

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MEETING AGENDA
Monday, April 24, 2017 ~ 6:00 pm**

Note: Meeting will be held in City Council Chambers, 3rd Floor, City Hall Annex

Members present: John Roux, Scott Sheppard, Jon Mapes, Thomas Miscio, Kendra Williams

Student Reps present: Summer Korpaczewski
Cole A. Jones

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Gwen Bedell, Business Administrator
Bernie Flynn, Curriculum Director

Guests present:

A. Call to Order Time: ____ pm

B. Pledge of Allegiance

C. Adjustments

D. Approval of Minutes

1. March 20, 2017 Executive Session, 5:00 pm (Attachment D.1.)
2. April 3, 2017 Executive Session, 5:30 pm (Attachment D.2.)
3. April 4, 2017 Executive Session, 5:00 pm (Attachment D.3.)
4. April 10, 2017 Executive Session, 5:30 pm (Attachment D.4.)

Recommendation: to approve the minutes as presented

E. Public Comments

F. Communications None

G. Committee Reports

1. Construction Update
 - i. SHS/SRTC Project
 - ii. Elementary Projects
 1. Straw Poll – 6:00 pm, May 3, 2017 at SHS cafeteria
 2. Waiver – Percentage for Art
 3. Budget – Approval of Construction Budget

Recommendation: to approve the Elementary Construction Projects Budget as presented

School Committee Meeting Agenda

April 24, 2017

H. Superintendent's Report

1. Student Representatives' Reports
2. Field Trip Announcements
 - i. Sanford High School – Job Corps in Bangor, ME on April 12, 2017
 - ii. SRTC – SkillsUSA Conference in Louisville, Kentucky from June 18-25, 2017
 - iii. SRTC – Digital Design college visit to New England Institute of Technology in RI on May 3, 2017
3. Superintendent's updates
 - i. LD 1016 (Attachment H.3.)
 - ii. Joint Workshop with Acton on May 24, 2017
 - iii. Pre-K Program
 - iv. BRIDGE relocation

I. Directors' Reports

1. Business Administrator Gwen Bedell
2. Assistant Superintendent Matt Nelson
3. Director of Curriculum Bernie Flynn

J. New Business

1. Presentation: SHS Environmental Club Composting Project Proposal – Beth Marass with student Katie Gould (Attachment J.1.)
2. Proposal: 2018 SHS prom venue – Lauren Levesque, Matt McKeown, Scott Keeney (Attachment J.2.)

Recommendation: _____

3. Presentation: SRTC Building Trades Program – Joe Doiron

K. Old Business

None

L. Resignations

1. Superintendent Theoharides will announce the following resignations:

Shay Ahlquist	H.R. Generalist	District	Eff. 4/7/17
Althea Frenette-Chretien	Nurse	SHS	Eff. 8/31/17
Richard Landry	Custodian	MCS	Retiring 8/31/17
Kristy Parent	Coach, Varsity Girls Basketball	SHS	Eff. 2/16/17
Marianne Sylvain	Principal	SHS	Retiring 6/30/17

School Committee Meeting Agenda

April 24, 2017

M. Staff Appointments

1. Superintendent Theoharides will announce the following appointments:

Sarah Flickinger	KIDS Club	CJL	Eff. 3/29/17
Kayla Nelson	KIDS Club	Willard	Eff. 4/3/17
Ashley Walker	Ed Tech II, Special Education	CJL	Eff. 4/24/17
Pauline Provencher	FoodService – Temporary First Cook	Central Kitchen	Eff. 4/24/17

N. Staff Transfers

1. Superintendent Theoharides will announce the following transfers:

Ashley Wakefield	From Central Kitchen Personnel (5 hours/day)	To Central Kitchen Second Cook (6.5 hours/day)	Eff. 4/24/17
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O. Staff Nominations None

P. Policies

(Attachment P.)

1. First Reading – **IMGA – Service Animals in Schools**

Recommendation: to accept the first reading policy IMGA as presented.

2. First Reading – **IMG –Animals in Schools**

Recommendation: to accept the first reading policy IMG as presented.

3. First Reading – **IKE – Promotion, Retention and Acceleration of Students**

Recommendation: to accept the first reading policy IKE as presented.

Q. Items for Future Agenda(s)

R. Calendar Announcements

1. Upcoming School Committee meetings are as follows:

Monday, May 1, 2017	Regular Meeting	6:00 pm	City Council Chambers
Wednesday, May 3, 2017	Straw Poll for Elementary Projects	6:00 pm	SHS Cafeteria
Monday, May 15, 2017	Regular Meeting	6:00 pm	City Council Chambers
Wednesday, May 24, 2017	Joint Workshop with Acton School Committee	6:00 pm	Acton Elementary School

S. Adjournment

Recommendation: to adjourn at ____ pm.

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MINUTES
Monday, March 20, 2017 ~ 5:00 pm**

Note: Meeting was held in Superintendent's Conference Room, 2nd Floor, City Hall Annex.

Members present: John Roux, Scott Sheppard, Jon Mapes, Thomas Miscio, Kendra Williams

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Pam Lydon, SJHS Principal
Joe Mastraccio, SJHS Assistant Principal
Skip Sheldon, SJHS Resource Officer
Megan Walsh, Outreach Worker

Guests present: Student
Ashley Vieira

A. Call to Order Time: 5:10 pm

B. Executive Session Student Matter

1. Motion by Mr. Sheppard: **To enter Executive Session to consider disciplinary action for a student at Sanford Junior High School pursuant to 1 MRSA § 405(6)(B) at 5:11 pm.**
Motion seconded by Mrs. Williams. Motion carried 5 to 0.
2. Motion by Mr. Mapes: **To exit Executive Session at 5:55 pm.**
Motion seconded by Mr. Sheppard. Motion carried 5 to 0.

Public Session:

3. Motion by Mr. Sheppard: **The School Committee has discussed the testimony and evidence presented and has found the student under consideration to be deliberately disobedient, disorderly and engaging in infractions of Sanford School Department Policy JICH. The student's removal from school is necessary for the peace and usefulness of the school and as a result the student will be expelled from school effective immediately. The expulsion will be set aside and the student will be allowed to attend Sanford Junior High School beginning April 3, 2017 as long as the student follows the terms and conditions established by Principal Pam Lydon. If the student fails to follow the probationary terms and conditions established by Principal Lydon, the student will be immediately removed and expelled from Sanford Junior High School. The Superintendent of Schools will provide the student and the student's parents written notice of the Sanford School Committee's findings and conclusions.**
Motion seconded by Mrs. Williams. Motion carried 5 to 0.

School Committee Meeting Minutes

March 20, 2017

C. Adjournment

Mr. Sheppard made a motion **to adjourn at 6:00 pm.**
Mrs. Williams seconded the motion. Motion carried 5 - 0.

Respectfully submitted,

John Roux, School Committee Vice Chair

Matt Nelson, Assistant Superintendent

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MINUTES
Monday, April 3, 2017 ~ 5:30 pm**

Note: Meeting was held in Superintendent's Conference Room, 2nd Floor, City Hall Annex.

Members present: John Roux, Jonathan Mapes, Scott Sheppard, Thomas Miscio, Kendra Williams

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Stacey Bissell, Special Education Director

Guests present: Student
Scott Johnson
Hope Johnson
Courtney Beer, Kids Legal

A. Call to Order Time: 5:47 pm

B. Executive Session Student Matter

1. Motion by Mr. Miscio: **To enter Executive Session to consider the re-admission of a student to Maine public schools pursuant to 1 MRSA § 405(6)(B) at 5:47 pm.**
Motion seconded by Mr. Sheppard. Motion carried 5 to 0.
2. Motion by Mrs. Williams: **To exit Executive Session at 6:14 pm.**
Motion seconded by Mr. Miscio. Motion carried 5 to 0.
Public Session:
3. Motion by Mrs. Williams: **The School Committee has discussed the information presented regarding the student's request and found it to be credible and the behavior that resulted in the student being expelled will not likely recur. Based on that information, the Sanford School Committee admits the student to Sanford Public Schools with the following conditions pursuant to Title 20-A M.R.S.A., Section 1001: Sanford's Special Education Director will hold an IEP meeting to map out a timeline and strategies for the student's successful entry and the student will be subject to random drug testing or searches with the understanding that should any drugs be found in the student's possession or person, the student may be subject to further disciplinary measures. In addition the superintendent will provide the student and parents/guardians with written notice of the School Committee's findings and conclusions.**
Motion seconded by Mr. Miscio. Motion carried 4 to 1.

C. Adjournment

Mr. Miscio made a motion **to adjourn at 6:15 pm.**
Mrs. Williams seconded the motion. Motion carried 5 - 0.

Respectfully submitted,

John Roux, School Committee Chair

David Theoharides, Superintendent

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MINUTES
Tuesday, April 4, 2017 ~ 5:00 pm**

Note: Meeting was held in Superintendent's Conference Room, 2nd Floor, City Hall Annex.

Members present: John Roux, Jon Mapes, Thomas Miscio

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Doug Roberts, SHS Assistant Principal
Brent Coleman, Outreach Worker

Guests present: Student
Sarah Morris

A. Call to Order Time: 5:07 pm

B. Executive Session Student Matter

1. Motion by Mr. Miscio: **To enter Executive Session to consider disciplinary action for a student at Sanford High School pursuant to 1 MRSA § 405(6)(B) at 5:09 pm.**

Motion seconded by Mr. Mapes. Motion carried 3 to 0.

2. Motion by Mr. Miscio: **To exit Executive Session at 5:27 pm.**

Motion seconded by Mr. Mapes. Motion carried 3 to 0.

Public Session:

3. Motion by Mr. Miscio: **The School Committee has discussed the testimony and evidence presented and has found the student under consideration to be deliberately disobedient, disorderly and engaging in infractions of Sanford School Department Policy JICH. The student's removal from school was necessary for the peace and usefulness of the school and as a result the student was suspended from school for 10 days. The student will be allowed to return to Sanford High School on April 6, 2017 with the following conditions in place: Attend SIRP Program and complete its requirements; fulfill restorative practice in the form of letters to the School Committee, Assistant Principal and mother; complete 20 hours of community service (in addition to school requirement) at Learning Works, meet with SHS Outreach Worker weekly and follow all recommendations, rules and policies. If the student fails to follow the conditions established by the School Committee, the student may be brought back to the School Committee for further consideration. The Superintendent of Schools will provide the student and the student's parents written notice of the Sanford School Committee's findings and conclusions.**

Motion seconded by Mr. Mapes. Motion carried 3 to 0.

School Committee Meeting Minutes

April 4, 2017

C. Adjournment

Mr. Miscio made a motion **to adjourn at 5:30 pm.**
Mr. Mapes seconded the motion. Motion carried 5 - 0.

Respectfully submitted,

John Roux, School Committee Chair

David Theoharides, Superintendent

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MINUTES
Monday, April 10, 2017 ~ 5:30 pm**

Note: Meeting was held in Superintendent's Conference Room, 2nd Floor, City Hall Annex.

Members present: John Roux, Scott Sheppard, Jon Mapes, Kendra Williams

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Pam Lydon, SJHS Principal
Joe Mastraccio, SJHS Assistant Principal
Skip Sheldon, SJHS Resource Officer

Guests present: Student
Tracy Dionne
Jackie MacDonald, Case Manager

A. Call to Order Time: 5:34 pm

B. Executive Session Student Matter

1. Motion by Mr. Sheppard: **To enter Executive Session to consider disciplinary action for a student at Sanford Junior High School pursuant to 1 MRSA § 405(6)(B) at 5:35 pm.**
Motion seconded by Mrs. Williams. Motion carried 4 to 0.
2. Motion by Mr. Sheppard: **To exit Executive Session at 6:06 pm.**
Motion seconded by Mrs. Williams. Motion carried 4 to 0.

Public Session:

3. Motion by Mr. Sheppard: **The School Committee has discussed the testimony and evidence presented and has found the student under consideration to be deliberately disobedient, disorderly and engaging in infractions of Sanford School Department Policy JICH. The student's removal from school is necessary for the peace and usefulness of the school and as a result the student will be suspended from school for a total of 20 days. An expulsion will be set aside and the student will be allowed to attend Sanford Junior High School beginning May 5, 2017 as long as the student follows the terms and conditions established by Principal Pam Lydon. If the student fails to follow the probationary terms and conditions established by Principal Lydon, the student will be immediately removed and expelled from Sanford Junior High School. The Superintendent of Schools will provide the student and the student's parents written notice of the Sanford School Committee's findings and conclusions.**
Motion seconded by Mrs. Williams. Motion carried 4 to 0.

School Committee Meeting Minutes

April 10, 2017

C. Adjournment

Mr. Sheppard made a motion **to adjourn at 6:15 pm.**
Mrs. Williams seconded the motion. Motion carried 4 - 0.

Respectfully submitted,

John Roux, School Committee Vice Chair

Matt Nelson, Assistant Superintendent

David Theoharides
Superintendent

Matt Nelson
Assistant Superintendent

Gwen Bedell
Business Administrator

Sanford School Department

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www.sanford.org

Bernie Flynn
Curriculum Director

Stacey Bissell
Special Education Director

SCHOOL COMMITTEE:

John Roux, Chair Scott Sheppard, Vice-Chair
Thomas Miscio Kendra Williams Jonathan Mapes

In Support of LD 1016

Senator Langley, Representative Kornfield, and members of the Education and Cultural Affairs Committee, my name is David Theoharides and I am Superintendent of Schools in Sanford. I am here today to speak in favor of LD 1016, an act to provide funding for career and technical education.

As my colleague Kathy Sargent, Director of the Sanford Regional Technical Center has stated, in Sanford we are extremely fortunate to be constructing an integrated high school and Career Technical Center. It is scheduled to open in September 2018. This state of the art of facility will provide students from 21 surrounding communities with the opportunity to enroll in a variety of high-demand, technical programs. Students, parents, community members and businesses in Southern York County are anxiously looking forward to the opening of this new facility and the many career opportunities it will provide our students.

This new facility will include seven additional technical school programs to complement our existing programs. Three of these programs are being transferred from our satellite schools. The remaining four are brand-new programs that will provide opportunities for 128 additional students to participate in CTE. *Starting these programs however, comes with a significant challenge:* The current EPS funding formula does not provide funding to start new programs in technical centers and regions.

Although we will have wonderful facilities to support these new programs, we must also provide each program with a qualified and certified teacher. We estimate that each of these new programs will require approximately \$100,000 of start-up capital to fund the teacher, the benefits, plus classroom supplies. The current EPS formula will eventually provide funding for CTE expenses, but not until two years later. That means that Sanford will need to raise approximately \$100,000 per year, for the first two years for each of these seven new programs before EPS starts funding these programs. By then, our community will have raised \$1.4 million in start-up funds that will never actually be returned to the community from EPS.

I support LD 1016 because it supports all Maine students. It will remove the financial barriers for expanding CTE programs by providing start-up funding for new programs. It will allow all technical schools to expand opportunities for students and ultimately better meet the workforce needs of the State of Maine.

Thank you.



David Theoharides
Superintendent of Schools
Sanford, Maine

Sanford Regional Technical Center

Serving the Students in 21 Southern York County Communities

RSU 57

- Alfred
- Limerick
- Lyman
- Newfield
- Shapleigh
- Waterboro

RSU 60

- North Berwick
- Berwick
- Lebanon

RSU 35

- Eliot
- South Berwick

RSU 21

- Kennebunk
- Kennebunkport
- Arundel

Sanford School Dept.

- Sanford
- Springvale
- Acton

Wells-Ogunquit CSD

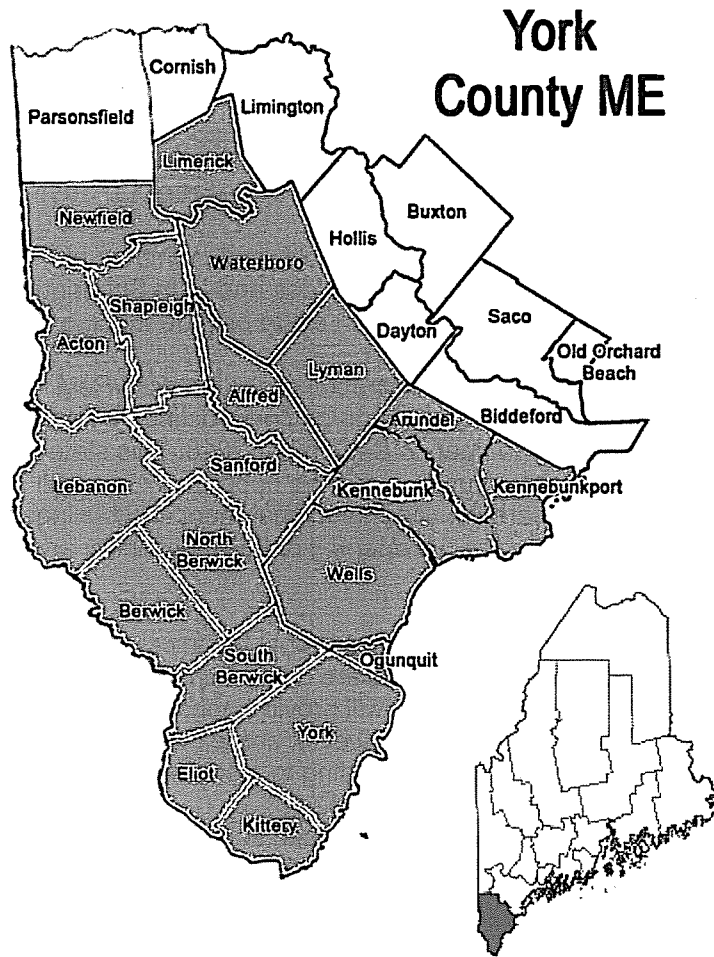
- Wells
- Ogunquit

York School Department

- York

Kittery School Department

- Kittery



Current and Future CTE Programs

Business and Marketing Pathway

**Baking and Pastry or Hospitality*

Academy of Business

Computer and Networking Systems

**Cosmetology*

***Culinary Arts*

Landscaping and Horticulture

**Marketing*

Human Services Pathway

Law Enforcement

***Early Childhood Occupations and Education*

Emergency Medical Services

Fire Science

Health Occupations

***Health Occupations*

Science and Technology Pathway

Automotive Technology

Building Trades

**Collision Repair*

Electrical Wiring

Engineering Applications with Robotics

Engineering/Architectural Design

Precision Manufacturing

Welding and Metal Fabrication

Arts and Communication Pathway

Digital Design

Video Production

** New Program opening Fall 2018*

*** New Program from satellite school opening Fall 2018*

Composting Project

Environmental Club



Kings Middle School

Before:

14 Trash Bags
(Per Week)

After:

2 Trash Bags
(Per Week)



Sanford High School

30 Trash Bags
(Per Week)

Food Waste in Cafeteria



Per Day

94.9 lbs

Per Week

474.5 lbs

Per Year

16,512.6 lbs

\$Cost\$

Landfill Cost

\$1235.49

(Per Month)

Waste Disposal Station

\$360

Farm Pickup

\$25

(Per Week)

\$

Waste Management Station

Option 1: Composting At the School

Pros

- Reduce Landfill Cost
- Replenishes Soil
- Teaches Environmental Awareness

Cons

- Can't Compost Paper Products
- Requires Staff and Student Cooperation
- Requires Space

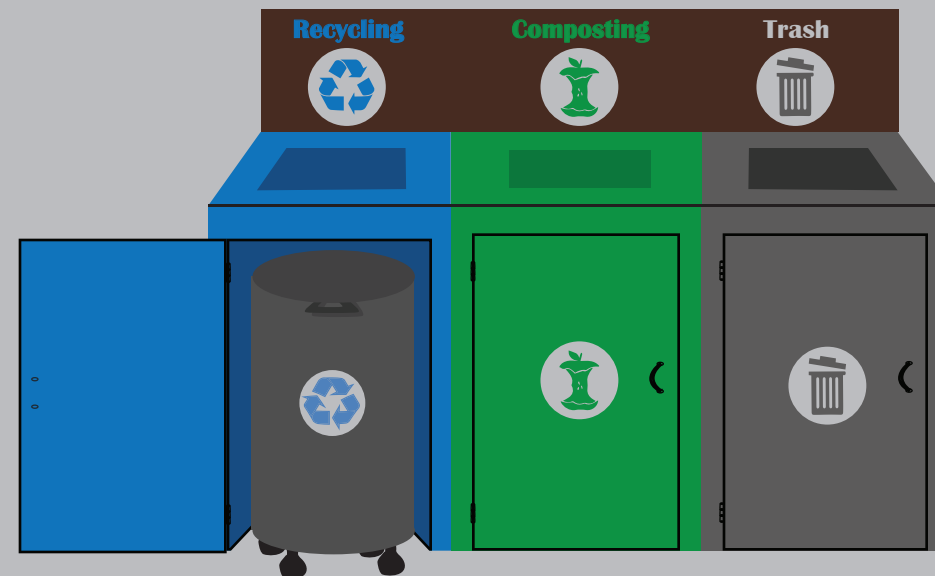
Option 2: Farm Pickup Tibbett's Farm

Pros

- Collects Paper Products
- Helps the Community
- Saves Space

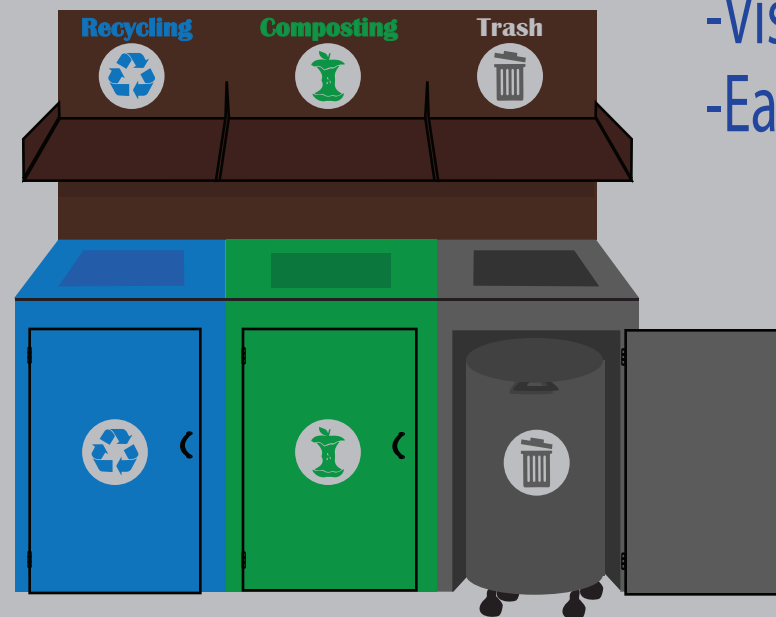
Cons

- Monthly Cost for Pickup
- Less Student Involvement



With Tray Shelf

- Accessible
- Visually Appealing
- Easy to Clean



PROM POLICY

It is the policy of the Sanford School Committee that all proms must be held within forty (40) miles of Sanford High School; a location in Sanford is preferred. Additionally, the location should be one that is suitable and age appropriate for this occasion. All rules and regulations of Sanford High School are to be enforced. The cost of the prom should be affordable for the majority of the participants. **All students will be required to stay to the end of the prom.**

There should be a plan developed that provides reasonable assurances that the experience will be safe and secure, and it should include the actual location as well as parking and travel considerations. The plan should include an adequate number of chaperones and security. Also, arrangements should be made to accommodate friends, parents and people from the community who are interested in viewing the "Grand March."

The decision for a location should be made in a democratic fashion. As part of the decision making, there should be a class meeting(s) scheduled so that there is maximum participation. Tentative arrangements for the prom location may be made if the location fits this policy.

The plan for the prom must be presented to the School Committee for final approval if the prom location is out of Sanford. The plan should be submitted to the School Committee no later than the regular second meeting in December preceding the Prom.

Adoption date: August 14, 2001

Effective date: August 14, 2001

Revision date:

SANFORD SCHOOL DEPARTMENT

Policy Updates
Executive Summary – April 24, 2017

The following policies will be presented for a **“First Reading”**
on April 24, 2017

I. Policy IMGA: Service Animals in Schools

We currently do not have a policy for service animals in schools. This policy is recommended by the Maine School Management Association. Highlights of the policy include:

- Only qualified individuals with disabilities are eligible to use service animals in schools and will be allowed when the animal is required to perform work or tasks directly related to the individual’s disability.
- Definition of “service animal” as defined in Maine law.
- The District is not responsible for the supervision, training, feeding, grooming or care of the service animal.
- The service animal must be under the control of the individual with a disability at all times.
- The individual with a disability (or in the case of a student, the student’s parent(s)) is liable for any damage to school property and any injuries to individuals caused by the service animal.
- Administrative review of service animals. Authorized school officials are to be notified when a service animal may be used in school and may ask if the service animal is required because of a disability and what work or task(s) the animal has been trained to perform.
- School shall not provide staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e. accompanying a young student who takes a service animal outside to relieve him/herself).
- Any handler (parent or other person) accompanying a service animal must have MDOE approval and undergo the State criminal background check.
- Service animals must be properly licensed and vaccinated.
- Service animals may be removed from the school or other school property under a number of circumstances including: The service animal
 - Poses a direct threat to the safety of individuals at school
 - Causes a significant disruption of school activities or otherwise jeopardizes the safe operation of the school
 - Is not under full control of the person with a disability or an authorized handler
 - Demonstrates that he/she is unable to perform work tasks
 - Is sick or presents a threat to public health
 - Is not sufficiently trained to relieve him/herself outside of the school building and/or
 - Presence significantly impairs the learning of students and/or fundamentally alters the nature of any school program

II. Policy IMG: Animals in Schools

Our current IMG policy was adopted in 2007 and is outdated. The recommended policy is more in-depth and detailed. This policy would replace the existing policy. Highlights and major additions to the policy include the following:

- The School Committee recognizes that having animals in the classroom can offer valuable learning experiences but is concerned with the health and safety of students, staff and visitors and the humane treatment of animals when they are brought to school.
- For the purpose of this policy “animals” includes mammals, reptiles, amphibians, birds, insects and fish.
- The presence of animals in the classroom must be directly related to the objectives of the instructional program.
- Permission must be obtained from the building principal in advance.

Attachment P - Policy Summaries

- Superintendent or designee will be responsible for developing procedures to inform parents that animals may be visiting or residing in classrooms during the school year.
- An animal will not be housed in a classroom if a student in that classroom has a documented allergy to the animal.
- Animals may not be transported in school vehicles.
- No domestic mammals/pets or livestock will be allowed in school until current proof of rabies and/or other vaccination is provided. Smaller mammals do not need to be vaccinated against rabies. Bats are not allowed in schools. Birds that may carry psittacosis (a severe infectious human respiratory disease) are not allowed in school unless they have been tested and certified as psittacosis-free. Red-eared turtles (also known as painted turtles) are not to be kept in classrooms without written documentation from supplier that they are salmonella-free.
- No wild, exotic, aggressive or poisonous animals will be allowed in school unless under the control of an individual trained in the care and management of the animal and properly licensed by state or federal agencies. Students will not be permitted to handle such animals.
- No animals will be allowed free range of the classroom or the school and all animals brought to school must be restrained by the owner/handler. The teacher is responsible for the proper supervision and control of students whenever there is an exhibit or activity involving animals in school.
- Animals kept in classrooms must be housed in suitable cages or containers and fed and otherwise cared for appropriately. Only teachers and designated students are allowed to handle animals. Animal waste must be removed on an as-needed basis and in a sanitary manner. Only staff members or adult volunteers will be allowed to clean cages or containers or remove animal waste.

III. Policy IKE: Promotion, Retention and Acceleration of Students

The current policy focuses only on the promotion and retention of students. The recommended policy update will include the acceleration of students as well as specific criteria and procedures to guide all decisions. This policy recognizes there are differences among students in their intellectual, physical and social, and emotional development, and that individual students may be more proficient in some content areas than in others. While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Decisions concerning promotion, retention, or acceleration of a student should be consistent with the best educational interest of that student and supported by research-based evidence.

The criteria used in making decisions concerning promotion, retention, and acceleration will include the following:

- Achievement of the Sanford graduation standards (most important consideration)
- Participation and success in remedial programs, tutoring, summer school and other opportunities for success.
- Potential benefit from repeating a grade or learning experience
- Potential for success if accelerated
- Attendance
- Social and emotional maturity
- Health
- Age in relation to grade placement
- Program options
- Student attitude
- Parental Concerns

Parents should be notified as early as possible when retention is being considered and informed of the remediation options available. Whenever possible, retention decisions should include results from Light's Retention Scale and made through a conference involving parents, teacher(s), administrator(s) and other professional staff as appropriate. Advancement to the next grade level may be made conditional on successful remediation or demonstrated proficiency within a specified period of time.

The policy has a retention procedure to be followed that begins with a written recommendation and includes completing Light's Retention Scale, interviews, observations and collecting additional data. The building principal is responsible for making the final decision. A parent may appeal the decision to the Superintendent whose decision shall be final.

Acceleration options for students include grade-based acceleration, early entrance into high school or college, early graduation and subject matter acceleration. The policy has an acceleration procedure that begins with a referral and notification of all stakeholders including the Superintendent's Office. The Gifted/Talented teacher will be responsible for administering the Iowa Scale of Acceleration and collecting pertinent data. A study team will meet to review the results / data. This team will be responsible for a written recommendation and written plan if acceleration is supported to assist in the transition. A six week transition period is recommended. Parents have the right to appeal acceleration decisions. The Superintendent will review the data and team recommendation and make the final decision.

For students who started high school prior to the 2014-2015 school year, grade level assignments will be based on the number of credits earned. Beginning with the class of 2021, demonstrated proficiency in the Sanford graduation standards and successful completion of all other requirements in policy IKF (Graduation requirements) will be required for a high school diploma.

The building principal will be responsible for determining the value of transfer students' prior educational experiences for the purpose of grade placement or the fulfillment of credits.

This policy will be monitored by the Assistant Superintendent and revised as needed.

Recommended Motions

1. Motion to accept the First Reading of **Policy IMGA – Service Animals in Schools** as presented.
2. Motion to accept the First Reading of **Policy IMG – Animals in Schools** as presented.
3. Motion to accept the First Reading of **Policy IKE – Promotion, Retention and Acceleration of Students** as presented.

SERVICE ANIMALS IN SCHOOLS

The following rules shall govern the use of service animals by persons in the schools.

A. General Conditions

1. Only qualified individuals with disabilities are eligible to use service animals in school.
2. Use of a service animal by a person with a disability will be allowed in school when the animal is required to perform work or tasks directly related to the individual's disability.
3. "Service animal" is defined in Maine law as follows:

A **dog** that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of such work or tasks include, but are not limited to, assisting an individual who is totally or partially blind with navigation or other tasks, alerting an individual who is deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting an individual to the presence of allergens, retrieving items such as medicine or a telephone, providing physical support and assistance with balance and stability to an individual with a mobility disability, and helping a person with a psychiatric or neurological disability by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort or companionship do not constitute work or tasks for the purposes of this definition.

4. The District will not be responsible for the training, feeding, grooming or care of any service animal permitted to attend school under this policy (except in the limited circumstances described in Section B.2.a.2). It shall be the responsibility of the individual with a disability or designated handler to ensure the proper care and supervision of the service animal.

5. All service animals must be kept on a harness, leash or tether unless this prevents the animal from performing his/her specific work or tasks with the individual. The animal must be under the control of the individual with a disability or designated handler at all times.
6. The individual with a disability (or in the case of a student, the student's parent(s)) is liable for any damage to school or personal property and any injuries to individuals caused by the service animal.
7. Individuals with service animals may access the same areas that individuals without disabilities are authorized to access.

B. Administrative Review of Service Animals

1. Whenever a service animal is in school or on school property (and it is not obvious that the dog qualifies as a service animal, e.g., guide dog for a blind person), a building administrator or other authorized school official may ask:
 - a. Whether the service animal is required because of a disability;
 - b. What work or task(s) the animal has been trained to perform.
2. When it is anticipated that a service animal is going to be in the school on a regular basis with an employee, student, volunteer or other frequent visitor to the school, the individual using the service animal (or in the case of a student, the student's parent(s)) are expected to notify the building administrator in advance.
 - a. The school shall not provide staff support to care for or control a service animal, but may provide support to a student using a service animal as needed in a particular instance (i.e., accompanying a young student who takes a service animal outside to relieve him/herself).
 - b. Any handler (parent or other person) accompanying the service animal must have approval to work in the school from the Maine Department of Education and undergo the State criminal background check.
3. Service animals must be properly licensed and vaccinated.

C. Removal or Exclusion of Service Animals from School

1. A building administrator or other authorized school official may require that a service animal be removed from the school or other school property under any of the following circumstances:

- a. The service animal poses a direct threat to the safety of individuals at school, causes a significant disruption of school activities or otherwise jeopardizes the safe operation of the school;
- b. The service animal demonstrates that he/she is unable to perform reliably the work or tasks which he/she was represented as being able to perform;
- c. The service animal is not under the full control of the person with a disability, or the authorized handler.
- d. The service animal is sick (i.e., vomiting, etc.), infested with parasites, has an infection of the skin, mouth or eyes, or otherwise presents a threat to the public health;
- e. The service animal demonstrates that it is not sufficiently trained to relieve him/herself outside the school building; and/or
- f. The service animal's presence significantly impairs the learning of students and/or fundamentally alters the nature of any school program.

D. Miniature Horses

Miniature horses are not defined as service animals under state or federal law. However, miniature horses which have been individually trained to perform specific work or tasks may be permitted in the schools in certain circumstances as a reasonable accommodation for a qualified individual with a disability. Any such requests should be directed to the building administrator for consideration. If a miniature horse is approved, all the conditions in this policy shall apply.

Legal References: 42 U.S.C. § 12101 et seq.
28 C.F.R. §§ 35.104; 35.130(h); 35.136
5 M.R.S.A. §§ 4553; 4592
Maine Human Rights Commission Rule Chapter 7

Adopted: _____

ANIMALS IN THE SCHOOLS

It is the intent of Sanford School Committee to provide a healthy learning environment for all students. The school committee recognizes that animals have been part of the learning experience at school for many years and they have beneficial and therapeutic effects for some students. However, for students with certain health conditions, animals can trigger reactions that, in some cases, can be severe. Other potential consequences could include allergic reactions, scratches and bites, infections, and infestations.

In an effort to provide a safe environment for all students, the following applies:

- A. The most effective method to control student exposure to animal allergens is to keep the school free of feathered or furred animals. No live furred or feathered animals will be permitted in school buildings except for service and/or law enforcement animals, or for special presentations related to the curriculum as authorized by the superintendent of schools.
- B. If a student is bitten / injured by an animal on school premises, the Principal/designee, school nurse/physician and parent/guardian must be notified as soon as possible. If a staff member or visitor is bitten / injured, the Principal/designee must be notified. The Principal/designee must notify appropriate public health authorities and the Maine Department of Human Services, Bureau of Health, of each incident.
- C. If a stray or wild animal appears on school grounds, children shall not be allowed in the area until the animal has left the premises or is removed by the local animal control officer, game warden or other appropriate official.
- D. No animal may be used as part of a scientific experiment or for any other purpose in which the normal health of the animal is interfered with or where pain or distress is caused. No person may practice vivisection or exhibit a vivisected animal in the schools. Dissection of dead animals shall be under the direction of qualified staff, confined to the classroom and to the presence of students engaged in the study of dissection as part of the adopted curriculum and shall not be for the purpose of exhibition.

Legal Reference: 7 MRSA § 3971

Adopted: November 5, 2007

ANIMALS IN SCHOOLS

The School Committee recognizes that having animals in the classroom can offer valuable student learning experiences but is also concerned with the health and safety of students, staff and visitors and the humane treatment of animals when they are brought to school.

For the purpose of this policy “animals” includes mammals, reptiles, amphibians, birds, insects, and fish.

The presence of live animals in the classroom must be directly related to the objectives of the instructional program. Permission must be obtained from the building principal before any animal is brought into the school by a teacher, student or any other person.

The following guidelines shall apply to the presence of animals in the Sanford schools:

- A. The presence of an animal in the classroom must be directly related to the instructional program. Staff who wish to have animals in the classroom must submit a written request to the principal; the request should include the instructional purpose and activity, the type of animal, the length of time the animal is expected to be present, and a plan for the care of the animal. The principal, at his/her discretion, may approve or deny the request.
- B. Students or parents who wish to bring animals to school for educational purposes must consult with the teacher who, in turn, will request permission from the building principal. All other persons who wish to bring animals to school must obtain written permission, in advance, from the building principal.
- C. The Superintendent or designee will be responsible for developing procedures to inform parents that animals may be visiting or residing in classrooms during the school year. Parents are expected to notify the school if their child has an allergy or other health condition that will be affected by the presence of animals in the classroom.

The building principal and staff will respond appropriately when health considerations are brought to their attention. An animal will not be housed in a classroom if a student in that classroom has a documented allergy to the animal.

- D. Animals may not be transported in school vehicles.
- E. No domestic mammals/pets (including dogs, cats, ferrets, and primates) or livestock will be allowed in school unless current proof of rabies and/or other vaccination is provided. Smaller mammals such as mice, hamsters, gerbils, guinea pigs, and rabbits do not need to be vaccinated against rabies. Bats, as they may be carriers of rabies, are not allowed in the schools.

Parrots, parakeets and other psittacine birds (birds that may carry psittacosis, a severe infectious human respiratory disease) shall not be brought to school unless they have been tested and certified as psittacosis-free.

Red-eared turtles (also known as painted turtles) are carriers of salmonella and shall not be kept in the classroom without written documentation from the supplier that they are salmonella-free.

- F. No wild, exotic, aggressive or poisonous animals will be allowed in school unless under the control of an individual trained in the care and management of the animal and properly licensed by state or federal agencies as appropriate (e.g., zookeepers, veterinarians, biologists, Maine Fish and Wildlife personnel). Students will not be permitted to handle such animals.
 - G. No animals will be allowed free range of the classroom or the school. All animals brought to school must be restrained by the owner/handler. The teacher is responsible for the proper supervision and control of students whenever there is an exhibit or activity involving animals in school.
 - H. Animals kept in classrooms must be housed in suitable cages or containers and fed and otherwise cared for appropriately. Only the teacher or students designated or supervised by the teacher may be allowed to handle these animals. Animal waste must be removed on an as-needed basis and in a sanitary manner. Only staff members or adult volunteers will be allowed to clean cages or containers or remove animal waste.
1. If a student is bitten/injured by an animal on school premises, the building principal, school nurse and parent/guardian must be notified as soon as possible. If a staff member or visitor is bitten/injured, the building principal must be notified. The building principal must notify appropriate public health authorities and the Maine Department of Health and Human Services Center for Disease Control of each incident. An accident/injury report must also be completed and forwarded to the Superintendent.

- J. If a stray or wild animal appears on school grounds, students shall not be allowed in the area until the animal has left the premises or is removed by the local animal control officer, game warden or other appropriate official.
- K. No animal may be used as part of a scientific experiment or for any other purpose in which the normal health of the animal is interfered with or which causes pain or distress. No person may practice vivisection or exhibit a vivisected animal in the schools. Dissection of dead animals shall be confined to the classroom and to the presence of students engaged in the study of dissection and shall not be for the purpose of exhibition.
- L. The Board recognizes that service animals may be used to assist persons with disabilities. This policy does not apply to the presence of service animals that have been or are being specifically trained for the purpose of assisting a person with a disability.

Legal Reference: Americans with Disabilities Act (42 U.S.C. § 12101 et seq.)
7 MRSA § 3971
22 MRSA §§ 801-825

Cross Reference: EBBB - Accident Reports
IMGA - Service Animals in the Schools
JLCE - First Aid and Emergency Medical Care

Adopted: _____

PROMOTION AND RETENTION OF STUDENTS

Kindergarten through Eighth Grade

Research has indicated that retention rarely produces positive academic results and frequently produces negative affective consequences for the student. When there is positive effect immediately following retention, it is seldom sustained beyond a year or two. Retention in Kindergarten appears to be the only instance when retention does allow students the opportunity for sustained academic growth with no negative effects. Retention may be considered in Kindergarten. After that, retention should only be considered in rare instances.

Promotion or retention should not be determined entirely by arbitrary standards of achievement. Factors which must be considered include the student's attendance, age, attitude, health, developmental maturity, ability, exceptionality, and parental attitude.

Prior to determining if a student should be promoted or retain, all appropriate school personnel, as well as the parents, should provide as much information as possible. After carefully weighing all factors, including the attitude of the parents, the preliminary decision regarding promotion or retention will be made by the school staff with the final decision made by the administrator.

Note: For high school, see File: IKF

Adoption Date: March 1, 1993

Effective Date: March 1, 1993

SANFORD SCHOOL DEPARTMENT

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

It is the School Committee's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire the knowledge and skills that will enable them to meet the content standards of the system at each grade level. The School Committee recognizes that at every grade level, there are differences among students in their intellectual, physical, social, and emotional development, and that individual students may be more proficient in some content areas than in others. Students may also differ in their progress toward achieving the cross-curricular skills identified in the Sanford Graduation Standards.

While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Decisions concerning promotion, retention, or acceleration of a student should be consistent with the best educational interest of that student and supported by research-based evidence.

[NOTE: School Committee members should be aware that certification of students as having met the Sanford Graduation Standards at a particular grade level or grade span is a concept that is related to but different from grade placement. Students may meet some standards and not others but still advance to the next grade level based on other considerations.]

A. Criteria

The following criteria will be used in making decisions concerning promotion, retention and acceleration. Although all listed criteria may be considered in the decision-making process, because of the relationship between a student's achievement of the Sanford Graduation Standards and his/her future success in school, more consideration shall be given to the criterion articulated in number one below than to any other factors.

1. Achievement of the Sanford Graduation Standards as demonstrated through classroom assessments, common assessments, standardized tests, portfolios, performances, exhibitions, projects and other elements of the school unit's local assessment system;
2. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
3. Potential benefit from repetition of a grade or learning experiences;

4. Potential for success if accelerated;
5. Attendance;
6. Social and emotional maturity;
7. Health;
8. Age in relation to grade placement;
9. Program options;
10. Student attitude; and
11. Parental concerns.

B. Retention

Parents should be notified as early as possible in the event that retention is being considered. Parents will be informed of the remediation options available to students such as tutoring, online/Internet-based resources, after-school programs, and summer school. Whenever possible, decisions concerning retention should include results from the Light's Retention Scale and be made through a conference involving parents, the student's teacher, the building principal, and, as appropriate, the guidance counselor, other professional staff, and/or consultants. Advancement to the next grade may be made conditional on successful remediation or demonstrated proficiency within a specified period of time.

Retention Procedure:

- 1) A written recommendation for retention is made to the building principal by a classroom teacher, a parent/guardian, the school counselor, or the student. After the written recommendation is received by the building principal, the parents, classroom teacher(s), guidance counselor, and superintendent's office will be notified.
- 2) Upon receiving the recommendation, the building administrator will begin the process by completing a Light's Retention Scale and may collect the following data:

- Teacher and guidance counselor interviews to address:
 - social and emotional readiness
 - lack of evidence of proficiency in grade level or subject area standards
- Student interview
- Classroom observation
- NWEA scores
- Testing data including formative assessments, summative assessments, state assessments, and cognitive assessments
- Attendance

3) If the results of the Light's Retention Scale and additional collected data support retention, a child study team meeting consisting of the student (depending on his/her age), parent(s), teacher(s), guidance, and/or administration will be held to review the data. After reviewing the data, the child study team will decide if retention is recommended.

Appeal Process

The principal shall be responsible for making the final decision regarding retention within ten (10) school days if at all possible. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final.

C. Acceleration

Acceleration occurs when students demonstrates a deep understanding and advanced skills in traditional curriculum offerings. Many researchers consider acceleration to be "appropriate educational planning. It means matching the level and complexity of the curriculum with the readiness and motivation of the student." It is intended to facilitate learning for students by promoting advances in their skills and understanding.

Acceleration Options:

- Grade-based acceleration
- Early entrance into high school or college
- Early graduation
- Subject-matter acceleration

Acceleration Procedure:

1) A referral for acceleration is made by a classroom teacher, the Gifted and Talented teacher, a parent/guardian, the school counselor, an administrator, or the student. After the referral is initiated, the parents, classroom teacher, gifted and talented teacher, guidance counselor, building administrator, and superintendent's office will be notified.

2) Upon receiving the referral, the GT teacher will begin the initial screening process by administering the most recent Iowa Scale of Acceleration, and collecting the following data:

- Teacher and guidance counselor interviews to address:
 - social and emotional readiness
 - evidence of proficiency in grade level or subject area standards
- Student interview
- Classroom observation
- NWEA scores (consistently in the 97th percentile and above is highly recommended)
- Testing data including formative assessments, summative assessments, state assessments, and cognitive assessments

3) If the results of the Iowa Acceleration Scale and the additional collected data support acceleration, a child study team consisting of the student (depending on his/her age), parent(s), teacher(s), the GT teacher, guidance, and/or administration will convene to review the data.

4) After reviewing the data and conducting a needs assessment, the child study team will decide if acceleration is recommended and a written recommendation will be provided to the building principal. If a decision is made to accelerate the student, the timing of the acceleration will be considered. A written acceleration plan will be completed by the child study team to assist the child with both the academic and the social/emotional transition. The plan will also address transportation needs, and participation in extracurricular activities, including sports. The Principal will monitor the plan and a copy will be placed in the student's file. At the high school level, class rank, accelerated standing, and credit for courses will be determined in the same manner that it is determined for all students in that grade.

A six week transition period is recommended. The guidance counselor, GT teacher and the teacher will monitor the student to ascertain the effectiveness of the acceleration. At the conclusion of a successful transition period, the student will continue in the accelerated option. If the transition period is deemed unsuccessful, the student will return to the original placement.

5) The student's school records will be updated to reflect the acceleration.

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Appeal Process:

Parents have the right to appeal a decision made by the acceleration team within ten days. The superintendent will review the data and team recommendations and make the final decision

D. High School Grade Level Assignment

For students starting high school prior to the 2014-2015 school year, grade level assignment will be based on the number of credits earned prior to the beginning of the school year.

Beginning with the class of 2021, demonstrated proficiency in the Sanford graduation standards and successful completion of all other requirements specified in the Board's policy IKF (Graduation Requirements), will be required for a high school diploma.

E. Transfer Students

For students who transfer into the school system from another state or educational program not required to meet the content standards of the system of Sanford graduation standards, the principal will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits.

Policy Evaluation:

The Promotion, Retention and Acceleration of Students Policy and Procedures will be monitored by the Assistant Superintendent and revised as needed.

Legal Reference: Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: IK – Student Achievement
IKA – Grading/Academic Assessment
IKAB – Report Cards/Progress Reports
IKF – Graduation Requirements
ILA – Student Assessment/Local Assessment System
Lights Retention Scale
Iowa Acceleration Scale

Adopted: _____

Sanford School Department

