title IX, or Section 504, or the implementing regulations alleged to be violated; and
- D. Indicate the specific relief requested.

Within five (5) days after receiving the written complaint, the responsible official will make a determination in writing to the student/employee.

STEP THREE - The School Committee

If the complaint is not resolved in step two, the student/employee may, within five (5) days of receipt of the responsible official's response, along with any written response of his/her own, submit the complaint and support materials to the School Committee.

Within sixty (60) calendar days after receipt of the appeal of the responsible official's determination to the student/employee, the School Committee will give its decision in writing to the student/employee. Such decision will be final and binding.

FAILURE TO OBSERVE TIME LIMITS

In the event the student/employee fails to exhaust the remedies under the complaint procedure provided above or to abide by the time limits with respect to each step, the complaint will be presumed to be abandoned, and the matter will be settled in accordance with the school department's last response thereto. In the event the school department fails to give its response at any step within the time limits prescribed, the student/employee will have the right to proceed immediately to the next step and must do so within the prescribed time limits. Any time limit may be extended by written mutual agreement of the student/employee and the responsible official.

EFFECT OF SETTLEMENT

Any settlement of a complaint will be applicable to that complaint only and will not be binding authority for the disposition of any other complaint.

Adopted: January 24, 1995

Revised: August 10, 1999

Reviewed: _____

HARASSMENT AND SEXUAL HARASSMENT OF SCHOOL EMPLOYEES

Harassment of school employees because of race, color, sex, sexual orientation, religion, ancestry or national origin, age, or disability is prohibited. Such conduct is a violation of Biddeford School Committee policy and may constitute illegal discrimination under state and federal laws.

Harassment

Harassment includes but is not limited to verbal abuse, threats, physical assault and/or battery based on race, color, sex, sexual orientation, religion, ancestry or national origin, age, or disability. Under the Maine Civil Rights Act, violence or threats of violence against a person or their property based on their sexual orientation are also illegal.

Sexual Harassment

Unwelcome sexual advances, suggestive or lewd remarks, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute sexual harassment when;

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an employee's work environment or employee benefits;
- B. Submission to or rejection of such conduct by an employee is used as the basis for decisions on employment benefits; and/or
- C. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Any employee who engages in harassment or sexual harassment will be subject to disciplinary action, up to and including discharge.

All complaints of harassment will be investigated in accordance with the School Employee Discrimination and Harassment Complaint Procedure.

Notice and Training

~~Annually, each employee shall receive a copy of this policy and the School Employee Discrimination and Harassment Complaint Procedure. This may be accomplished by including the policy/procedure with employee paychecks or by using other appropriate means to ensure that each employee receives a copy. All newly hired employees shall be provided training about sexual harassment in accordance with Maine law.~~

New Employees will be furnished a paper copy of this policy; existing employees whose tenure exceeds 12 months are required to review the School Employee Discrimination and

Harassment Complaint Procedure annually.

The Superintendent is responsible for ensuring that the school unit complies with all legal requirements of posting, notification and training of employees regarding harassment and sexual harassment.

Legal Reference: Title IX of the Education Amendments of 1972 (20 USC § 1681 et seq.) Title VI of the Civil Rights Act of 1964 (42 USC § 2000d)
Americans with Disabilities Act (42 USC § 12101 et seq.)
Section 504 of the Vocational Rehabilitation Act of 1973 (29 USC § 794 et seq.) Title VII (42 USC § 2000c-2; 29 CFR § 1604.11)
Age Discrimination in Employment Act (29 USC § 623) 5 MRSA §§ 4602; 4681 et seq.
20 ~~A~~ MRSA § 6553
26 MRSA §§ 806-807

Genetic Information Nondiscrimination Act (42 USC 20000ff et seq.)
Maine Human Rights Act (5 MRSA §4681 et seq.)

Cross Reference: ACAB-R – School Employee Discrimination and Harassment Complaint Procedure
AC – Nondiscrimination/Equal Opportunity and Affirmative Action
ACAD – Hazing

Adopted: 11/13/01

Revised: 7/8/08, _____

Reviewed (no changes): October 8, 2013

EMPLOYEE DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURE

The Biddeford School Committee has adopted this procedure in order to provide a method of prompt and equitable resolution of employee complaints of discrimination and harassment as described in policies AC – Nondiscrimination/Equal Opportunity and Affirmative Action and ACAB – Harassment and Sexual Harassment of School Employees.

Definitions

For the purposes of this procedure:

- A. A “Complaint” is defined as an allegation that a employee has been discriminated against or harassed on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin, or disability.
- B. “Discrimination or harassment” means discrimination or harassment on the basis of race, color, sex, sexual orientation, religion, ancestry, national origin, or disability. **“Sexual orientation,” under Maine law, means a person’s “actual or perceived heterosexuality, bisexuality, homosexuality or gender identify or expression.”**

“Discrimination” may include treating individuals differently, or interfering with or preventing them from enjoying the advantages or privileges afforded to others because of their membership in a protected class.

“Harassment” may include oral, written, graphic, electronic, or physical conduct relating to an individual’s actual or perceived membership in a protected class that is sufficiently severe, pervasive, or persistent so as to interfere with or limit that individual’s ability to participate in the school unit’s programs or activities by creating a hostile, intimidating, or offensive environment.
- C. **As used in this procedure, the term “employee” includes third parties who are making a complaint of discrimination or harassment.**

How to Make a Complaint

- A. Any employee who believes he/she has been harassed or discriminated against is encouraged to try to resolve the problem by informing the individual(s) that the behavior is unwelcome or offensive and by requesting that the behavior stop. This shall not prevent the employee, however, from making an immediate formal complaint.
- B. Any employee who believes he/she has been discriminated against or harassed should report their concern promptly to the Building Leader. If the employee is uncomfortable reporting concerns to the Building Leader, he/she may report the concern to the Affirmative Action Officers. The report should be made in writing to the Affirmative Action Officers. (The names of the Affirmative Action Officers will be posted in each building.)

Employees who are unsure as to whether unlawful discrimination or harassment has occurred are encouraged to discuss their concerns with an Affirmative Action Officer. Employees will not be retaliated against for reporting suspected discrimination or harassment **or for participating in an**

investigation. Retaliation is illegal under federal and Maine discrimination laws, and any retaliation will result in employee discipline, up to and including termination.

- C. Any employee who believes he/she has been discriminated against or harassed is encouraged to utilize the school unit's complaint procedure. However, employees are hereby notified that they also have the right to report incidents of discrimination or harassment to the Maine Human Rights Commission, State House Station 51, Augusta, ME 04333 (~~telephone: 207-624-6050~~) and/or to U.S. Department of Education, Office for Civil Rights/ED, 5 Post Office Square, Suite 900, Boston, MA 02109-3921 (~~telephone: 617-223-9662; TDD: 877-521-2172; fax: 617-289-0150~~). **(telephone: 207-624-6290) and/or to the Regional Director, Office for Civil Rights U.S. Department of Education, 5 Post Office Square, 8th Floor, Boston, MA 02110-1491 (telephone: 617-289-0111).**

Complaint Handling and Investigation

- A. Building Leader or Affirmative Action Officers will promptly inform the Superintendent and the person who is the subject of the complaint that a complaint has been received.
- B. Building Leader or Affirmative Action Officers may pursue an informal resolution of the complaint with the agreement of the parties involved. The informal resolution is subject to the approval of the Superintendent, who shall consider whether the resolution is in the best interest of the school unit in light of particular circumstances and applicable policies and law.
- C. The Affirmative Action Officers will investigate the complaint, unless the Superintendent chooses to investigate the complaint or designates another person to investigate it on his/her behalf. Any complaint about an employee who holds a supervisory position shall be investigated by a person who is not subject to that supervisor's authority. Any complaint about the Superintendent should be submitted to the Chair of the Biddeford School Committee, who should consult with legal counsel concerning the handling and investigation of the complaint.
1. The person who is the subject of the complaint will be provided with an opportunity to be heard as part of the investigation. **The complainant shall not be required to attend meetings with the person who is the subject of the complaint, but may choose to do so as part of the resolution process.**
 2. **Both the complainant and the person who is the subject of the complaint may suggest witnesses and/or submit materials they believe are relevant to the complaint.**
 3. If the complaint is against an employee of the school unit, any rights conferred under an applicable collective bargaining agreement shall be applied.
 4. Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.
 5. Affirmative Action Officers shall keep a written record of the investigation process.
 6. Affirmative Action Officers may take interim remedial measures (consistent with any applicable collective bargaining agreement provisions) to reduce the risk of further

discrimination or harassment while the investigation is pending.

7. Affirmative Action Officers shall consult with the Superintendent concerning the investigation, conclusions, and any remedial and/or disciplinary actions.
8. The investigation shall be completed within 21 business days of receiving the complaint, if practicable.

D. If the Affirmative Action Officers determine that discrimination or harassment occurred, he/she shall, in consultation with the Superintendent:

1. Determine what remedial action is required, if any; **is required to end the discrimination or harassment, remedy its effect, and prevent recurrence;**
2. Determine what disciplinary action should be taken against the person(s) who engaged in harassment, ~~if any, and~~
3. Inform the employee who made the complaint in writing of the results of the investigation and its resolution (in accordance with applicable state and federal privacy laws).

~~E. If the employee who made the complaint is dissatisfied with the resolution, he/she may appeal to the Superintendent within 14 business days after receiving notice of resolution. The Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate. The Superintendent's decision shall be final. However, if the employee is dissatisfied with the decision of the Superintendent, he/she may appeal to the Biddeford School Committee within 14 business days. The Biddeford School Committee's decision shall be final.~~

E. After the conclusion of the investigation, the employee who made the complaint or the person who is the subject of the complaint may seek an appeal of the findings, but solely on the basis of either a) prejudicial procedural error, or b) the discovery of previously unavailable relevant evidence that could significantly impact the outcome. Appeals must be submitted, in writing, to the Superintendent within 14 business days after receiving notice of the resolution. Upon receipt of a valid appeal, the Superintendent shall review the investigation report and may conduct further investigation if deemed appropriate. The Superintendent's decision on the appeal shall be provided within 21 business days, if practicable.

Legal Reference: Americans with Disabilities Act (28 CFR § 35.07)
 Section 504 of the Vocational Rehabilitation Act (34 CFR § 104.7)
 Title IX of the Educational Amendments of 1972 (34 CFR § 106.8(b))
 Age Discrimination in Employment Act (34 CFR § 110.25)
Genetic Information Nondiscrimination Act (42 USC § 2000ff et seq.)
 Maine Human Rights Act (5 M.R.S.A. § 4571 et seq., 4681 et seq.)

Cross Reference: AC – Nondiscrimination/Equal Opportunity and Affirmative Action
 ACAB – Harassment and Sexual Harassment of School Employees

Adopted: 11/13/01

Revised: 7/8/08, 10/22/13, _____

TOBACCO/ELECTRONIC CIGARETTES/PARAPHERNALIA USE AND POSSESSION ADMINISTRATIVE REGULATION

The purpose of the following administrative regulation is to effectuate the mandates imposed by the various federal and state laws in addition to this Biddeford School Committee's "Tobacco/Electronic Cigarettes/Paraphernalia Use and Possession" policy. It also applies to other devices designed to deliver nicotine through inhalation or "vaping," or used to simulate smoking. **This policy applies to athletic venues, including Waterhouse Field and Biddeford Ice Arena**

I. PROHIBITED CONDUCT

- A. **Students:** The use, possession, sale, dispensing or distribution of tobacco products, electronic cigarettes and paraphernalia, by all students is prohibited in school buildings and facilities, during school-sponsored events, on school grounds and buses, and at all other times.
- B. **Employees and All Other Persons:** The use of tobacco products, electronic cigarettes and paraphernalia, by employees and all other persons is prohibited in school buildings, facilities and on school buses during school-sponsored events and at all other times on school grounds.

In addition, employees and all other persons are strictly prohibited, under law and this Biddeford School Committee's policy/administrative regulations, from selling, dispensing or distributing tobacco products, electronic cigarettes and paraphernalia to students.

II. ENFORCEMENT

In order to enforce the tobacco products policy, the following guidelines shall be utilized by the **Principal/Program Director/Designee (heretofore, "Principal")** of a school in which prohibited conduct occurs. The Principal shall report any violations of this policy/procedure, as promptly as practicable, to the Superintendent.

A. Student Violations

The Superintendent or designee shall develop age-appropriate disciplinary guidelines for students violating this policy/administrative procedure, which shall be attached to this administrative procedure.

B. Student Referral to Law Enforcement Agency

The Superintendent or his/her designee reserves the right to refer students to a law enforcement agency, on a case-by-case basis, as he/she may deem necessary. However, the Superintendent/designee shall refer to a law enforcement agency any student reasonably suspected of selling, dispensing or distributing tobacco products.

C. Other Persons in Violation

All other persons violating this policy, e.g., employees, visitors, shall be immediately directed to cease violative behavior. In addition, all persons suspected of selling, distributing or in any way dispensing tobacco products to students shall be referred to a law enforcement agency.

Any employee subject violating this policy shall be to appropriate disciplinary measures.

III. PREVENTION/EDUCATION

The school unit will provide students with information and activities focused on educating students about tobacco products, electronic cigarettes and paraphernalia and preventing their use. Programs shall teach students that the use of tobacco, electronic cigarettes and paraphernalia is harmful; how to resist peer pressure; and address the legal, social and health consequences of tobacco, electronic cigarettes and paraphernalia abuse.

This Biddeford School Committee's policy ADC and corresponding disciplinary actions for infractions of this policy shall be printed in employee and student handbooks. Parents/guardians shall be able to access the Committee's Tobacco policy and administrative procedure on the school website.

Related Policy: ADC – Tobacco Use and Possession
 JICA – Student Dress

Legal References: 20 USC § 6081 (Pro-Children Act of 1994---Goals 2000)
 22 MRSA § 1578-B
 Me. PL 470 (An Act to Reduce Tobacco Use by Minors)

Adopted: January 11, 2000

Revised: July 24, 2007, December 10, 2013, April 12, 2016, _____

DRUG-FREE WORKPLACE

The School Committee recognizes that alcoholism and drug dependency are treatable diseases. Left untreated, they may result in serious personal and family problems. At the same time, the School Committee is also seriously concerned about the effects of alcohol and drug dependency upon an employee's job performance and ability to serve as a role model for our students.

The School Committee believes strongly that all employees and students should be able to work and learn in an environment free from alcohol and drug abuse. Accordingly, the school unit expects all employees to report for work and to perform their duties in a manner which does not jeopardize the health, safety and well-being of co-workers and students.

No employee shall distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor. Nor shall an employee unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, **bath salt**, anabolic steroid or any other controlled substance (as defined in schedules I through V of section 202 of the federal Controlled Substance Act [21 USC § 812]; by regulation at 21 CFR, § 1300.11 through 1300.15; and in 17-A MRSA, § 1101). This applies before, during and after school hours, at school or in any other school system location, defined as follows:

“School system location” means in any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the school unit; or during any period of time such employee is supervising students on behalf of the school system or otherwise engaged in school unit business.

Any employee who suspects that he/she may have an alcohol or drug dependency problem is strongly encouraged to contact his/her supervisor to seek voluntary diagnosis and treatment. The employee will be provided confidential referral services to an outside agency upon request and assisted in determining the extent to which insurance coverage to help pay for such services is available. All voluntary referrals shall be kept confidential.

Any illegal use, possession, furnishing, selling or provision of assistance in obtaining alcoholic beverages or scheduled drugs not covered by the preceding paragraph may,

depending upon the circumstances, constitute sufficient grounds for discipline, up to and including dismissal. Referrals under foregoing paragraphs of this policy will not preclude disciplinary action under this paragraph, depending on the circumstances.

As provided in the Drug-Free Workplace Act of 1988, any employee is required to notify the school unit of a criminal or civil conviction for a drug violation occurring in the workplace no later than five calendar days after such conviction. In turn, the Superintendent, within 10 calendar days of learning of such a conviction, is to give written notification to the U.S. Department of Education and to any other federal agency from which the unit receives grant funds.

Appropriate personnel sanctions shall be taken against any employee who violates the terms of this school unit's drug and alcohol policy, up to and including termination.

Implementation

The Superintendent shall be responsible for developing and administering appropriate regulations to implement this policy.

Communication

A copy of this policy is to be given or mailed to all current employees and to new employees at the time of their employment and is to be posted in appropriate locations throughout the school system.

Review

The Superintendent is to oversee a biennial review of the policy and administrative regulations to determine program effectiveness, to implement changes to programs, policy and regulations, as needed, and to ensure that disciplinary sanctions are consistently enforced.

Legal Reference: 21 U.S.C. § 812 (Controlled Substances Act)
 21 C.F.R. §§ 1300.11-1300.15
 Fed. P.L. 101-226
 17-A MRSA § 1101

Cross Reference: JICH - Drug and Alcohol Use by Students

Adopted: November 20, 1991

Revised: April 27, 1999, _____

SUPERVISION AND EVALUATION OF SUPPORT STAFF

The School Committee recognizes that thorough, regular and fair supervision and appraisal of support staff is critical to the realization of the school unit's goals. The primary purposes of supervision and evaluation are the growth of individual staff members, the strengthening of the school staff as a whole, and improvement of support services. All support staff are expected to participate fully in the evaluation process, self-appraisal and continuous improvement of their skills.

The Superintendent shall be responsible for development, implementation and periodic review of the supervision and evaluation system consistent with the following guidelines:

- A. Each support staff member shall receive appropriate supervision.
- B. Probationary employees shall be evaluated at the conclusion of their probationary period, and the results shall be used to make a decision regarding continued employment.
- C. All other employees, **except those whose evaluation system is otherwise governed or required by law or contract,** shall be evaluated annually by their immediate supervisor.
- D. Evaluations shall be made in writing on official forms. The supervisor will meet with the employee to discuss the results of the evaluation. Employees shall have the right to attach a memorandum to the evaluation.
- E. All evaluations shall be submitted to the Superintendent by June 30 and the evaluations placed in the employees' personnel files.

Adopted: February 26, 1992

Revised: April 27, 1999, _____

**PHILOSOPHY OF BIDDEFORD REGIONAL ~~VOCATIONAL~~ CENTER
OF TECHNOLOGY**

The Biddeford Regional ~~Vocational~~ Center of Technology offers quality career and technical programs and an applied method of instruction which develop students' knowledge, skills and attitudes for life and work.

Programs supplement and enhance the relevance of the academic curriculum and provide students with a strong foundation which enhances their employment opportunities.

The Biddeford Regional ~~Vocational~~ Center of Technology is a vital component of the school system, and its programs are open to all secondary students as well as adult learners. Through partnerships with community, commercial and industrial advisory groups, programs are developed which provide students with realistic, integrated and individual instruction.

Cross Reference: IHD – Adult and Community Education

Adopted: September 1991

Revised: April 27, 1999, _____

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
[Dear Colleague Letter, English Learner Students and Limited English Proficient Parents \(01/7/2015\)](#)

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 class work 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 ~~No Child Left Behind~~ **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.

II. Language Assessment Committee (LAC)

A. Membership

1. Assistant Superintendent
2. Other Permanent Members
 - a. State Certified ~~ESL~~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/~~ESL~~ **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** ~~ESL~~-Endorsed teachers
2. ~~Southern Maine ESL Consortium~~
3. Translators, interpreters, and local support staff

B. State

1. ~~ELL~~ ~~ESL~~ 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)/ legal guardian(s)
3. Classroom teacher observation(s) and/or ~~ESL~~ **ELL** Referral Form
4. School records (if available)
5. English Language Proficiency ~~Assessment~~ **Screening** Assessment (~~ACCESS for ELL's~~) (**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 (~~ACCESS for ELL's~~) or **WAPT or Screener**
2. Six (6) months for currently enrolled students
 - a. Classroom teacher observation(s) and/or ~~ESL~~-**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 screening and/or assessment~~ **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 ~~ESL~~ **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 (~~NECAP, NWEA~~) (**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 ~~ESL~~ **ELL** report and/or grades

VIII. Change in ~~ESL~~ Status

- A. Program re-entry
 - ~~1. ACCESS scores~~
 2. Standardized assessments
 3. Classroom performance
- B. Reclassification
 1. Active to Monitor
 - ~~a.~~ Achievement of ACCESS Level ~~5~~ **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
 - 1. ~~Superintendent~~
 - 2. ~~Biddeford School Committee~~

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 \(01/7/2015\)](#)

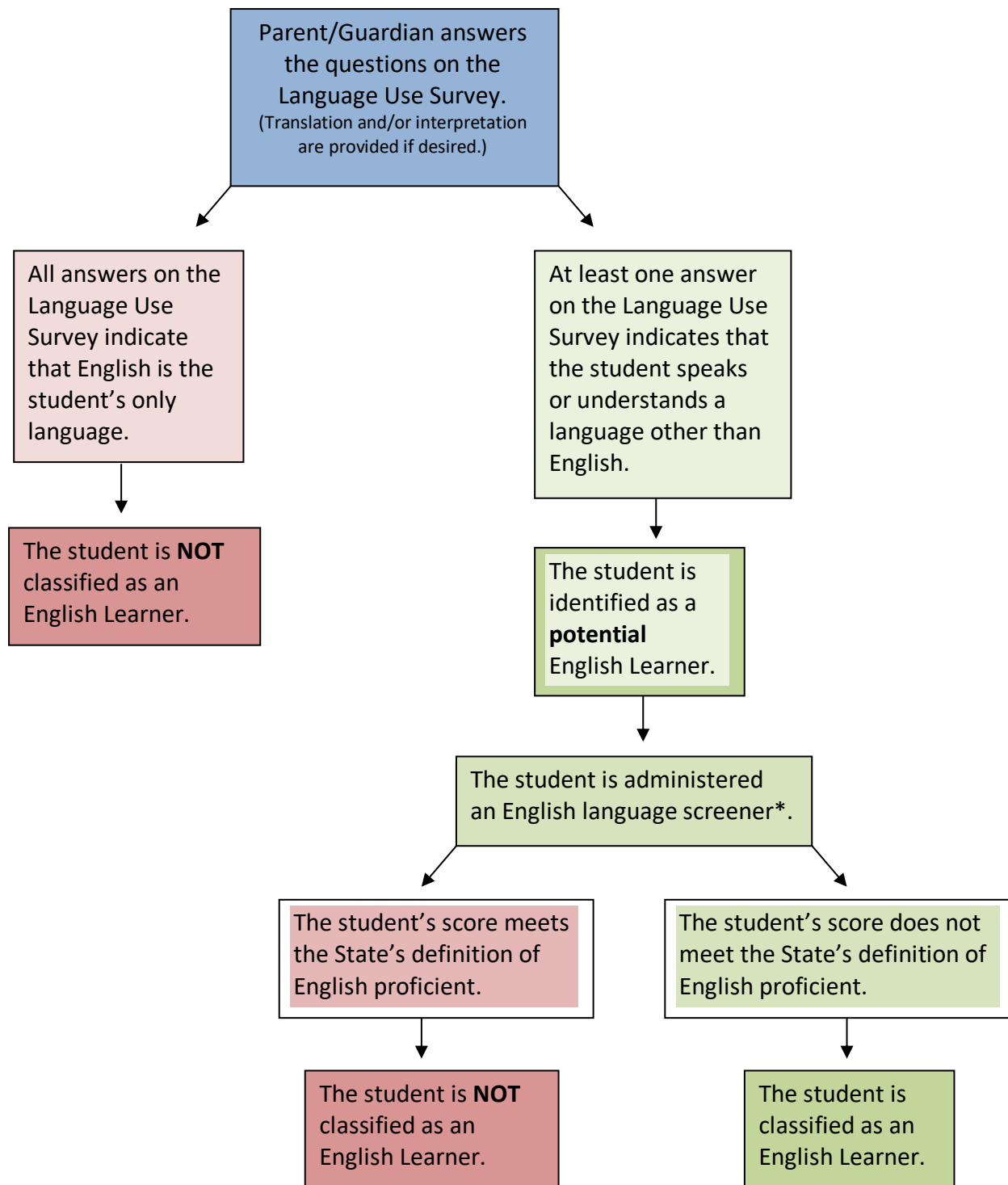
Cross Reference: **IHBEA, IHBEA-R1**

Adopted: October 12, 1999

Revised: October 1, 2005, October 26, 2010, May 28, 2013, _____

English Learner Identification Decision Tree- BIDDEFORD SCHOOL DEPARTMENT

The parent(s)/guardian(s) of all students enrolling in a Maine school district for the first time must complete the Language Use Survey. The entire identification process must be completed within 30 days of enrollment from the beginning of the school year or within two weeks of enrollment during the school year. Note that if a parent/guardian refuses to complete the Language Use Survey, the district is still required under federal law to identify all English learners. In such cases, the "School Use Only" section of the Language Use Survey must indicate observed or student-reported use of a primary or home language other than English before an English language proficiency screener can be administered.



Cross Reference: IHBEA, IHBEA-R

*Biddeford's screener schedule: **Pre-K:** Pre-LAS, **K:** W-APT, **1-12:** WIDA

Adopted: _____

BIDDEFORD SCHOOL DEPARTMENT

PROMOTION, AND RETENTION ~~AND ACCELERATION~~ OF STUDENTS

It is the intent of the School Committee that appropriate instruction is offered to all students in a progressive and sequential way. Therefore, the grade placement of each student will be made on an individual basis, understanding that the level of instruction at each grade is not a single level of instruction but rather a series of levels intended to meet the various needs of students assigned to that grade level.

As far as possible, retention will be decided through conferences involving the Building Leader, teachers, and parents. The ~~guidance~~ **school** counselor and other professional staff will participate as appropriate. Parents will be notified as early as possible that retention is being considered, and except in very unusual circumstances, no later than March 15. The Building Leader shall be responsible for making the final decision as to retention and assignment. Decisions on special education students will be made through the Individual Education Plan (IEP) Team process.

The Biddeford School Department strongly supports meeting individual student needs based on their developmental level. As a result, retention ~~and acceleration~~ should be considered only after careful evaluation among professionals and parents. All aspects of the student's social, emotional well-being and academic progress may be considered during this process.

It is recognized that some children benefit by staying another year at a particular grade level. Any necessary retention should take place as early in a student's educational career as possible, preferably between grades K-3. In grades 9 through 12, student promotion shall be determined by the number of Carnegie Units (credits) earned, achievement of content standards or a modified plan, as approved by the principal.

Legal Reference: CH. 125.23, B, 5, 1 (Maine Dept. of Ed. Rule)

Cross Reference: JEA – Compulsory Attendance Ages

IKEB

IKEB-R

IKEB-R1

IKEB-R2

JRA

Adopted: March 21, 1984

Revised: 6/26/85; 12/13/88; 1/28/93; 4/27/99, 9/12/00, 6/9/09, 10/22/13, 11/10/15, ____

ACCELERATION

The Biddeford School Department is dedicated to the total and continuous development of each student and intends for each student to attain the highest level of individual achievement possible. This process may include acceleration, the practice of placing certain students in programs or subjects considered above their grade level. The curriculum and schedules of all Biddeford schools provide flexibility for student acceleration. Scheduling students into subjects above their grade level is done with counseling based on evidence of ability, past academic achievement, and social and emotional development in collaboration with the Gifted and Talented Program Coordinator, administrator and school team, the individual student, his/her parents or guardians, and any other school department employee whose counsel the building principal may seek.

The criteria and procedures for determining whether to accelerate students are defined in IKEB- R: Acceleration Regulations.

Acceleration may take the following forms at the elementary and secondary levels:

1. Elementary: (Pre-K-5)

- A. “Leveling up” on standards in a given classroom or unit of study;
- B. Grade-based acceleration, commonly known as “grade skipping”; and,
- C. Single subject acceleration

Decisions concerning the acceleration of an elementary student will be team-based. The decision-making team will include the principal, the student’s parents/guardians, and the student’s educational team. As appropriate the Gifted and Talented Teacher will also advise. This team should also include the student’s current teacher, a representative gifted and talented educator, school psychologist, school counselor, special education and English Learner (EL) specialists (if appropriate), and the receiving teacher(s) from the next grade.

2. Secondary: (6-12)

- A. Grade-based acceleration, commonly known as “grade skipping”; and
- B. Single subject acceleration.

Acceleration decisions placing secondary students in courses which are commonly taught at grade levels above their current placement will be team-based. The decision-making team may include the Gifted and Talented Program Coordinator, the student’s parents/guardians, and the student’s educational team. This team will also include the student’s current teacher, school psychologist, school counselor, special education and English Learner specialists (if appropriate), and the receiving teacher(s) from the next grade.

When a student below the ninth grade successfully completes courses offered for credit in grades 9-12, the credit is counted toward meeting the standard units required for graduation, provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below the ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that school department omit the grade from the student's transcript and the student not earn high school credit for the course. The parent/guardian shall make such request in writing to the Superintendent prior to the start of the student's grade 9 year. The parental right will be included in the Middle School Handbook.

Acceleration decisions will be based upon current best practices and research and as procedurally described in Regulation IKEB-R. In addition, while GT identification is not required for a student to be accelerated, a designation for special education services or English Learner services will likewise not impede a student's consideration for acceleration.

Cross Ref.:	IKE	Academic Promotion and Retention of Students
	IKEB-R	Acceleration Regulations
	<u>IKEB-R1</u>	<u>Grade Level Placement Decisions</u>
	<u>IKEB-R2</u>	<u>Acceleration Application</u>
	<u>IKEB-R3</u>	<u>Acceleration Transition Plan</u>
	JRA	Student Educational Records and Information

Adopted: _____

ACCELERATION REGULATIONS

Acceleration is the practice of placing certain students in programs or subjects considered above their grade level because they progress through an educational program more rapidly or at a younger age than is customary. It can take many forms within the classroom instructional program. In some cases, the program does not provide particular students with a sufficient academic challenge. This may lead to a decision regarding change of placement outside the typical grade level of the student.

Acceleration decisions are best made in the spring prior to the year of entry or as early as possible in the school year, and should be made using the most current research-based practices available.¹ A complete student profile should be created in order to determine appropriate placement. Multiple measures of readiness should be utilized including academic performance, social and emotional development, and language development. Benchmarks should necessitate a high level of achievement across both academic (e.g., student ability, aptitude and achievement) and non-academic measures (e.g., developmental factors such as age, physical size, motor coordination; interpersonal skills, including emotional development, behavior, relationships with peers and teachers; participation in non-school extracurricular activities; attitude and support). A designation for special education services or English Learner (EL) services will not impede a student's consideration for acceleration.

I. Definitions

A. Leveling Up

The practice of “leveling up” reflects advancement in a system of tracking student progress through learning progressions.

B. Whole-Grade Acceleration

The practice of placing a student one or more years above the grade level corresponding to their chronological age on a full-time basis in order to provide appropriately challenging instruction.

¹ The Institute for Research and Policy (IRPA), an outgrowth from the Templeton Report (2004) entitled “*A Nation Deceived: How Schools Hold Back America’s Brightest Students*,” and its 10-year update companion, “*A Nation Empowered*” (2015), offers a continuous and comprehensive update about research and practice related to acceleration. Its findings suggest that acceleration is a significant service delivery model for students whose needs cannot be met within other types of differentiation or enrichment services. Additionally, the Templeton Report concludes that whole-grade acceleration can be an effective tool for students whose academic and social- emotional needs necessitate advanced study that transcends their grade-level assigned curriculum.

C. Single Subject (Content based) Acceleration

The practice of placing a student in an instructional setting for a specific subject above their current grade level by course or with older peers for part of the day in one or more content areas.

D. Early Graduation

A student is awarded an advanced level of instruction at least one-half year ahead of schedule. This may be accomplished by taking high school credits in middle school, through dual enrollment coursework, or through self-motivated, expedited advancement.

E. Concurrent/Dual Enrollment

A student takes a course at one level and receives credit at both the high school and community college/university levels.

F. Advanced Placement

A student takes a course in high school that has an accompanying standardized examination that may be awarded college credit by the receiving institutions. The course must incorporate all topics specified by the College Board and Educational Testing Service on its standard syllabus for a given subject area and be approved by the College Board.

II. Acceleration Determination Factors for Elementary and Secondary Students**K-8 Factors:**

1. Current research encourages the following factors for consideration for students in grades K-8: (At the high school level, the decision to accelerate a student should include counseling, previous achievement in a subject area, student interest and motivation, and maturity.)
 - Academic ability, aptitude and achievement: Is the student achieving two years above grade level (as measured by ability and on- and above-grade level assessments)? The two-year recommendation will ensure that the student will be successful in the new grade level (i.e., ranking in the top quartile of the new grade level, as determined by a comparison of two grade levels of test performance). A variety of ability tests can be used, including the Cognitive Abilities Test (COGAT), the Naglieri Non-Verbal Aptitude Test, the Wechsler Intelligence Scale for Children, and the Stanford-Binet.
 - School and Academic Factors:
 - (a) Grade placement under consideration and timing of such placement (should occur as early in the school year as possible and as early in schooling as possible)

- (b) Current grade level of siblings (i.e., addressing potential issues of introducing the accelerated child into the social and academic territory of older siblings). Research reports strongly recommend against acceleration of siblings into the same grade level.
 - (c) Attendance at school
 - (d) Motivation, attitude toward learning and academic self-concept (student willingness to try new challenges; demonstrates a positive attitude about the acceleration under consideration)
 - (e) Participation in extracurricular activities (Does the child have outside of school supports and interests?) Research suggests that placement decisions should consider the importance of students' current extracurricular involvement in a lower grade: Will the acceleration process preclude his or her continuation of that involvement at the higher-grade level?
- Developmental Factors:
 - (a) Age - is the student in the upper half of the age range at the current grade level?
 - (b) Physical size/ Motor Coordination
 - Interpersonal Skills:
 - (a) Emotional development / relationships with peers, teacher - can the student handle the stresses of being challenged?
 - (b) Behavior - to what degree is the student self-disciplined and able to work well in the classroom?
 - Attitude and Support
 - (a) Is there support from both the school system and parents for acceleration?
 - (b) How does the student feel about the idea of acceleration/grade-based acceleration? (Grade-based acceleration is commonly referred to as "grade skipping." Specifically, an elementary student is accelerated into one grade or higher beyond his or her normal placement.)

III. **Single Subject Acceleration**

In this approach, a student's strength is in one specific content area, and his or her needs are best met by acceleration into the content presented at the higher-grade level.

IV. **The Acceleration Process at the Elementary Level (Whole-Grade or Single-Subject Acceleration)**

Decisions concerning the acceleration of an elementary student will be team-based. The decision-making team will include the principal, the student's parents/guardians, and the student's educational team. This may include the student's current teacher, a representative gifted and talented educator, school psychologist, school counselor, special education and English Learner (EL) specialists (if appropriate), and the receiving teacher(s) from the next grade.

1. The acceleration process begins with a written request from the parents/guardians or teacher(s) to the principal outlining the reasons for requesting acceleration.

2. The principal will make arrangements for recommended ability and achievement testing, the gathering of information from the current teacher and others familiar with the student regarding school and academic factors, developmental factors, interpersonal skills and the student's attitude and school level support utilizing the *MEA or STAR* as a tool to support the decision making process within 45 days of receiving the request.
3. If the student is a good candidate for acceleration (as determined by the total score on the *MEA or STAR* and the agreement of the school and parent-based decision-making team), then a written acceleration plan should be created and used to oversee the child's educational path. This will ensure that the work of a full grade is not skipped, but areas of mastery compacted. Specifically, a viable pre-assessment/diagnostic assessment process should be written into the plan to ensure that any skills that may have been missed or omitted because of acceleration should be explicitly taught or retaught to ensure student mastery. This plan is to be developed in collaboration with school level administration, grade level teachers and a gifted educator. This plan should be monitored and adjusted annually to ensure the appropriate academic path is available to the student in the future. A signed copy of the plan is placed in the student's permanent record.
4. A monitored transition period, not to exceed 30 days, should be established by the student's school counselor. During this period, parents can request a reversal in acceleration if desired.
5. This process should be applied equitably and systematically to all referred students.

V. **Acceleration at the Secondary Level**

Acceleration decisions placing secondary students in courses which are commonly taught at grade levels above their current placement will be team-based. The decision-making team may include the Gifted and Talented Program Instructor, the student's parents/guardians, and the student's educational team. This may include the student's current teacher(s), school psychologist, school counselor, special education and English Learner specialists (if appropriate), and the receiving teacher(s) from the next grade.

Factors involving student maturity and previous achievement in subject areas aligned with the acceleration request should be considered. Measures to determine maturity might include

sources such as teacher recommendations, teacher and/or counselor observations, and related data involving students' capacity for benefiting from the acceleration process (e.g., participation in extracurricular activities, counseling profiles, and leadership roles).

Additional prerequisites, if applicable for AP or Dual Enrollment courses, can be found in the Program of Studies.

VI. Appeal Process

Within 10 instructional days of notification of the decision, an appeal by the parent/guardian can be made in writing to the Superintendent. An appeal can be requested for reconsideration of the results of any part of the acceleration process such as:

- 1) The data collection process;
- 2) The proceedings of the convened committee; and
- 3) The written acceleration plan.

Once the parent/guardian has submitted a letter to the school principal outlining the nature of the concern, they will convene a meeting with the parent/guardian, which may include other school personnel to discuss the concern.

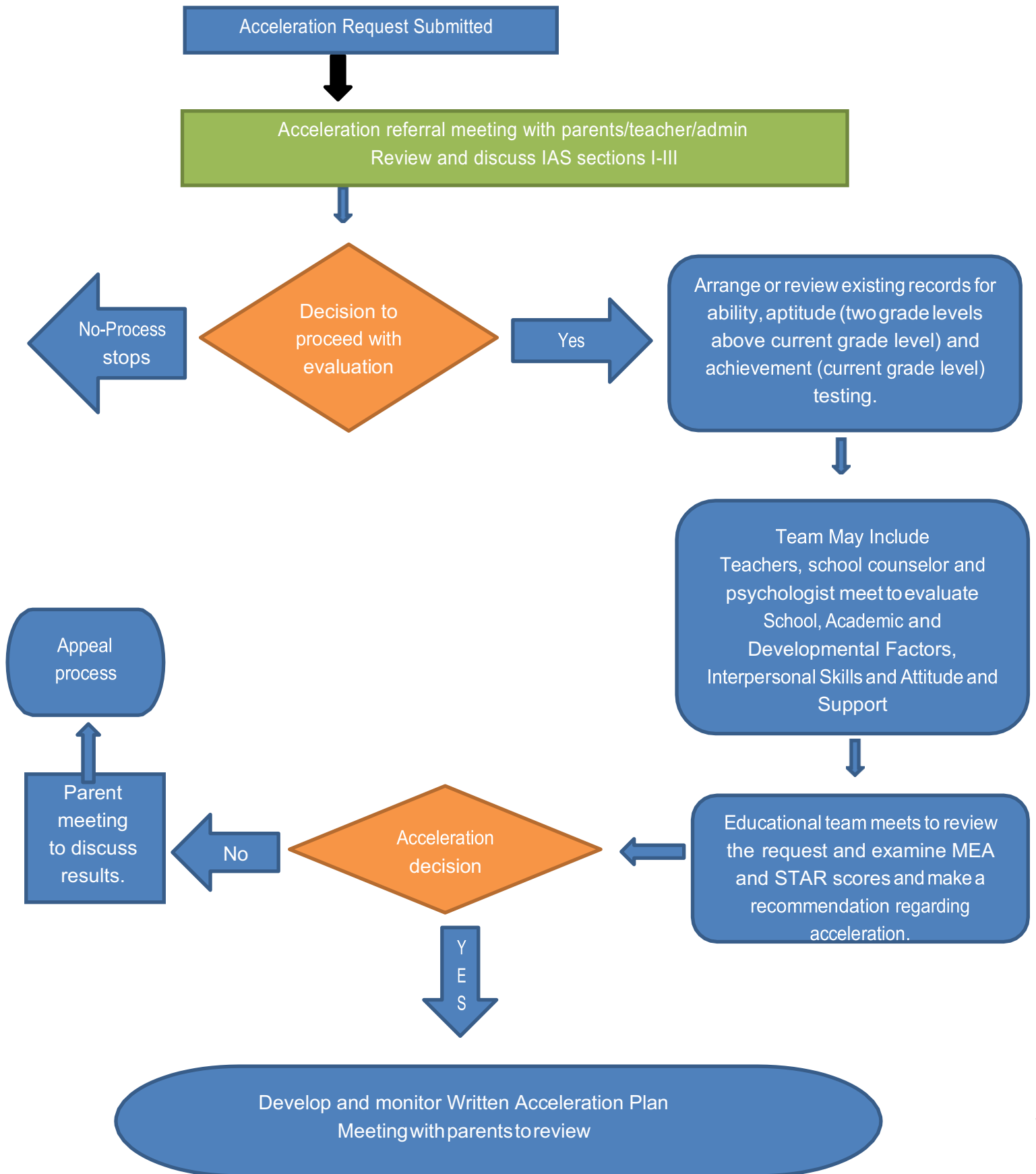
Superintendent will issue a written final decision within 30 days of the appeal. This written notice should include the reason for the decision. The Superintendent's disposition on the matter shall be final.

Cross Refs.:	IKE	Academic Promotion and Retention of Students
	IKEB-R	Acceleration Regulations
	<u>IKEB-R1</u>	<u>Grade Level Placement Decisions</u>
	<u>IKEB-R2</u>	<u>Acceleration Application</u>
	<u>IKEB-R3</u>	<u>Acceleration Transition Plan</u>
	JRA	Student Educational Records and Information

Additional Reference: Decision/Process Tree, Overleaf

Adopted: _____

Using the MEA or STAR as the guiding tool, the following steps should occur when making out of grade level placement decisions:



Biddeford School Department Referral for Grade Level Acceleration Application (IKEB-R1)

Once the application is received, data collection will begin and the Acceleration Evaluation Committee will meet for determinations. If additional testing is required for acceleration consideration, the parents/guardians will be notified. Otherwise, notification of the outcome of the evaluation process will be provided in writing within 45 school days of the principal's receipt of the formal referral. There will be a link on the Biddeford website to access this form.

1. **Email address ***

2. **Child's Name**

3. **Gender**

4. **Date of Birth**

Example: December 15, 2012

5. **Address**

6. **Phone Number**

8. Current school

IKEB-R2

Check all that apply.

- ☐ JFK
- ☐ BPS
- ☐ BIS
- ☐ BMS
- ☐ BHS
- ☐ COT
- ☐ APC

9. Current grade level

Check all that apply.

- ☐ Pre-K
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

10. Name of individual completing the form

11. Relationship to child

12. Signature

13. Date

Example: December 15, 2012

14. **Would acceleration be socially and emotionally appropriate for the student? Describe how the student relates to other children currently, and explain the effect you believe acceleration will have in relation to the student's ability to interact and relate to older peers.**
-

15. **List activities (extracurricular and/or in school) in which the student participates.**
-

16. **Reasons why I want the student to accelerate a grade level.**
-

17. **Why do you believe the student is ready academically to be advanced? How will the student benefit more from acceleration than from the implementation of differentiation strategies and other education options in the student's current placement? Please give specific examples.**
-

18. **List the characteristics the student displays that would make him/her comfortable accelerating a grade level.**
-

19. **What evidence do you have that the student's former/current teacher would support this request? Please include the name of the student's teacher/s in your response.**
-

20. **Please feel free to provide any additional information regarding the student's social and academic growth.**

This Section for Principal or Designee.....

21. **Please attach current and previous years' progress reports**
Files submitted:

22. **Current Year's STAR data (Scaled Score and Percentile)**

IKEB-R2

Mark only one oval.

- ☐ ELA Fall:
- ☐ ELA Winter:
- ☐ ELA Spring:
- ☐ Math Fall:
- ☐ Math Winter:
- ☐ Math Spring:

23. **MEA Scores**

Mark only one oval.

- ☐ ELA:
- ☐ Math:

26. **Previous Year's STAR data (Scaled Score and Percentile)**

Mark only one oval.

- ☐ ELA Fall:
- ☐ ELA Winter:
- ☐ ELA Spring:
- ☐ Math Fall:
- ☐ Math Winter:
- ☐ Math Spring:

28. **CoGAT**

IKEB-R2

Mark only one oval.

- ☐ Verbal:
- ☐ Quantitative:
- ☐ Non-Verbal:

☐ Send me a copy of my responses.

Cross Refs.:

IKE	Academic Promotion and Retention of Students
IKEB-R	Acceleration Regulations
IKEB-R1	Grade Level Placement Decisions
IKEB-R3	Acceleration Transition Plan
JRA	Student Educational Records and Information

Adopted: _____

Name:	Grade:
Present School:	
Parent/Guardian:	
Work Phone:	Date:
Email:	

Specific grade, subject, or course acceleration recommendation:

From _____ to _____

Teacher(s) Involved:

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Transition Period M/D/Y (not to exceed 90 days):

Begins:	Ends:
---------	-------

Strategies to ensure a successful transition:

1.

2.

3.

4.

Staff member(s) assigned to monitor the implementation of this plan:

Name:	Position:
Name:	Position:

Strategies for monitoring plan implementation:

1.

2.

3.

4.

5.

6.

Strategies to ensure continuous progress following the transition period:

1.

2.

3.

4.

Cross Ref.:

IKE	Academic Promotion and Retention of Students
IKEB-R	Acceleration Regulations
IKEB-R1	Grade Level Placement Decisions
IKEB-R2	Acceleration Application
IKEB-R3	Acceleration Transition Plan
JRA	Student Educational Records and Information

Adopted:_____

CHILD SEXUAL ABUSE PREVENTION AND RESPONSE

The Board recognizes that Maine law requires every school unit with a Pre-K through 5th grade program to adopt a policy for child sexual abuse prevention education and response. The Board adopts this policy in the interest of promoting the well-being of students and providing a supportive learning environment as well as compliance with the law.

For the purpose of this policy, “child sexual abuse” means any sexual engagement either through “hands on” or “hands off” activities between an adult and a child; **that is any sexual behavior including but not limited to physical touch, inappropriate sexual communication, gesturing, exposure, or suggestion.** Sexual engagement between children can also be sexual abuse when there is a significant age difference between the children involved or if the children are very different in development, size, or other power differential.

I. REPORTING CHILD SEXUAL ABUSE

- A. Any employee of the school unit who has reason to suspect that a child has been sexually abused is to immediately notify the building principal or designated agent.
 1. In addition to notifying the building principal/designated agent, the employee may also make a report directly to the Department of Health and Human Services (DHHS).
 2. School volunteers who have reason to suspect that a child has been sexually abused may report their suspicions directly to DHHS.
 3. Neither the employee or volunteer nor the building principal/designated agent should attempt to further question or interview the child nor otherwise undertake an investigation.
- B. If the reporting employee or volunteer does not receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of his/her report that a report has been made to DHHS, the employee or volunteer shall make an immediate report directly to DHHS. In such cases, the employee or volunteer shall then complete a copy of the school unit’s Suspected Child Abuse and Neglect Reporting Form (JLF-E).

- C. If the reporting employee or volunteer does receive written confirmation from the building principal/designated agent or Superintendent within 24 hours of his/her report (i.e., a copy of the Suspected Child Abuse and Neglect Reporting Form (JLF-E)), he/she shall sign the form as acknowledgement that the report was made and return it to the building principal/administrator or Superintendent.
- D. The administrator reporting and confirmation duties shall be the same as provided in Section III of the Board's policy JLF, Reporting Child Abuse and Neglect.

II. CHILD SEXUAL ABUSE AWARENESS AND PREVENTION EDUCATION FOR SCHOOL PERSONNEL

All school personnel shall be required to complete a minimum of one hour of training in child sexual abuse awareness and prevention, with training to be updated at least once every four years thereafter. New employees must complete training within six months of hire. **Said training is a condition of employment, but other parts of this policy remain effective regardless of access to-or participation in training.**

Training must be "evidence-informed" (i.e., based on research and best practices) and delivered by a qualified instructor (i.e. a person with appropriate knowledge, skills, and experience or training in child sexual abuse awareness and prevention). The trainer may be an employee or volunteer with an agency/organization specializing in sexual assault and/or child sexual abuse or an employee of the school unit (e.g., school social worker, ~~guidance~~ **school** counselor, school nurse, health educator) who has received appropriate training from such an agency/organization.

The goals of the training for school personnel are:

- Increased awareness of developmentally appropriate and inappropriate sexual behaviors in children;
- Increased ability to recognize indicators of child sexual abuse;

- Enhanced ability to respond effectively when a student or student's friend or peer discloses sexual activity or the staff member suspects child sexual abuse has occurred; and
- Awareness of local resources available to students, parents, schools, and community members, and how these resources may be accessed.

Training should also address confidentiality/disclosure concerns (beyond the mandated reporting).

III. CHILD SEXUAL ABUSE PREVENTION EDUCATION IN THE PRE-K THROUGH 5TH GRADE CURRICULUM

The school unit will provide child sexual abuse prevention programming to its Pre-K through grade 5 students. Such instruction will be aligned with the health **and physical** education standards of Maine's system of Learning Results for this grade span, and incorporated into the written school health education curriculum.

Programming of appropriate scope and sequence will be delivered by qualified instructors, who may be from a local or regional agency/organization with experience and expertise in sexual assault and child sexual abuse or by a school unit employee deemed competent by the Superintendent/designee to deliver such instruction. If the instructor is a school unit employee, the Board anticipates that this will be a person with the knowledge, skills, sensitivity and "comfort level" necessary to deliver the curriculum in the classroom setting, i.e., school nurse, school social worker, ~~guidance~~ **school** counselor, or teacher with experience in health education. Any instructor who is a school employee is expected to take full advantage of the evidence-informed educational resources available on websites hosted by the DOE and/or MECASA. Any instructor who is a school employee should be familiar with the local community-based agencies/organizations that provide assistance or services to children and families that are experiencing or have experienced sexual assault or child sexual abuse.

It is the intent that the curriculum, as delivered in the classroom, will:

- Include age-appropriate education regarding physical and personal boundaries; including biologically accurate body terminology;

- Help children identify unsafe or uncomfortable situations including a range of feelings, touches, or violations of physical boundaries;
- Help children identify safe adults with whom they can talk about unsafe or uncomfortable situations; and
- Help children identify and develop skills to support a friend who may be experiencing unsafe or uncomfortable situations.

Legal Reference: 20-A MRSA §§ 254(18), 4502(5-C)
22 MRSA §4011-A
20-A MRSA §§ 5051-A(1)(C); 5051-A(2)(C)
20 USC § 1232g, Family Educational Rights and Privacy Act

Cross Reference: JLF – Reporting Suspected Child Abuse and Neglect
JLF-E – Suspected Child Abuse/Neglect Report Form

Adopted:_____

SUICIDE AWARENESS PROGRAM

The School Committee recognizes that **suicide prevention requires a comprehensive approach.** ~~depression and self-destruction are problems of increasing severity among children and adolescents. A student suffering from depression cannot benefit fully from the educational program and may pose a threat to him/herself or others. All school personnel should be alert to students who exhibit signs of unusual depression or who threaten or attempt suicide.~~

Biddeford School Department will provide suicide prevention awareness training for all employees. School employees shall complete suicide awareness training within six months of beginning employment and refresher training at least once every year thereafter.

~~With the intent of contributing to the prevention of suicide among its pupils where possible, the School Committee directs that an Adolescent Suicide Awareness Program be initiated, including:~~

- ~~A. In-service education to increase the awareness of all school staff about the seriousness of the problem and possible suicide “warning signs”;~~
- ~~B. Establishment of referral/response procedures in each school to facilitate assisting students who are identified as possibly suicidal;~~
- ~~C. Infusion into the curriculum (K-12) of appropriate information to help students deal appropriately with feelings, to recognize possible suicide “warning signs” in themselves and others, and to increase awareness of alternatives and resources available for assistance;~~
- ~~D. Parent awareness to increase parental understanding about the problem and the resources available; and~~
- ~~E. Procedures in each school for dealing appropriately with tragedies to ease the impact on students, staff and community in the event of a student suicide.~~

~~School staff cannot be expected to treat the suicidal adolescent. Rather, they need to recognize that they are in a position to aid in the identification of those young people who may be at risk of suicide, and to intervene in order to link these young people and their families to treatment programs in the community. In addition, school staff needs to be prepared to sensitively relate to young people following a suicide attempt and to deal with the intense emotions/reactions of the school community following an actual suicide.~~

The Superintendent/designee will develop protocols to address suicide prevention, intervention, and postvention, including counseling services after an incident of student suicide. Such protocols will be aligned with guidelines that have been reviewed and approved by the Maine Department of Education, i.e., guidelines based on the best

practices established by the National Alliance on Mental Illness Maine or a similar organization authorized by the Maine Department of Health and Human Services through its suicide prevention program.

The school unit's health education and/or the school counseling comprehensive program will include grade level-appropriate instruction to increase suicide awareness. The Board encourages programming that will support mental/behavioral health, teach stress management and coping strategies, and encourage students to seek help from caring adults. Suicide prevention efforts will be aligned with the health education standards of Maine's system of Learning Results.

Legal References: 20-A MRSA § 4502(5-B); Resolves, Ch. 38 (2018)
Me. Dept. of Educ. Rule Ch. 38

Cross Reference: EBCA - Crisis Action Plan

Adopted: April 26, 1994

Revised: April 27, 1999 _____

BIDDEFORD SCHOOL DEPARTMENT

BIDDEFORD SCHOOL DEPARTMENT
REQUEST FOR STIPEND APPOINTMENT APPROVAL

Date: 12/13/2018

School: Biddeford High School

Building Administrator: Jeremie Sirois

Stipend Position Title: Head Boys Lacrosse

Position Responsibilities: Organize and conduct team practices. Attend MPA mandatory clinics and SMAA coaches meetings. Meet all district and state requirements and certifications. Meet all school requirements such as distributing and collecting uniforms and registration forms.

Stipend Dollar Amount:

Anticipated Amount of Time

Number of students participating: 40

Number of days per week: 6

Number of weeks per season/school year: 12

Number of hours per session: 2 practices / 4-5 games

Total hours for season/school year: 240

Recommended Employee: Jason Martel

Background/Experience: See Resume

Mr. Martel has his Maine Department of Education Fingerprinting Certification.

BIDDEFORD SCHOOL DEPARTMENT

REQUEST FOR STIPEND APPOINTMENT APPROVAL

Date: 12/13/2018

School: Biddeford High School

Building Administrator: Jeremie Sirois

Stipend Position Title: Junior Varsity Boys Lacrosse

Position Responsibilities: Organize and conduct team practices. Assist the varsity coach at contests. Meet all district and state requirements and certifications. meet all school requirements such as distributing and collecting uniforms and registration forms.

Stipend Dollar Amount:

Anticipated Amount of Time

Number of students participating: 40

Number of days per week: 6

Number of weeks per season/school year: 12

Number of hours per session: 2 practices / 4-5 games

Total hours for season/school year: 225

Recommended Employee: George Lawson

Background/Experience: Returning JV Coach from 2017

**Biddeford School Department**

18 Maplewood Avenue
Biddeford, ME 04005
Tel: (207) 282-8280 • Fax: (207) 284-7956

Memorandum

Date: 1/4/2019

To: Kerrie Edgerton

From: Karl LeBreux

Cc: Jeremy Ray

RE: Extra Basketball Stipend

Purpose

Due to the large number of boys that participate in boys basketball, we added a third team that was not part of the budget.

This team is coached by Alfonsos Wilkerson, a Biddeford School employee

The stipend to be paid is \$1160.00

Signed: _____

Jeremy Ray ~ Superintendent

Date: _____

1/7/19

BIDDEFORD SCHOOL DEPARTMENT
REQUEST FOR STIPEND APPOINTMENT APPROVAL

Date: November 29, 2018 **School:** Biddeford Middle School

Building Administrator: Scott Descoteaux

Stipend Position Title: 7th Grade Girls Basketball Coach

Position Responsibilities: Emphasize good sportsmanship
Organize team practices
Teach the fundamentals of the game
Coach games
Supervision of athletes
Serve as a positive role model

Stipend Dollar Amount: \$ _____

Anticipated Amount of Time
Number of students participating: 10
Number of days per week: 5
Number of weeks per season/school year: 12
Number of hours per session: 1.5
Total hours for season/school year: 90 hours

Recommended Employee: Melody Michaud

Background/Experience: Former BHS Player
Assistant Coach with BHS Varsity Summer Program

