

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MEETING AGENDA
Monday, May 15, 2017 ~ 6:00 pm**

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

Members present: John Roux, Scott Sheppard, Jonathan 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 None

D. Approval of Minutes

1. April 3, 2017 Regular Meeting, 6:00 pm (Attachment D.1.)
2. April 3, 2017 Executive Session, 7:30 pm (Attachment D.2.)
3. May 1, 2017 Executive Session, 5:00 pm (Attachment D.3.)
4. May 1, 2017 Executive Session, 5:30 pm (Attachment D.4.)

Recommendation: to approve the minutes as presented

E. Public Comments

F. Communications

1. Maine Dept. of Education re 2015/2016 Special Education Monitoring Program (Attachment F.1.)

G. Committee Reports

1. Construction Update
 - i. SHS/SRTC Construction Project
 1. Performing Arts Committee
 - ii. Elementary Construction Projects
 1. Straw Poll
 2. State School Board

School Committee Meeting Agenda

May 15, 2017

H. Superintendent's Report

1. Student Representatives' Reports
2. Field Trip Announcements
 - i. SHS Chorus and Band students to All State Music Festival in Orono from May 17-20, 2017
 - ii. SRTC FFA students to Maine Convention in Orono from May 17-19, 2017
 - iii. SHS Wildlife Biology students to whitewater rafting trip in Millinocket on May 31, 2017

I. Directors' Reports

1. Business Administrator Gwen Bedell
2. Assistant Superintendent Matt Nelson
3. Director of Curriculum Bernie Flynn
 - i. Proficiency Based Diploma update

J. New Business

1. April, 2017 Financials – Gwen Bedell
 - i. April 30, 2017 expenses (**Attachment J.1.i**)
Recommendation: to accept the 4/30/17 expenses as presented.
 - ii. April 30, 2017 reconciliation (**Attachment J.1.ii**)
Recommendation: to accept the 4/30/17 reconciliation as presented.
2. SRTC Home Building Project – Gwen Bedell, Joe Doiron, Mark Patterson, Troy Hathaway, Tim Fecteau (**Attachment J.2**)
Recommendation: to approve the SRTC Home Building Project concept as presented.

K. Old Business

None

L. Resignations

1. Superintendent Theoharides will announce the following resignations:

Laurie Bond	District	Teacher, Gifted/Talented Program	Eff. 8/31/17
Jennifer Burgess	SJHS	Coach, 7 th grade girls soccer	Eff. September 2016
David McCall	SJHS	Coach, 8 th grade girls soccer	Eff. September 2016
Carla Mueller	SJHS	Teacher, math	Eff. 8/31/17
Tiffani Noel	Willard	Administrative Assistant	Eff. 5/19/17
Daniel Murphy	SHS	Teacher, ELA	Eff. 8/31/17

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M. Staff Appointments

1. Superintendent Theoharides will announce the following appointments:

Ryan Martin	SHS	Coach, Varsity Boys Basketball	Eff. November, 2017
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N. Staff Transfers

1. Superintendent Theoharides will announce the following transfers:

Mona Lamb	From SHS Foodservice 3.25 hours/day	To Central Kitchen Foodservice 5.0 hours/day	Eff. 5/1/17
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O. Staff Nominations

1. Superintendent Theoharides will nominate the following professional staff for first year probationary contract(s):

Name	School	Assignment
George Pouravelis	SHS	Science

Recommendation: to approve the nomination(s) as presented.

2. Superintendent Theoharides will nominate the following professional staff for second year probationary contract(s):

Name	School	Assignment
Boulard, Arlyn	Willard	Grade 2
Brunelle, Kaitlyn	CJL	Kindergarten
Clarke, Nicole	SHS	ELA
Dunfey, Maryanne	MCS	Special Education
Ely, Ben	SJHS	Grade 6
Enman, Jeff	Lafayette	Special Education
Fabrizio, MaryLou	CJL	Special Education
Foley, Matthew	SJHS	Special Education
Fortin, Allison	SHS	ELA
Gagnon, Ben	SJHS	Science
Greene, Luba	CJL	Grade 5
Guillemette, Leanne	CJL	Grade 1
Hally, Kathy	District	3/5 Title I
Harmon, James	SRTC	Video Production
Hartford, Adam	SRTC	Welding
Hastings, Heather	District	K-3 Music
Lamoreau, Lauren	SHS	ELA
Levesque, Miranda	SJHS	Special education
Levy, Michelle	Lafayette	Grade 2
Malone, Gail	District	Title I
Merusi, Tibbett	SHS	ELL
Quartararo, Colleen	SJHS	Guidance
Schoepp, Carla	MCS	Library
Thornton, Tipper	SRTC	Law enforcement

Recommendation: to approve the nomination(s) as presented.

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3. Superintendent Theoharides will nominate the following professional staff for third year probationary contract(s):

Name	School	Assignment
Berry, Stephanie	SHS	Special Education Social Worker
Butler, Heidi	SJHS	Special Education
Castle, Sarah	Willard	Special Education
Clukey, Jade	SJHS	ELA
Coleman, Lori	District	Gifted/Talented
Costa, Amy (Williams)	MCS	Special Education
Dietsch, Meghan	SHS	Art
Farrell, Bridget	Willard	Grade 4
Folsom (Marass), Jess	SJHS	Special Education
Ghiglieri, Nathan	SJHS	Grade 6
Haddock, Dawn	SHS	Consumer Family Science
Hilton, Tammy	SJHS	Title I
Lander, Valerie	SHS	Science
Look, Meghan	SJHS	Math
McKaig, Demetria	SHS	Guidance
Morrison, Donna	SJHS	Math
Nadeau, Megan	Willard	Grade 3
Petelo, Amy	SHS Alternative School	Science
Plattner, Melissa	SHS	Guidance
Rutherford, Kim	District	IEP Coordinator
Sanborn, Brock	SJHS	Science
Smith, Heidi	Lafayette	Grade 2
Thomas, Vickie	Willard	Guidance
Tracy, Sherryl	CJL	Nurse
Trostle, Samantha	Willard	Grade 5
Utgard, Karen	SRTC	Health Occupations
Walker, J'aime	CJL	Kindergarten

Recommendation: to approve the nomination(s) as presented.

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4. Superintendent Theoharides will nominate the following professional staff for first year continuing contract(s):

Name	School	Assignment
Alex, Christina	SHS	Science
Bean, Stephanie	Lafayette	Kindergarten
Bushnell, Colin	SHS	ELA
Clark, Kim	SJHS	ELA
Crowley, Christy	Lafayette	Grade 3
Drake, Kayleigh	Willard	Grade 1
Gillis, Holly	CJL	Grade 2
Holland, Greg	SJHS	Special Education
Hussey, Patricia	MCS	Special Education
Letourneau, Beth	SHS	Guidance
Levesque, Lauren	SHS	ELA
Maguire, Kevin	SHS	Math
Merusi, Brian	SJHS	Special Education
Morrison, Heather	MCS	Grade 1
Morse, James	SHS	Math
Tyson, Michael	SJHS	Special Education
Valeri, Andrew	SHS BRIDGE Program	Special Education
Works, Laurie	SHS	Science

Recommendation: to approve the nomination(s) as presented.

5. Superintendent Theoharides will nominate the following professional staff for administrative contracts:

Name	Assignment
Bissell, Stacey	Special Ed Director
Bussiere, Steve	Carl J. Lamb School Principal
Davis, Kathy	Willard School Assistant Principal
Delaney, Tammy	Assistant Special Ed Director
Flynn, Bernadette	Curriculum Director
Gaudreau, Deb	Willard School Principal
Lampert, Allen	Sanford Community Adult Education Director
Leet, Patricia	Carl J. Lamb School Assistant Principal
Lydon, Pam	Sanford Junior High School Principal
Mastraccio, Joe	Sanford Junior High School Assistant Principal
Potter, Chuck	Margaret Chase Smith School Principal
Remick, Sharon	Lafayette School Principal (.5)
Salls, Gordon	Athletic Director
Sargent, Kathy	Sanford Regional Technical Center Director
Watts, Troy	Sanford High School Assistant Principal

Recommendation: to approve the nomination(s) as presented.

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P. Policies

(Attachment P.)

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

Recommendation: to adopt IMGA as presented.

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

Recommendation: to adopt policy IMG as presented.

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

Recommendation: to adopt policy IKE as presented.

Q. Items for Future Agenda(s)

None

R. Calendar Announcements

1. Upcoming School Committee meetings are as follows:

Wednesday, May 24, 2017	6:00 pm	Workshop with Acton School Dept.	Acton School Department
Monday, June 5, 2017	6:00 pm	Regular Meeting	City Council Chambers
Monday, June 19, 2017	6:00 pm	Regular Meeting	City Council Chambers

S. Adjournment

Recommendation: to adjourn at ____ pm.

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MINUTES
Monday, April 3, 2017 ~ 6:00 pm**

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

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

Student Reps present: Cole A. Jones

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Gwen Bedell, Business Administrator
Bernie Flynn, Curriculum Director
Matt Petermann, SRTC Assistant Director/SHS Assistant Principal
Sue Lamoreau, SHS Teacher

Guests present: None

A. Call to Order Time: 6:34 pm

B. Pledge of Allegiance Said

C. Adjustments None

D. Approval of Minutes None

E. Public Comments None

F. Communications

1. Maine School Board Association Meeting – Region 9
Thursday, April 27, 2017 at 6:00 pm – Kennebunk Elementary School
2. District Art Show
 - April 10, 2017: 6:00 to 8:00 pm
 - April 11 & 12, 2017: 8:00 am to 3:00 pm and 6:00 to 8:00 pm
 - April 13, 2017: 8:00 am to 11:00 am

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G. Committee Reports

1. Construction Update
 - i. SHS/SRTC Project
 1. Performing Arts Advisory Committee job description
(Attachment G.1.i)
 - a. Performing Arts Manager job description developed by Performing Arts Committee; recommendation to hire Performing Arts Manager in January, 2018.
- Mr. Miscio made a motion **to approve the job description as presented.**
Mr. Mapes seconded the motion. Motion carried 5 – 0.
2. Superintendent toured site today; project is well underway with approximately 40% of the building structure in place. Mechanical systems, electrical, ductwork, interior walls and stairs are being installed.
 3. Project is slightly behind schedule due to weather; General Contractor believes improving weather will get things back on schedule.
- ii. Elementary Construction Projects
 1. Meeting on Tuesday, April 4, 2017 to review initial budget estimate for project
 2. Core Building Committee² meeting on Thursday, April 6, 2017 to discuss information meeting & straw poll on May 3, 2017 and referendum vote on June 13, 2017.
 3. Met with City Manager and architect to discuss phasing options for the elementary projects

H. Superintendent's Report

1. Student Representatives' Reports
 - i. SRTC participated in 1st robotics competition
2. Field trip announcements
 - i. Sanford Alternative High School – MYAN Conference in Bangor, ME on March 28, 29,30, 2017
 - ii. Lafayette EcoMaine trip to Boston Science Museum on April 13, 2017
 - iii. SHS French Club trip to Quebec City on April 19, 20, 21, 2017
 - iv. SJHS JMG 8th graders Urban Adventure in Portland on April 28, 29, 2017
 - v. SJHS Gifted/Talented writers to The Telling Room in Portland on May 12, 2017

April 3, 2017

I. Directors' Reports

1. Business Administrator Gwen Bedell

i. Final 2017/2018 Budget for City Council ([Attachment I.1.i](#))
Motion by Mr. Miscio: **to approve revised 2017/2018 School Department budget in the amount of \$43,326,566.00 for presentation to Sanford City Council.**

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

ii. School Revolving Renovation Funds ([Attachment I.1.ii](#))
Discussion: 62% covered by state; 0% interest to be paid back by 10 years

Motion by Mr. Miscio: **to approve School Revolving Renovation Projects in the amount of \$117,257.00 for Sanford Junior High School and \$488,456.00 for Sanford High School as presented.**

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

iii. Additional Subsidy

Motion by Mrs. Williams: **In the event that the Sanford School Department receives more state education subsidy than the amount included in its budget, the School Board shall be authorized, in its discretion, to use all or part of the additional subsidy to (i) increase expenditures for school purposes in cost center categories approved by the School Board; (ii) increase the allocation to the capital reserve fund, the health insurance reserve fund, the especial education reserve fund and/or other reserve funds created subsequent; and/or (iii) decrease the local cost share expectation for local property taxpayers for funding public education."**

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

iv. Special Reserve Accounts

Motion by Mr. Miscio: **The School Board hereby authorizes the creation of special reserve accounts by the Sanford School Department to provide funding for separate reserve accounts, including but not limited to school construction projects, capital improvements, capital equipment, maintenance of plants, minor remodeling, fuel cost stabilization, special education and health insurance. Funding for each of those separate reserve accounts will be created from saved general operating expenses in the existing school budget and/or undesignated fund balance.**

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

2. Assistant Superintendent Matt Nelson

i. University of Maine Chancellor visited Sanford High School and spoke to staff & students regarding University of Maine system and early college programs

ii. Met with Pat Adams from Maine Dept. of Transportation regarding pedestrian crashes and a proposal to form a community initiative to educate the public.

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- iii. Met with “Let’s Go” York County regarding Sanford School Department Wellness Policy.

3. Director of Curriculum Bernie Flynn – no report

J. New Business

1. Academy of Business update – Sue Lamoreau (Added Attachment J.1.)
2. Financial Literacy Requirement – Bernie Flynn (Attachment J.2.)
Motion by Mr. Mapes: **To accept the financial literacy requirement for SHS graduation as proposed.**
Motion seconded by Mr. Miscio. Motion carried 5 – 0.

K. Old Business

None

L. Resignations

1. Superintendent Theoharides announced the following resignations:

Becky Frey	Foodservice	Central Kitchen	Eff. 3.22.17
Judith Martin	Health/PE Teacher	SJHS	Eff. 8.31.17
Paul Nolette	Varsity Boys Basketball Coach	SHS	Eff. 2.16.17
Seth Sprague	KIDS Club	Homework Assistant	Eff. 2.8.17

M. Staff Appointments

1. Superintendent Theoharides announced the following appointments:

Linda Bolduc	Kitchen Personnel	CJL	Eff. 3.13.17
Jerry Carlson	2 nd shift custodian	Memorial Gym	Eff. 3.15.17
Brent Coleman	7 th Grade Baseball Coach	SJHS	Eff. 4.3.17
Sam Gallagher	JV Girls Soccer Coach	SHS	Eff. 8.14.17
Brianna Parland	KIDS Club	Student assistant	Eff. 3.20.17

N. Staff Transfers

None

O. Staff Nominations

None

School Committee Meeting Minutes

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P. Policies

Motion by Mr. Miscio: **To table first readings for Policies IMGA, IMG and IKE until April 24, 2017.**

Motion seconded by Mr. Mapes: Motion carried 5 – 0.

Q. Items for Future Agenda(s)

None

R. Calendar Announcements

1. Upcoming School Committee meetings are as follows:

Monday, April 24, 2017	Regular Meeting	6:00 pm	City Council Chambers
Monday, May 1, 2017	Regular Meeting	6:00 pm	City Council Chambers
Monday, May 15, 2017	Regular Meeting	6:00 pm	City Council Chambers

S. Adjournment

Mr. Sheppard made a motion to adjourn at 7:54 pm.

Mr. Miscio 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 3, 2017 ~ 7:30 pm**

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

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

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Matt Petermann, SRTC Assistant Director/SHS Assistant Principal

Guests present: None

A. Call to Order Time: 7:43 pm

B. Executive Session Personnel

Motion by Mr. Roux: **To enter Executive Session to discuss a personnel issue pursuant to 1 MRSA § 405(6)(A) at 7:43 pm.**
Motion seconded by Mr. Mapes. Motion carried 5 to 0.

Motion by Mr. Roux: **To exit Executive Session at 9:03 pm.**
Motion seconded by Mr. Mapes. Motion carried 5 – 0.

C. Adjournment

Motion by Mr. Miscio: **To adjourn at 9:03 pm.**
Motion seconded by Mr. Sheppard. Motion carried 5 – 0.

Respectfully submitted,

John Roux, School Committee Chair

David Theoharides, Superintendent

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MINUTES
Monday, May 1, 2017 ~ 5:00 pm**

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

Members present: John Roux, Scott Sheppard, Kendra Williams

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

Guests present: Student
Christina Aiken
Crystal Taylor

Call to Order Time: 5:12 pm

A. Executive Session Student Matter

1. Motion by Mr. Roux: **To enter Executive Session to consider disciplinary action for a student at Sanford High School pursuant to 1 MRSA § 405(6)(B) at 5:12 pm.**
Motion seconded by Mr. Sheppard. Motion carried 3 to 0.
2. Motion by Mr. Sheppard: **To exit Executive Session at 5:47 pm.**
Motion seconded by Mrs. Williams. Motion carried 3 to 0.
Public Session:
3. Motion by Mr. Roux: **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 the Sanford School Department's JICIA policy. 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 indefinitely, with services. The Superintendent of Schools will provide the student and the student's guardian written notice of the Sanford School Committee's findings and conclusions.**
Motion seconded by Mrs. Williams. Motion carried 3 to 0.

B. Adjournment

Mr. Sheppard made a motion **to adjourn at 5:55 pm.**
Mrs. Williams seconded the motion. Motion carried 3 - 0.

Respectfully submitted,

John Roux, School Committee Chair

David Theoharides, Superintendent

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MINUTES
Monday, May 1, 2017 ~ 5:30 pm**

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

Members present: John Roux, Scott Sheppard, Kendra Williams

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

Guests present: Student
Christine Bruno
Shawn Bruno

Call to Order Time: 6:00 pm

A. Executive Session Student Matter

1. Motion by Mr. Sheppard: **To enter Executive Session to consider disciplinary action for a student at Sanford High School pursuant to 1 MRSA § 405(6)(B) at 6:00 pm.**
Motion seconded by Mrs. Williams. Motion carried 3 to 0.
2. Motion by Mrs. Williams: **To exit Executive Session at 6:22 pm.**
Motion seconded by Mr. Sheppard. Motion carried 3 to 0.
Public Session:
3. Motion by Mrs. Williams: **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 the Sanford School Department's JICIA policy. 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 indefinitely, with services. The Superintendent of Schools will provide the student and the student's guardian written notice of the Sanford School Committee's findings and conclusions.**
Motion seconded by Mr. Sheppard. Motion carried 3 to 0.

B. Adjournment

Mr. Sheppard made a motion **to adjourn at 6:22 pm.**
Mrs. Williams seconded the motion. Motion carried 3 - 0.

Respectfully submitted,

John Roux, School Committee Chair

David Theoharides, Superintendent



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023

ROBERT G. HASSON, JR., Ed.D.
COMMISSIONER

PAUL R. LEPAGE
GOVERNOR

May 1, 2017

Stacey Bissell, Director of Special Education
Sanford School Department
917 Main Street, 2nd Floor
Sanford, ME 04073



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*file
Communications.

Dear Ms. Bissell,

The Maine Department of Education's programmatic monitoring is based on requirements in the Individuals with Disabilities Act (IDEA) and its implementing regulations, on any additional guidance provided by the U.S. Department of Education's Office of Special Education Programs (OSEP), and on requirements of Maine regulations, specifically Chapter 101.

Thank you for your participation in the MDOE's special education monitoring program for the school year 2015-2016. Your school district completed the process with no further actions needed. Please share my commendation with' y our dedicated staff.

Sincerely,

A handwritten signature in cursive script that reads "Janice E. Breton".

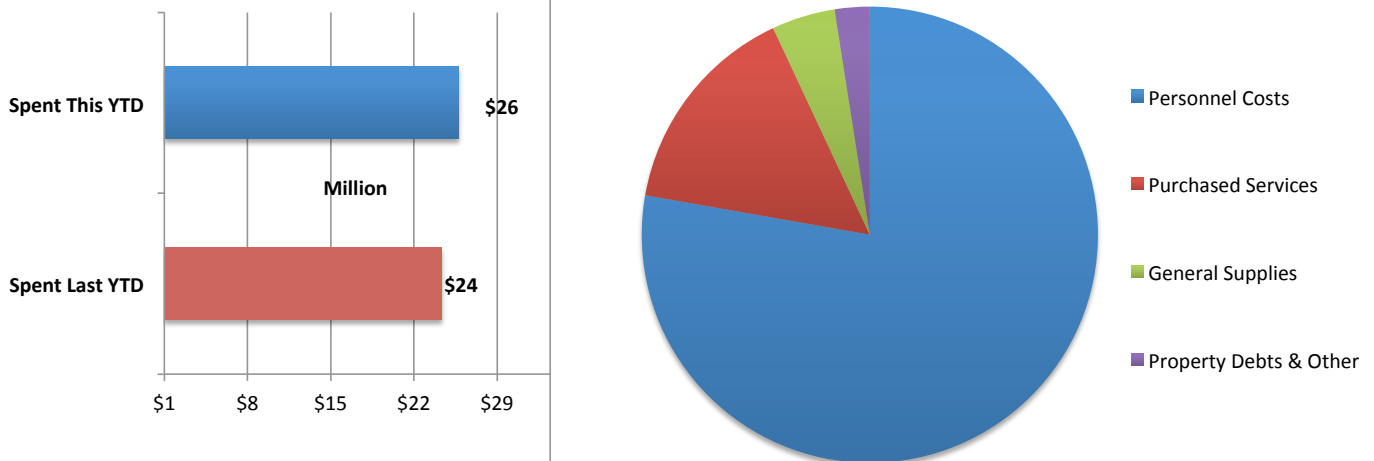
Janice E. Breton
Director of Special Services

JB/RL/jp

cc: David Theoharides, Superintendent of Schools

SANFORD SCHOOL DEPARTMENT
SUMMARY OF GENERAL FUND EXPENSES by FUNCTION and WARRANT ARTICLE
For the Year-to-Date and Month Ending April 30, 2017

Account Group	Jul 15 - Apr 16 Actual	Jul 16 - Apr 17 Actual		2016/2017 Revised Budget		Amount Remaining Revised Budget - Actual	
51000 Personal Services - Sal/Wages&Stip.	\$ 14,294,907	\$ 14,591,762	57%	\$ 21,601,810	58%	\$ 7,010,048	32%
52000 Personal Services - Payroll Tax&Bene.	\$ 4,529,156	\$ 5,431,195	21%	\$ 7,940,440	21%	\$ 2,509,245	32%
<i>Subtotal - Personal Services</i>	\$ 18,824,062	\$ 20,022,957	78%	\$ 29,542,250	79%	\$ 9,519,293	32%
53000 Purchased Prof. & Tech. Services	\$ 1,217,621	\$ 1,511,131	6%	\$ 2,303,430	6%	\$ 792,299	34%
54000 Purchased Property Services	\$ 665,596	\$ 494,734	2%	\$ 609,337	2%	\$ 114,603	19%
55000 Other Purchased Services	\$ 1,884,889	\$ 1,923,254	7%	\$ 2,512,051	7%	\$ 588,797	23%
56000 General Supplies	\$ 1,151,411	\$ 1,159,482	5%	\$ 1,512,802	4%	\$ 353,319	23%
57000 Property Maint & Repair	\$ 228,451	\$ 251,060	1%	\$ 333,012	1%	\$ 81,952	25%
58000 Debt, Dues/Fees & Miscellaneous	\$ 370,000	\$ 384,856	1%	\$ 442,434	1%	\$ 57,578	13%
59000 Other & Rounding	\$ -	\$ -	0%	\$ -	0%	\$ -	0%
Total	\$ 24,342,030	\$ 25,747,474	100%	\$ 37,255,316	100%	\$ 11,507,841	31%



Warrant Article Cost Center	Jul 15 - Apr 16 Actual	Jul 16 - Apr 17 Actual		2016/2017 Revised Budget		Amount Remaining	
1. Regular Instruction	\$ 9,070,582	\$ 9,656,285	38%	\$ 15,072,406	40%	\$ 5,416,122	36%
2. Special Education	\$ 4,364,337	\$ 4,951,887	19%	\$ 7,264,105	19%	\$ 2,312,218	32%
3. Career / Technical Education	\$ 1,178,647	\$ 1,406,355	5%	\$ 1,995,897	5%	\$ 589,542	30%
4. Other Instruction	\$ 689,340	\$ 706,475	3%	\$ 960,267	3%	\$ 253,792	26%
5. Student & Staff Support	\$ 2,023,484	\$ 2,182,073	8%	\$ 3,244,009	9%	\$ 1,061,936	33%
6. System Administration	\$ 670,395	\$ 656,108	3%	\$ 802,325	2%	\$ 146,217	18%
7. School Administration	\$ 1,627,493	\$ 1,575,615	6%	\$ 2,039,474	5%	\$ 463,859	23%
8. Transportation & Buses	\$ 1,398,397	\$ 1,387,220	5%	\$ 1,694,061	5%	\$ 306,841	18%
9. Facilities Maintenance	\$ 3,312,768	\$ 3,219,092	13%	\$ 4,182,773	11%	\$ 963,680	23%
10. Debt Service	\$ -	\$ -	0%	\$ -	0%	\$ -	0%
11. All Other Expenditures & Rounding	\$ 6,590	\$ 6,365	0%	\$ -	0%	\$ (6,365)	0%
Subtotal	\$ 24,342,030	\$ 25,747,474	100%	\$ 37,255,316	100%	\$ 11,507,841	31%
Adult Education	\$ 686,752	\$ 581,848	67%	\$ 869,609		\$ 287,761	33%
Total	\$ 25,028,781	\$ 26,329,323	69%	\$ 38,124,925	100%	\$ 11,795,602	31%

RECONCILIATION OF ACCOUNTS
BETWEEN SANFORD SCHOOL DEPARTMENT & THE CITY OF SANFORD
For the Year-to-Date and Month Ending April 30, 2017

Attachment J.1.ii.

Fund			Year to Date Revenues			Year to Date Expenses			Year to Date Net (Rev - Exp)		
City No.	School	Name	School	City	Variance	School	City	Variance	School	City	Variance
GENERAL FUND											
1000 GF	1000-1200	Education	(19,224,598)	(19,224,598)	-	25,747,474	25,747,475	(0)	6,522,877	6,522,877	(0)
1600 GF	1500	Adult Education	(283,914)	(283,914)	-	581,848	581,848	-	297,934	297,934	-
Total			(19,508,512)	(19,508,512)	-	26,329,323	26,329,323	(0)	6,820,811	6,820,811	(0)
SPECIAL REVENUE FUNDS											
2201 SR	2001	Wellness Team	-	-	-	60	60	-	60	60	-
2202 SR	2002	Erate	(74,166)	(74,166)	-	83,266	83,266	-	9,100	9,100	-
2203 SR	2003	Tech Tuition	(123,764)	(123,764)	-	84,630	84,630	-	(39,134)	(39,134)	-
2205 SR	2005	Lucy Emery Fund	(1,250)	(1,250)	-	-	-	-	(1,250)	(1,250)	-
2206 SR	2006	EcoMaine	-	-	-	1,225	1,225	-	1,225	1,225	-
2207 SR	2238	Momentum	(4,037)	(4,037)	-	4,988	4,988	-	951	951	-
2208 SR	2008	ReMaxx	-	-	-	-	-	-	-	-	-
2209 SR	2009	Efficiency Maine	-	-	-	-	-	-	-	-	-
2210 SR	2030	Kids Club	(24,766)	(24,766)	-	9,803	9,803	-	(14,963)	(14,963)	-
2211 SR	2031	Local Lafayette	-	-	-	-	-	-	-	-	-
2212 SR	2040	YCFEF Fin Literacy	(1,000)	(1,000)	-	-	-	-	(1,000)	(1,000)	-
2215 SR	2043	Lets Go	-	-	-	-	-	-	-	-	-
2213 SR	2041	MCS Local	(700)	(700)	-	-	-	-	(700)	(700)	-
2214 SR	2042	Hartley SRTC	(1,250)	(1,250)	-	62	62	-	(1,188)	(1,188)	-
2217 SR	2051	ING Heros JH	(2,000)	(2,000)	-	376	376	-	(1,624)	(1,624)	-
2218 SR	2052	Local JH	-	-	-	-	-	-	-	-	-
2219 SR	2069	Genest/SRTC Bldg	(25,500)	(25,500)	-	16,904	16,904	-	(8,596)	(8,596)	-
2220 SR	2080	CJL Local	(14,125)	(14,125)	-	14,125	14,125	-	-	-	-
2224 SR	2200	MDOE Srtc Equip	(46,373)	(46,373)	-	37,537	37,537	-	(8,836)	(8,836)	-
2228 SR	2240	Pal	(1,300)	(1,300)	-	1,000	1,000	-	(300)	(300)	-
2238 SR	2215	College Transition	(27,918)	(27,918)	-	30,296	30,296	-	2,378	2,378	-
2239 SR	2300	Title 1A	(722,519)	(722,519)	-	646,912	646,912	-	(75,607)	(75,607)	-
2249 SR	2460	MaineCare	(133,663)	(133,663)	-	114,975	114,975	-	(18,688)	(18,688)	-
2252 SR	2470	Idea Local Entitler	(658,697)	(658,697)	-	597,880	597,880	-	(60,817)	(60,817)	-
2253 SR	2510	Early Child/PreSch	(17,020)	(17,020)	-	15,793	15,793	-	(1,228)	(1,228)	-
2258 SR	2630	21st Century	(115,566)	(115,566)	-	131,560	131,560	-	15,994	15,994	-
2262 SR	2700	Title 2A	(242,254)	(242,254)	-	231,070	231,070	-	(11,184)	(11,184)	-
2266 SR	2070	Nellie Mae	-	-	-	(459)	(459)	-	(459)	(459)	-
2268 SR	2860	Carl Perkins	(110,068)	(110,068)	-	113,962	113,962	-	3,894	3,894	-
2269 SR	2950	Aefla/Abe	(22,704)	(22,704)	-	26,950	26,950	-	4,246	4,246	-
2272 SR	2012	Corning	-	-	-	1,046	1,046	-	1,046	1,046	-
2273 SR	2013	HS Student iPads	(20,388)	(20,388)	-	17,023	17,023	-	(3,365)	(3,365)	-
2275 SR	2232	Transtn Profic. Dip	(36,342)	(36,342)	-	29,502	29,502	-	(6,841)	(6,841)	-
2280 SR	2210	Faa Dept of Agricu	(1,253)	(1,253)	-	-	-	-	(1,253)	(1,253)	-
2283 SR	2457	Pre-School Expans	(47,024)	(47,024)	-	(3)	(3)	-	(47,027)	(47,027)	-
2285 SR	2007	John T. Gorman K	(1,694)	(1,694)	-	11,693	11,693	-	10,000	10,000	-
2287 SR	2209	Natl Brd Certificat	-	-	-	1,900	1,900	-	1,900	1,900	-
Total			(2,477,340)	(2,477,340)	-	2,224,077	2,224,077	-	(253,263)	(253,263)	-
CAPITAL IMPROVEMENT FUNDS											
4047 CIP	*3015	HS Const Project	(100,452,042)	(118,314,350)	#####	32,191,594	50,053,902	(17,862,308)	(68,260,448)	(68,260,448)	-
4054 CIP	3020	Elem Const Project	-	-	-	302,375	302,375	-	302,375	302,375	-
4050 CIP	4020	Capital Improv. Bc	-	-	-	39,076	39,076	-	39,076	39,076	-
Total			(100,452,042)	(118,314,350)	#####	32,533,045	50,395,353	(17,862,308)	(67,918,997)	(67,918,997)	-
ENTERPRISE FUNDS											
5000 EN	6000	School Café	(1,175,770)	(1,175,770)	-	1,306,294	1,306,294	-	130,524	130,524	(0)
Total			(1,175,770)	(1,175,770)	-	1,306,294	1,306,294	-	130,524	130,524	(0)

Date: _____ For the School by: _____
David Theoharides, Superintendent

_____ Gwen R. Bedell, Business Administrator

Date: _____ For the City by: _____
Steven R. Buck, City Manager

_____ Ronni L. Champlin, Finance Director

* HS Construction Account = School and City record BAN PayOffs differently, as allowed by independent auditor and as done in prior periods. Net Fund Activity is the same.

SANFORD REGIONAL TECHNICAL CENTER
BUILDING TRADES HOUSE PROJECT

Presentation to the School Committee – May 15, 2017

WHO

The Sanford Regional Technical Center students in the Building Trades program, under the guidance of their instructors Troy Hathaway, Tim Fecteau and Joe Doiron, are constructing a ranch home from start to finish. With support from local civic organizations including Kiwanis and the Maine Homebuilders and Remodelers Association through the assistance of Mark Patterson, as well as donations from numerous local tradesmen, the home will be placed on a parcel of land in Springvale and sold to a city employee. The City of Sanford will secure temporary financing for a small portion of the project, which be financed at preferentially low rates by Sanford Institution for Savings.

WHAT & WHERE

A single-family ranch home constructed at the Sanford Regional Technical Center, which will be moved onto a 5-acre parcel of land on Hanson Ridge Road in Springvale currently owned by Kiwanis Foundation. The total cost of the project is approximately \$125,000, and with a sale price of \$217,000, that leaves \$92,000 in net proceeds to be set-aside in a special revenue fund, on the books of the School Department, solely for the purpose of funding future homebuilding projects.

WHEN

Project planning began in August 2016, with construction of the home began in September upon commencement of school. As of early May, the home is nearing completion and a Purchase and Sale Agreement has been executed with a closing date of late July 2017. Between May and July, the land will be developed and finishing touches will be applied to the home onsite.

WHY

This is a shining example of true community collaboration. Career-ready students in our school system will have an opportunity to hone their skills on a real-world project, and at the same-time fulfill the dream of a city employee to attain home ownership. Kiwanis, a non-profit organization with a mission to support children, will provide the plot of land at a price that keeps the overall cost of the project down, while still providing a return to the organization to continue its service. The Maine Homebuilders and Remodelers Association, a non-profit organization that supports the building trades industry, has donated their services throughout the course of project, and seeks only to instill students with pride in their craft and encourage the continued pursuit of excellence in the trade industry. The project has seen tremendous support from local construction affiliated professionals, including plumbers, electricians, excavators, pavers, concrete/foundation layers, heating and ventilation experts, as well as appliance and home fixture retailers and other volunteers. As the project nears completion, short-term financing will be provided at below-market rates by a hometown bank, SIS.

From start to finish, this project demonstrates all that a generous and talented Sanford community can do!

Policy Updates
Executive Summary – May 15, 2017

The following policies will be presented for a **“Second Reading”**
on May 15, 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 adopt **Policy IMGA – Service Animals in Schools** as presented.
2. Motion to adopt **Policy IMG – Animals in Schools** as presented.
3. Motion to adopt **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.

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

