

**SANFORD SCHOOL DEPARTMENT  
SANFORD SCHOOL COMMITTEE  
REGULAR MEETING AGENDA  
SHS Small Cafeteria – 100 Alumni Boulevard, Sanford  
Monday, January 25, 2021 ~ 6:30 pm**

Note: This is a combination **VIRTUAL** and **IN-PERSON** meeting, with members attending via Zoom Video Conferencing and in-person. If you are interested in joining this video conference, please call (207 608 8701) or email ([ldudgeon@sanford.org](mailto:ldudgeon@sanford.org)) prior to 4:00 pm Monday. If you are interested in joining this meeting in person, please note that seating will be limited due to COVID-19 restrictions.

If you would like to offer public comment, please email [schoolinfo@sanford.org](mailto:schoolinfo@sanford.org) prior to 5:00 pm Monday.

This meeting will be available on Channel 26 locally and live-streamed at <https://townhallstreams.com/towns/sanfordme> ; it will also be available for viewing via this link after the meeting has ended.

**Members present:** Don Jamison, Paula Cote, Jonathan Mapes, John Roux, Amy Sevigny,

**Student Reps present:** Juliana Levesque, Grace Davie, Isabella Farrington

**Staff present:** Matt Nelson, Superintendent  
Steve Bussiere, Assistant Superintendent  
Bethany Lambert, Curriculum Director  
Cheryl Fournier, Business Administrator

**A. Call to Order**

\_\_\_\_\_ (time)

**B. Pledge of Allegiance**

**C. Adjustments**            **None**

**D. Approval of Minutes**            **(Attachment D)**

1. January 4, 2021 Executive Session at 5 pm
2. January 4, 2021 Workshop at 5:30 pm
3. January 4, 2021 Regular Meeting at 6:30 pm

**Recommendation: To accept the minutes as presented.**

**E. Public Comments**

**F. Communications**            **None**

## Sanford School Committee Meeting Agenda

January 25, 2021

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### G. Committee Reports

1. Construction Updates
  - i. SHS/SRTC Construction Project
  - ii. Elementary Construction Projects
  - iii. Sanford PAC
  - iv. WSSR-TV

### H. Superintendent's Report

1. Student Representative Reports
2. Clarification – meetings on 2/1/21 and 2/8/21
  - i. School Committee Regular Meeting will be held 2/8/21
3. Naming of Converted Elementary School

### I. Directors' Reports

1. Assistant Superintendent Steve Bussiere
  - i. Attendance/Engagement Data
2. Curriculum Director Bethany Lambert
  - i. Learning Model Survey Results (Attachment I.2.)
3. Business Administrator Cheryl Fournier

### J. New Business

1. 2021/2022 School Calendar – Matt Nelson (Attachment J.1.)  
**Recommendation:** To adopt the 2021/2022 school calendar as presented.
2. COVID-19 Sick Bank – Matt Nelson (Attachment J.2.)  
**Recommendation:** To approve the amended COVID-19 Sick Bank for SFT Collective Bargaining Agreement under Article IX – Sick Leave, as presented.
3. COVID-19 Compensation Schedule – Matt Nelson (Attachment J.3.)  
**Recommendation:** To approve the amended COVID-19 Compensation Scheduled for SFT Collective Bargaining Agreement, Article XIII, as presented.

### K. Old Business

None

## Sanford School Committee Meeting Agenda

January 25, 2021

### L. Resignations

1. Superintendent Nelson will announce the following resignations:

Baxter, Peter	COVID Custodial Sub	District	Eff. 1/11/21
Dudgeon, Liz	Administrative Assistant	Central Office	Eff. 12/31/21
Elliott, Wendy	EMS Instructor	SRTC	Eff. 8/31/21
Glidden, Elisabeth	Special Education Teacher	SMS	Eff. 8/31/21
Marass, Beth	Science Teacher	SHS	Eff. 8/31/21
Paradis, Patricia	Grade 4 Teacher	MCS	Eff. 8/31/21
Perry, Barbara	Social Studies Teacher	SHS	Eff. 8/31/21
Pickering, Rich	Grade 3 Teacher	Willard	8/31/21
Schubring, Amanda	Administrative Assistant (school yr)	SRTC	Declined
Vermette, Roland	2 <sup>nd</sup> Shift Custodian	SMS	Eff. 12/31/20

### M. Staff Appointments

1. Superintendent Nelson will announce the following appointments:

Mikusek, Sandra	Administrative Assistant (school year)	SRTC	Eff. 1/19/21
Morrow, Deanna	LTS – grade 1 teacher	MCS	Eff. 1/14/21
Payeur, Vicki	Ed Tech Authorization Committee	District	Eff. 9/1/20

### N. Staff Transfers     None

### O. Staff Nominations   None

### P. Policies (**Attachment P**)

1. Second Reading ELL policy IHBEA-R – Sanford School Department LAU Plan  
Steve Bussiere

**Recommendation:** To adopt Policy IHBEA-R as presented.

### Q. Items for Future Agenda(s)

## Sanford School Committee Meeting Agenda

January 25, 2021

### R. Calendar Announcements

Wednesday, January 27, 2021	School Committee Budget Workshop	4:00 pm	SHS small cafeteria and Zoom
Monday, February 1, 2021	School Committee Budget Workshop	4:00 pm	TBD
Wednesday, February 3, 2021	School Committee Budget Workshop	4:00 pm	TBD
Monday, February 8, 2021	School Committee Budget Workshop	4:00 pm	TBD
Monday, February 8, 2021	School Committee Regular Meeting	7:00 pm	TBD
Wednesday, February 10, 2021	School Committee Budget Workshop	4:00 pm	TBD
Monday, February 22, 2021	School Committee Budget Workshop	5:00 pm	TBD
Monday, February 22, 2021	School Committee Regular Meeting	7:00 pm	TBD
Wednesday, February 24, 2021	School Committee Budget Workshop	4:00 pm	TBD

### S. Adjournment

1. **Recommendation:** To adjourn at \_\_\_\_\_.

**SANFORD SCHOOL DEPARTMENT  
SANFORD SCHOOL COMMITTEE  
MINUTES**

Attachment D

**Monday, January 4, 2021 ~ 5:00 pm**

Note: Meeting was held via Zoom Video Conference.

Members present: Paula Cote, Don Jamison, Jonathan Mapes, John Roux, Amy Sevigny

Staff present: Matt Nelson, Superintendent  
Steve Bussiere, Assistant Superintendent

Guests present: none

A. Call to Order Time: 5:06 pm  
Superintendent Nelson called the meeting to order at 5:06 pm; the 2021 School Committee Chair will be elected during the evening's 6:30 pm Regular Meeting.

B. Executive Session Personnel Matter

1. Motion by Mr. Jamison: **To enter Executive Session to discuss Election of 2021 School Committee Chair, 2021 Vice-Chair and 2021 Standing Committee appointments, pursuant to 1 MRSA § 405(6)(A) at 5:06 pm.**  
Motion seconded by Mr. Roux. Motion carried 5 to 0.
2. Motion by Mr. Jamison: **To exit Executive Session at 5:36 pm.**  
Motion seconded by Mr. Roux. Motion carried 5 to 0.

C. Adjournment

Mr. Jamison made a motion **to adjourn at 5:36 pm.**  
Mr. Roux seconded the motion. Motion carried 5 - 0.

Respectfully submitted,

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Matt Nelson, Superintendent

**SANFORD SCHOOL DEPARTMENT  
SANFORD SCHOOL COMMITTEE  
WORKSHOP MINUTES  
Monday, January 4, 2021~ 5:30 pm**

Note: Meeting was held VIRTUALLY via Zoom Video Conferencing

Members present: Paula Cote, Don Jamison, Jonathan Mapes, John Roux, Amy Sevigny

Staff present: Matt Nelson, Superintendent  
Steve Bussiere, Assistant Superintendent  
Cheryl Fournier, Business Manager

Guests: Christian Smith, WIPLI/MACPAGE  
Kelsey Nason, WIPLI/MACPAGE  
Kelsey Howard, WIPLI/MACPAGE  
Ayn Hanselmann  
Anne-Marie Mastraccio

A. Call to Order Time: 5:38 pm  
Superintendent Nelson called the meeting to order at 5:38 pm; the 2021 School Committee Chair will be elected during the evening's 6:30 pm Regular Meeting.

B. Workshop Session

1. 2019/2020 Audit Report – Christian Smith, WIPLI/MACPAGE

C. Adjournment

Mr. Nelson made a motion **to adjourn at 6:20 pm.**  
Mr. Roux seconded the motion. Motion carried 5 - 0.

Respectfully submitted,

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Matt Nelson, Superintendent

**SANFORD SCHOOL DEPARTMENT  
SANFORD SCHOOL COMMITTEE  
MINUTES  
Monday, January 4, 2021 ~ 6:30 pm**

Note: This was a VIRTUAL meeting conducted via Zoom Video Conferencing.

Members present: Paula Cote, Don Jamison, Jon Mapes, John Roux, Amy Sevigny

Student Reps present: Juliana Levesque, Grace Davie, Isabella Farrington

Staff present: Matt Nelson, Superintendent  
Steve Bussiere, Assistant Superintendent  
Cheryl Fournier, Business Manager  
Bethany Lambert, Curriculum Director  
Matt Petermann, SHS Principal  
Beth Letourneau, SHS Director of Counseling  
Paul Auger, SHS teacher  
Shawnda Lapointe, SMS nurse

A. Call to Order Time: 6:31 pm  
**Superintendent Nelson called the meeting to order at 6:31 pm; the 2021 School Committee Chair will be elected during the evening's 6:30 pm Regular Meeting.**

B. Pledge of Allegiance Said

C. Adjustments

1. Motion by Mr. Jamison: To adjust the agenda to move New Business Items J.1.i Election of School Committee Chair, J.1.ii Election of School Committee Vice Chair and J.2 Appointments for Standing Committees forward.  
Motion seconded by Mr. Mapes. Motion carried 5 – 0.
2. Motion by Mr. Jamison: To adjust the agenda to move New Business Item J.5 2019/2020 Audit Report forward.  
Motion seconded by Mr. Roux. Motion carried 5 – 0.

\*J. New Business (*addressed out of order*)

1. Organizational Meeting, Election of Officers
  - i. Election of School Committee Chair  
Motion by Mr. Mapes: **To nominate Don Jamison as School Committee Chair.**  
Motion seconded by Mr. Roux.  
Motion by Mr. Roux: **To close nominations for School Committee Chair**  
Motion seconded by Mrs. Cote.  
Mr. Jamison was elected as School Committee Chair by a vote of 5 – 0.

## School Committee Meeting Minutes

January 4, 2021

## ii. Election of School Committee Vice Chair

Motion by Mr. Jamison: **To nominate Paula Cote as School Committee Vice Chair**

Motion seconded by Mr. Roux.

Motion by Mr. Jamison: **To close nominations for School Committee Chair**

Motion seconded by Mrs. Sevigny

Mrs. Cote was elected as School Committee Vice Chair by a vote of 5 – 0.

## 2. Appointments for Standing Committees

## i. Mr. Jamison appointed the following Standing Committee representatives

- |   |   |
|---|---|
| 1. Adult Education:                       | Mr. Mapes   |
| 2. Curriculum:                            | Mrs. Cote, Mrs. Sevigny                           |
| 3. Drop Out Prevention:                   | Mr. Roux  |
| 4. Personnel:                             | Mrs. Sevigny, Mr. Roux<br>Mr. Jamison - alternate |
| 5. Technical School:                      | Mrs. Sevigny, Mr. Mapes                           |
| 6. Facilities, Grounds<br>Safety and CIP: | Mr. Roux, Mr. Mapes                               |
| 7. Policy:                                | Mr. Jamison                                       |
| 8. Building Committee:                    | Mr. Mapes   |
| 9. Wellness:                              | Mrs. Cote, Mrs. Sevigny                           |
| 10. Performing Arts:                      | Mrs. Cote   |
| 11. WSSR-TV                               | Mrs. Cote, Mr. Jamison                            |

## 5. 2019/2020 Audit Report – Christian Smith, WIPLI/MACPAGE

Motion by Mr. Mapes: **To accept the 2019/2020 Audit Report as presented.**

Motion seconded by Mr. Jamison. Motion carried 5 – 0.

## D. Approval of Minutes

(Attachment D)

1. November 16, 2020 Executive Session at 5:15 pm
2. November 16, 2020 Executive Session at 5:30 pm
3. December 7, 2020 Executive Session at 5:30 pm
4. December 21, 2020 Executive Session at 5:15 pm
5. December 21, 2020 Regular Meeting at 6:00 pm

Motion by Mr. Jamison: **To accept the minutes as presented.**

Motion seconded by Mr. Roux. Motion carried 3 – 0 – 2 (abstaining: Cote, Sevigny)

## E. Public Comments

1. Mr. Auger questioned the process for determining an official name for the Converted Elementary School.

## F. Communications

None



## School Committee Meeting Minutes

January 4, 2021

## G. Committee Reports

1. SHS Construction
  - i. BEA proposed thermal scan of roof
  - ii. Architect updating punch list
2. MCS Construction
  - i. Contractor finalizing punch list
  - ii. New issues will become warranty items for the Facilities Director to address, not punch list items
  - iii. Contractor and architect to determine if a 1 year end of warranty walk through will be necessary in August, 2021
3. CES/SMS
  - i. Less crew during holidays, no major issues
  - ii. Abatement nearing completion
  - iii. Traffic flow of lower parking level questioned
4. SPAC – Mr. Nelson
  - i. Successful “Free For All” New Year’s Eve performance by Rustic Overtones
  - ii. SPAC meeting was postponed to allow new sub-committee member to attend
5. WSSR-TV – no report

## H. Superintendent’s Report

1. Student Representative Reports
  - i. Juliana Levesque: no report
  - ii. Isabella Farrington: Holiday video compilation forthcoming from SHS Chamber Singers
  - iii. Grace Davie: no report
2. Website redesign is currently underway
3. Draft version of the 21/22 school year calendar
  - i. Scheduling for open houses was discussed
4. Hybrid Learning Model Surveys
  - i. Parent survey went out before the holiday break
  - ii. Staff survey went out yesterday
  - iii. Students in grades 5-12 will be surveyed later this week
  - iv. Survey results to be presented at 1/25/21 School Committee meeting along with data surrounding attendance, achievement and engagement of students
5. COVID-19 Update
  - i. New positive cases identified over school vacation
    - 4 individuals at SRTC (including 3 sending schools)
    - 2 individuals at SHS
    - 2 individuals at CJL
    - 3 individuals at SMS
  - ii. Currently monitoring effect on staffing

## School Committee Meeting Minutes

January 4, 2021

## I. Directors' Reports

1. Cheryl Fournier, Business Manager – no report
2. Steve Bussiere, Assistant Superintendent
  - i. YMCA Day Programming Grant and MOU
    - Housed at Lafayette School to assist students on remote learning days
    - 68 students participating; approximately 20/day
    - Funded through CRF which expired 12/31/20; switching to CARES funding
  - ii. English Language ACCESS testing begins this week
3. Bethany Lambert, Director of Curriculum
  - i. SHS Skinny Block Update
    - Enrichment classes twice/week starting next year (delayed by COVID-19)
    - Criteria defined for enrichment classes
    - Classes will be graded and used for credit and GPA
    - Sample classes reviewed
    - Enrichment class sign-ups will occur in February and March for the fall of 2021

## J. New Business

1. Organizational Meeting, Election of Officers – *heard out of order*
2. Organizational Meeting, Appointments for Standing Committees - *heard out of order*
3. November 2020 Financials – Cheryl Fournier (Attachment J.3)  
Expenses and Reconciliation as of November 30, 2020  
Motion by Mr. Jamison: **To approve the 11.30.20 Expenses and Reconciliation as presented.**  
Motion seconded by Mr. Mapes. Motion carried 5 – 0.
4. Naming of Converted Elementary School – Matt Nelson  
Mr. Nelson noted the Core Building Committee's (CBC) recommendation that the building be named after a person, consistent with the District's two other elementary schools. The CBC also recommended that the process include community involvement. Consensus was to discuss at a future City of Sanford Leadership Team meeting. No action taken.
5. **2019/2020 Audit Report – Cheryl Fournier – *heard out of order***

## School Committee Meeting Minutes

January 4, 2021

6. **Sabbatical Request – Shawnda Lapointe** (Attachment J.6.)

Request from SMS School Nurse Shawnda Lapointe for a half-year sabbatical  
Consensus was to discuss again after the 21/22 budget is finalized. No action taken.

K. Old Business                      None

## L. Resignations

## 1. Superintendent Nelson announced the following resignations:

Brown, Molly	Administrative Assistant	SRTC	Withdrawn
Morton, Lindsey	Grade 1 teacher	MCS	Eff. 2/15/21
Pais, Andrea	One year Administrative Assistant	SMS	Eff. 12/18/20
Wilbar, Shelly	K-5 Assistant Literacy Coach	Stipend Position	Eff. 12/22/20

## M. Staff Appointments

## 1. Superintendent Nelson announced the following appointments:

Rowe, Lee	Special Education Ed Tech II	CJL	Eff. 1.4.21	Replacement
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## N. Staff Transfers

## 1. Superintendent Nelson announced the following transfer:

Peck, Paul	From 40 Hour COVID Custodial Sub	To 2 <sup>nd</sup> Shift Custodial Position at SMS	Effective 12/28/20	Replacement
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O. Staff Nominations:              None

## P. Policies

1. First Reading ELL Policy IHBEA-R – Sanford School Department LAU Plan (Attachment P.1) Steve Bussiere  
Motion by Mr. Jamison: **To accept the first reading of Policy IHBEA-R as presented.**  
Motion seconded by Mrs. Sevigny. Motion carried 5 – 0.
2. Second reading – Policy GBM – Earned Paid Leave for Non-Unionized Employees (Attachment P.2.) Cheryl Fournier  
Motion by Mr. Jamison: **To adopt Policy GBM as presented.**  
Motion seconded by Mr. Roux. Motion carried 5 – 0.

## Q. Items for Future Agenda(s)

1. Hybrid Learning Model – survey results
2. Attendance/Engagement and Grades during COVID-19
3. Current Maine DOE COVID-19 guidelines

## School Committee Meeting Minutes

January 4, 2021

## R. Calendar Announcements

Monday, January 25, 2021	School Committee Budget Workshop	4:00 pm	TBD
Monday, January 25, 2021	School Committee Regular Meeting	6:30 pm	TBD
Wednesday, January 27, 2021	School Committee Budget Workshop	4:00 pm	TBD
Monday, February 1, 2021	School Committee Budget Workshop	4:00 pm	TBD
Monday, February 1, 2021	School Committee Regular Meeting	7:00 pm	TBD
Wednesday, February 3, 2021	School Committee Budget Workshop	4:00 pm	TBD
Monday, February 8, 2021	School Committee Budget Workshop	4:00 pm	TBD
Wednesday, February 10, 2021	School Committee Budget Workshop	4:00 pm	TBD
Monday, February 22, 2021	School Committee Budget Workshop	5:00 pm	TBD
Monday, February 22, 2021	School Committee Regular Meeting	7:00 pm	TBD
Wednesday, February 24, 2021	School Committee Budget Workshop	4:00 pm	TBD

## S. Adjournment

Motion by Mr. Roux: **To adjourn Regular Meeting at 9:16 pm.**  
 Motion seconded by Mr. Mapes. Motion carried 5 - 0.

Respectfully submitted,

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 Don Jamison, School Committee Chair

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 Matt Nelson, Superintendent

# Parent, Student and Staff Survey Results

January 25, 2021

# Who received the surveys? How many responded?

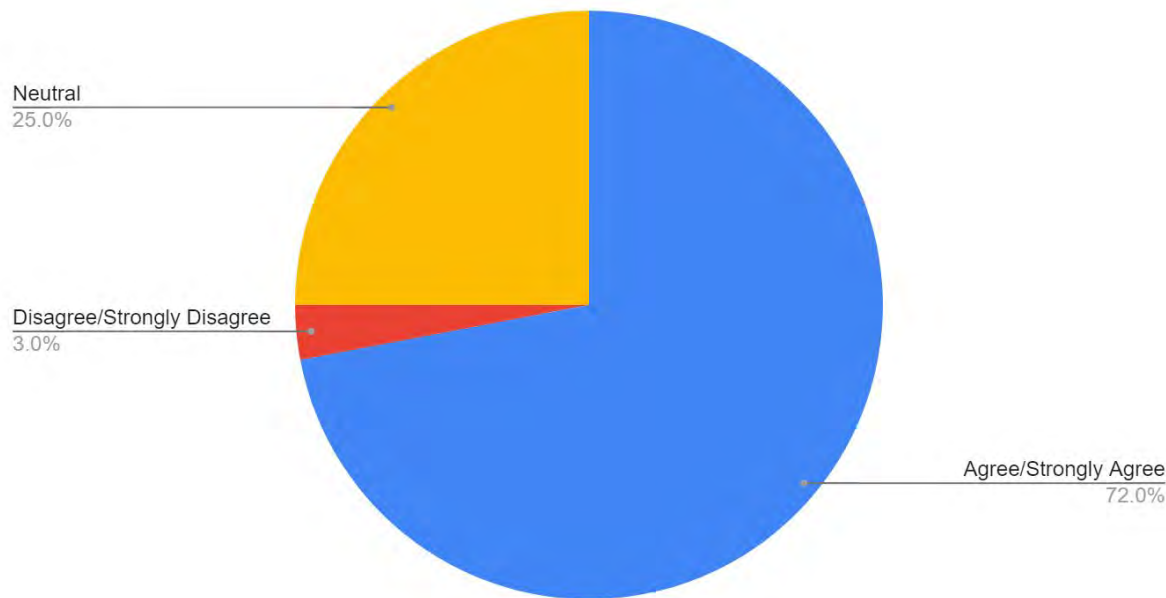
- All Parents K-12
  - 400 out of 1059 Elementary School Parents (38%)
  - 415 out of 950 Middle School Parents (44%)
  - 663 out of 1047 High School Parents (63%)
  - 11 out of 69 Calvert/Courseware Parents (16%)
  - 23 out of 128 K-4 Remote Students (18%)
- Staff
  - 135 Elementary
  - 76 Middle
  - 93 High
  - 21 SRTC
- All students in grades 5-12
  - 564 High School
  - 405 Middle School



# Parent Responses

I am pleased with my child's health and safety during in-person learning. Attachment I.2

## District Average



### Elementary

86% - Agree/Strongly Agree  
2% - Disagree/Strongly Disagree  
12% - Neutral

### Middle

65% - Agree/Strongly Agree  
4% - Disagree/Strongly Disagree  
31% - Neutral

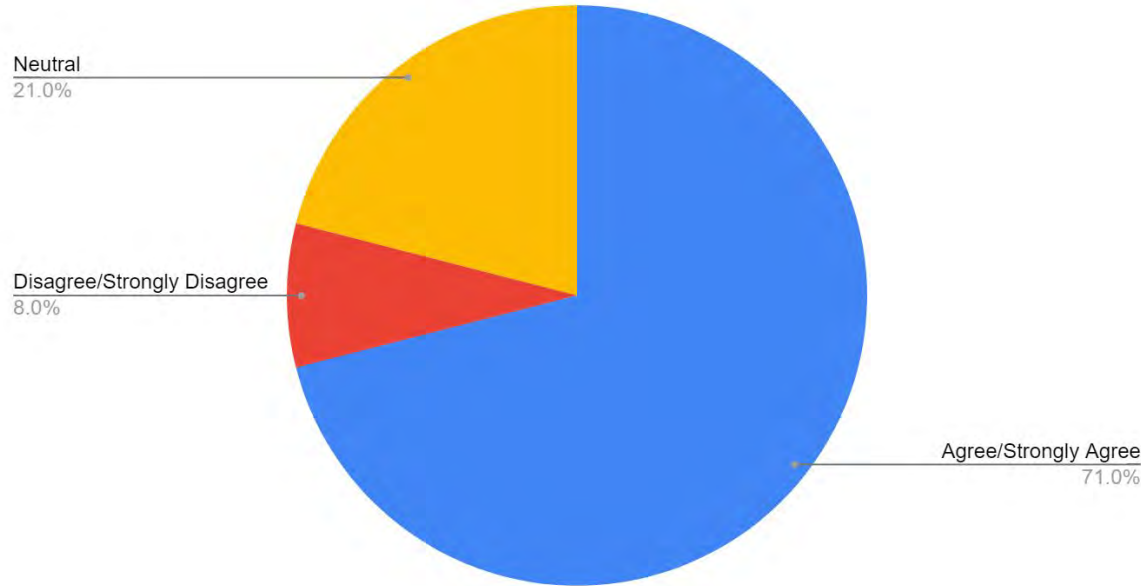
### High

65% - Agree/Strongly Agree  
4% - Disagree/Strongly Disagree  
31% - Neutral



I feel that my child's well-being has been prioritized during the hybrid model that has been in place this year.

## District Average



### Elementary

76% - Agree/Strongly Agree  
7% - Disagree/Strongly Disagree  
17% - Neutral

### Middle

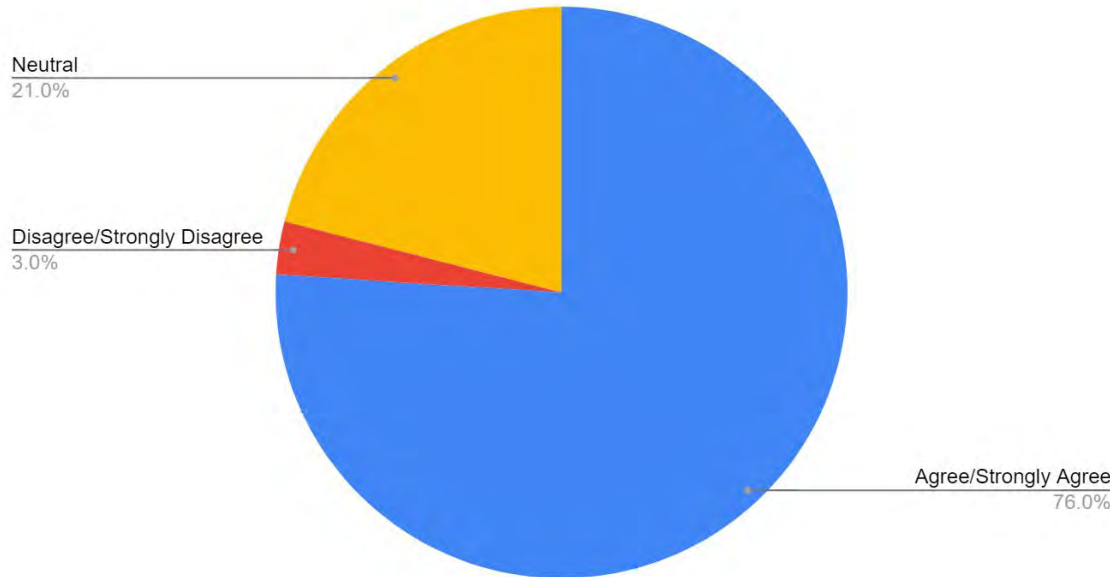
67% - Agree/Strongly Agree  
9% - Disagree/Strongly Disagree  
24% - Neutral

### High

69% - Agree/Strongly Agree  
7% - Disagree/Strongly Disagree  
24% - Neutral

I believe my school has been able to adequately implement the health and safety protocols for in-person learning.

## District Average



### Elementary

87% - Agree/Strongly Agree

3% - Disagree/Strongly Disagree

10% - Neutral

### Middle

70% - Agree/Strongly Agree

2% - Disagree/Strongly Disagree

28% - Neutral

### High

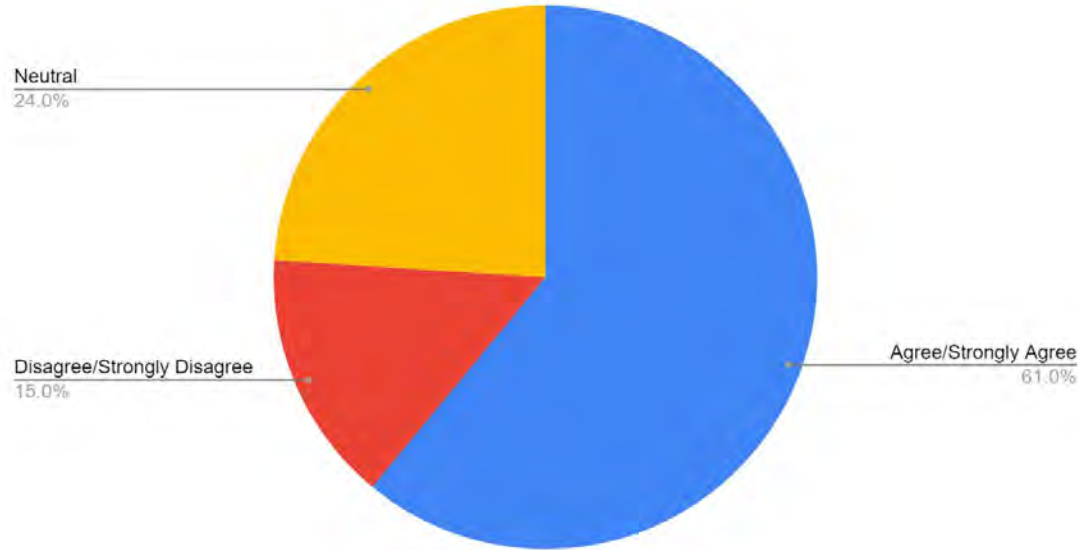
70% - Agree/Strongly Agree

4% - Disagree/Strongly Disagree

26% - Neutral

My child has been able to establish strong relationships with his/her teachers this year.

## District Average



### Elementary

72% - Agree/Strongly Agree  
12% - Disagree/Strongly Disagree  
16% - Neutral

### Middle

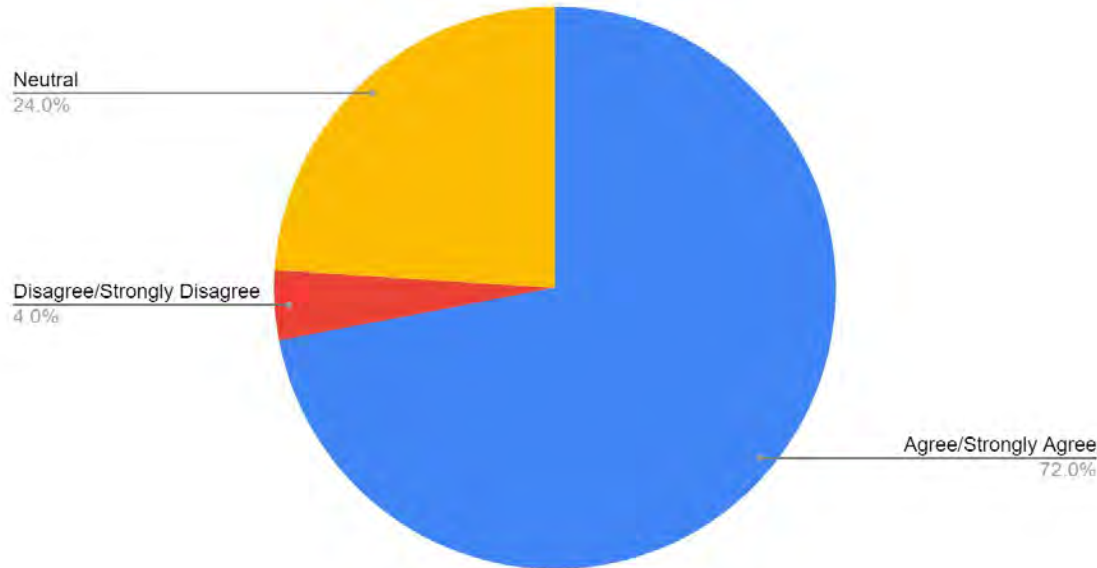
54% - Agree/Strongly Agree  
20% - Disagree/Strongly Disagree  
26% - Neutral

### High

58% - Agree/Strongly Agree  
13% - Disagree/Strongly Disagree  
29% - Neutral

My child is glad they are back to school in-person this year

## District Average



### Elementary

88% - Agree/Strongly Agree  
3% - Disagree/Strongly Disagree  
9% - Neutral

### Middle

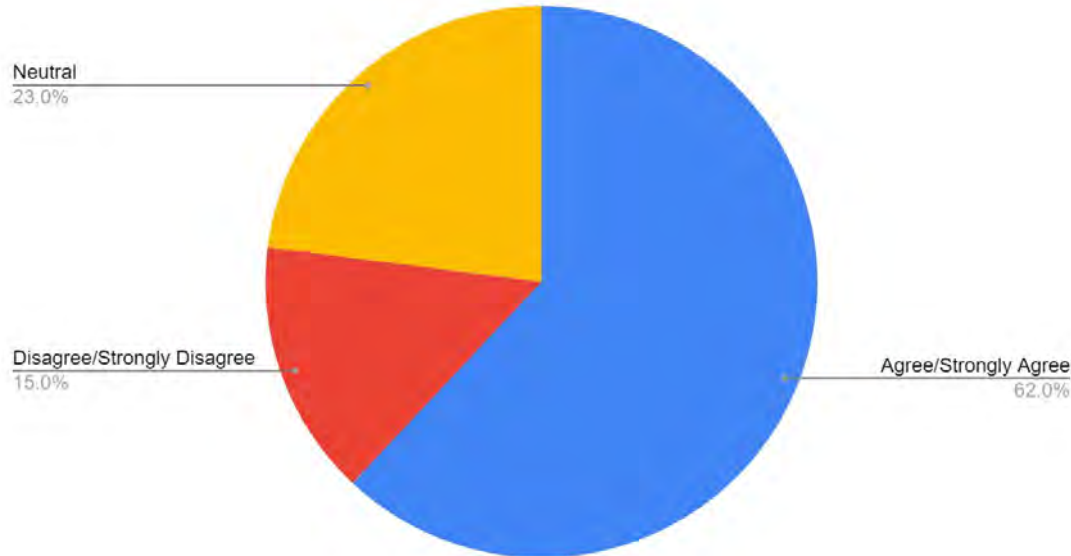
64% - Agree/Strongly Agree  
4% - Disagree/Strongly Disagree  
32% - Neutral

### High

65% - Agree/Strongly Agree  
5% - Disagree/Strongly Disagree  
30% - Neutral

My child's overall experience so far this year has been positive

## District Average



### Elementary

70% - Agree/Strongly Agree  
10% - Disagree/Strongly Disagree  
20% - Neutral

### Middle

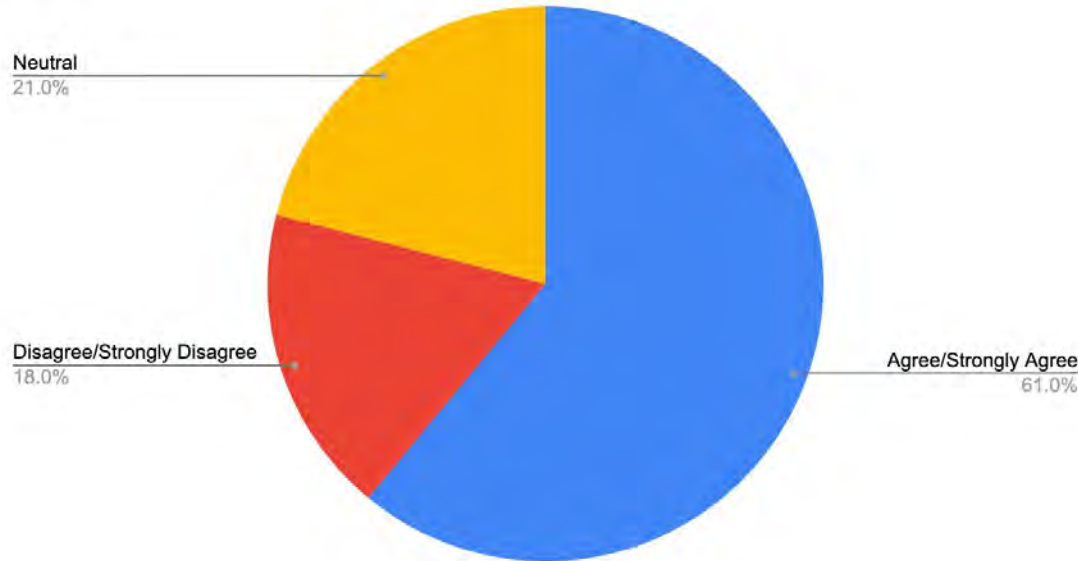
55% - Agree/Strongly Agree  
22% - Disagree/Strongly Disagree  
23% - Neutral

### High

60% - Agree/Strongly Agree  
14% - Disagree/Strongly Disagree  
26% - Neutral

My child is able to complete his/her assignments during remote instruction

## District Average



### Elementary

59% - Agree/Strongly Agree  
16% - Disagree/Strongly Disagree  
25% - Neutral

### Middle

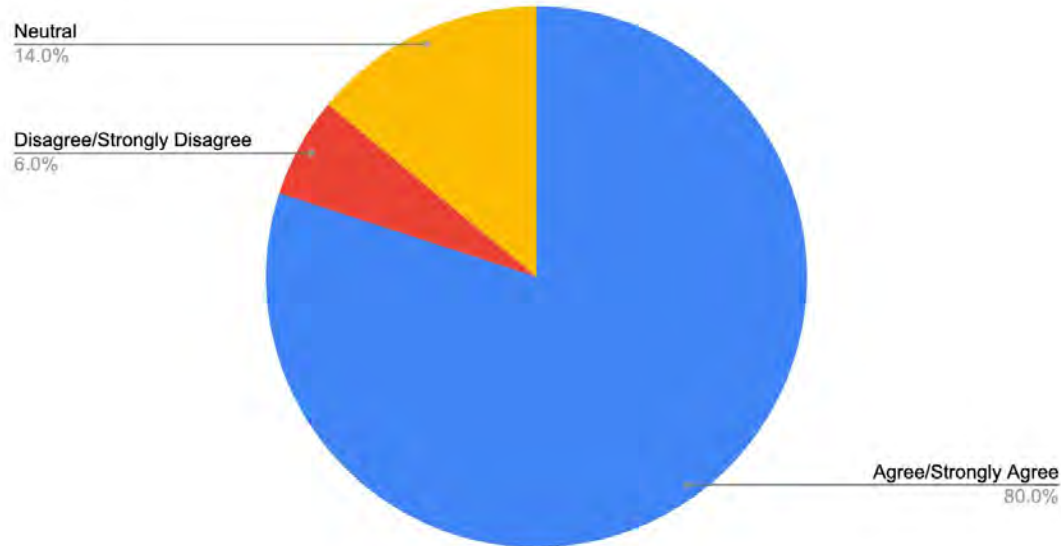
60% - Agree/Strongly Agree  
22% - Disagree/Strongly Disagree  
18% - Neutral

### High

64% - Agree/Strongly Agree  
16% - Disagree/Strongly Disagree  
20% - Neutral

My child has been able to navigate the technology

## District Average



### Elementary

72% - Agree/Strongly Agree  
8% - Disagree/Strongly Disagree  
20% - Neutral

### Middle

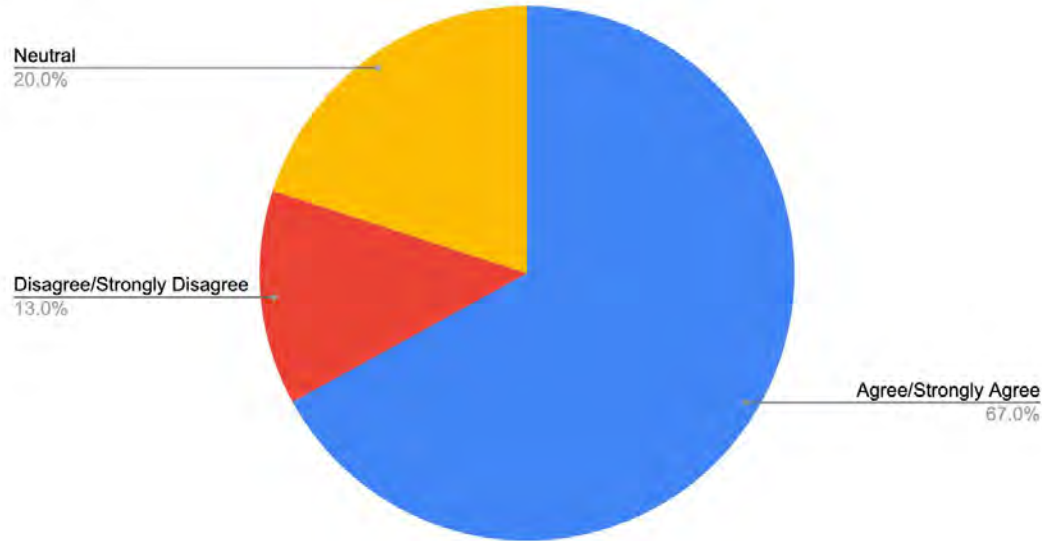
80% - Agree/Strongly Agree  
7% - Disagree/Strongly Disagree  
13% - Neutral

### High

87% - Agree/Strongly Agree  
4% - Disagree/Strongly Disagree  
9% - Neutral

I am comfortable supporting my child with different technology and tools required for remote instruction.

## District Average



### Elementary

67% - Agree/Strongly Agree  
13% - Disagree/Strongly Disagree  
20% - Neutral

### Middle

63% - Agree/Strongly Agree  
15% - Disagree/Strongly Disagree  
22% - Neutral

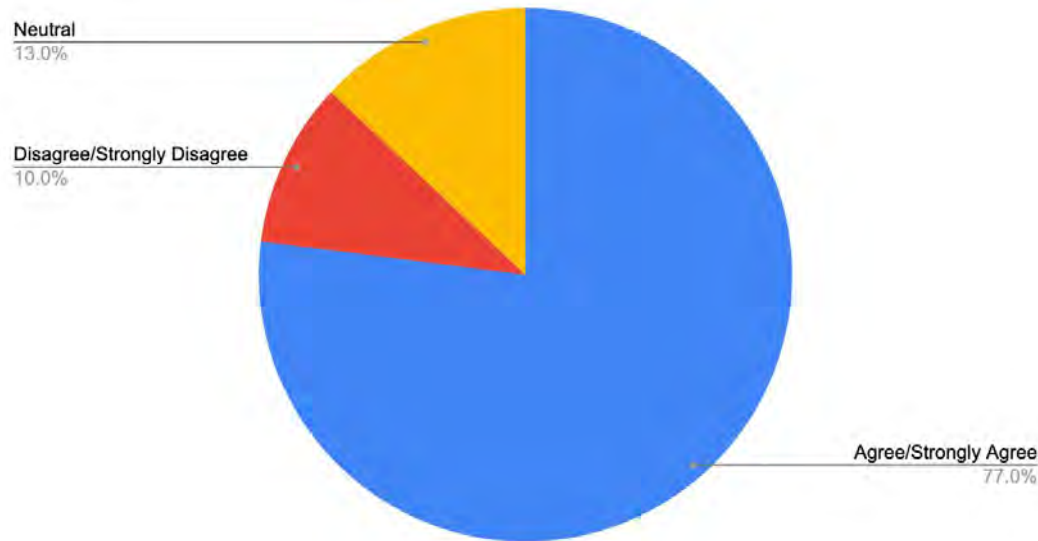
### High

70% - Agree/Strongly Agree  
10% - Disagree/Strongly Disagree  
20% - Neutral



Communication from the district has been clear.

## District Average



### Elementary

83% - Agree/Strongly Agree  
13% - Disagree/Strongly Disagree  
4% - Neutral

### Middle

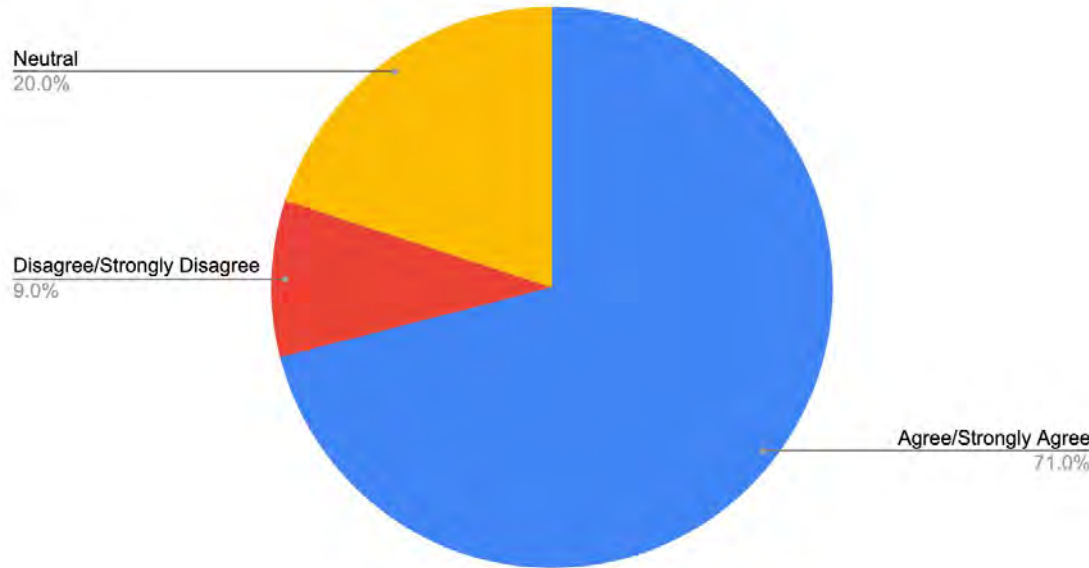
70% - Agree/Strongly Agree  
13% - Disagree/Strongly Disagree  
17% - Neutral

### High

77% - Agree/Strongly Agree  
5% - Disagree/Strongly Disagree  
18% - Neutral

I am satisfied with the level of communication from the school

## District Average



### Elementary

71% - Agree/Strongly Agree

8% - Disagree/Strongly Disagree

21% - Neutral

### Middle

65% - Agree/Strongly Agree

14% - Disagree/Strongly Disagree

21% - Neutral

### High

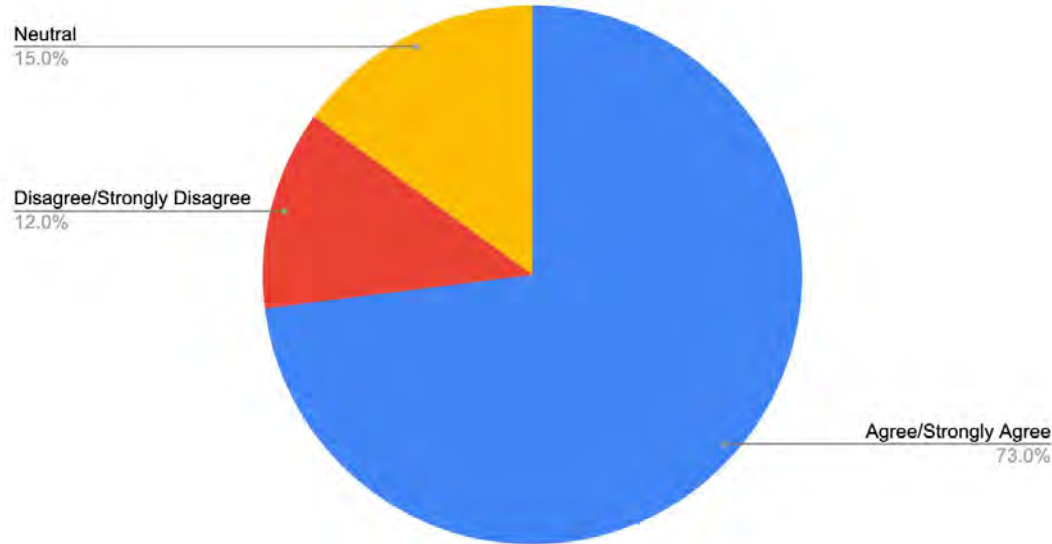
77% - Agree/Strongly Agree

6% - Disagree/Strongly Disagree

17% - Neutral

My child's academic expectations are manageable and realistic

## District Average



### Elementary

84% - Agree/Strongly Agree  
15% - Disagree/Strongly Disagree  
1% - Neutral

### Middle

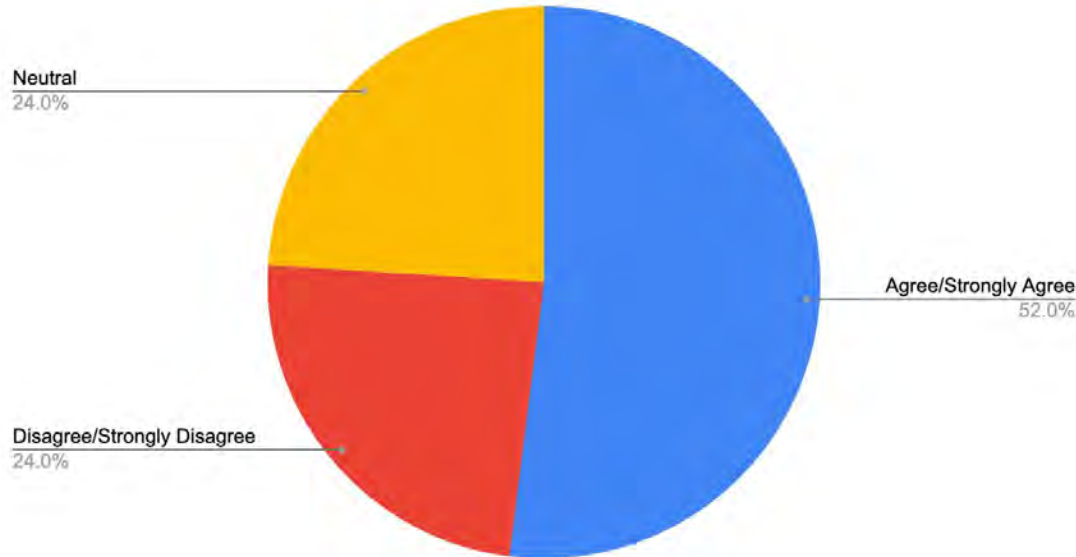
61% - Agree/Strongly Agree  
13% - Disagree/Strongly Disagree  
26% - Neutral

### High

73% - Agree/Strongly Agree  
9% - Disagree/Strongly Disagree  
18% - Neutral

At this time I would prefer to continue with the hybrid model.

## District Average



### Elementary

44% - Agree/Strongly Agree  
32% - Disagree/Strongly Disagree  
24% - Neutral

### Middle

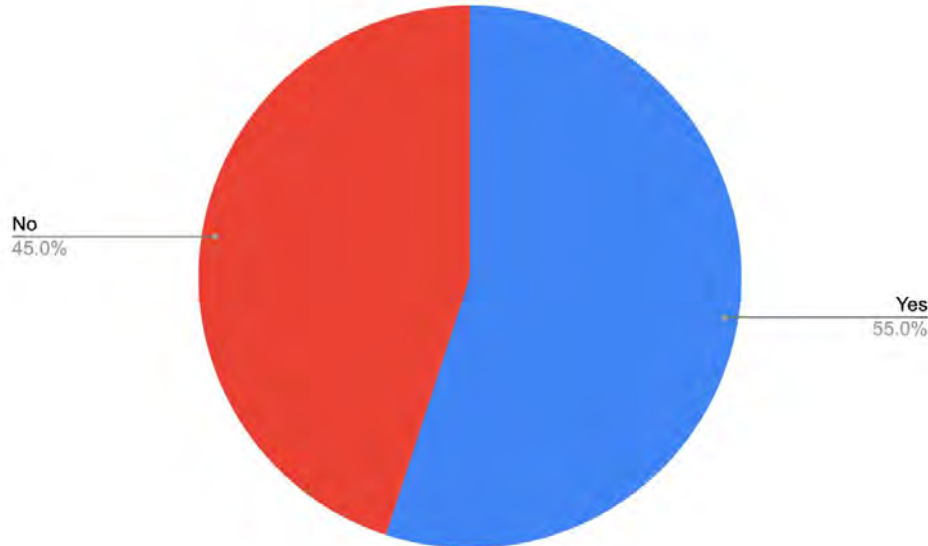
54% - Agree/Strongly Agree  
23% - Disagree/Strongly Disagree  
23% - Neutral

### High

57% - Agree/Strongly Agree  
18% - Disagree/Strongly Disagree  
25% - Neutral

Looking ahead - If remote learning has worked well for your child, would you like the district to provide a remote option for students when things return back to normal for students who are not interested in returning to in person learning?

## District Average



## Elementary

62% - Yes

38% - No

## Middle

52% - Yes

48% - No

## High

50% - Yes

50% - No

# Parent Comments

Parents want their students back in school full time

Parents concerned about COVID

Excessive screen time for learning is a concern

**Social and emotional well being is a big concern. Students feeling isolated.**

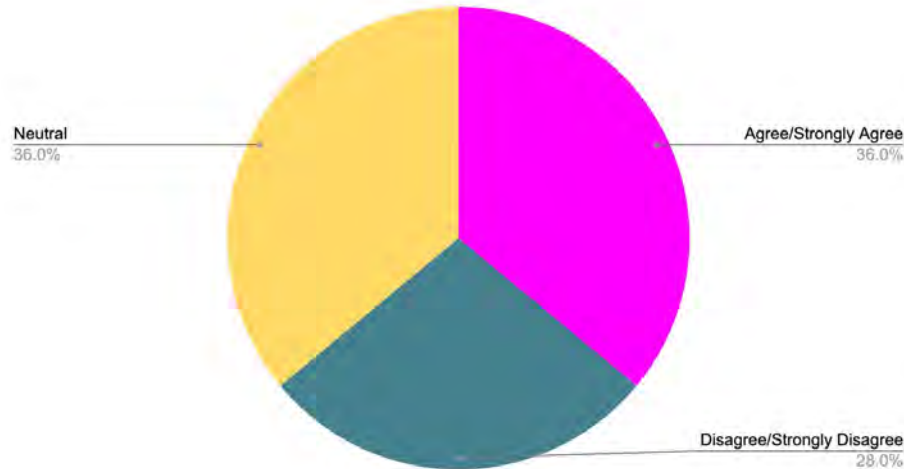
Concerned they are not learning as much as they should be

Offer online social gatherings

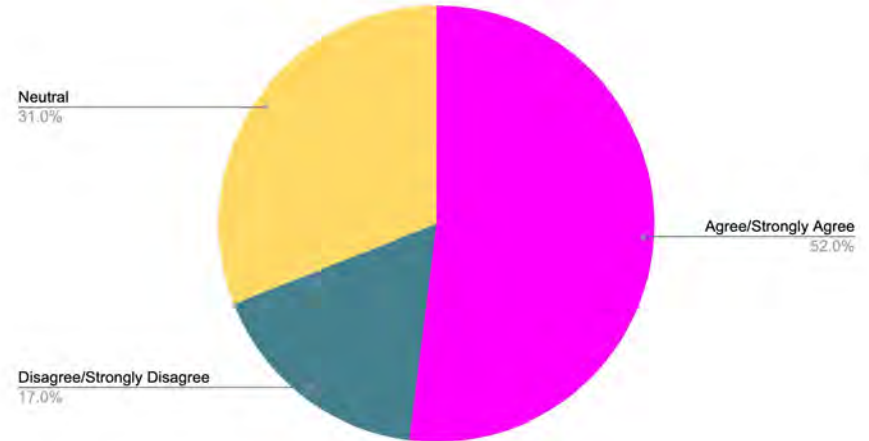
# K-4 Remote and Calvert Learners K-8

I feel that my child's well-being has been prioritized during the hybrid model that has been in place this year.

## Calvert/Courseware



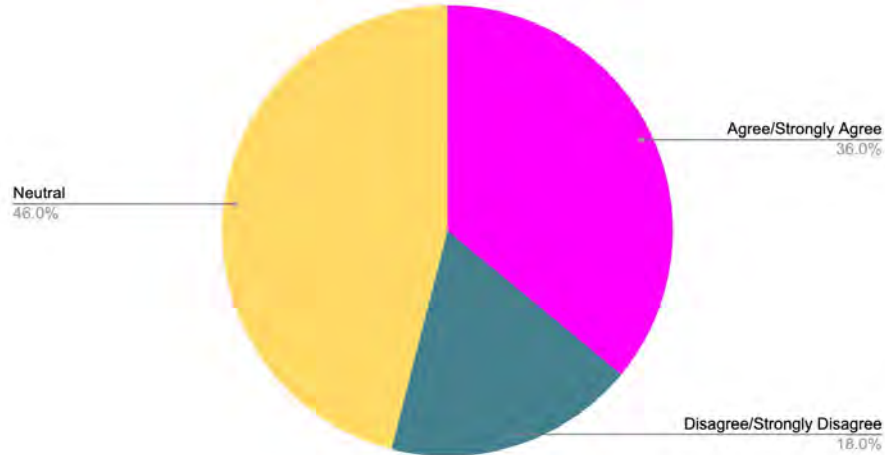
## K-4 Remote



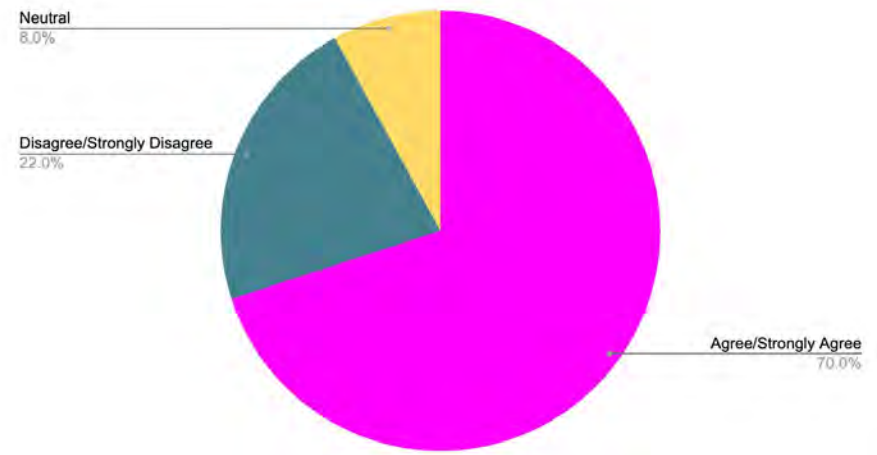


My child's overall experience so far this year has been positive.

## Calvert/Courseware

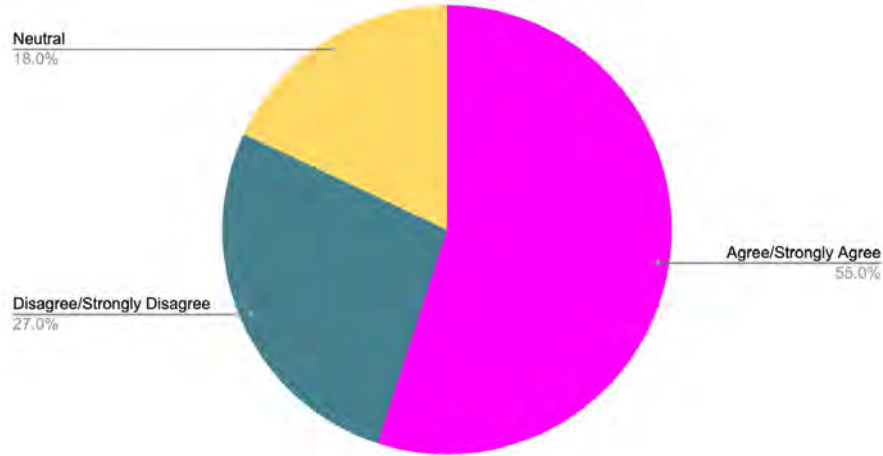


## K-4 Remote

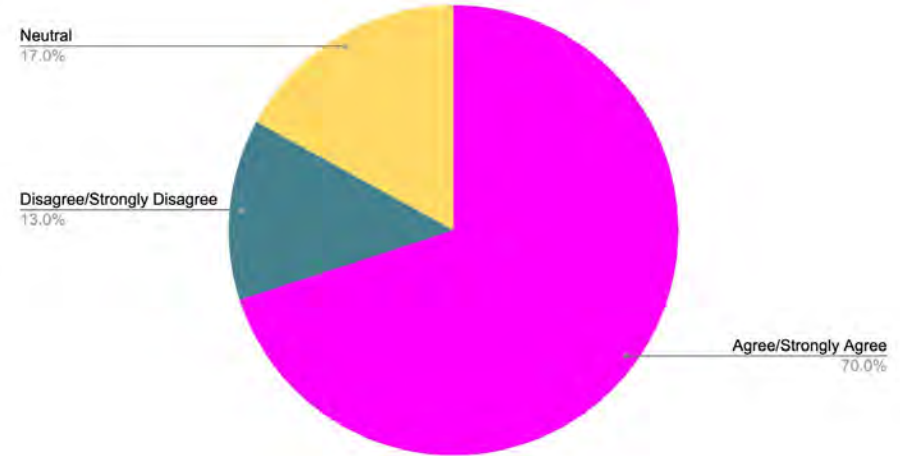


My child is able to complete his/her assignments during remote instruction.

## Calvert/Courseware

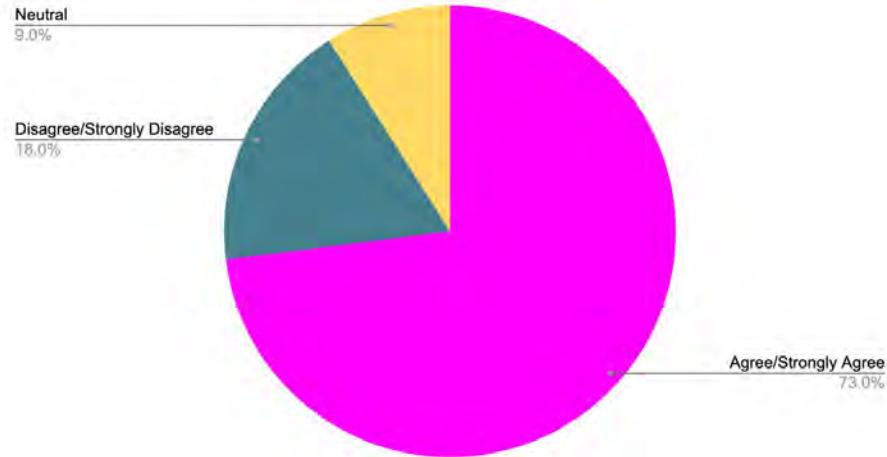


## K-4 Remote

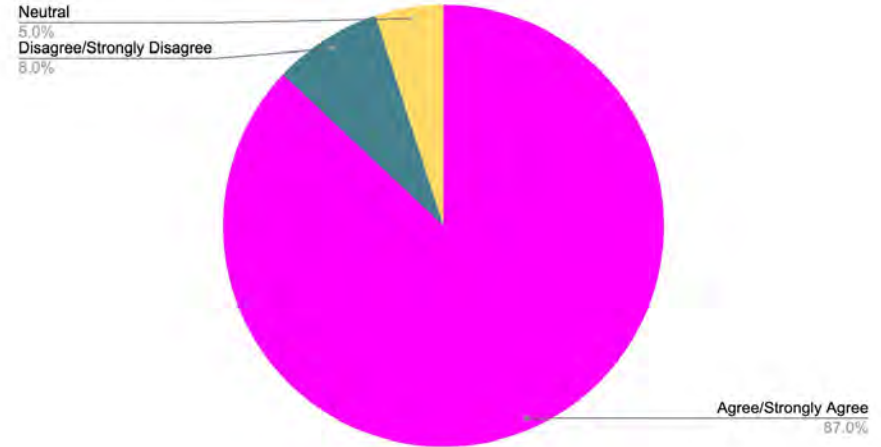


My child has been able to navigate the technology.

## Calvert/Courseware

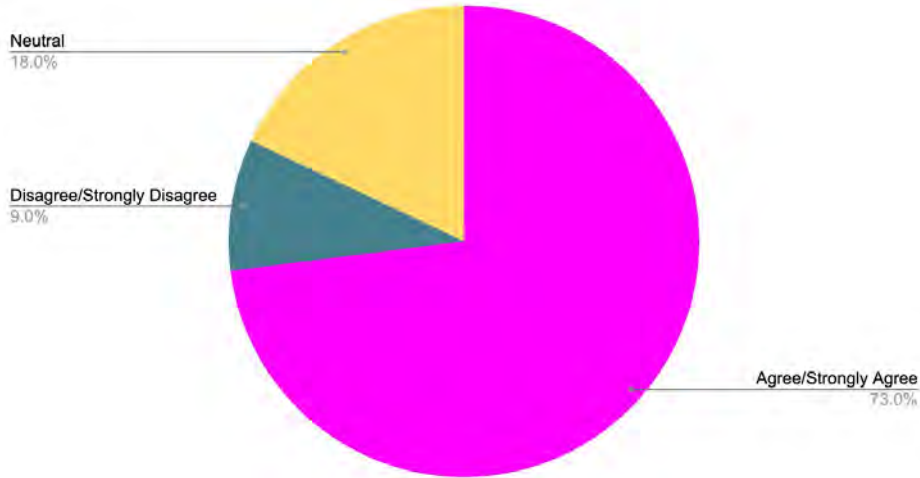


## K-4 Remote

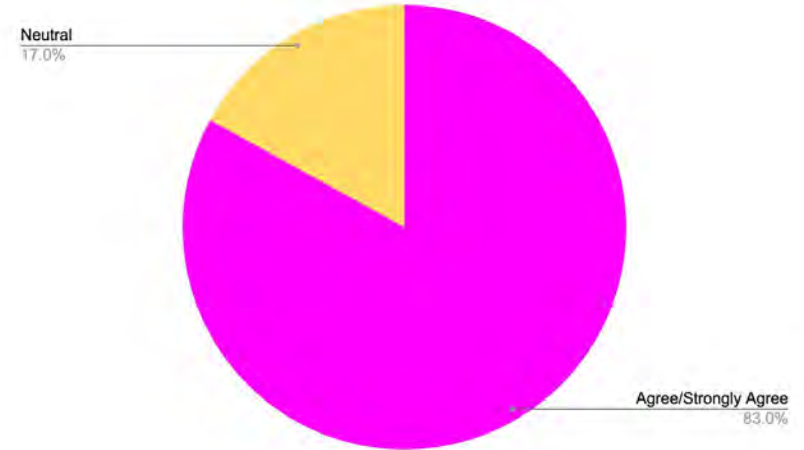


I am comfortable supporting my child with different technology and tools required for remote instruction.

## Calvert/Courseware

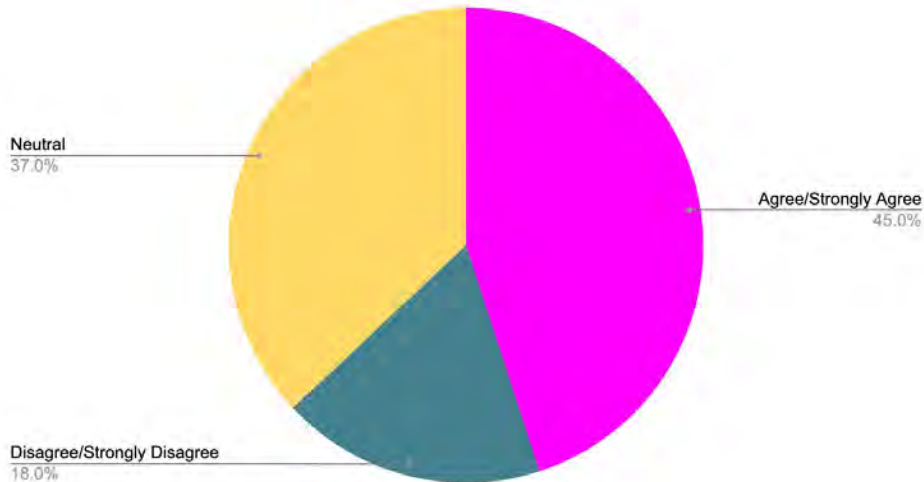


## K-4 Remote

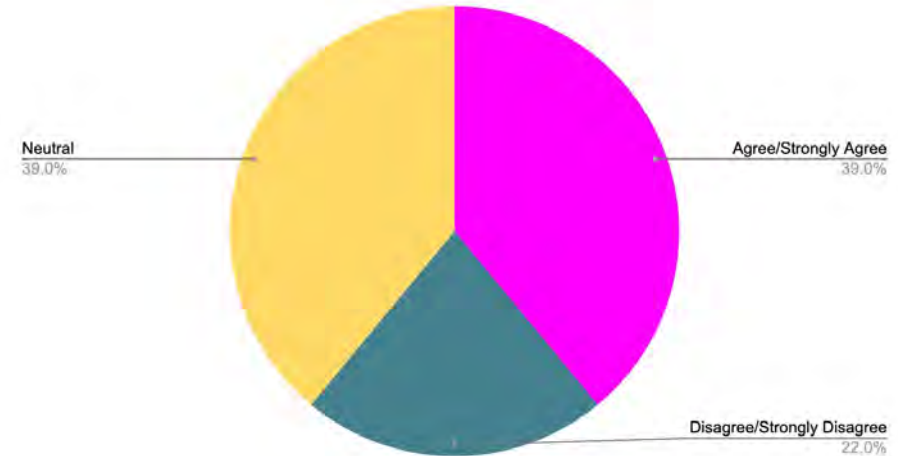


Communication from the district has been clear.

## Calvert/Courseware

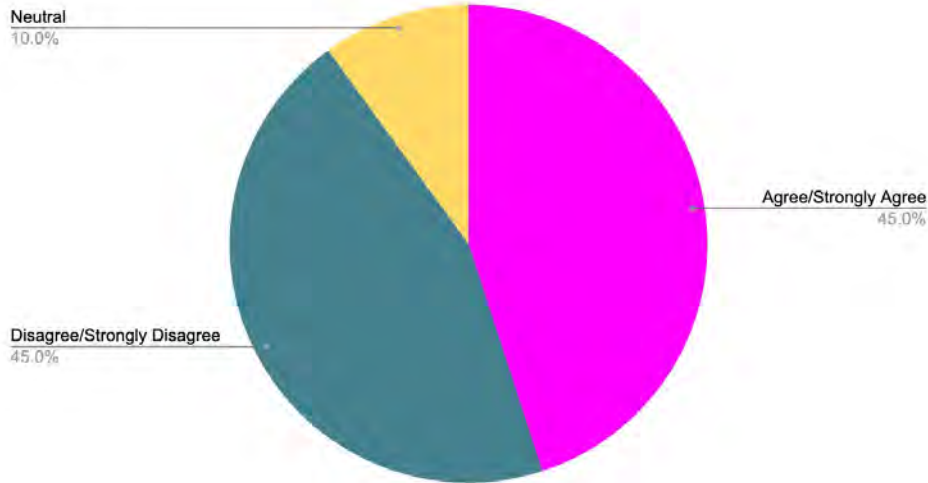


## K-4 Remote

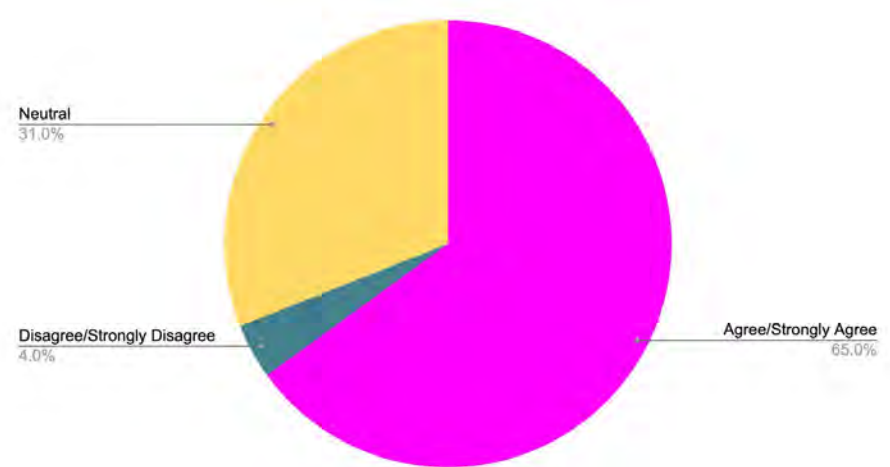


My child's academic expectations are manageable and realistic.

## Calvert/Courseware

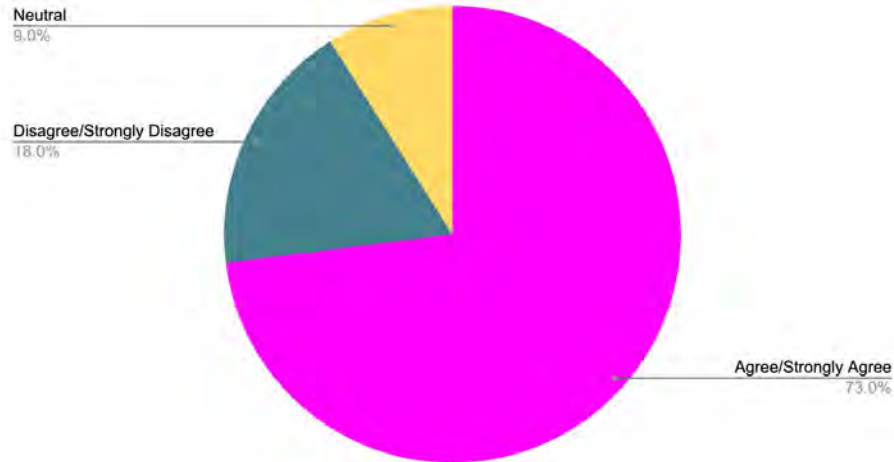


## K-4 Remote

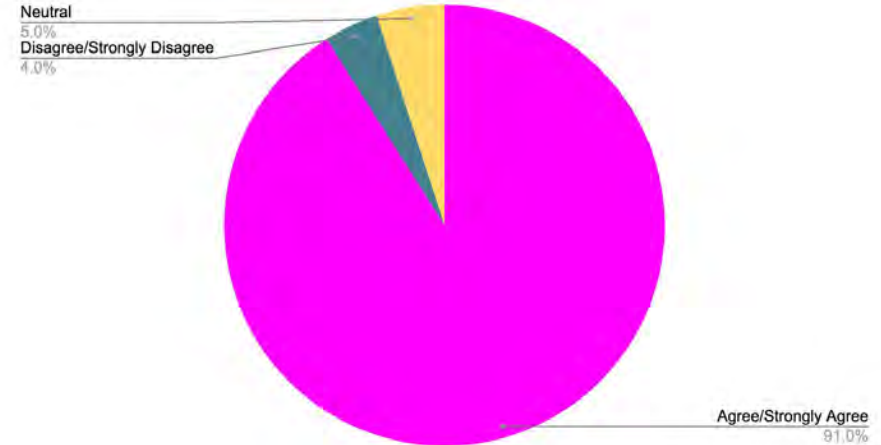


At this time I would prefer to continue with remote instruction.

## Calvert/Courseware

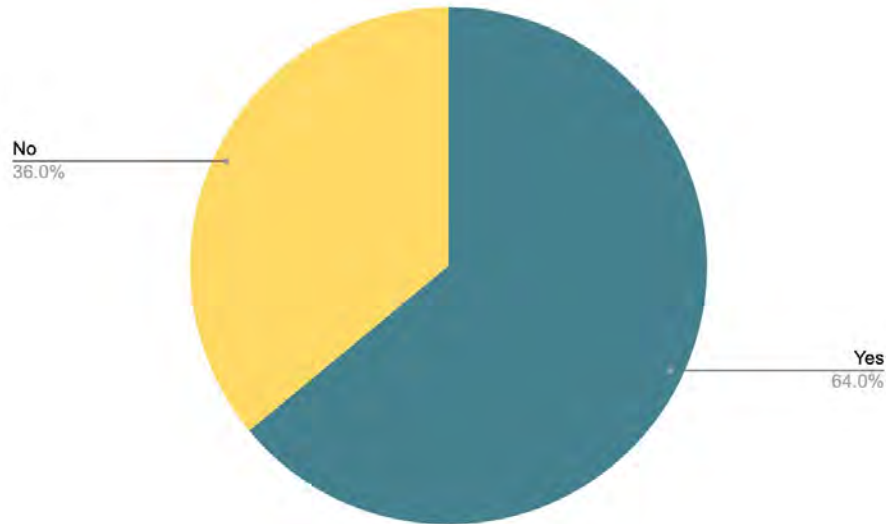


## K-4 Remote

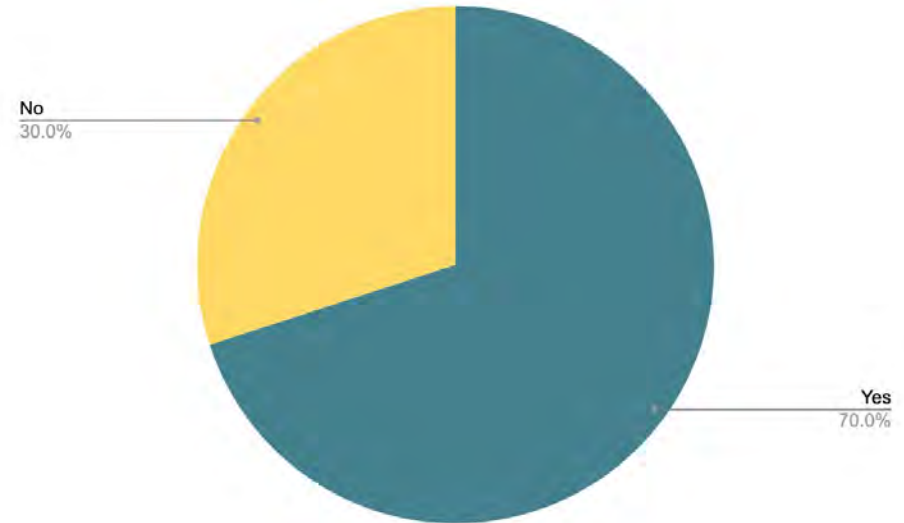


Looking ahead - If remote learning has worked well for your child, would you like the district to provide a remote option for students when things return back to normal for students who are not interest in returning to in person learning?

## Calvert/Courseware



## K-4 Remote





# Parent Comments

Find ways to connect remote families with each other.

Calvert has not been an easy platform.

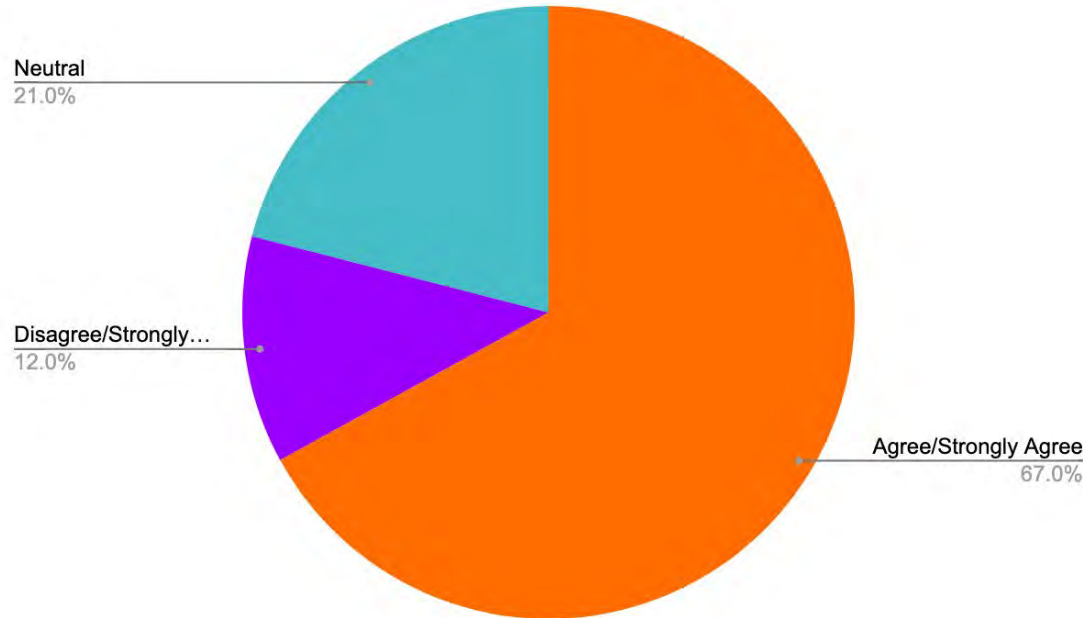
Remote teachers have been wonderful.

Lack of differentiation

# Staff Responses

I have been satisfied with my own health and safety during in-person instruction

## District Average



### Elementary

61% - Agree/Strongly Agree  
15% - Disagree/Strongly Disagree  
24% - Neutral

### Middle

66% - Agree/Strongly Agree  
9% - Disagree/Strongly Disagree  
25% - Neutral

### High

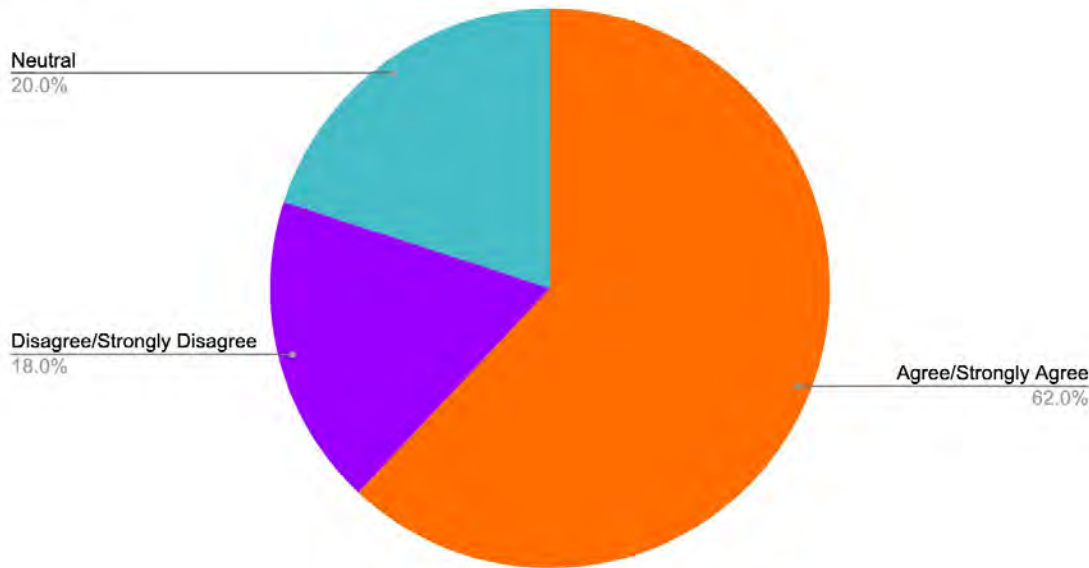
71% - Agree/Strongly Agree  
13% - Disagree/Strongly Disagree  
16% - Neutral

### SRTC

71% - Agree/Strongly Agree  
10% - Disagree/Strongly Disagree  
19% - Neutral

I have been satisfied with the health and safety of students during in-person instruction.

## District Average



### Elementary

57% - Agree/Strongly Agree  
21% - Disagree/Strongly Disagree  
22% - Neutral

### Middle

66% - Agree/Strongly Agree  
13% - Disagree/Strongly Disagree  
21% - Neutral

### High

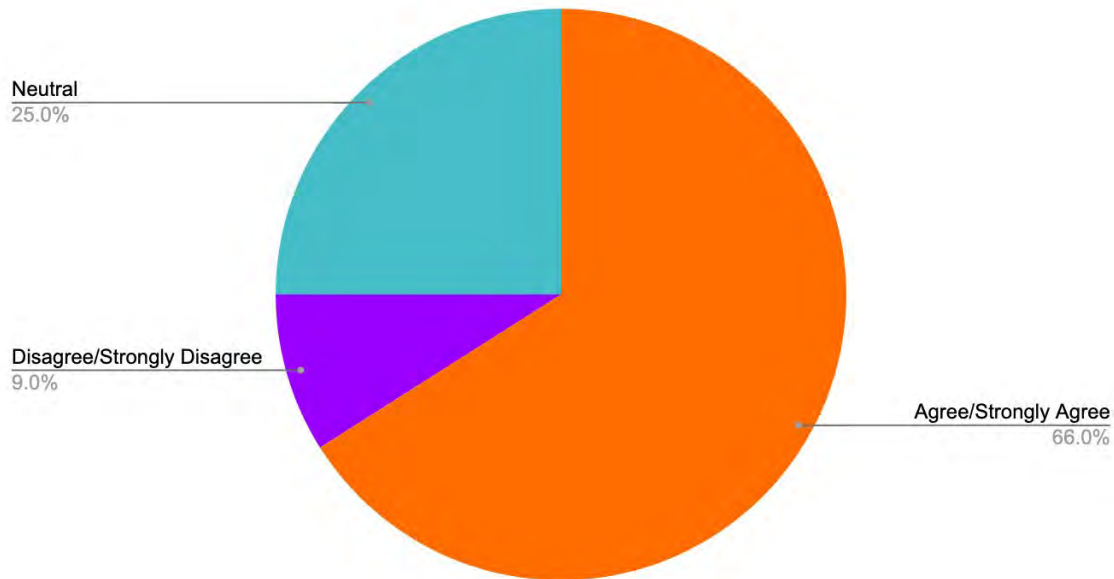
62% - Agree/Strongly Agree  
18% - Disagree/Strongly Disagree  
20% - Neutral

### SRTC

62% - Agree/Strongly Agree  
19% - Disagree/Strongly Disagree  
19% - Neutral

My school has been able to follow safety precautions.

## District Average



### Elementary

69% - Agree/Strongly Agree  
9% - Disagree/Strongly Disagree  
22% - Neutral

### Middle

43% - Agree/Strongly Agree  
5% - Disagree/Strongly Disagree  
52% - Neutral

### High

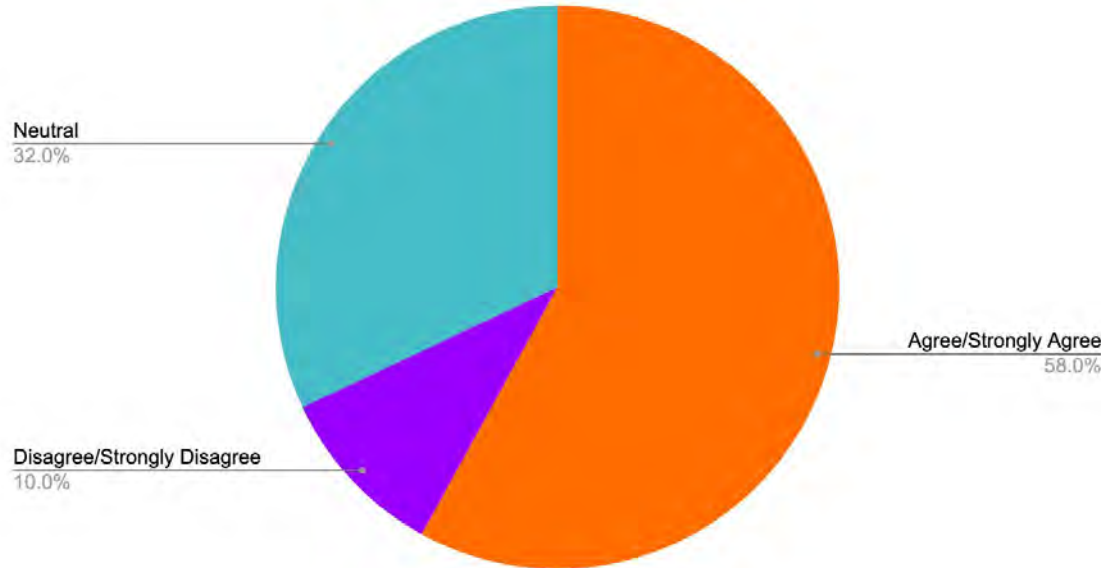
75% - Agree/Strongly Agree  
12% - Disagree/Strongly Disagree  
13% - Neutral

### SRTC

76% - Agree/Strongly Agree  
10% - Disagree/Strongly Disagree  
14% - Neutral

I am satisfied with the level of communication from my school administration.

## District Average



### Elementary

70% - Agree/Strongly Agree  
7% - Disagree/Strongly Disagree  
23% - Neutral

### Middle

39% - Agree/Strongly Agree  
4% - Disagree/Strongly Disagree  
57% - Neutral

### High

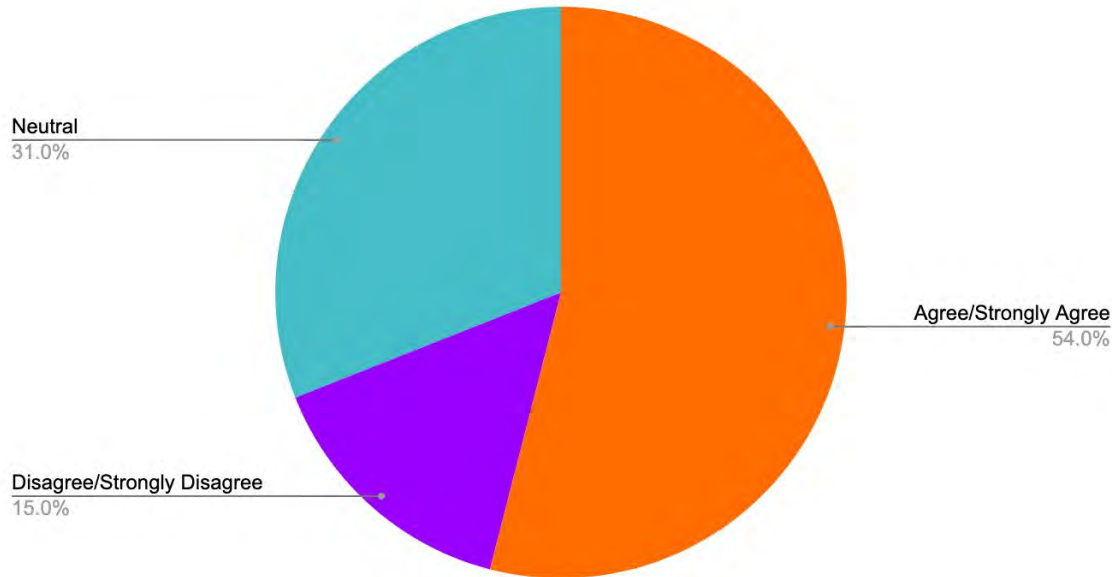
61% - Agree/Strongly Agree  
14% - Disagree/Strongly Disagree  
25% - Neutral

### SRTC

62% - Agree/Strongly Agree  
14% - Disagree/Strongly Disagree  
24% - Neutral

I am satisfied with the level of communication from central office/district leaders

## District Average



### Elementary

50% - Agree/Strongly Agree  
19% - Disagree/Strongly Disagree  
31% - Neutral

### Middle

49% - Agree/Strongly Agree  
21% - Disagree/Strongly Disagree  
30% - Neutral

### High

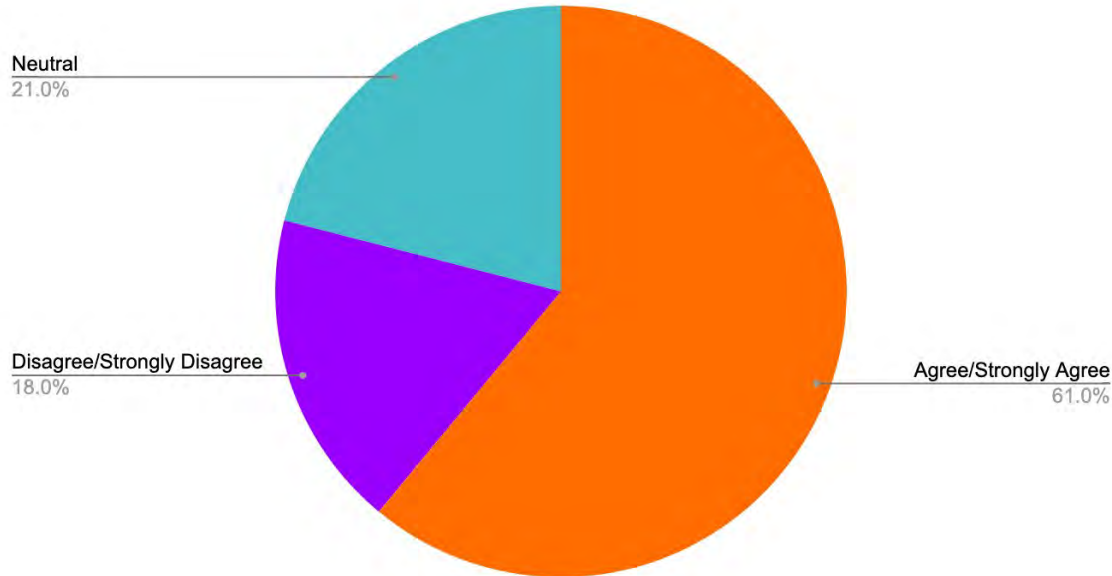
49% - Agree/Strongly Agree  
18% - Disagree/Strongly Disagree  
33% - Neutral

### SRTC

67% - Agree/Strongly Agree  
0% - Disagree/Strongly Disagree  
33% - Neutral

I am able to develop and maintain effective relationships with students

## District Average



### Elementary

82% - Agree/Strongly Agree  
6% - Disagree/Strongly Disagree  
12% - Neutral

### Middle

54% - Agree/Strongly Agree  
28% - Disagree/Strongly Disagree  
18% - Neutral

### High

45% - Agree/Strongly Agree  
23% - Disagree/Strongly Disagree  
32% - Neutral

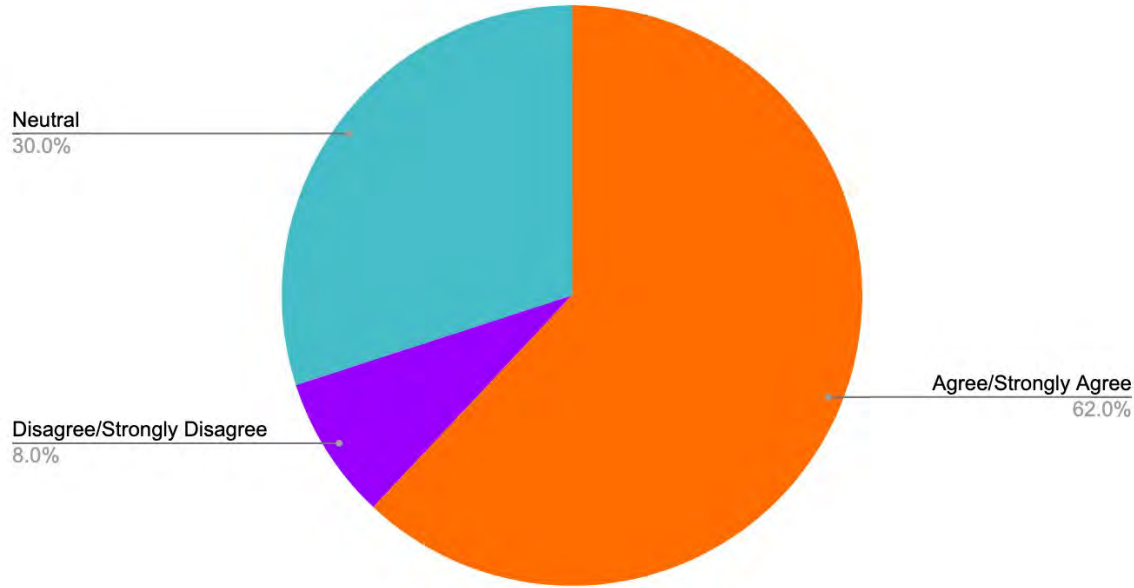
### SRTC

62% - Agree/Strongly Agree  
14% - Disagree/Strongly Disagree  
24% - Neutral



I am able to maintain effective working relationships with parents.

## District Average



### Elementary

61% - Agree/Strongly Agree  
2% - Disagree/Strongly Disagree  
37% - Neutral

### Middle

53% - Agree/Strongly Agree  
21% - Disagree/Strongly Disagree  
26% - Neutral

### High

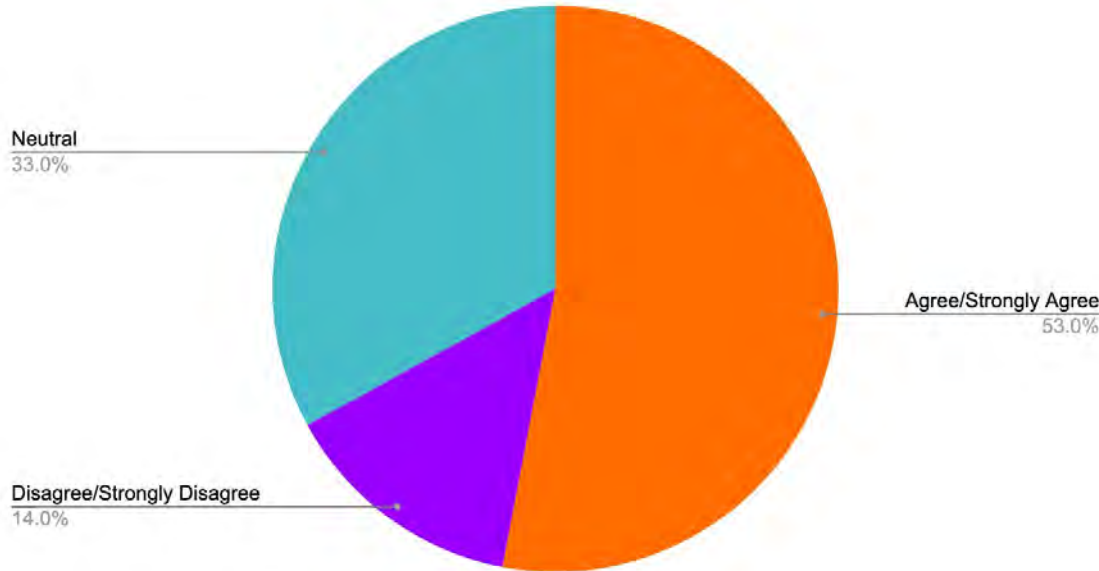
57% - Agree/Strongly Agree  
5% - Disagree/Strongly Disagree  
38% - Neutral

### SRTC

76% - Agree/Strongly Agree  
5% - Disagree/Strongly Disagree  
19% - Neutral

My school's academic expectations for students are manageable and realistic.

## District Average



### Elementary

42% - Agree/Strongly Agree  
16% - Disagree/Strongly Disagree  
42% - Neutral

### Middle

55% - Agree/Strongly Agree  
25% - Disagree/Strongly Disagree  
20% - Neutral

### High

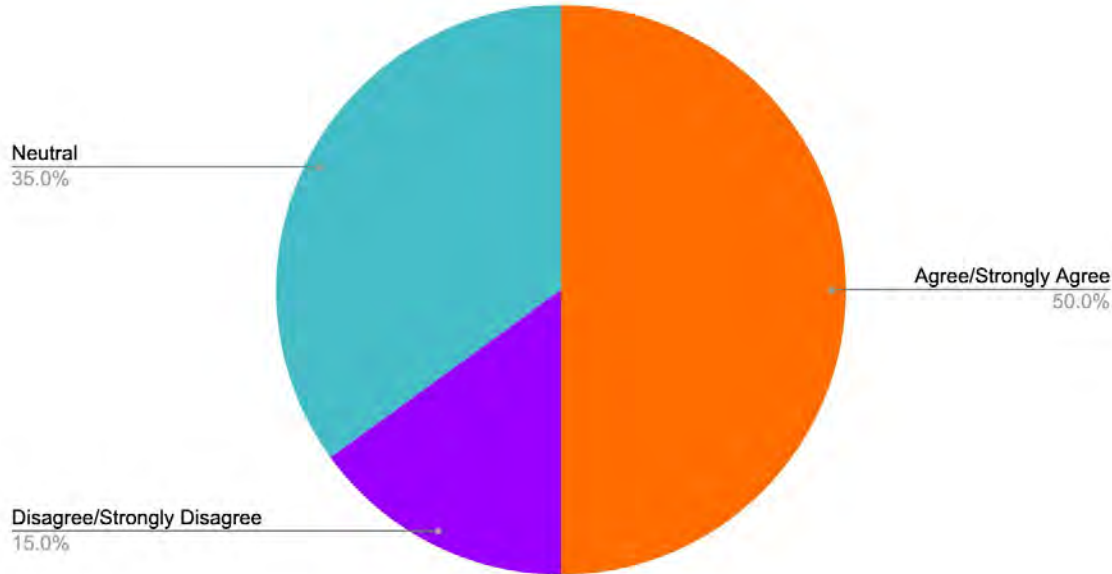
62% - Agree/Strongly Agree  
6% - Disagree/Strongly Disagree  
32% - Neutral

### SRTC

52% - Agree/Strongly Agree  
10% - Disagree/Strongly Disagree  
38% - Neutral

My school's expectations and procedures regarding student-level accountability are appropriate.

## District Average



### Elementary

50% - Agree/Strongly Agree  
1% - Disagree/Strongly Disagree  
49% - Neutral

### Middle

50% - Agree/Strongly Agree  
25% - Disagree/Strongly Disagree  
25% - Neutral

### High

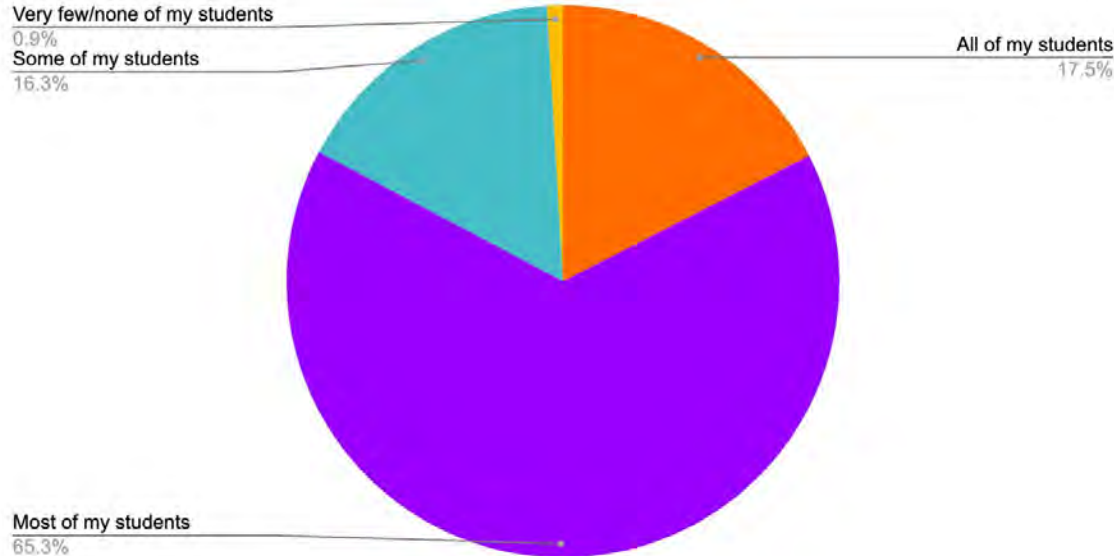
52% - Agree/Strongly Agree  
13% - Disagree/Strongly Disagree  
35% - Neutral

### SRTC

48% - Agree/Strongly Agree  
19% - Disagree/Strongly Disagree  
33% - Neutral

During in-person days, my students are successfully managing work completion.

## District Average



### Elementary

25% - All of my students  
53% - Most of my students  
8% - Some of my students  
0% - Very few/none of my students

### Middle

8% - All of my students  
49% - Most of my students  
29% - Some of my students  
3% - Very few/none of my students

### High

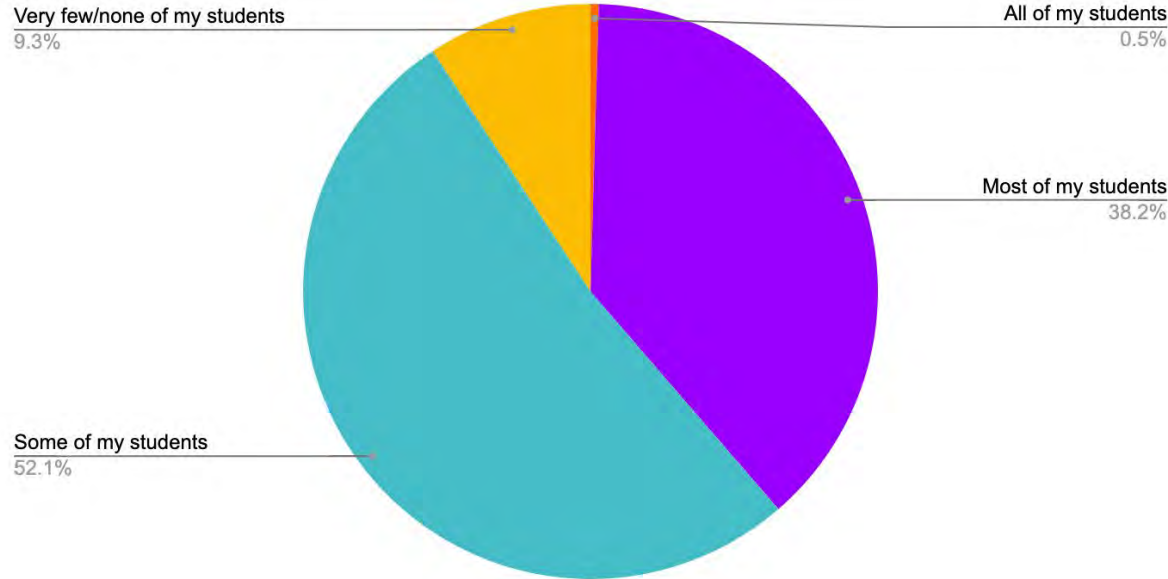
12% - All of my students  
52% - Most of my students  
15% - Some of my students  
0% - Very few/none of my students

### SRTC

14% - All of my students  
71% - Most of my students  
5% - Some of my students  
0% - Very few/none of my students

During remote days, my students are successfully managing work completion.

## District Average



### Elementary

0.7% - All of my students  
30% - Most of my students  
41% - Some of my students  
10% - Very few/none of my students

### Middle

0% - All of my students  
12% - Most of my students  
64% - Some of my students  
11% - Very few/none of my students

### High

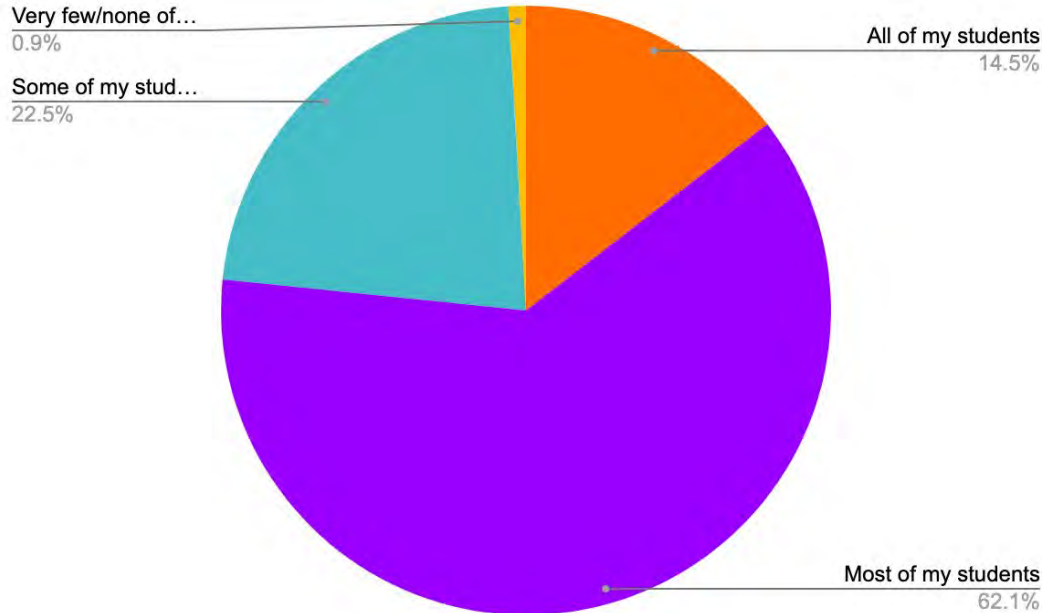
1% - All of my students  
26% - Most of my students  
40% - Some of my students  
12% - Very few/none of my students

### SRTC

0% - All of my students  
62% - Most of my students  
33% - Some of my students  
0% - Very few/none of my students

Teachers in grades 5-12 The majority of my students attend class synchronously on their remote days.

## District Average



### Middle

- 0% - All of my students
- 53% - Most of my students
- 30% - Some of my students
- 0% - Very few/none of my students

### High

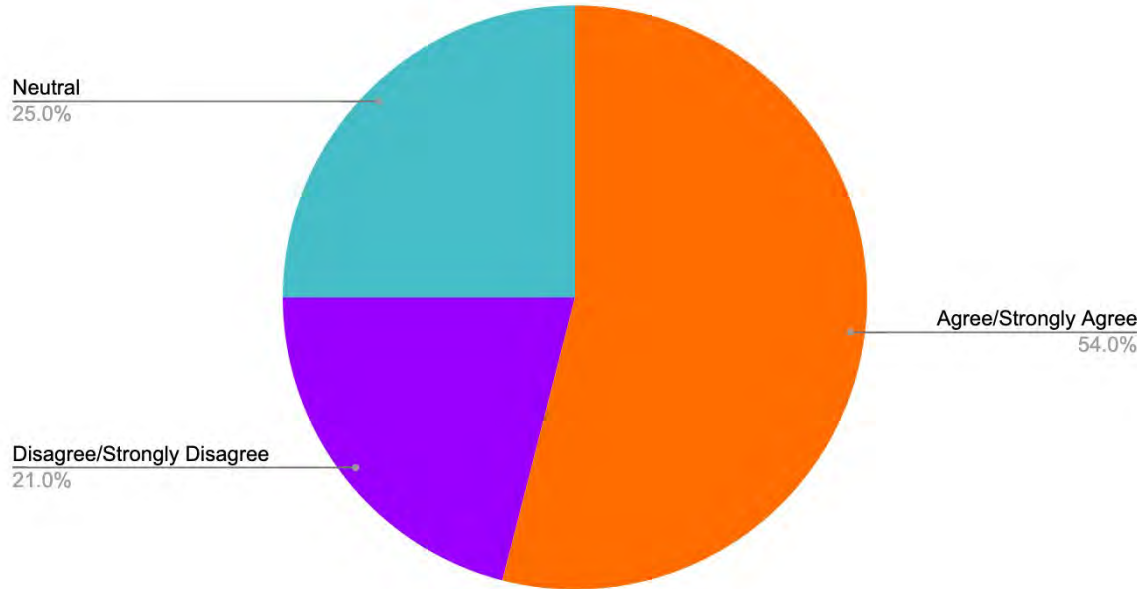
- 3% - All of my students
- 44% - Most of my students
- 17% - Some of my students
- 2% - Very few/none of my students

### SRTC

- 29% - All of my students
- 43% - Most of my students
- 5% - Some of my students
- 0% - Very few/none of my students

At this time, I would prefer to continue in the hybrid model that we have in place.

## District Average



### Elementary

67% - Agree/Strongly Agree  
13% - Disagree/Strongly Disagree  
20% - Neutral

### Middle

42% - Agree/Strongly Agree  
36% - Disagree/Strongly Disagree  
22% - Neutral

### High

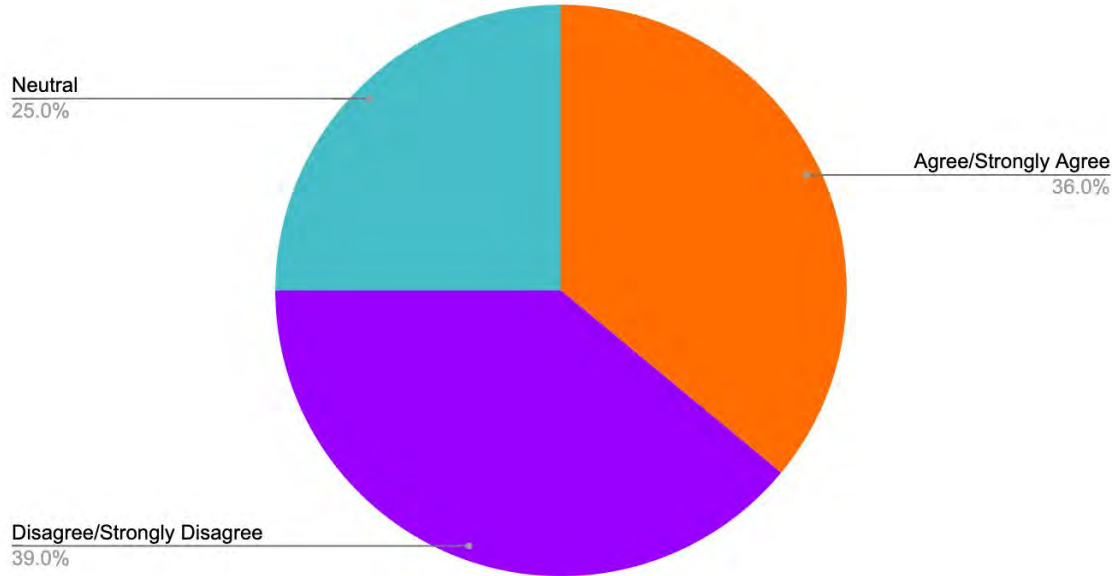
45% - Agree/Strongly Agree  
24% - Disagree/Strongly Disagree  
31% - Neutral

### SRTC

62% - Agree/Strongly Agree  
10% - Disagree/Strongly Disagree  
28% - Neutral

At this time, I would prefer to have students in school more often/every day.

## District Average



### Elementary

24% - Agree/Strongly Agree  
45% - Disagree/Strongly Disagree  
31% - Neutral

### Middle

37% - Agree/Strongly Agree  
41% - Disagree/Strongly Disagree  
22% - Neutral

### High

43% - Agree/Strongly Agree  
37% - Disagree/Strongly Disagree  
20% - Neutral

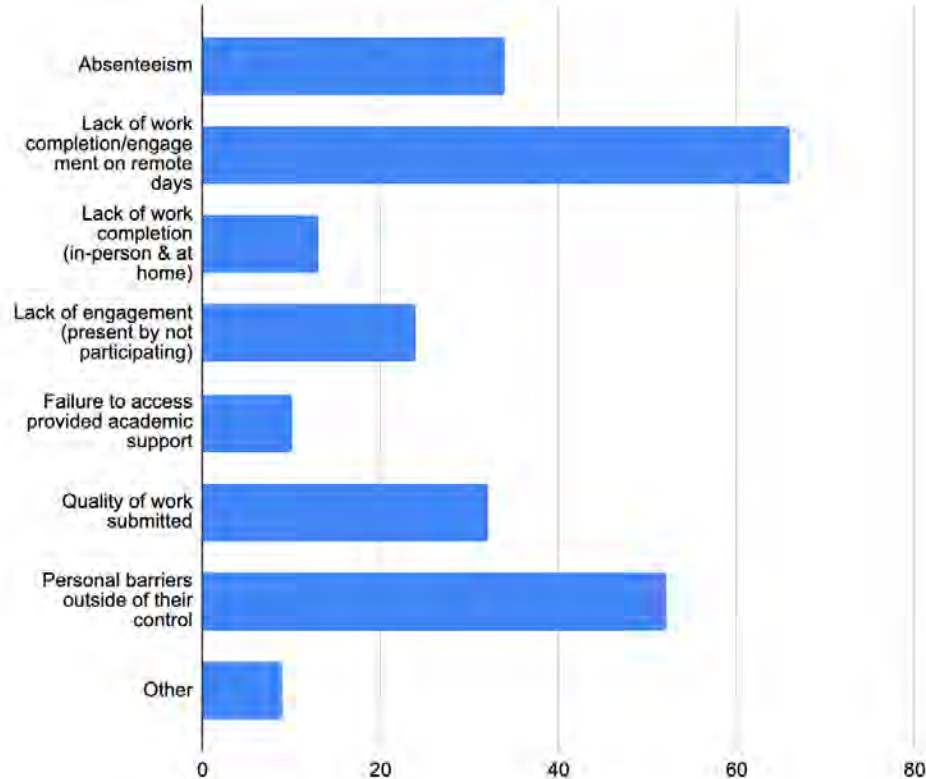
### SRTC

38% - Agree/Strongly Agree  
33% - Disagree/Strongly disagree  
29% - Neutral



What are the most common obstacles that prevent students from succeeding in your classes?

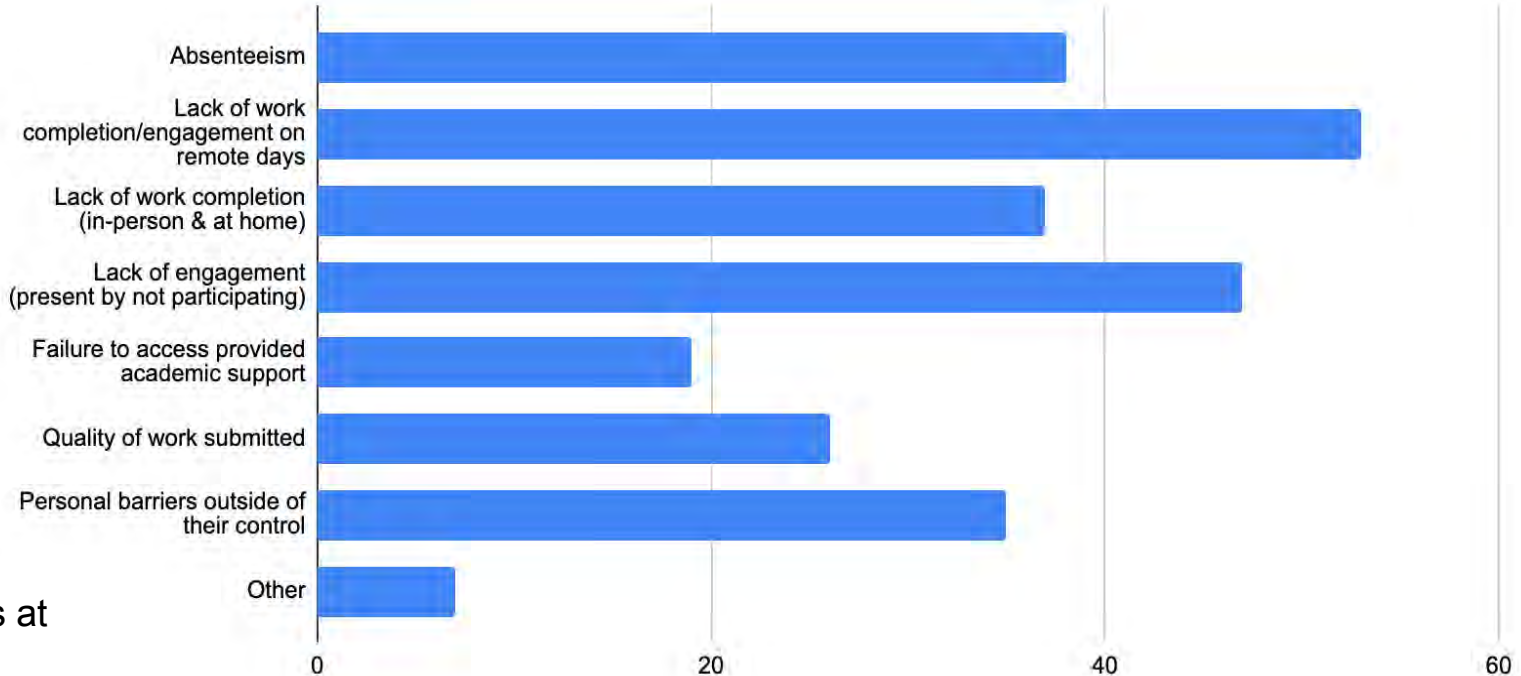
## Elementary



Other:  
Behaviors

What are the most common obstacles that prevent students from succeeding in your classes?

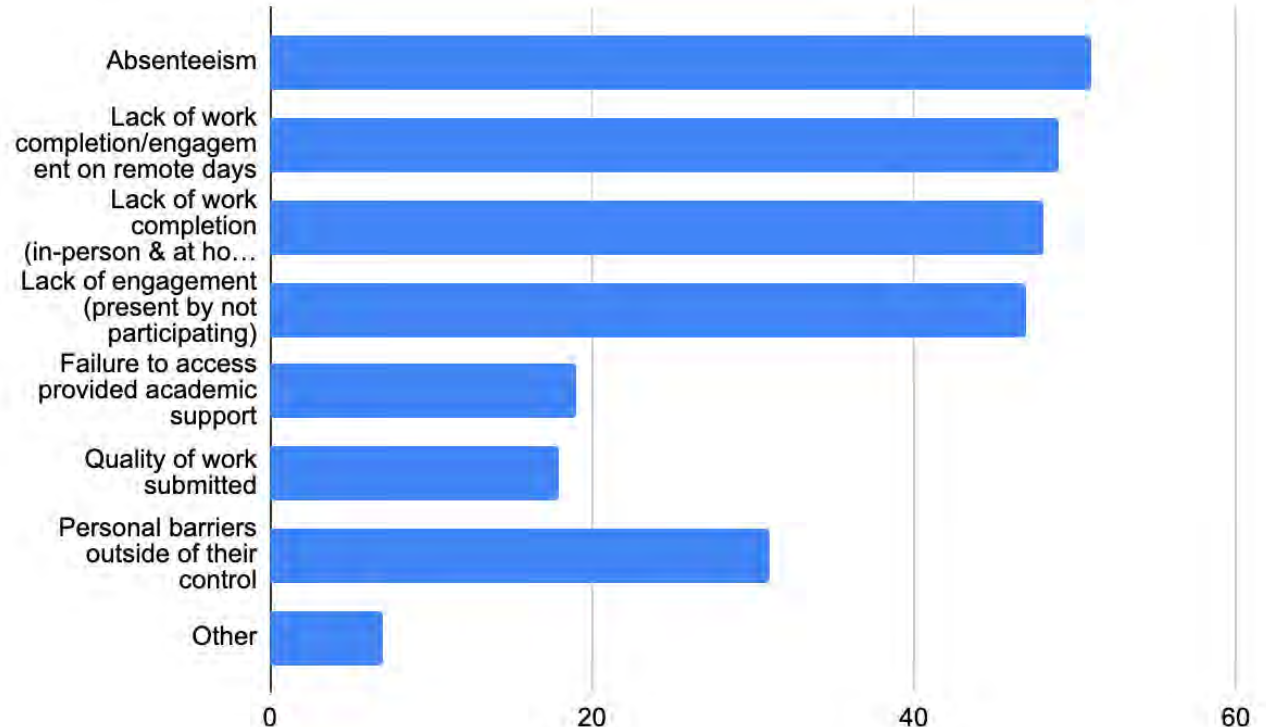
## Middle



Other:  
Internet issues at home  
Lack of Independence

What are the most common obstacles that prevent students from succeeding in your classes?

## SHS / SRTC



Other:  
Internet issues  
at home

# Staff Comments

Everyone is doing their very best

The earlier we know a decision that will alter our school day, the better it is for everyone

Teaching Hybrid model is exhausting

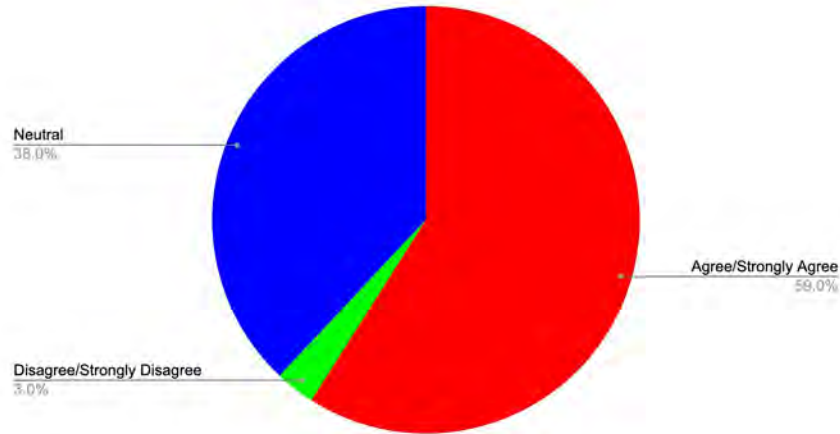
Communication

Staff mental health is a concern

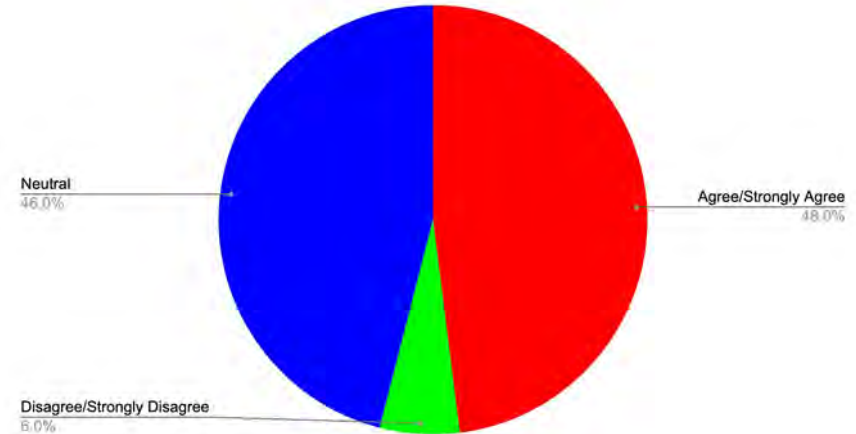
# Student Responses

I feel healthy and safe at school during in-person learning.

## Middle School

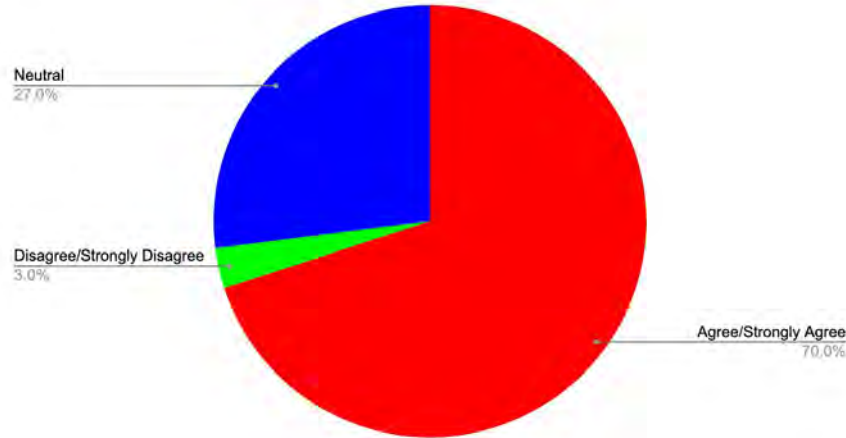


## High School

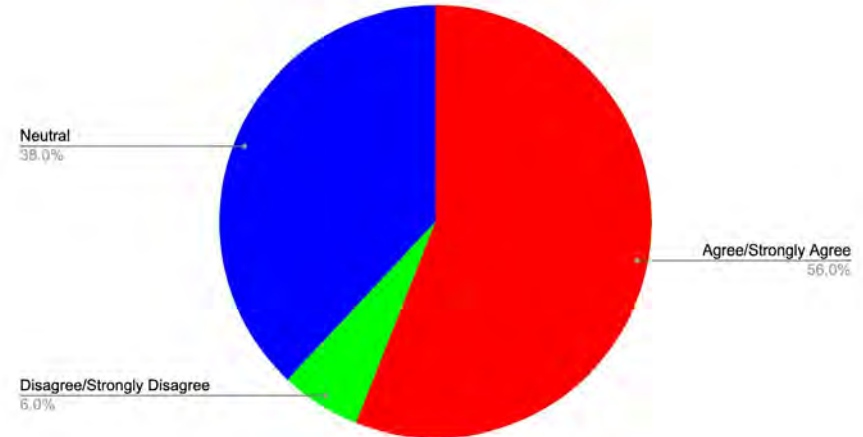


I feel my safety and well-being have been prioritized during the hybrid model that has been in place this year.

## Middle School

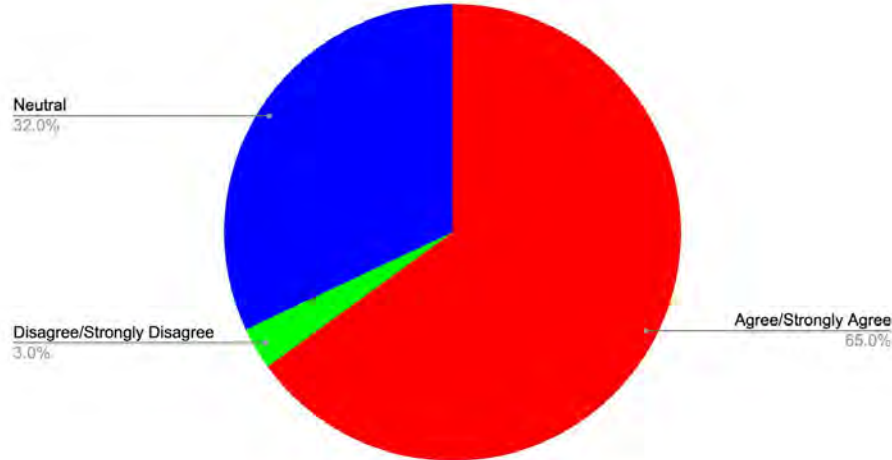


## High School

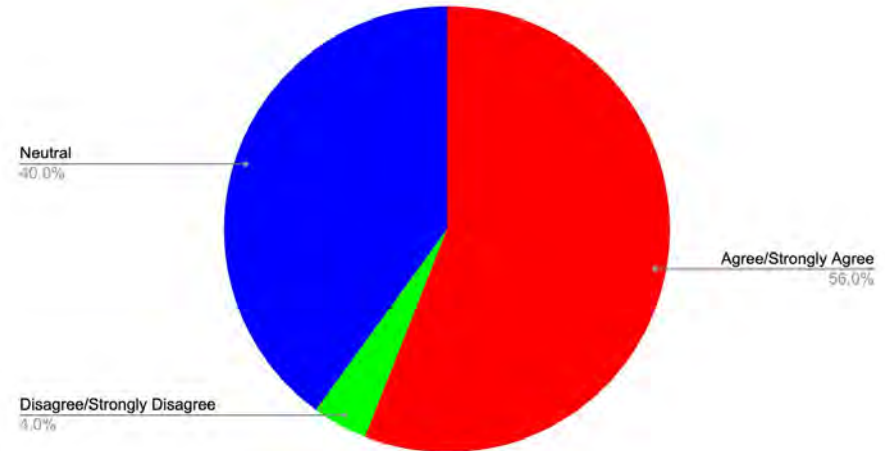


I believe my school has been able to adequately implement the health and safety protocols for in-person learn. (ie. physical distancing, wearing masks, hand sanitizing, etc.)

## Middle School



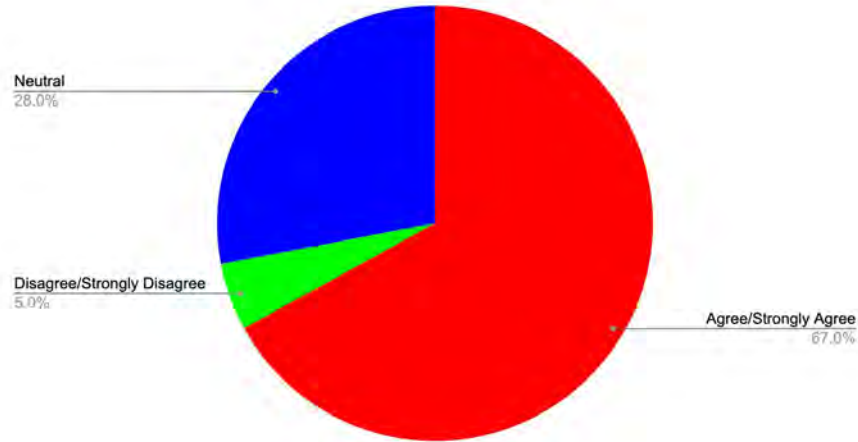
## High School



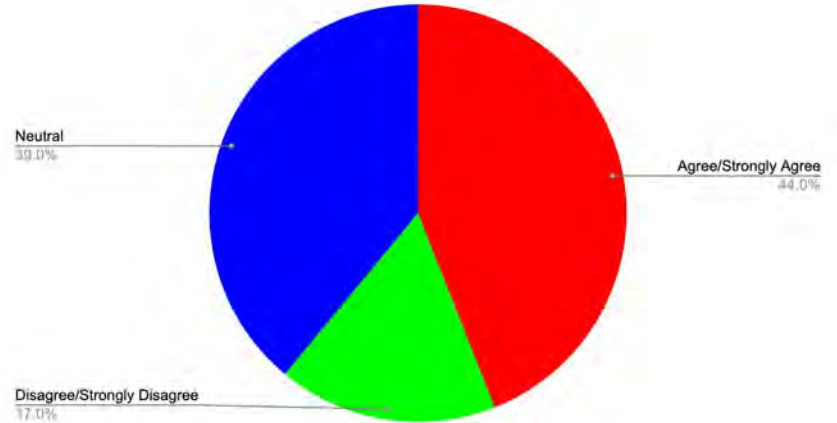


I have been able to establish strong relationships with my teacher(s) this year.

## Middle School

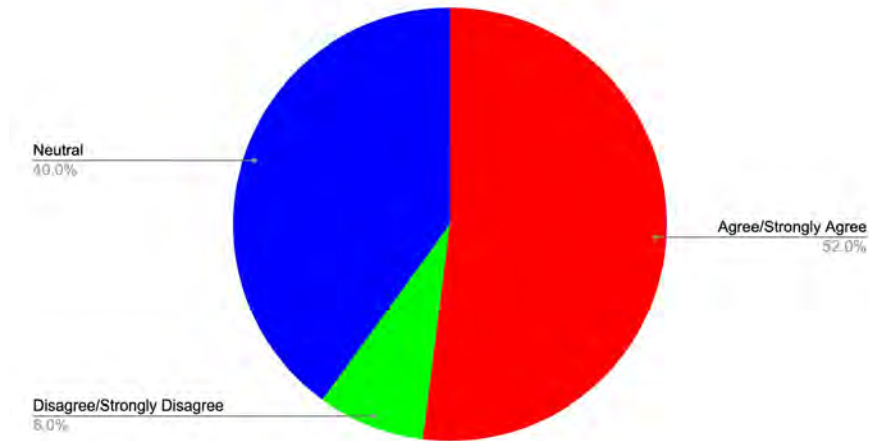


## High School

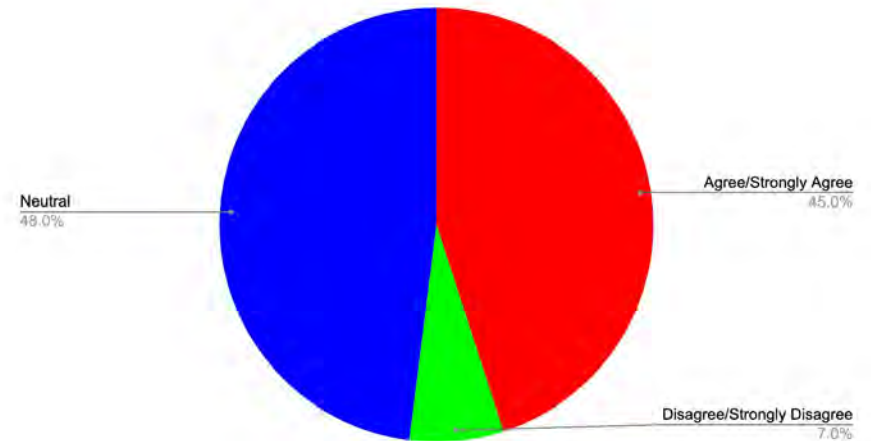


I am glad to be back in school for in-person learning this year.

## Middle School

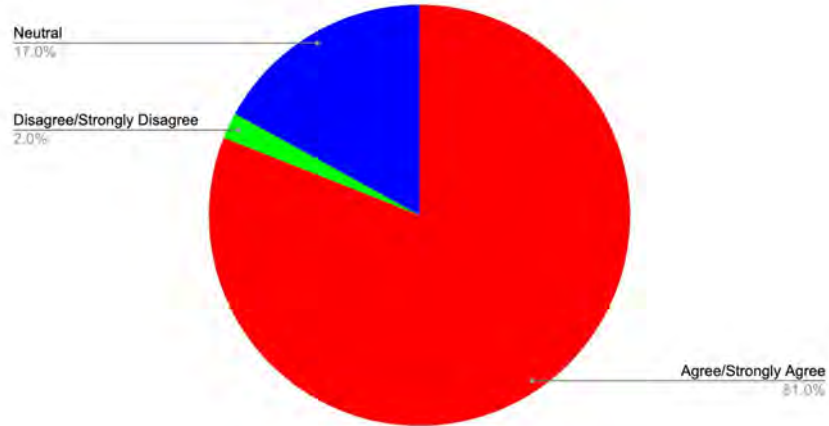


## High School

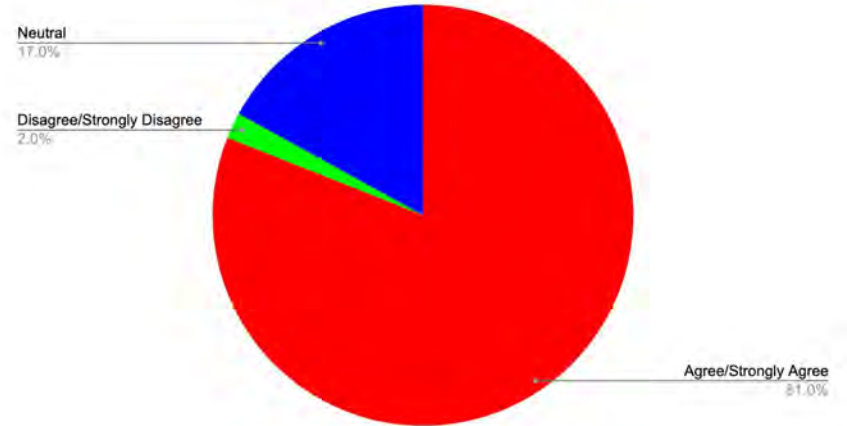


I have been able to use and navigate the technology used this year.

## Middle School

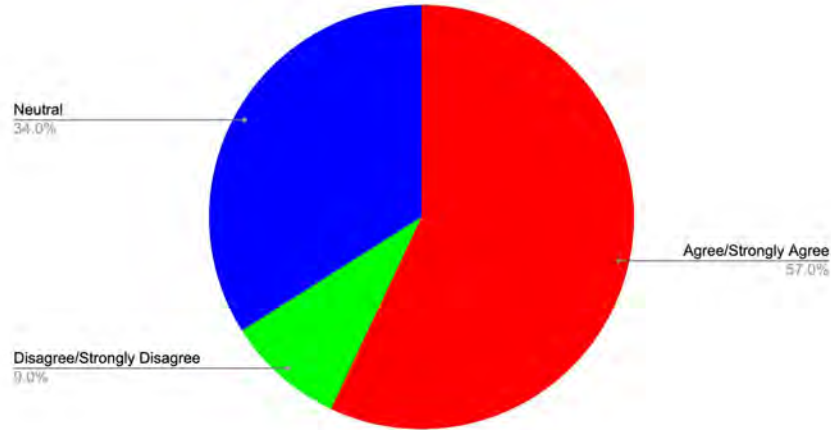


## High School

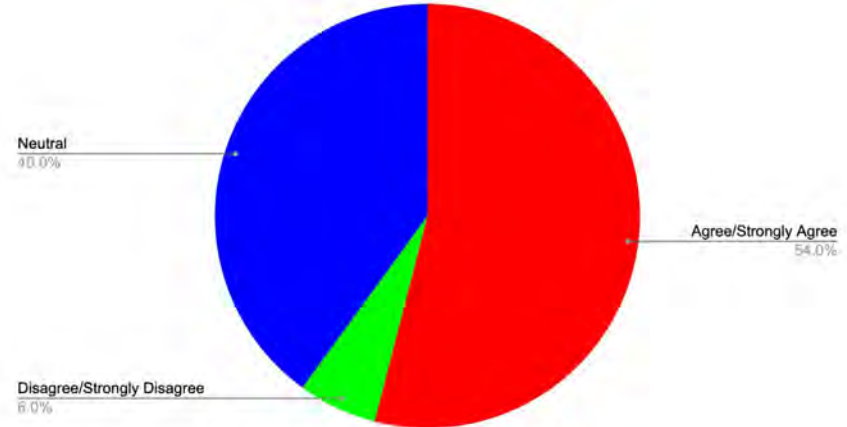


I have been able to complete my assignments during remote days.

## Middle School

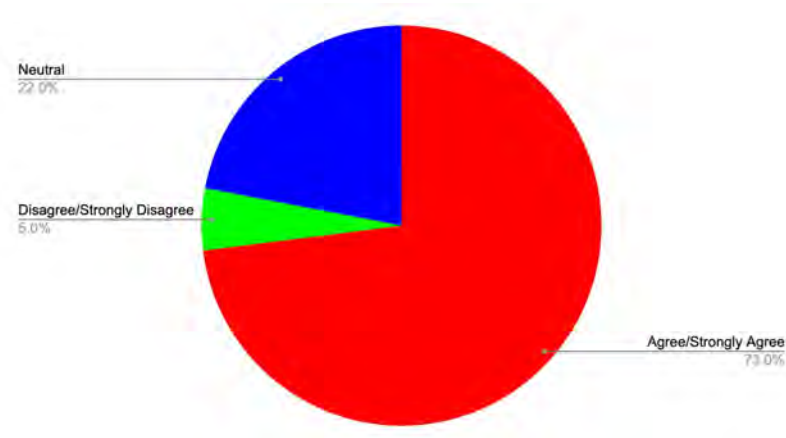


## High School

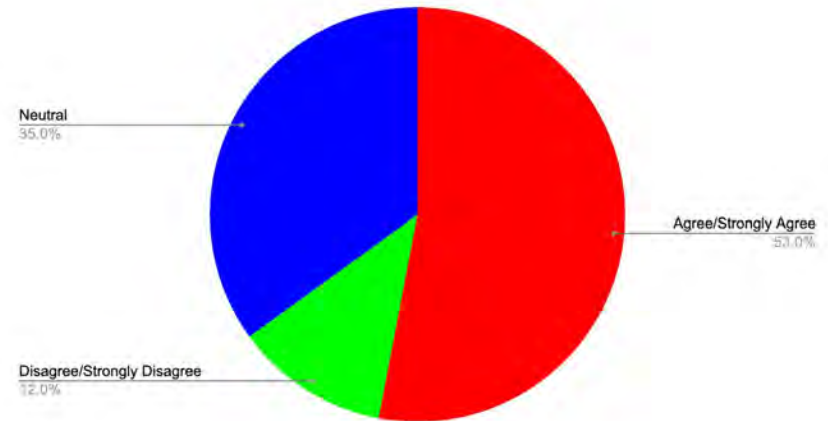


The academic expectations from the school and my teachers are manageable and appropriate.

## Middle School

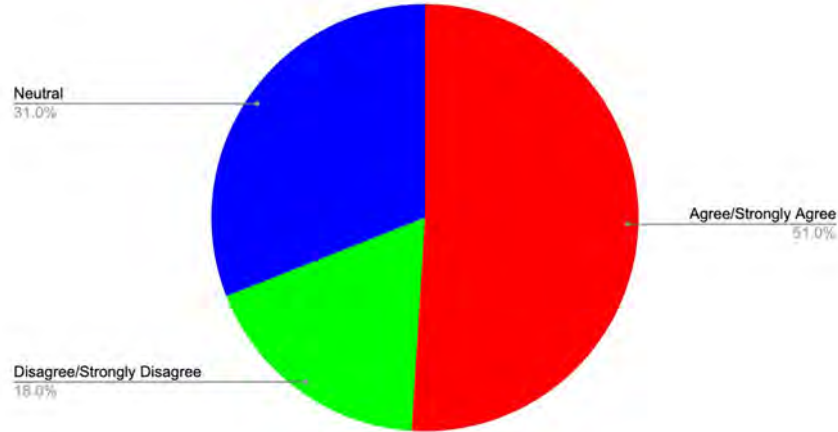


## High School

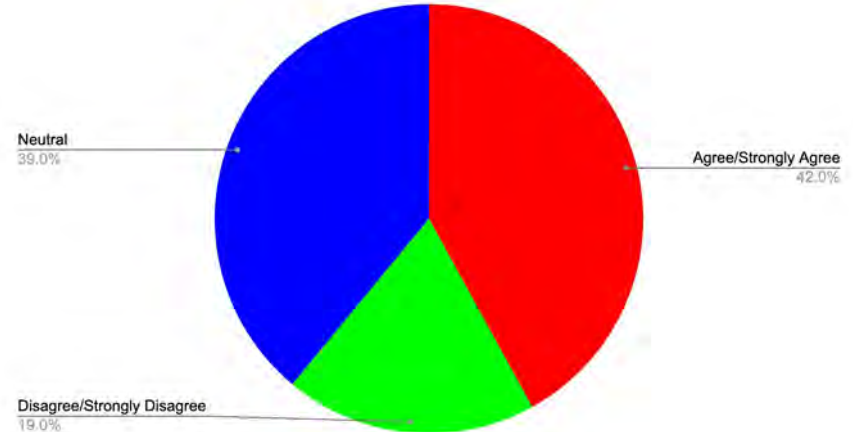


At this time, I would prefer to continue with the hybrid model that we have.

## Middle School

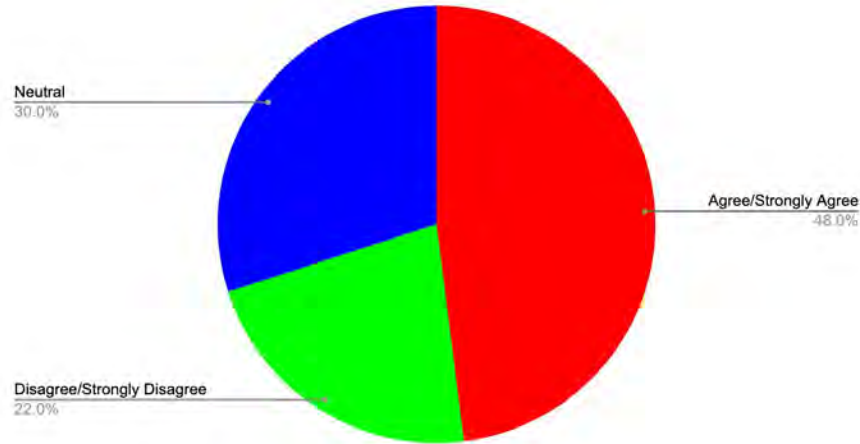


## High School

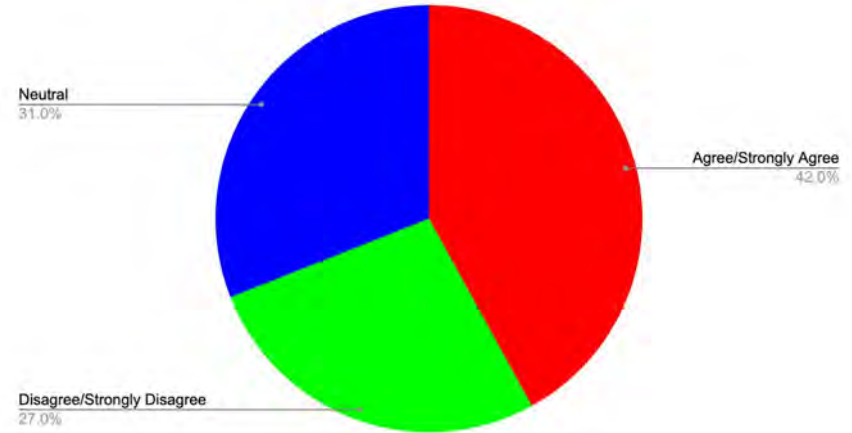


At this time, I would prefer to be in school more often/every day

## Middle School

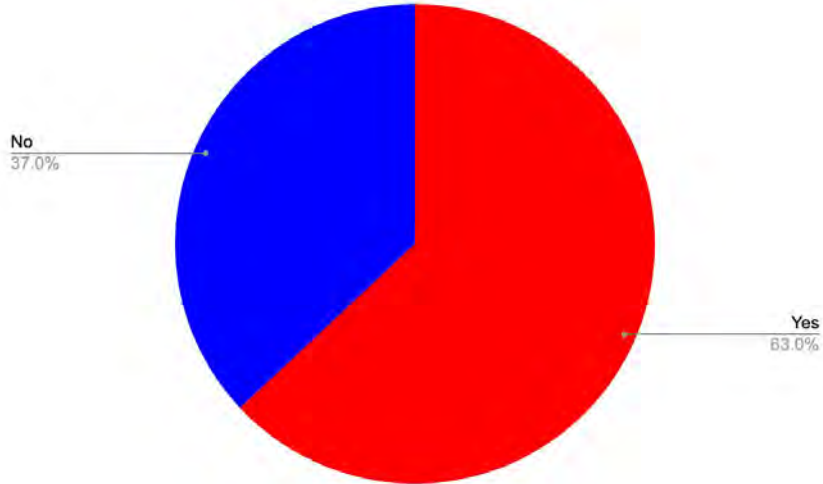


## High School

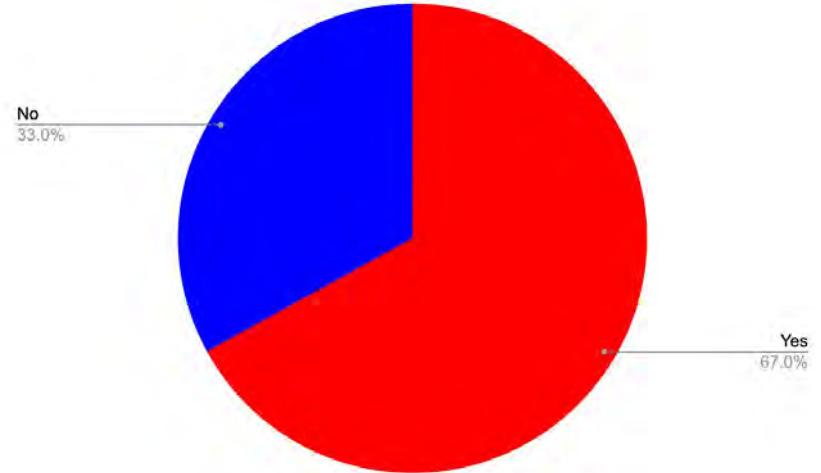


If remote learning has worked well for you, would you like the district to provide a remote option for students when things return back to normal for students who are not interested in returning to in-person learning?

## Middle School



## High School





**DRAFT**

# SANFORD SCHOOL DEPARTMENT 2021-2022 CALENDAR

WORKING COPY 1.20.21

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

0 Student 0 Tchr

JANUARY				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

20 Student 20 Tchr

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

2 Student 4 Tchr

FEBRUARY				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

15 Student 15 Tchr

SEPTEMBER				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

20 Student 20 Tchr

MARCH				
M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

23 Student 23 Tchr

OCTOBER				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

19 Student 20 Tchr

APRIL				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

16 Student 16 Tchr

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

18 Student 18 Tchr

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

21 Student 21 Tchr

DECEMBER				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

16 Student 16 Tchr

JUNE				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

5 Student 5 Tchr

Aug. 24	New Teacher Orientation
Aug. 25-26	Teacher & Ed Tech In-service Days

Aug. 30	First Student Day Gr. 1-12 & SRTC
Sept. 6	Labor Day
Sept. 1	First day of Kindergarten
Sept. 7	First day of Pre-Kindergarten

Oct. 8	K-12 Teacher Workshop Day - SRTC Conference
Oct. 11	Indigenous Peoples Day
Nov 5	End 1st Qtr. (5-12)
Nov 11	Veteran's Day (celebrated)
Nov 24-28	Thanksgiving and Break

Dec 3	End of 1st Trimester (K-4)
Dec 23-Jan 2	Christmas, New Years and Break

Jan 17	Martin Luther King Jr. Day
Jan 21	End 2nd Qtr. & 1st Semester (5-12)

Feb 21-25	President's Day and Break
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Mar 4	End of 2nd Trimester (K-4)
April 1	End 3rd Qtr. (5-12)

April 18-22	Patriot's Day and Spring Break
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May 30	Memorial Day - legal holiday
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June 1	Sanford Community Adult Ed Graduation (tentative)
June 7	Last day if no snow days
June 8	Sanford High School Graduation (tentative)
June 8-14	Storm Days as Needed (5)

1/12/21 dropped 11/5/21 SHS/SRTC day~LD  
 1/19/21 dropped Election Day, added Open House  
 and first K/PK days~LD  
 1/20/21 dropped Open House, changed grades for  
 trimesters and semesters, changed SCAE  
 graduation to tentative

**DRAFT**

Sanford Federation of Teachers CBA Article XV  
Sick Leave Bank for COVID-19 Related Quarantine

***This bank is separate from previously established sick leave banks***

**COVID-19 Sick Bank** – A sick leave bank shall be established for the benefit of the bargaining unit members no later than September 21, 2020, the Committee will establish a paid leave bank for all employees who are not working remotely. This sick bank will be separate from the existing sick banks. Each eligible employee will be allowed up to ten paid days from this bank for days that they cannot work (either in person or remotely) due to the coronavirus while Sanford schools are open for in-person learning, for the reasons set out below.

***Any employee will be eligible if all of the following are true:***

1. The employee has exhausted all of the paid sick leave available to them under the Emergency Paid Sick Leave Act of the FFCRA; (Single / Dependent)
  2. The employee is required to stay home from work due to their own symptoms (not for the care of others) or because the employee is required to quarantine for **school-related reason**(but not for quarantine related to travel outside of Maine that was not for an emergency or medical reason); and
  3. The employee has tested positive, been diagnosed with, or is awaiting test results or a diagnosis, for COVID.
- The bargaining unit employee does not have to exhaust all sick and personal leave before accessing the Covid-19 bank
  - In order to withdraw days from the bank, guidance from district medical staff may be required to describe the evidence of needed quarantine. Documentation will be furnished to the Superintendent. This request will be reviewed by a committee consisting of two (2) members of the Federation and two (2) members of the Administrative team appointed by the School Committee. In the case of a tie vote, the School Committee will decide and their position shall prevail.
  - Beginning after 12/31/20, the COVID-19 bank will be reviewed monthly and possibly extended by the Sanford School Department School Committee on a month to month basis.

## **Compensation Schedule for Additional Covid-19 Related Duties**

**Additional Federal Coronavirus Relief Funds have been allocated for the  
remainder of the 2020/2021 school year!**

### **A. Covering a class**

Teachers that cover another class will be paid CHIT x 2

- I.  $\$15 \times 2 = \$30$  per class covered

ED Techs that cover a class will be paid Chit x 4

- II. Grades 5-12  $\$5 \times 3 = \$15$  per class covered
- III. Grades K-4  $\$5 \times 3 = \$15$  for each 30 mins

### **B. Before / After School Duties**

Before School K-12

After School K-12

- minimum 3 positions before per school
- minimum 3 positions after per school
- Preference will be given to suitable hourly employees first

ED Techs/AA that cover before or after school approved and assigned duties beyond the contracted time

- Hourly Rate x 1.5 (overtime rate) after normal hours

Teachers that cover before or after school duties (outside of the contracted time)

- Paid at \$30 per hour

Payments will be made in the last payroll in June (Due 6/25/21)

## Policy Executive Summary

January 25, 2021

The following procedure will be presented for adoption.

### **Procedure IHBEA-R Sanford School Department LAU Plan**

The Maine Department of Education recently reviewed our LAU Plan in detail as part of our Federal Grant program review. As a result of the review, we are required to include additional information in our LAU plan. The additions include:

#### **#1 Legal Foundation for ESOL Programs**

The ESOL/Bilingual office of the Maine Department of Education has issued the following guidelines to measure school districts' compliance with both federal and state law:

- A. **Title VI of the Civil Rights Act of 1964** prohibits discrimination on the basis of national origin in programs or activities which receive federal financial assistance.
- B. **Equal Education Opportunities Act of 1974** prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.
- C. **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. ESEA also provides funds to states and local schools and universities to carry out the intent of the Act.

#### **Supreme Court Decisions**

- ***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.
- ***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.
- ***Castañeda vs. Pickard (1981)*** ruled that schools must take “appropriate action” to address the needs of ELs as required by the EEOA. The Castañeda standard mandates that programs for ELs must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective in helping students overcome language barriers

## #2 Screening Assessment Identification Thresholds

English Language Proficiency Screening Assessment Requirements		
Grade	Screening Assessment	Minimum Score Required to be Non-EL
Pre-k	preLAS	listening and speaking 71
1 <sup>st</sup> semester K	Kindergarten W-APT	listening and speaking 29
2 <sup>nd</sup> semester K/1 <sup>st</sup> semester 1 <sup>st</sup> grade	Kindergarten W-APT	listening and speaking 29 reading 14 writing 17
1 <sup>st</sup> semester K	Kindergarten MODEL	oral language proficiency level 6.0
2 <sup>nd</sup> semester K/1 <sup>st</sup> semester 1 <sup>st</sup> grade	Kindergarten MODEL	composite proficiency level 6.0
2 <sup>nd</sup> semester 1 <sup>st</sup> grade-12 <sup>th</sup> grade	WIDA Screener Online	composite proficiency level 4.5

## #3 Administration of ACCESS for ELLs

Federal and state laws require that the English language proficiency of all ELs be measured annually as a component of accountability under the Elementary and Secondary Education Act (ESEA). If a student is identified as an EL, that student must be administered ACCESS for ELLs annually until the student demonstrates English language proficiency. The Maine Department of Education defines English language proficiency as a composite proficiency level of 4.5 on ACCESS for ELLs.

ACCESS for ELLs classifies student proficiency levels based on the following performance definitions:

- 1-Entering: Student knows and uses minimal social language and minimal academic language with visual support.
- 2-Emerging: Student knows and uses some social language and general academic language with visual support.
- 3-Developing: Student knows and uses social language and general academic language with visual support.
- 4-Expanding: Student knows and uses social language and technical academic language.
- 5-Bridging: Student knows and uses academic language working with grade-level material.

#### **#4 Meaningful and Equitable Access to Academic and Extracurricular Programs**

All EL students will have equal access to and will be encouraged to participate in all academic programs to the same extent as non-ELs including but not limited to Title 1, Advance Placement courses, Gifted and Talented, and Career and Technical Education. EL students will be identified using the same criteria as non-EL students, taking into consideration language differences and ensuring that language needs are supported within the program. ESOL teachers will be included in the review of data when placements in such programs are considered.

All EL students will have equal access to and will be encouraged to participate in all extra-curricular programs to the same extent as non-ELs. EL students will be identified using the same criteria as non-EL students, taking into consideration language differences and ensuring that language needs are supported within the program. Communication with families is made available in a translated format by the ESOL teacher as needed.

#### **#5 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.

#### **#6 Meaningful Communication with Parents and Guardians**

The Sanford 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 district that is called to the attention of non-LEP parents. The Sanford School Department does this through the registration process. The essential information provided to parents includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs. ESOL teachers provide support to the building administrator about how to access interpreters and translation services for families.

#### **#7 Updated Language**

Home Language Survey has been replaced with Language Use Survey.  
Limited English Proficiency has been replaced with English learner.

#### **#8 Updated Timeline to Identify Students and Begin Service**

The timeline has been changed from 60 calendar days to 30 calendar days.

#### **Recommendation**

To adopt updated Policy IHBEA-R Sanford School Department LAU Plan

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## Sanford School Department LAU Plan

### I. Legal Requirements

The Sanford School Department shall provide appropriate programs for students who are English learners to assist them in attaining English language proficiency and in meeting state and local academic achievement standards in compliance with applicable federal and state requirements. The Sanford School Department's Plan has been developed with the intention of ensuring an equal educational opportunity for all students, and to identify and eliminate language barriers that impede the equal participation of all students in our instructional programs.

The Superintendent is responsible for developing and implementing the Sanford School Department's LAU Plan and any necessary administrative procedures. The Superintendent may delegate specific responsibilities as he/she deems appropriate.

The ESOL/Bilingual Office of the Maine Department of Education has issued the following guidelines to measure school districts' compliance with both federal and state law:

- A. **Title VI of the Civil Rights Act of 1964** prohibits discrimination on the basis of national origin in programs or activities which receive federal financial assistance.
- B. **Equal Education Opportunities Act of 1974** prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.
- C. **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. ESEA also provides funds to states and local schools and universities to carry out the intent of the Act.

### Supreme Court Decisions

- ***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.
- ***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.
- ***Castañeda vs. Pickard (1981)*** ruled that schools must take "appropriate action" to address the needs of English Learners as required by the EEOA. The Castañeda standard mandates that programs for English Learners must be (1) based on a sound educational theory, (2) implemented effectively with sufficient resources and personnel, and (3) evaluated to determine whether they are effective in helping students overcome language barriers.



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**Terms and Definitions**

**ACCESS for ELLs:** Stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. It is the federally and state-required annual assessment for all English Language Learners.

**EL:** English Learner designation for any student who scores below a composite score of 4.5 on the WIDA Screener Online, MODEL (K-1), or ACCESS test

**ELP:** English language proficient – designation for a student who scores a composite score of 4.5 on the WIDA Screener Online, MODEL (K-1), or ACCESS test

**ELP:** English Learner Program

**ESEA:** Elementary and Secondary Education Act

**ESOL:** English for Speakers of Other Languages

**ESL:** English as a Second Language

**LAC:** Language Assessment Committee – This committee is charged with identifying the needs of the-English Learner student, and overseeing that they are met.

**LAU:** This refers to *Lau v Nichols*, a U.S. Supreme Court case. The decision requires school districts to provide support for English Learner students who could not benefit from education which was conducted in English.

**LDF:** Language Development File – This file will be created and kept in the students cumulative file.

**MODEL:** WIDA Measure of Developing English Language – a placement test for determining English language proficiency for (K-1)

**PLP:** Personal Learning Plan

**preLAS:** English Language Proficiency Assessment for Early Learners

**TESOL:** Teaching English to Speakers of Other Languages

**WIDA:** World-Class Instructional Design and Assessment

**WIDA Screener Online:** WIDA Screener Online is an English Language proficiency assessment given to new students in Grades 1-12 to help educators identify whether they are English Learners (ELs).



**Director of ESOL Services**

The Superintendent shall appoint a Director of ESOL Services (English for Speakers of Other Languages). The Director of ESOL Services has overall responsibility for implementation of the Lau Plan for the Sanford School Department, establishing reasonable timelines for the provision of services, and filing all necessary reports with the Maine and U.S. Departments of Education. The Director of ESOL Services shall report directly to the Superintendent.

**II. English Learner Identification and Assessment****Screening Incoming Students**

Whenever a student enrolls for the first time in a Sanford school (PRE-Kindergarten, Kindergarten or transfer student), the parent/guardian shall be asked to complete a Language Use Survey. The ESOL teachers will review all surveys in their designated buildings for the presence of a non-English background. These surveys will remain in the students' cumulative files.

Students may also be screened if a staff member becomes aware that another language in addition to English is spoken in the home or if the teacher has language proficiency concerns.

**NOTE:** If a newly enrolled student has been previously identified as an English Language learner, and current preLAS/MODEL/WIDA Screener Online/ACCESS scores are available, then further identification screening is not required.

**Assessment of English Language Proficiency**

If the determination is made, from the Language Use Survey or a staff request, that a student should receive further screening, the ESOL teacher will administer an ELP (English Language Proficiency) screener assessment to measure the student's listening, speaking, reading, and written English skills.

<b>English Language Proficiency Screening Assessment Requirements</b>		
<b>Grade</b>	<b>Screening Assessment</b>	<b>Minimum Score Required to be Non-EL</b>
<b>Pre-k</b>	preLAS	listening and speaking 71
<b>1<sup>st</sup> semester K</b>	Kindergarten W-APT	listening and speaking 29
<b>2<sup>nd</sup> semester K/1<sup>st</sup> semester 1<sup>st</sup> grade</b>	Kindergarten W-APT	listening and speaking 29 reading 14 writing 17
<b>1<sup>st</sup> semester K</b>	Kindergarten MODEL	oral language proficiency level 6.0
<b>2<sup>nd</sup> semester K/1<sup>st</sup> semester 1<sup>st</sup> grade</b>	Kindergarten MODEL	composite proficiency level 6.0
<b>2<sup>nd</sup> semester 1<sup>st</sup> grade-12<sup>th</sup> grade</b>	WIDA Screener Online	composite proficiency level 4.5

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**Administration of ACCESS for ELLs**

Federal and state laws require that the English language proficiency of all ELs be measured annually as a component of accountability under the Elementary and Secondary Education Act (ESEA). If a student is identified as an EL, that student must be administered ACCESS for ELLs annually until the student demonstrates English language proficiency. The Maine Department of Education defines English language proficiency as a composite proficiency level of 4.5 on ACCESS for ELLs.

ACCESS for ELLs classifies student proficiency levels based on the following performance definitions:

- 1-Entering: Student knows and uses minimal social language and minimal academic language with visual support.
- 2-Emerging: Student knows and uses some social language and general academic language with visual support.
- 3-Developing: Student knows and uses social language and general academic language with visual support.
- 4-Expanding: Student knows and uses social language and technical academic language.
- 5-Bridging: Student knows and uses academic language working with grade-level material.

**III. Development of Individualized Language Acquisition Programs****Language Assessment Committee (LAC)**

Once identified as an English Learner, the ESOL teacher will form a Language Assessment Committee (LAC) for the student. The LAC, including an ESOL teacher, classroom teacher(s), building administrator and/or guidance counselor (when appropriate), parents/guardians, interpreter (when needed), and student (when/if appropriate), will be contacted within 3 weeks of the student's identification.

The Language Assessment Committee will coordinate and oversee the educational program of the identified EL student. The committee members will:

- Create a Personal Learning Plan (PLP) for newly identified EL students.
- The ESOL teacher will annually consult with members of the committee, (or sooner if needed) to review the status of enrolled EL students, and update their PLPs.

**Personal Learning Plan (PLP)**

The LAC will develop a Personal Learning Plan (PLP), to create a program of services for the identified student. This plan will be based on the results of the preLAS/MODEL (K-1)/WIDA Screener Online for newly identified students. When developing a PLP for students already enrolled in the district's ESOL program, or newly enrolled but previously identified, the LAC will use results of the ACCESS test, as well as other district assessments, grades, class performance, etc. The plan will include:

- Language goals and objectives
- Class placement and programming
- The level and amount of ESOL services/support to be provided
- Recommendations for modifications
- Timeline for review

The PLP shall be written within 30 days of identification/enrollment for new students, and in May/June for returning students.

**Programming**

Identified EL students will receive programming in one or a combination of the following models:

- ESOL instruction provided within a mainstream classroom by ESOL teacher – Push in
- Specially Designed Academic Instruction in English (SDAIE) - Pull-out (Student receives his/her instruction from the ESOL teacher in either a small group or one-on-one)
- Classroom modifications appropriate for the student provided by the mainstream classroom teacher in consultation with the ESOL teacher
- Supported Grade Level Instruction (Student is taught by grade level teacher with support from ESOL teacher using programs available to all students. Student will be monitored by ESOL teacher.)

Each student will be enrolled in an age appropriate content program and integrated into regular activities. Accommodations to the regular curriculum will be supported by appropriate instructional materials.

The following guidelines will be followed for the development of a student's program:

1. Instruction will be provided during the regular school hours.
2. Student's grade placement will be age appropriate.
3. The ESOL teacher and classroom teacher will coordinate efforts to support the student's acquisition of English and the grade appropriate learning targets.
4. The amount of time spent with the ESOL teacher will be based on the needs of the student as determined by the LAC.

### **Recordkeeping**

The ESOL teacher will create a Language Development File (LDF) for each identified EL student. The file will be maintained in the student's cumulative file by the ESOL teacher to document all actions regarding the student. All records pertaining to a student's EL status, including screening, assessments, programming, LAC notes, evaluations, parent/guardian notices and forms shall be included in his/her LDF.

These files will be sent on to the new ESOL teacher(s) when students move on to different schools or levels within the district (e.g. primary/middle/junior high/high school).

In addition, copies of the current ACCESS Teacher Report and the Personal Learning Plan will be added to the student's cumulative folder.

### **Parent Notification and Involvement**

When a student qualifies for ESOL services, the parents/guardians will be notified no later than 30 days after the beginning of the school year, or within two weeks of the child's placement in the program in accordance with the requirements of the Elementary and Secondary Education Act (ESEA).

Parents/guardians will be included and encouraged to participate in decisions pertaining to their child's ESOL programming. The school unit shall notify parents/guardians of students about the instructional program and parents/guardians' rights, as required by law. Parents/guardians will be apprised of their child's progress at each marking period (trimesters at K-4/ quarters at 5-12).

**Refusal of Services**

Parents/guardians have the right to refuse ESOL services for their child. In the event that a parent/guardian refuses ESOL services, he/she will be required to sign a Decline Services Form. This form needs to be signed by a school official, and then placed in the student's cumulative file. Parents/guardians may withdraw this refusal of services at any time.

Identified EL students who do not receive services, must still be assessed yearly (ACCESS test), as required by law, until they attain a composite score of 4.5. The ACCESS scores will be sent to the parents, and ELL services will again be offered (if the student has not yet reached a composite score of 4.5). A new Decline Services Form must be signed annually. Copies must then be placed in the student's cumulative folder as well as the LDF.

**Evaluation of Student Progress, Reclassification, and Exit from English Learner Programs**

The ESOL teacher will consult with the LAC in May/June to review information/data to evaluate each student's progress in meeting goals and objectives, determine class placement and programming for the following year, and update the Personal Learning Plan. The information/data to review should include:

1. Teacher evaluation of general language proficiency by observing the student's oral performance in both formal and informal settings.
2. A comparison of the current year's ACCESS scores with the previous year's scores to measure progress (if applicable).
3. Results of district assessments, grades, class performance, etc. to determine if the student is meeting the standards for the different content areas.

All identified English learners who have not attained a Composite Score of Level 4.5 on the ACCESS for ELLs must take the ACCESS test until he/she reaches a composite score of 4.5.

Once students receive a composite score of 4.5 on the ACCESS test, they will be determined to be English language proficient (ELP) by the state of Maine.

In accordance with federal law, any English learner who has met proficiency must be monitored for two years, by the LAC, in order to ensure academic success. The ESOL teacher will consult with the LAC and determine how and when the monitoring will occur based on the needs of the student. If within those two years, the student's status changes, the student will be reclassified as EL, and have a new PLP developed to meet his/her needs.

### **Special Needs Placement**

English Learner Identification is not a disability covered by IDEA or Maine special education regulations. Determining special needs placement for students who are receiving ESOL services is a complex process. There may be a number of individual or combined factors determining why language and cultural minority students are making little academic progress over time, including but not limited to: the normal process of second language acquisition, the acculturation process, different learning styles, motivation to learn, and/or the student's lack of prior schooling.

If an EL student experiences continued, serious academic/social behavioral difficulty, it must be determined whether the student is exhibiting temporary learning and behavior characteristics shared by learning disabled students and students of English as a second language. Steps must be taken to identify the source of difficulty and possible remedies before making a special education referral. The ESOL teacher must be involved throughout the process. These steps include examining:

- Curriculum: continuity of exposure, scope and sequence, student's entry level skills, cognitive demands, mastery criteria, amount of practice exhibited in the native language
- Instruction: sequencing of content, language use, effective teaching behaviors, coordination with other teachers
- Classroom teacher: qualifications, experience with EL students, teaching style, expectations, perceptions, instructional management, behavior management
- Student: experiential background, native language proficiency, cultural characteristics, cognitive learning style, self-concept, motivation
- Assessment: learning standards, modifications
- Cultural differences: country of origin, length of residence in US, age at arrival
- Language differences: first language characteristics, rate of progress in English, opportunities to use English outside of school, literacy skills in first language
- Environmental factors: background factors, attitudes on schooling, interruptions/traumas, frequency of school moves, family separation, family support for schooling, home environment factors
- Medical/physical factors: history, present conditions
- Achievement/performance factors: listening and reading comprehension, oral and written expression, basic reading skills
- Learning/behavior factors: visual and auditory discrimination, visual and auditory memory, visual motor coordination, problem solving, speech

Parents, teachers, and support staff can initiate referrals to Special Education. Parents/guardians will be provided an interpreter (if needed). The ESOL teacher and classroom teacher will gather the information and make the referral.

An EL student may only be placed in a special education program if:

- Testing shows a learning disability, independent of the English Learner determination
- The student's native language skills were assessed
- Appropriate procedures for special education services have been followed
- All steps, procedures, and testing are well-documented

**NOTE:** EL students may receive RTI or Title I services for which they are eligible under the same criteria as other students, but these services may not supplant structured language support services (ESOL program).

#### **IV. Meaningful and Equitable Access to Academic and Extracurricular Programs**

All EL students will have equal access to and will be encouraged to participate in all academic programs to the same extent as non-ELs including but not limited to Title 1, Advance Placement courses, Gifted and Talented, and Career and Technical Education. EL students will be identified using the same criteria as non-EL students, taking into consideration language differences and ensuring that language needs are supported within the program. ESOL teachers will be included in the review of data when placements in such programs are considered.

All EL students will have equal access to and will be encouraged to participate in all extra-curricular programs to the same extent as non-ELs. EL students will be identified using the same criteria as non-EL students, taking into consideration language differences and ensuring that language needs are supported within the program. Communication with families is made available in a translated format by the ESOL teacher as needed.

#### **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.

All ESOL teachers must possess appropriate teacher certification and ESOL endorsement as defined by the State of Maine. When it is necessary, teachers with conditional certification may be hired if they are actively engaged in obtaining appropriate credentials.

**ESOL Teacher Requirements and Responsibilities**

The responsibilities of an ESOL teacher include, but are not limited to:

1. Function as an active part of the Advisory Committee and LAC.
2. Review all Language Use Surveys for designated schools.
3. Screen cumulative folders of new incoming students.
4. Create (with LAC) a Personal Learning Plan for all students in caseload:
  - A. For students already enrolled: written each May/June for the following school year.
  - B. For new students: written once they are enrolled in the ESOL program.
5. Maintain a Language Development File in the student's cumulative folder (LDF) on each student in caseload.
6. Update and maintain all paperwork for EL students in caseload.
7. Arrange for, and administer, required testing, e.g., preLAS/MODEL (K-1)/WIDA Screener Online and ACCESS
8. Monitor and document progress of English language proficiency of EL students in caseload at the end of each quarter (or trimester).
9. Communicate at least quarterly (or each trimester), with parents/guardians regarding progress of students.
10. Provide meaningful cultural and language information to students, teachers, and classmates.
11. Monitor students who have exited the ESOL program for a period of two years.
12. Work with guidance counselors to provide appropriate career and educational information, and accessibility to post-graduate opportunities. (High School)



**VI. Ongoing Program Evaluation**

The ESOL Advisory Committee is composed of the Director of ESOL Services and the Sanford School Department's ESOL teachers.

The committee is responsible for monitoring and evaluating the overall effectiveness of the ESOL program in accordance with the Lau Plan. The Advisory Committee will meet on an annually and perform the following functions:

- Review staff compliance with Lau Plan procedures and requirements
- Review student data to assess student progress in achieving English proficiency
- Review longitudinal data to ensure outcomes for ELs are comparable to non-ELs who were never English learners.
- Participate in professional development activities
- Obtain feedback and suggestions from staff, parents/guardians and students (when appropriate) concerning the services provided to students under the Lau Plan
- Review Lau Plan annually
- Submit a written report, in May, to the Superintendent regarding the Advisory Committee's findings, including recommendations for changes to Lau Plan, procedures, and/or educational programs and services provided to EL students

**VII. Meaningful Communication with Parents and Guardians**

The Sanford 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 district that is called to the attention of non-LEP parents. The Sanford School Department does this through the registration process. The essential information provided to parents includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, gifted and talented programs. ESOL teachers provide support to the building administrator about how to access interpreters and translation services for families.

Legal reference: Title VI of the 1964 Civil Rights Act  
20 U.S.C. ss 6312; 6701 et seq.  
20-A M.R.S.A. ss 4701  
Maine Department of Education Rules Chapter 127  
Maine DOE Administrative Letter No. 24 (December 9, 2003)  
Maine DOE Priority Notice (February 11, 2020)

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