

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MEETING AGENDA
Tuesday, August 15, 2017 ~ 6:30 pm**

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

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

Student Reps present: None

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. May 15, 2017 Regular Meeting 6:00 pm (Attachment D.1.)
2. May 15, 2017 Workshop 7:00 pm (Attachment D.2.)
3. June 5, 2017 Executive Session 5:15 pm (Attachment D.3.)
4. June 19, 2017 Executive Session 5:00 pm (Attachment D.4.)
5. June 19, 2017 Regular Meeting 6:00 pm (Attachment D.5.)
6. June 19, 2017 Workshop 6:30 pm (Attachment D.6.)

Recommendation: to approve the minutes as presented

E. Public Comments

F. Communications

1. Summer Food Service Program Administrative Review (Attachment F.1.)

G. Committee Reports

1. Construction Update
 - i. SHS/SRTC Construction Project
 - ii. Elementary Construction Projects

School Committee Meeting Agenda

August 15, 2017

H. Superintendent's Report

1. Student Representatives' Reports - none

I. Directors' Reports

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

J. New Business

1. 2017/2018 School Committee Meeting Schedule (**Attachment J.1.**)
Recommendation: to approve the schedule as presented

K. Old Business

1. 2018 SHS Graduation Date
Recommendation: to approve June 13, 2018 as the amended SHS graduation date
2. Proficiency Based Learning Implementation Plan (**Attachment K.2.**)
Recommendation: to approve the Proficiency Based Learning Implementation Plan as presented.
3. NEASC Report (**Attachment K.3.**)
(no action necessary)

School Committee Meeting Agenda

August 15, 2017

L. Resignations/Leaves

1. Superintendent Theoharides will announce the following resignations and leaves of absence:

Michael Bacon Jr.	2 nd Shift Custodian	SJHS	Resigned	Eff. 7/21/17
Stephanie Berry	Social Worker – Special Ed	SHS	Resigned	Eff. 8/31/17
Kendra Brown	Heath/PE Teacher	SHS	Resigned	Eff. 8/31/17
Chris Coleman	Varsity Girls Soccer Coach	SHS	Resigned	Eff. November, 2016
Penny Dillane	Kindergarten Teacher	CJL	Retired	Eff. 8/31/17
Benjamin Ely	Social Studies Teacher (Gr 6)	SJHS	Resigned	Eff. 8/31/17
Sam Gallagher	JV Girls Soccer Coach	SHS	Resigned	Eff. November, 2016
Corey Leach	Ed Tech I – Special Ed	SJHS	Resigned	Eff. 8/31/17
Ryan Legere	Ed Tech III – Special Ed	SHS	Resigned	Eff. 8/31/17
Kevin Maguire	French Teacher	SHS	Resigned	Eff. 8/31/17
Chelsea McGown	Kitchen Foodservice	MCS	Resigned	Eff. 6/22/17
Matthew McKeown	Cross Country Coach	SHS	Resigned	Eff. November, 2016
Heather Murley	Ed Tech III – Special Ed	CJL	Resigned	Eff. 8/31/17
Amanda Richer	Ed Tech III – Special Ed	SJHS	Resigned	Eff. 8/31/17
Cindy Sands	ELA Teacher	SJHS	One Year Leave of Absence	Eff. 9/1/17
Lauren Torch	Social Worker – Special Ed	CJL	One Year Leave of Absence	Eff. 9/1/17

School Committee Meeting Agenda

August 15, 2017

M. Staff Appointments

1. Superintendent Theoharides will announce the following appointments:

Ed Techs			
Carla Kelly	Ed Tech III – sp ed	CJL	Eff. 8/31/17
Sarah Mills	Ed Tech II – literacy, gr 1	CJL	Eff. 8/31/17
Ethan Morrow	Ed Tech I – sp ed	SJHS	Eff. 8/31/17
Kimmarie Normand	Ed Tech I – sp ed	CJL	Eff. 8/31/17
Gwen Tounge	Ed Tech II – literacy, kindergarten	CJL	Eff. 8/31/17
Athletics			
Sam Gallagher	Varsity Girls Soccer Coach	SHS	Eff. 8/14/17
Scott Keeney	JV Boys Soccer Coach	SHS	Eff. 8/14/17
Laken Kerrigan	Varsity Cross Country Coach	SHS	Eff. 8/14/17
Keith Noel	Athletic Liaison	SJHS	Eff. 9/1/17
Robert Rothwell	JV Girls Basketball Coach	SHS	Eff. 11/1/17
Miscellaneous			
Debra Briggs	Admin. Asst. – school year	Willard	Eff. 8/28/17
Karen Cheche	Kitchen Personnel	SHS	Eff. 8/28/17
Deborah Toothaker	C.N.A. Instructor	SCAE	Eff. 9/5/17
Rachel White	Math Dept. Chair	SJHS	Eff. 9/1/17
Summer			
Ashley Allino	Teacher	ESY Summer School	Eff. 6/30/17
Kristin Daly	Teacher	ESY Summer School	Eff. 6/30/17
Matthew Foley	Teacher	ESY Summer School	Eff. 6/30/17
Suzanne Gagnon	Teacher	ESY Summer School	Eff. 6/30/17
Kathy Hally	Teacher	Title 1 Summer School	Eff. 7/10/17
Lisa Lansing	Teacher	ESY Summer School	Eff. 6/30/17
Lisa Miller	Teacher	ESY Summer School	Eff. 6/30/17
Ann Pelchat-Savoie	Teacher	ESY Summer School	Eff. 6/30/17
Amy Williams	Teacher	ESY Summer School	Eff. 6/30/17
Danielle Weston	Teacher	ESY Summer School	Eff. 6/30/17
Jackie Belanger	Ed Tech III	ESY Summer School	Eff. 7/5/17
Jennifer Bissell	Ed Tech III	ESY Summer School	Eff. 7/5/17
Erin Campbell	Ed Tech II	ESY Summer School	Eff. 7/5/17
Dale Dow	Ed Tech III	ESY Summer School	Eff. 7/5/17
Christopher Duquette	Ed Tech II	Title 1 Summer School	Eff. 7/10/17
Ann Fitzpatrick	Ed Tech III	ESY Summer School	Eff. 7/5/17
Lisa Garmon	Ed Tech I	ESY Summer School	Eff. 7/5/17
Jennifer Goodine	Ed Tech III	ESY Summer School	Eff. 7/5/17
Connie Hand	Ed Tech II	ESY Summer School	Eff. 7/5/17
David Hird	Ed Tech III	ESY Summer School	Eff. 7/5/17
Corey Leach	Ed Tech I	ESY Summer School	Eff. 7/5/17
Cynthia Magill	Ed Tech I	ESY Summer School	Eff. 7/5/17
Jed Russell	Ed Tech III	ESY Summer School	Eff. 7/5/17

School Committee Meeting Agenda

August 15, 2017

Appointments, continued			
Brianne Ryan	Ed Tech I	ESY Summer School	Eff. 7/5/17
Nicole Santamore	Ed Tech III	ESY Summer School	Eff. 7/5/17
Janelle Schulkind	Ed Tech II	ESY Summer School	Eff. 7/5/17
Lisa Silva	Ed Tech III	ESY Summer School	Eff. 7/5/17
Meaghan Stewart	Ed Tech III	ESY Summer School	Eff. 7/5/17
Vicky Treadwell	Ed Tech II	ESY Summer School	Eff. 7/5/17
Ashley Walker	Ed Tech III	ESY Summer School	Eff. 7/5/17
Kari Zielke	Ed Tech II	ESY Summer School	Eff. 7/18/17

N. Staff Transfers

1. Superintendent Theoharides will announce the following transfers:

Angie Taylor	From Grade 1 Teacher at CJL	To Grade 3 Teacher at CJL	Eff. 9/1/17
Sherri Baron	From Grade 2 Teacher at CJL	To Teacher Leader at District for ONE YEAR	Eff. 8/31/17
Marguerite Cannon	From Foodservice 4.25 hours/day at SHS	To Foodservice 4.25 hours/day at MCS	Eff. 8/8/17
Maria Cote	From Grade 1 Teacher at CJL	To Grade 2 Teacher at CJL	Eff. 9/1/17
Sarah Castle	From Resource Room Teacher at Willard School	To Resource Room Teacher at Lafayette School	Eff. 9/1/17
Jeff Enman	From Resource Room Teacher at Lafayette School	To Resource Room Teacher at Willard School	Eff. 9/1/17
Angie Labbe	From Grade 3 Teacher at CJL School	To Title I Teacher at CJL School	Eff. 9/1/17
Rebecca Labor- Smith	From School Psychologist 3 days/week at SHS	To School Psychologist 4 days/week at SHS	Eff. 8/31/17
Fred Legro	From 2 nd Shift Custodian 5 hours/day at SJHS	To 2 nd Shift Custodian 8 hours/day at SJHS	Eff. 6/26/17
Nate Mann	From 8 th Grade Boys Soccer Coach	To 7 th Grade Girls Soccer Coach	Eff. 9/1/17
Kim Rutherford	From IEP Coordinator 5 days/week at MCS and Willard	To IEP Coordinator 4 days/week at MCS and Willard	Eff. 8/31/17
Patrick Voter	From 7 th Grade Boys Soccer Coach	To 8 th Grade Boys Soccer Coach	Eff. 9/1/17

School Committee Meeting Agenda

August 15, 2017

O. Staff Nominations

Per School Committee vote on June 19, 2017 allowing the Superintendent to offer contracts to teachers to fill vacancies during the summer of 2017, contracts have been extended to the candidates listed below:

Samantha Adams	Grade 1 Teacher	CJL	Eff. 9/1/17	Replacement
Elizabeth Arsenault	Kindergarten Teacher	CJL	Eff. 9/1/17	Replacement
Ellie Arsenault	Health/PE Teacher	SHS	Eff. 9/1/17	Replacement
Erik Benham	GT Teacher	K-5	Eff. 9/1/17	Replacement
Nicole Breton	Guidance Counselor	CJL/Willard	Eff. 9/1/17	New
Ryan Camire	Math Teacher	SHS	Eff. 9/1/17	Replacement
Allyson Canario	Special Ed Social Worker	SHS	Eff. 9/1/17	Replacement
Joshua Clement	French Teacher	SHS	Eff. 9/1/17	Replacement
Dale Dow	Pre K Teacher	SRTC	Eff. 9/1/17	New Program
Will Ethridge	ELA Teacher	SJHS	Eff. 9/1/17	Replacement
Devon Garabedian	Social Worker – one year	CJL	Eff. 9/1/17	Replacement
Samantha Hilt	Math Teacher	SJHS	Eff. 9/1/17	Replacement
Haleigh Hudson	Grade 2 Teacher – one year	CJL	Eff. 9/1/17	Replacement
Michelle Johnson	Early Childhood Education	SRTC	Eff. 9/1/17	Previously a satellite program
Molly Kizer	Science Teacher	SHS	Eff. 9/1/17	Replacement
Bethany Lambert	Assistant Principal	SHS	Eff. 7/10/17	Replacement
Nicole Quarto	Guidance Counselor	SHS	Eff. 9/1/17	Replacement
Michael Redmond	Assistant Director	SRTC	Eff. 7/1/17	Replacement
Amanda Roy	Heath/PE Teacher	SJHS	Eff. 9/1/17	Replacement
Andrew “Jed” Russell	Math Teacher – one year	SHS	Eff. 9/1/17	Replacement
Lynn Signore	School Nurse	SHS	Eff. 9/1/17	Replacement
Aaron Tremblay	Science Teacher	SHS	Eff. 7/10/17	Replacement

School Committee Meeting Agenda

August 15, 2017

P. Policies

(Attachment P.1. Summary and proposed Policies JJIAA, JJIAAE1, JJIAAE2, JJIAAE3, JJIAAE4)

1. First Reading – JJIAA – Private School Students Access to Public School Co-curricular, Interscholastic and Extracurricular Activities
Recommendation: to accept the first reading of policy JJIAA as presented.
2. First Reading – JJIAA E1 – Private School Student Application for Participation in Sanford School Department Cocurricular Activities
Recommendation: to accept the first reading of policy JJIAA E1 as presented.
3. First Reading – JJIAA E2 – Private School Student Application for Participation in Sanford School Department Extracurricular Activities
Recommendation: to accept the first reading of policy JJIAA E2 as presented
4. First Reading – JJIAA E3 – Verification of Private School Student Eligibility for Participation in Sanford School Department Cocurricular Activities
Recommendation: to accept the first reading of policy JJIAA E3 as presented.
5. First Reading – JJIAA E4 – Verification of Private School Student Eligibility for Participation in Sanford School Department Extracurricular Activities
Recommendation: to accept the first reading of policy JJIAA E4 as presented.
6. First Reading – EFB-R - Free and Reduced Price Food Services Procedures
Recommendation: to accept the first reading of policy EFB-R as presented.

(Attachment P.2. Summary and proposed Policy IKF)

7. First Reading – IKF – Graduation Requirements
Recommendation: to accept the first reading of policy IKF as presented.

Q. Items for Future Agenda(s)

R. Calendar Announcements

1. Upcoming School Committee meetings are as follows, pending adoption of proposed 2017/2018 School Committee Meeting Schedule

(Attachment J.1.):

Monday, September 11, 2017	Regular Meeting	6:00 pm	City Council Chambers
Monday, September 18, 2017	Regular Meeting	6:00 pm	City Council Chambers

S. Adjournment

Recommendation: to adjourn at ____ pm.

**SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MINUTES
Monday, May 15, 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: None

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Gwen Bedell, Business Administrator
Bernie Flynn, Curriculum Director
Tracie Hallissey, Teacher
Sherri Baron, Teacher
Troy Hathaway, Teacher
Tim Fecteau, Teacher
Matt Petermann, SHS Assistant Principal
Beth Lambert, Curriculum Assistant/Teacher
Joe Doiron, Ed Tech
Barb Perry, Teacher

Guests present: Suzanne Godin, Consultant
Mark Patterson
Ethan
Brian
Chase

A. Call to Order Time: 6:05 pm

B. Pledge of Allegiance Said

C. Adjustments

1. Mr. Miscio made a motion **to accept an addendum with an additional resignation and an additional appointment.**

Mr. Mapes seconded the motion. Motion carried 5 – 0.

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.)

Mr. Miscio made a motion **to approve the minutes as presented.**

Mr. Sheppard seconded the motion. Motion carried 5 – 0.

E. Public Comments None

School Committee Meeting Minutes

May 15, 2017

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 – site tour last week
 - ii. Elementary Construction Projects
 1. Straw Poll was held May 3, 2017; unanimous community support
 2. State School Board granted project concept on May 10, 2017
 3. Referendum is scheduled for Tuesday, June 13, 2017

H. Superintendent's Report

1. Student Representatives' Reports – no 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
3. SHS Top Ten announced last week (using the old formula)
 1. Sydney Littlefield - Valedictorian
 2. Tian Morrison - Salutatorian
 3. Annie Ledue
 4. Summer Camire
 5. Katherine Gould
 6. Hannah Miller
 7. Ethan Mathieu
 8. Hunter Jamison
 9. Kristen O'Connell
 10. Shealyn Kane & Alaina Parison (there was a tie for #10)
4. School Committee members invited to the annual Sophomore Awareness Program at St. Ignatius Gym on 5/16/17 and 5/17/17.
5. June 2018 Graduation – Opportunity to change
 - i. 170 days required for seniors
 - ii. Proposed date is 6/8/18 which includes 3 snow days
 - iii. Alternatives include June 10, 11, 12 or 13, 2018

School Committee Meeting Minutes

May 15, 2017

I. Directors' Reports

1. Business Administrator Gwen Bedell
 - i. Reviewed questions for June 13th Referendum
 1. Bond for asbestos removal from State Revolving Renovation Funds
 2. Elementary School Construction Bond
 3. School Reserve Accounts
 4. School and City Budgets
 5. Weekly newsletter will include an article about referendum to help inform parents about ballot questions
2. Assistant Superintendent Matt Nelson
 - i. Mock Bus Accident – utilized SRTC students in EMS, Health Occupations, Video Production, Fire Science and Law Enforcement
 - ii. ACES – All Children Exercising Simultaneously event was held at SHS
 - iii. “Pay It Forward” event was held at SJHS, sponsored by JMG
 - iv. Assistant Superintendent appointed to City of Sanford Marijuana Task Force
 - v. School Committee Student Representative selection in progress
3. Director of Curriculum Bernie Flynn
 - i. Proficiency Based Diploma update
 1. Workshop tonight following regular meeting

J. New Business

1. April, 2017 Financials – Gwen Bedell
 - i. April 30, 2017 expenses ([Attachment J.1.i.](#))
Mr. Miscio made a motion **to accept the April 30, 2017 expenses as presented.**
Mr. Sheppard seconded the motion. Motion carried 5 – 0.
 - ii. April 30, 2017 reconciliation ([Attachment J.1.ii](#))
Mr. Miscio made a motion **to accept the April 30, 2017 reconciliation as presented.**
Mr. Sheppard seconded the motion. Motion carried 5 – 0.
2. SRTC Home Building Project – Gwen Bedell, Joe Doiron, Mark Patterson, Troy Hathaway, Time Fecteau ([Attachment J.2.](#))
Troy Hathaway and students presented information regarding the Home Building Project.
Mr. Sheppard made a motion **to approve the SRTC Home Building Project concept as presented.**
Mrs. Williams seconded the motion. Motion carried 5 – 0.

K. Old Business

None

School Committee Meeting Minutes

May 15, 2017

L. Resignations

1. Superintendent Theoharides announced 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
Ian Blanchard	SHS	Teacher, ELA	Eff. 8/31/17

M. Staff Appointments

1. Superintendent Theoharides announced the following appointments:

Ryan Martin	SHS	Coach, Varsity Boys Basketball	Eff. November, 2017
Rossie Kearson	SHS	Coach, Varsity Girls Basketball	Eff. November 2017

N. Staff Transfers

1. Superintendent Theoharides announced the following transfers:

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

O. Staff Nominations

1. Superintendent Theoharides nominated the following professional staff for a first year probationary contract:

George Pouravelis	SHS	Science	Eff. 9/1/17
----------------------	-----	---------	-------------

Mr. Miscio made a motion **to accept the nomination as presented.**

Mr. Mapes seconded the motion. Motion carried 5 – 0.

School Committee Meeting Minutes

May 15, 2017

2. Superintendent Theoharides nominated the following professional staff for second year probationary contracts:

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

Mr. Sheppard made a motion **to accept the nominations as presented.**
 Mr. Mapes seconded the motion. Motion carried 5 – 0.

School Committee Meeting Minutes

May 15, 2017

3. Superintendent Theoharides nominated the following professional staff for third year probationary contracts:

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

Mr. Miscio made a motion **to accept the nominations as presented.**

Mr. Sheppard seconded the motion. Motion carried 5 – 0.

School Committee Meeting Minutes

May 15, 2017

4. Superintendent Theoharides nominated the following professional staff for first year continuing contracts:

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

Mr. Mapes made a motion **to accept the nominations as presented**.
Mr. Sheppard seconded the motion. Motion carried 5 – 0.

5. Superintendent Theoharides nominated 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

Mr. Miscio made a motion **to accept the nominations as presented**.
Mr. Sheppard seconded the motion. Motion carried 5 – 0.

School Committee Meeting Minutes

May 15, 2017

P. Policies

(Attachment P)

1. Second Reading – IMGA – Service Animals in Schools
Mr. Mapes made a motion **to adopt policy IMGA as presented.**
Mr. Miscio seconded the motion. Motion carried 5 - 0.
2. Second Reading – IMG – Animals in Schools
Mr. Mapes made a motion **to adopt updated policy IMG as presented.**
Mr. Miscio seconded the motion. Motion carried 5 - 0.
3. Second Reading – IKE – Promotion, Retention and Acceleration of Students
Mr. Mapes made a motion **to adopt policy IKE as presented.**
Mr. Miscio seconded the motion. Motion carried 5 - 0.

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 Dept.
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

- Mr. Miscio made a motion **to adjourn at 7:08 pm.**
Mr. Sheppard 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, May 15, 2017 ~ 7:00 pm**

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

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

Student reps present: None

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Bernie Flynn, Curriculum Director
Matt Petermann, SHS Assistant Principal/SRTC Assistant Director
Beth Lambert, Teacher
Sheri Baron, Teacher
Tracie Hallissey, Teacher
Barbara Perry, Teacher

Guests present: Suzanne Godin, Consultant

A. Call to Order Time: 7:10 pm

B. Workshop Session Workshop – Proficiency Based Diploma (**Attachment B**)

C. Adjournment
Mr. Sheppard made a motion to adjourn at 8:45 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, June 5 2017 ~ 5:15 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: Matt Nelson, Assistant Superintendent
Doug Roberts, SHS Assistant Principal
Brent Coleman, SHS Outreach Worker

Guests present: Student
Charlene King

A. Call to Order Time: 5:20 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 5:21 pm.**
Motion seconded by Mr. Sheppard. Motion carried 5 to 0.
2. Motion by Mr. Sheppard: **To exit Executive Session at 5:58 pm.**
Motion seconded by Mr. Miscio. Motion carried 5 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 is necessary for the peace and usefulness of the school and as a result the student will be suspended from school for the remainder of the 2016/2017 school year. The student will be allowed to attend Sanford High School beginning September 5, 2017 as long as the student follows the terms and conditions established by Assistant Superintendent Matt Nelson. If the student fails to show proof that these terms and conditions have been fulfilled by August 14, 2017, the student will be scheduled for another School Committee Executive Session to determine additional disciplinary action. 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. Sheppard. Motion carried 5 to 0.

School Committee Meeting Minutes

June 5, 2017

C. Adjournment

Mr. Sheppard made a motion **to adjourn at 5:59 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, June 19, 2017 ~ 5:00 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

Guests present: None

A. Call to Order Time: 5:02 pm

B. Executive Session Personnel

Motion by Mr. Miscio: **To enter Executive Session to discuss a personnel issue pursuant to 1 MRSA § 405(6)(A) at 5:02 pm.**

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

Motion by Mr. Miscio: **To exit Executive Session at 6:05 pm.**

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

C. Adjournment

Motion by Mr. Miscio: **To adjourn at 6:05 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, June 19, 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: None

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Bernie Flynn, Curriculum Director
Pam Lydon, SJHS Principal
Deb Gaudreau, Willard Principal
Jenna Daniels, Willard Teacher
Beth Lambert, Curriculum Assistant

Guests present: Amanda Amoakohene
Afia Amoakohene
Kofi Amoakohene
Steve Gendron
Elsie Gendron
Amy Gendron
Bryce Lambert
Ryan Peters
Kristi Cochin
Daisy Peters
Cal Peters
Emily Spaulding
Dana Cullen
John Cullen
Etain Cullen

A. Call to Order Time: 6:16 pm

B. Pledge of Allegiance Said

C. Adjustments

1. Mr. Sheppard made a motion **to move the Superintendent's Report to be heard immediately following Public Comments.**
Mr. Miscio seconded the motion. Motion carried 5 – 0.
2. Mr. Miscio made a motion **to accept the addendum as presented and to remove New Business item J.2. Bids (asbestos) from this agenda and to add New Business item J.2.i RUS Grant Application and J.2.ii. Block Grant Application to this agenda.**
Mr. Sheppard seconded the motion. Motion carried 5 – 0.

School Committee Meeting Minutes

June 19, 2017

D. Approval of Minutes

1. Monday, March 20, 2017 Regular Meeting, 6:00 pm (Attachment D.1.)
 2. Monday, April 24, 2017 Regular Meeting, 6:00 pm (Attachment D.2.)
 3. Monday, May 1, 2017 Regular Meeting, 6:00 pm (Attachment D.3.)
- Mr. Miscio made a motion **to approve the minutes as presented.**
Mrs. Williams seconded the motion. Motion carried 5 – 0.

E. Public Comments None

H. Superintendent's Report (Addressed out of order)

1. Student Representatives' Reports – no reports
2. Coding Presentation by Willard School students

F. Communications None

G. Committee Reports

1. Construction Updates - None

H. Superintendent's Report (*Addressed out of order*)

I. Directors' Reports

1. Business Administrator Gwen Bedell – no report
2. Assistant Superintendent Matt Nelson – no report
3. Director of Curriculum Bernie Flynn – no report

J. New Business

1. Summer Nominations – Superintendent Theoharides
Mr. Sheppard made a motion **to allow the superintendent to offer teaching contracts during June, July and August of 2017 for unfilled positions for the 2017 – 2018 school year.**
Mrs. Williams seconded the motion. Motion carried 5 – 0.
2. ~~Bids—Asbestos Abatement~~ (**Removed per addendum**)
2. Grant Applications (**Added per addendum**)
 - i. RUS Grant Application (Attachment J.2.i)
Mr. Miscio made a motion **to approve an application for a RUS Grant as presented.**
Mr. Sheppard seconded the motion. Motion carried 5 – 0.
 - ii. Block Grant Application (Attachment J.2.ii)
Mr. Mapes made a motion **to approve an application for a Block Grant as presented.**
Mr. Miscio seconded the motion. Motion carried 5 – 0.

K. Old Business None

School Committee Meeting Minutes

June 19, 2017

L. Resignations

1. Superintendent Theoharides announced the following resignations:

Matthew McKeown	Social Studies teacher	SHS	Eff. 8/31/17
-----------------	------------------------	-----	--------------

M. Staff Appointments

1. Superintendent Theoharides announced the following appointments:

Shena Bellerose	Title I Summer School	Teacher	Eff. 7/10/17
Bridget Farrell	Title I Summer School	Teacher	Eff. 7/10/17
Jamie Folsom	Title I Summer School	Teacher	Eff. 7/10/17
Karen Kantolak	Title I Summer School	Teacher	Eff. 7/10/17
Angie Labbe	Title I Summer School	Teacher	Eff. 7/10/17
Nicole McAllister	Title I Summer School	Teacher	Eff. 7/10/17
Melissa Michaud	Title I Summer School	Teacher	Eff. 7/10/17
Kim Oakes	Title I Summer School	Teacher	Eff. 7/10/17
Richard Ouellette	Title I Summer School	Teacher	Eff. 7/10/17
Diana Pettis	Title I Summer School	Teacher	Eff. 7/10/17
Marie Sclafani	Title I Summer School	Teacher	Eff. 7/10/17
Jason Stone	Title I Summer School	Teacher	Eff. 7/10/17
Laura Cashell	Title I Summer School	Ed Tech	Eff. 7/10/17
Donna Hodgdon	Title I Summer School	Ed Tech	Eff. 7/10/17
Scott House	Title I Summer School	Ed Tech	Eff. 7/10/17
Karla L'Heureux	Title I Summer School	Ed Tech	Eff. 7/10/17
Tara Omoigiade	Title I Summer School	Ed Tech	Eff. 7/10/17
Margo Raymond	Title I Summer School	Ed Tech	Eff. 7/10/17

N. Staff Transfers

None

O. Staff Nominations

1. Superintendent Theoharides nominated the following professional staff:

Sally Warner	ELA Teacher	SHS	Eff. 9/1/17	replacement
Rachel Grover	Art Teacher	Elementary	Eff. 9/1/17	replacement

Mr. Miscio made a motion **to accept the nominations as presented.**

Mr. Sheppard seconded the motion. Motion carried 5 – 0.

School Committee Meeting Minutes

June 19, 2017

P. Policies None

Q. Items for Future Agenda(s)
 None

R. Calendar Announcements

NOTE: School Committee meetings will be held on an as-needed basis throughout the summer. Regular meetings will begin again on September 11, 2017.

S. Adjournment

Mr. Sheppard made a motion **to adjourn at 7:05 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, June 19, 2017 ~ 6:30 pm**

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

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

Student reps present: None

Staff present: David Theoharides, Superintendent
Matt Nelson, Assistant Superintendent
Bernie Flynn, Curriculum Director
Gordie Salls, Athletic Director
Pam Lydon, SJHS Principal

Guests present: None

A. Call to Order Time: 7:12 pm

B. Workshop Session Workshop – Policies and Procedures
(Added attachments B.1. sample policy and B.2. state statute)

Workshop to develop policies and procedures surrounding private school students playing on Sanford Junior High School athletic teams

C. Adjournment
Mr. Miscio made a motion **to adjourn at 8:20 pm.**
Mr. Mapes seconded the motion. Motion carried 5 - 0.

Respectfully submitted,

John Roux, School Committee Chair

David Theoharides, Superintendent

DRAFTSanford School DepartmentNEPN/NSBA Code: JJIAA**PRIVATE SCHOOL STUDENTS— ACCESS TO PUBLIC SCHOOL
COCURRICULAR, INTERSCHOLASTIC AND EXTRACURRICULAR
ACTIVITIES**

The Board recognizes that Maine law sets standards for access to public school co-curricular, interscholastic and extracurricular activities by students enrolled in equivalent instruction programs in private schools.

For the purpose of this policy, “student enrolled in equivalent instruction program” means a student otherwise eligible to attend school in that school administrative unit, including a student who resides in the unorganized territory, when the student is enrolled in an equivalent instruction program in a private school that is recognized as an equivalent instruction alternative under 20-A MRSA § 5001-A(3)(1)(b).

PARTICIPATION IN COCURRICULAR ACTIVITIES

“Cocurricular activities,” for the purpose of this policy, are activities that are sponsored by the school, are directly related to the curriculum and support achievement of the learning standards established by law, Board policy and or administrative action. Examples of such activities include the math club, science fairs and foreign language clubs.

A student enrolled in an equivalent instruction program as defined in this policy is eligible to participate in cocurricular activities sponsored by the Sanford School Department provided that:

- A. The student or his/her parent/guardian applies in writing to and receives written approval from the school principal/designee.
- B. The student currently meets, and agrees to meet in the future, established behavioral, disciplinary, attendance and other rules applicable to all students.
- C. The private school the student attends does not provide the same cocurricular activity.

The principal/designee may withhold approval only if the school does not have the capacity to provide the student with the opportunity to participate in the cocurricular activity.

If approval is withheld, the principal/designee will provide a written explanation to the student or student’s parent/guardian stating the reason for the decision to withhold approval.

NSBA Code: JJLAA

II. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

“Extracurricular activities,” for the purpose of this policy, are school-sponsored activities for which participants are selected by staff supervising the activities, including those teams, both athletic and academic, that participate in interscholastic competition.

A student enrolled in an equivalent instruction program as defined in this policy is eligible to try out for extracurricular and interscholastic activities sponsored by the Sanford School Department provided that the following requirements are met/satisfied:

- A. The student applies for and receives written approval from the principal/designee.
- B. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.
- C. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school unit.
- D. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.
- E. The student abides by the same transportation policy as regularly enrolled students participating in the activity.
- F. The private school the student attends does not provide the same extracurricular or interscholastic activity.

The principal/designee will be responsible for approving or withholding approval of applications to try out for an extracurricular activity. The principal/designee may withhold approval only if the school does not have the capacity to provide the student with the opportunity to participate in the cocurricular activity.

If approval is withheld, the principal/designee will provide a written explanation to the student or the student’s parent/guardian stating the reason for the decision.

NSBA Code: JJIAA

The criteria for selection of participants shall be determined by the staff members (coaches, advisors and their supervisors) responsible for the activities. Tryouts are by nature competitive. Eligibility to try out does not guarantee participation.

Decisions resulting in non-selection of individual students shall not be subject to appeal or reconsideration unless they are in violation of law or Board policy.

VERIFICATION OF ELIGIBILITY

To permit verification that the student has met eligibility requirements under this policy, the student's parent (or the student, if 18 years old) must authorize the private school to provide to the principal all information necessary to determine whether the student meets the requirements.

DELEGATION OF AUTHORITY

In order to maintain an efficient and orderly method for processing applications for participation, the Board authorizes the Superintendent/designee to develop procedures, as appropriate, for the principal/designee's use in determining whether students have met eligibility requirements and for granting or withholding approval of participation.

Sanford School Department has no obligation to notify or provide information concerning eligibility for participation in school-sponsored cocurricular, interscholastic or extracurricular activities to students enrolled in equivalent instruction in private schools.

APPEALS

Except as otherwise provided in this policy, appeals from administration and application of the Board policy are heard by the Board, whose decision is final and binding. Appeals that question the Board's policy compliance with legal requirements must be made to the Commissioner, whose decision is final and binding.

Legal Reference: 20-A MRSA §§ 2901, 5001-A, 5021-A(3)

Cross Reference: KE – Public Concerns and Complaints

Adopted: _____

NEPN/NSBA Code: JJIAA-E1

**PRIVATE SCHOOL STUDENT APPLICATION FOR PARTICIPATION
IN SANFORD SCHOOL DEPARTMENT COCURRICULAR ACTIVITIES**

The parent (or student if 18 years of age or older) must submit a separate application for each activity in which participation is desired.

STUDENT INFORMATION

Student's Name:

Student's Date of Birth:

Grade in Private School:

Student's Address:

Phone Number:

Parent/Guardian's Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head's Name:

Student is Applying for Participation in the Following Activity: _____

VERIFICATION OF ELIGIBILITY

I authorize [**Private school name**] to provide to [**School unit name**] upon its request all information necessary to verify that my son/daughter, [**Student's name**] meets the eligibility requirements for participation in the cocurricular activity that is the subject of this application.

Parent's Signature (or Student's, if 18 or older)

Date

NEPN/NSBA Code: JJIAA-E1

STUDENT PARTICIPATION AGREEMENT

I agree to comply with all [School unit name] policies, administrative procedures, and behavioral, disciplinary, attendance and other rules that apply to [School unit name] students participating in the cocurricular activity that is the subject of this application.

Student's Signature

Date

NEPN/NSBA Code: JJIAA-E2

**PRIVATE SCHOOL STUDENT APPLICATION FOR PARTICIPATION
IN SANFORD SCHOOL DEPARTMENT EXTRACURRICULAR
ACTIVITIES**

The parent (or student if 18 years of age or older) must submit a separate application for each activity in which participation is desired. **[School unit name]** will verify eligibility before the student is allowed to try out for the requested activity.

STUDENT INFORMATION

Student's Name:

Student's Date of Birth:

Grade in Private School:

Student's Address:

Phone Number:

Parent/Guardian's Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head's Name:

Student is Applying for Participation in the Following Activity: _____

**THE FOLLOWING DOCUMENTATION WILL BE REQUIRED FOR
VERIFICATION OF ELIGIBILITY TO TRY OUT FOR PARTICIPATION:**

Evidence that the student currently meets the same behavioral, disciplinary, attendance and other eligibility applicable to all students in **[School unit name]**;

Student's written agreement to comply with the same behavioral, disciplinary, attendance and other eligibility applicable to all students in **[School unit name]**;

NEPN/NSBA Code: JJIAA-E2

Documentation of sports physical (if applicable) and clearance to play;

Documentation of immunization presented;

Evidence of insurance;

Documentation of age eligibility;

Documentation of academic standing (grades or other evidence that academic eligibility standards have been met); and

Student's written agreement to abide by the same transportation rules that apply to regularly enrolled students.

VERIFICATION OF ELIGIBILITY

I authorize [**Private school name**] to provide to [**School unit name**] upon its request all information necessary to verify that my son/daughter, [Student's name] meets the eligibility requirements for participation in the extracurricular activity that is the subject of this application.

I agree to provide to [**School unit name**] documentation of immunization, insurance and sports physical and clearance to play (if applicable) if such information is not maintained at [**Private school name**].

Parent's Signature (or Student's, if 18 or older)

Date

STUDENT PARTICIPATION AGREEMENT

I agree to comply with all [**School unit name**] policies, administrative procedures, and behavioral, disciplinary, attendance and other rules that apply to [**School unit name**] students participating in the extracurricular activity that is the subject of this application.

I also agree to abide by the same transportation rules that apply to all [School unit name] participants in this activity.

Student's Signature

Date

NEPN/NSBA Code: JJIAA-E3

VERIFICATION OF PRIVATE SCHOOL STUDENT ELIGIBILITY FOR PARTICIPATION IN SANFORD SCHOOL DEPARTMENT COCURRICULAR ACTIVITIES

A separate application must be received for each activity in which participation is desired. This form is used to verify eligibility and to approve/deny participation.

STUDENT INFORMATION

Student's Name:

Student's Date of Birth:

Grade in Private School:

Student's Address:

Phone Number:

Parent/Guardian's Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head's Name:

Student is Applying for Participation in the Following Activity: _____

FOR COCURRICULAR ACTIVITIES

_____ Written application received [DATE]

_____ Student's written agreement to comply with behavioral, disciplinary, attendance and other rules applicable to all students in [School unit name]

Student participation in the desired activity is _____ approved _____ not approved

Decision by: _____ (Name and Title) Date: _____

Student/parent notified of decision: Date: _____ Method: _____

NEPN/NSBA Code: JJIAA-E4

**VERIFICATION OF PRIVATE SCHOOL STUDENT ELIGIBILITY FOR
PARTICIPATION IN SANFORD SCHOOL DEPARTMENT
EXTRACURRICULAR ACTIVITIES**

A separate application must be received for each activity in which participation is desired. This form is used to verify eligibility and to approve/deny participation.

STUDENT INFORMATION

Student's Name:

Student's Date of Birth:

Grade in Private School:

Student's Address:

Phone Number:

Parent/Guardian's Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head's Name:

Student is Applying for Participation in the Following Activity: _____

FOR EXTRACURRICULAR ACTIVITIES

_____ Written application received [DATE]

_____ Student's written agreement to comply with behavioral, disciplinary, attendance and other rules applicable to all students in [School unit name]

_____ Sports physical (if applicable) performed on [DATE]; Cleared to play? Yes/No

_____ Documentation of immunization presented

_____ Documentation of insurance

NEPN/NSBA Code: JJIAA-E4

- _____ Documentation of age eligibility
- _____ Documentation of academic standing (principals may ask to see grades or other evidence that academic eligibility has been met)
- _____ Student's written agreement to abide by same transportation as regularly enrolled students
- _____ Student has completed tryout
- _____ Student has been selected / not selected for the activity (circle one)

Decision by: _____ (Name and Title)

Date: _____

Student/parent notified of decision: Date: _____

Method: _____

Maine Revised Statutes
Title 20-A: EDUCATION
Chapter 211: ATTENDANCE

§5021-A. STANDARDS FOR PARTICIPATION IN PUBLIC SCHOOLS BY STUDENTS ENROLLED IN EQUIVALENT INSTRUCTION PROGRAMS IN PRIVATE SCHOOLS

A school administrative unit shall conform to the following standards in making public school resources and services available to a student enrolled in an equivalent instruction program. For the purposes of this section, "student enrolled in an equivalent instruction program" means a student otherwise eligible to attend school in that school administrative unit, including a student who resides in the unorganized territory, when the student is enrolled in an equivalent instruction program in a private school that is recognized as an equivalent instruction alternative under section 5001-A, subsection 3, paragraph A, subparagraph (1), division (b). [2013, c. 428, §1 (AMD).]

1. Participation in cocurricular activities. A student enrolled in an equivalent instruction program is eligible to participate in cocurricular activities sponsored by the local school unit as long as the following requirements are met.

- A. The student or the student's parent or guardian, on behalf of the student, applies in writing to and receives written approval from the principal of the school or the principal's designee. The principal or the principal's designee may withhold approval only if the school does not have the capacity to provide the student with the opportunity to participate in the cocurricular activity. If approval is withheld, the principal or the principal's designee must provide a written explanation to the student or the student's parent or guardian stating the reason or reasons for the decision to withhold approval. [2013, c. 428, §2 (AMD).]
- B. The student agrees to meet established behavioral, disciplinary, attendance and other rules applicable to all students. [2011, c. 456, §1 (NEW).]
- C. The private school the student attends does not provide the same cocurricular activity. [2013, c. 428, §3 (NEW).]

[2013, c. 428, §§2, 3 (AMD) .]

2. Participation in extracurricular and interscholastic activities. A student enrolled in an equivalent instruction program is eligible to try out for extracurricular and interscholastic activities sponsored by the local school unit as long as the following requirements are satisfied.

- A. The student applies for and receives written approval from the principal of the school or the principal's designee, who may withhold such approval only if the school does not have the capacity to provide the student with the opportunity to participate in the extracurricular or interscholastic activity. If approval is withheld, the principal or the principal's designee must provide a written explanation to the student or the student's parent or guardian stating the reason or reasons for the decision to withhold approval. [2013, c. 428, §4 (AMD).]
- B. The student agrees to abide by rules of participation equivalent to those applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met. [2011, c. 456, §1 (NEW).]
- C. The student complies with the same physical examination, immunization, insurance, age and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the local school unit. [2011, c. 456, §1 (NEW) .]

D. The student meets academic standards equivalent to those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met. [2011, c. 456, §1 (NEW).]

E. The student abides by the same transportation policy as regularly enrolled students participating in the activity. [2011, c. 456, §1 (NEW).]

F. The private school the student attends does not provide the same extracurricular or interscholastic activity. [2013, c. 428, §5 (NEW).]

[2013, c. 428, §§4, 5 (AMD) .]

SECTION HISTORY

2011, c. 456, §1 (NEW). 2013, c. 428, §§1-5 (AMD).

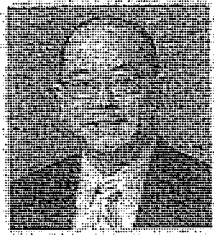
The State of Maine claims a copyright in its codified statutes. If you intend to republish this material, we require that you include the following disclaimer in your publication:

All copyrights and other rights to statutory text are reserved by the State of Maine. The text included in this publication reflects changes made through the Second Regular Session of the 127th Maine Legislature and is current through October 1, 2016. The text is subject to change without notice. It is a version that has not been officially certified by the Secretary of State. Refer to the Maine Revised Statutes Annotated and supplements for certified text.

The Office of the Revisor of Statutes also requests that you send us one copy of any statutory publication you may produce. Our goal is not to restrict publishing activity, but to keep track of who is publishing what, to identify any needless duplication and to preserve the State's copyright rights.

PLEASE NOTE: The Revisor's Office cannot perform research for or provide legal advice or interpretation of Maine law to the public. If you need legal assistance, please contact a qualified attorney.

Charter School Student Left on Sideline for Public School Team Tryouts



Greg Im

Greg Im represents schools in the areas of finance and general school law.

The Maine Superior Court recently clarified the extent to which charter school students are entitled to participate in extracurricular activities at public schools. The statute governing charter schools provides that the Superintendent of a public school may deny a charter school student's application to participate in extracurricular activities at a public school if the "public school does not have the *capacity* to provide the public charter school student with the opportunity to participate in the extracurricular or interscholastic activity."¹ When the number of public school students trying out for a team sport exceeds the number of positions on the team, does a charter school student have a right to try out for the team? A trial court judge has answered that question in the negative.

In *Harpowell Coastal Academy v. M.S.A.D. 75*,² a charter school student applied to the Superintendent of Maine School Administrative District No. 75 for approval to try out for the Mt. Ararat Middle School's 8th grade basketball team. As it was, there were not enough roster spots on the team for the number of M.S.A.D. No. 75 students already trying out for the team. Based on School Board policy and the applicable statute, section 2415(2) of Title 20-A, the Superintendent denied the charter school student's application. The School Board's policy³ provided that:

The school does not have capacity to provide a charter school student the opportunity to participate in an extracurricular activity when all available slots or positions for the activity are taken by regularly-enrolled students. A student enrolled in M.S.A.D. No. 75 schools will not be denied the opportunity to participate in favor of a student enrolled in a charter school.

The student, his parents, and the charter school challenged the Superintendent's decision in superior court, arguing that, under section 2415(2), the charter school student had a right to try out for the team. The court affirmed the Superintendent's decision.

In reaching its decision, the court compared section 2415(2) to the statutes governing the rights of private school students and home-schooled students to participate in extracurricular activities at public schools. The private school statute requires a private school student to apply for approval from the public school principal, who may withhold approval "only if the school does not have the capacity to provide the student with the opportunity to participate in the extracurricular activity."⁴ By contrast, the home-school statute provides that home-schooled students "are eligible to try out for extracurricular or interscholastic activities sponsored by the local school unit"⁵ According to the court, it is therefore evident that the Legislature knew how to give home-schooled students the right to try out for public school sports teams, and that if the Legislature had intended to confer the same right to private school and charter school students, it would have done so.

The court ruled in favor of M.S.A.D. No. 75 despite a letter from then-acting Commissioner Thomas Desjardins that supported the charter school student's interpretation of the statute, and the court's inclination to allow the charter school student to try out for the team. Ultimately, the court's decision was compelled by the legislative intent that was apparent in the statutory language. It is important to note that this decision may still be appealed to the Maine Supreme Court, which means that it is possible that this decision may not be the final word on this issue.

Additionally, the court's decision in *Harpowell Coastal Academy* did not go so far as to define what the term "capacity" in section 2415 means in every situation. The court only decided that there was no capacity in this particular case, where there were more public school students trying out for a team than there were spots on the team, and the school board had passed a policy that defined capacity in a way that contemplated such a

scenario.⁶ Consequently, school units should be aware that they may adopt policies to address charter school student participation in interscholastic and extracurricular activities (and, indeed, doing so may make good sense). Any such policies should define what "capacity" means. A variety of factors could be considered in addressing this issue – including the grade levels of the students, any applicable MPA or sport/activity-specific guidelines, staffing and safety considerations, and other local needs or priorities.

We are, of course, available to answer questions about the law and policy considerations.

Endnotes

- ¹ 20-A.M.R.S. § 2415(2) (emphasis added).
- ² *Harpwell Coastal Academy v. M.S.A.D. 75*, CUMSC-AP-15-44 (Me. Sup. Ct. Cumberland County, January 16, 2016) (Warren, J.). There remains a constitutional claim to be decided by the Court. After the Court issues a final judgment, the case is subject to appeal to the Maine Supreme Judicial Court.
- ³ Policy JJAAS "Charter School Students – Access to Public School Interscholastic and Extracurricular Activities."
- ⁴ 20-A.M.R.S. § 5021-A(2)(A).
- ⁵ 20-A.M.R.S. § 5021(5).
- ⁶ The plaintiffs did not argue that the public school had "capacity" to increase the size of the basketball team to accommodate charter school students.

UPCOMING EVENTS

Affirmative Action and Beyond: What School Administrators Need to Know to Investigate and Address Complaints of Discrimination, Harassment, and Bullying

Due to the popularity of this program, we are pleased to offer a second session!

Thursday, September 22, 2016
Portland, ME | 8:30 AM - 2:30 PM

Drummond Woodsum attorney Melissa Hawey will review legal principles and practical techniques that every administrator involved in addressing issues of harassment, bullying and discrimination should know.

Maine School Business Officials 3rd Annual Law Seminar



*Presented in partnership with
MeASBO
with certification credits.*

Friday, October 21, 2016
Augusta, ME | 8:30 AM - 2:30 PM

Come join your colleagues for a day of professional development and updates on the law as it applies to Maine school business officials. This event presents an excellent opportunity to network with other school business officials from across the state and learn from those with real life experiences in dealing with important legal issues affecting business operations of Maine schools.

Visit SchoolLaw.com/events to register



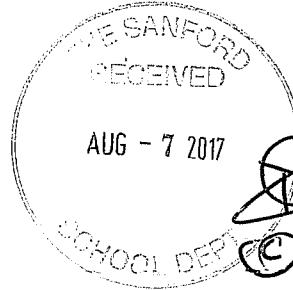
STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023

PAUL R. LEPAGE
GOVERNOR

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

August 2, 2017

David Theoharides
Superintendent
Sanford Public Schools
917 Main Street, Suite 200
Sanford, ME 04073



*SC - Agenda
9-11-17*

Dear Superintendent Theoharides:

The Summer Food Service Program Administrative Review consists of two parts, an on-site review and an off-site review to verify claims and documentation. An on-site review of the Sanford Summer Food Service Program was conducted by Kaitlin Fayle on July 27, 2017. Lunch service was observed the Sanford Memorial Gym.

The Sanford Summer Food Service Program is operating well. Holly Hartley should be commended for successfully operating six sites all with great efforts of community outreach and promotion. Paperwork involving the Summer Food Service Program is very well organized. Meal service at the Memorial Gym was a delicious and kid friendly hot meal. No operating errors were found on this day or in the review of program materials. Keep up the excellent work!

The second portion of the review will consist of verification of the July 2017 claim and documentation. This cannot be completed until the claim is filed. The review will be fully closed upon completion of both parts. The on-site portion of the review is completed.

If you have any questions, please do not hesitate to contact Kaitlin Fayle at 624-6666 or email kaitlin.fayle@maine.gov .

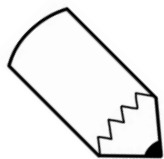
Thank you for your participation in the Summer Food Service Program and continuing to provide nutritious meals to Maine children.

Sincerely,

Joanne Allen
Director of School Finance & Operations

JA/KF/sjs

cc: Holly Hartley



Unless noted **, Sanford School Committee meetings will be held September through June on the 1st and 3rd Mondays of each month starting at 6:00 pm in City Council Chambers (3rd Floor, City Hall Annex).

Attachment J.1.

Monday, September 11, 2017**
Monday, September 18, 2017**
Monday, October 2, 2017
Monday, October 16, 2017
Monday, November 6, 2017
Monday, November 20, 2017
Monday, December 4, 2017
Monday, December 18, 2017
Monday, January 8, 2018**
Monday, January 22, 2018**
Monday, February 5, 2018
Monday, February 26, 2018**
Monday, March 5, 2018
Monday, March 19, 2018
Monday, April 2, 2018
Monday, April 23, 2018**
Monday, May 7, 2018
Monday, May 21, 2018
Monday, June 4, 2018
Monday, June 18, 2018

Sanford School Department
**Proficiency Based Learning and Diploma
IMPLEMENTATION PROPOSAL**
June 29, 2017 – Revision 6b

Background

In 2012, the Maine Legislature passed into law LD 1422, An Act to Prepare Maine People for the Future Economy requiring Maine school districts to implement proficiency-based diploma requirements and standards-based education systems. The goal of the law is to increase the percentage of students graduating from high school prepared for college and/or a career. To do this, the law requires that students graduating from high school demonstrate proficiency in subjects across content areas, as well as what the law calls Guiding Principles, (see page 4). The Maine Department of Education, MDOE, provided little direction on how to implement this new system and left it to each community to design and develop a system that followed the requirements of the law. The MDOE granted an extension to school districts to 2021 to allow additional time to develop their implementation plan. To date very few school districts have had their final plan approved by the MDOE. The state hopes to provide additional guidance in August.

The law requires the freshmen Class of 2021 is the first class that must demonstrate proficiency in Math, Science, Social Studies, English/Language Arts, and Guiding Principles(see page 4) to receive a diploma. Future graduating classes will eventually be required by the MDOE to demonstrate proficiency in all content areas.

Sanford School Department teachers and administrators have worked on various aspects of proficiency based learning over the past 4 years. Our K-6 elementary teachers worked together to define required standards for English and Math, and have been reporting whether a student is “proficient” or “in progress” at meeting these standards to parents for the past two years. Last year our teachers at all grade levels and content areas identified the essential standards, based on state and national guidelines, that students must demonstrate proficiency for each of the content areas. Those standards, which we call “Sanford’s Graduation Standards” are available on our website, along with the “performance indicators” which identify the specific skills a student must know and demonstrate.

During the 2016-17 school year a District Design Team made of teachers, students, administrators and parents was established to develop guidelines on how to implement proficiency based learning with a focus on the Class of 2021 and the proficiency based diploma. The team followed a template provided by MDOE that outlined each of the steps that should be followed in developing the plan. The team researched various models and best practices being used at nine other school districts across the state to determine what would be the best fit for our community and would not over burden our teachers.

The team developed a proposal that was presented to the school committee that incorporated the requirements and components of proficiency based learning with aspects of traditional numeric grading. Their goal was to establish a system that certified a student’s proficiency with all the graduation standards and allowed numeric grades to be calculated from the proficiency scores. The school committee reviewed the proposal and asked the District Design Team to revise the proposal and focus only on the requirements of proficiency based learning and the new diploma, and not change the current method of

Attachment K.2.

reporting numeric grades. Elementary schools will continue to use their current proficiency based reporting system.

Proficiency Based Learning and Diploma Implementation

At the request of the School Committee proficiency based learning and reporting practices will continue to be implemented throughout our schools as required by LD 1422.

Grades K-8

Next year grade K-5 teachers will continue to record and report a student's progress at demonstrating and meeting proficiency in English/Language Arts and Math only using a "P" for *proficient* and "IP" for *in-progress*. Parents will still be able to monitor and receive reports on their child's progress at meeting proficiency with each of the content area standards, at each grade level, as is currently done using the Empower software program.

Teachers of grade 6-8 students at Sanford Junior High School will also continue to use the same numerical and letter grades that they have used in previous years. Report cards will continue to be generated by Infinite Campus.

In subsequent years K-8 teachers will implement a 1 to 4 scale for measuring a student's proficiency with graduation standards. Proficiency will be determined when a student earns at least a 2.5 on each graduation standard based on averaging the performance indicators for that standard. Teachers will establish scoring criteria or rubrics that outline and specify the performance requirements for each level. Parents will be able to monitor and receive reports on their child's progress at meeting proficiency for each of the content area standards, at each grade level using a web based software program.

Sanford High School: For grades 9-12, the current method of reporting student progress on report cards using numeric grades (100 point scale) will continue to be used. Infinite Campus will still be used to generate a Report Card for students each quarter and will allow parents to monitor their child's grades on assignments.

All students in grades 9-12 will still need to earn 25 credits to graduate as outlined in the Sanford High School *Program of Studies*. Grade point averages, Honor Roll and Class Ranking will continue to be determined using only numeric grades as has been traditionally done at Sanford High School.

Beginning with the Freshmen Class of 2021, in addition to the traditional Report Card being used in grades 9-12, a Proficiency Report will also be generated each quarter to show a student's progress at meeting proficiency on all the graduation standards for each content area course. A proficiency score of 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, or 1.0 for each Graduation Standard will be indicated on the Report Card using the scale shown in the chart below.

A variety of assessments will be developed for each Graduation Standard. Scoring Criteria for each assessment will outline and specify the performance requirements that a student must demonstrate for each level of proficiency. Teachers will grade each assessment with a numeric score (0-100) using the scoring criteria and their professional judgment regarding the student's level of understanding.

Attachment K.2.

For each Graduation Standard, the student’s numeric grades (0-100) for the assessments will be averaged and reported on the quarterly report card. In addition, a proficiency score will be reported on the report card using the table below.

Example: A student earns the following grades on three assessments for a graduation standard: 77, 85, and 88. The average = 83.33. The numeric grade for the quarter would be 83 and the proficiency score for the graduation standard based on the chart below would be 3.0 or Proficient.

A student must earn a proficiency score of 2.5 or higher on each graduation standard to be considered proficient with that standard.

Numeric Grade	0-63	64-69	70-76	77-82	83-88	89-95	96-100
Level of Proficiency	Does Not Meet Proficiency	Partially Proficient		Proficient		Exceeds Proficiency	
Proficiency Score	1.0	1.5	2.0	2.5	3.0	3.5	4.0

Blank Grades: If instruction on a graduation standard has not been initiated or assessed the proficiency score for that standard will be left blank on the Proficiency Report Card.

Credit: Beginning with the Class of 2021, students will only receive credit for a course when they have achieved an average proficiency score of at least **2.5** on the required assessments for each of the graduation standards in that course.

Incomplete, or “I” will be listed on the Numeric Report Card as the “Final Grade” if a student has not achieved an average proficiency score of at least **2.5** on the required assessments for each of the graduation standards in that course.

Students receiving an “I” will be allowed to make up and demonstrate proficiency for any unmet graduation standards for a course. Once proficiency is attained on all the required graduation standards for that course, the student will receive credit for the course, and the Final Grade on the Report Card will be changed from an “I” to a numeric grade (100 point scale).

A web-based software program will be used to allow parents to continually monitor their child’s progress at meeting each of the graduation standards and performance indicators for each of the high school courses.

Proficiency based grading will be implemented as follows with full implementation by the 2020-21 school year:

	Implementing Proficiency Based grading	Teachers Preparing for Implementation
2017-2018	Grade 9 only	Grades 8 and 10
2018-2019	Grades 8 through 10	Grades 11 and 12
2019-2020	Grade 6 and 11	Grade K-5
2020-2021	Grades K-12	

Attachment K.2.

Habits of Work will be score using a 1 to 4 scale

For the Class of 2021, LD 1422 also requires that “Habits of Work” be reported separately on the Proficiency Report Card and are not used to compute scores for Graduation Standards. Sanford defines “Habits of Work” as:

1. Attitudes toward Learning – Behaviors such as: presents an “I can learn” attitude; exhibits enthusiasm for learning; displays a positive attitude; manages emotions; advocates for self; exhibits perseverance; shows a willingness to keep trying; takes pride in work and self.
2. Interactions in Learning - Behaviors such as: shows a “We Can” attitude; listens to other’s opinions; is a team player; collaborates with others; is respectful; participates; compromises; shows compassion; is flexible; shares; acts as a problem solver; is helpful and resourceful.
3. Responsibility for Learning - Behaviors such as: is self-directed but advocates for help when needed; engages with peers and teachers appropriately; displays a willingness to learn; is motivated; is prepared and organized; follows directions; completes tasks and values work completion; knows learning targets; produces quality work; focuses on task at hand; displays time management; attends class regularly.

A Habits of Work score (1-4) will be listed on the student’s Proficiency Report Card for each enrolled course. A minimum score of 2.5 is required to meet proficiency in the Habits of Work.

Guiding Principles will be scored using a 1-4 scale

As required in LD 1422, the Guiding Principles state that each Maine student must leave school as:

- A Clear and Effective Communicator
 - Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.
- A Self-Directed and Lifelong Learner
 - Understands the importance of embracing and nurturing a growth mindset.
- A Creative and Practical Problem Solver
 - Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.
- A Responsible and Involved Citizen
 - Understands the interdependence within and across systems and brings to each situation the appropriate actions.
- An Integrative and Informed Thinker
 - Is skilled at using complex reasoning processes to make meaning.

A Guiding Principles score (1-4) will be listed on the student’s Proficiency Report Card. A minimum score of 2.5 is required to meet proficiency for Guiding Principles.

Attachment K.2.

Transcripts: The traditional Sanford High School transcript will continued to be used for the Classes of 2018, 2019 and 2020.

Beginning with the Class of 2021 a revised transcript will be developed that lists both the traditional numeric score for each course along with the level of proficiency attained for each graduation standard. The transcript will also indicate the average Habits of Work score and Guiding Principles score from all courses for each school year.

Content Areas

Starting with the Class of 2021, students must demonstrate proficiency in the graduation standards for the following content areas:

English/Language Arts Mathematics
Science and Technology Social Studies
Guiding Principles

The following courses will be added for subsequent classes until fully implemented with the Class of 2025:

Visual and Performing Arts; Health and Physical Education;
Career Ed. Development; World Languages

Timeline

- School administrators will vet this proposal at their team meeting on **Thursday, June 22nd** and will provide feedback and comment on the document.
- By **Monday, June 26th** the revised document will be sent to the school committee for initial review and comments to assure that the document and plan reflect the direction given by the school committee.
- During the week of **June 26th** the plan will be discussed and presented to the teachers participating in professional development as part of the *Freshmen Academy*. Feedback will be collected from teachers on potential challenges with implementing the plan as described in the document.
- A final revised proposal based on feedback from the school committee, administrators and teachers will be developed and used as part of a parent-school committee workshop scheduled for Monday, **July 10th**. (Location and time TBD). The goal of the workshop will be to explain the plan and solicit feedback from parents.
- During the week of **July 3rd** parents of all students will be notified of the July 10th school committee workshop via email, Instant Alert, School Facebook page, and an article in the Sanford News. The school committee will use the workshop to gather additional input from those in attendance and make recommendations to the Superintendent for any changes.
- The School Committee will take input from the July 10th workshop and make any additional revisions as needed. A final vote on the implementation plan will take place in **late July or early August**.

Sanford High School

Matthew W. Petermann
Principal



Bethany T. Lambert
Assistant Principal

Gordon A. Salls
Athletic Director

Aaron R. Tremblay
Assistant Principal

Troy J. Watts
Assistant Principal

31 July 2017

Superintendent of Schools and Sanford School Committee
917 Main Street, Suite 200
Sanford, Maine 04073

Dear Educational Leaders,

Attached you will find the final version of the decennial report from the visiting committee assigned by the New England Association of Schools and Colleges (NEASC). Sanford High School began this self-study process two years ago and used this time to prepare our report for the NEASC visiting committee. This 16-member committee visited and evaluated Sanford High School from April 2nd to the 5th of 2017. The visiting committee chairperson, Paul MacMillan, respectfully submitted their 92-page report to us on June 15th, 2017. This report is now being submitted to you.

In the final report you will find the visiting committee's conclusions and numerous commendations that recognize the excellence of our school and staff. They acknowledge the areas we have worked extremely hard on to improve our school and school climate in the best interest of our students. These areas include Core Values, Career Pathways, and our work towards proficiency-based education. Furthermore, they commend the perseverance and dedication of our oft-times overwhelmed staff. At the same time, you will find their recommendations. Some will be of no surprise. This includes our current facility. Until we physically move to the new school, this will continue to be an ongoing issue for NEASC accreditation. In the end, our administrative team will set goals and implement change for the continued improvement of Sanford High School using their recommendations. As we make these changes, we will be required to keep NEASC updated on our progress via a two-year and five-year report.

Please review the final report and let me know if you have any questions or concerns. I look forward to hearing any input or suggestions you may have regarding this report and the improvement of Sanford High School.

Respectfully yours,

A handwritten signature in black ink, appearing to read 'Matthew Petermann', is written over a light grey rectangular background.

Matthew Petermann
Principal



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

Director

GEORGE H. EDWARDS
781-425-7735
gedwards@neasc.org

Deputy Director

ALYSON M. GEARY
781-425-7736
ageary@neasc.org

Executive Assistant to the Director

DONNA M. SPENCER-WILSON
781-425-7719
dspencerwilson@neasc.org

Associate Director

EDWARD J. GALLAGHER, III
781-425-7722
egallagher@neasc.org

Associate Director

KATHLEEN A. MONTAGANO
781-425-7760
kmontagano@neasc.org

Associate Director

BRUCE R. SIEVERS
781-425-7716
bsievers@neasc.org

Associate Director

WILLIAM M. WEHRLI
781-425-7718
bwehrl@neasc.org

June 15, 2017

Marianne Sylvain
Principal
Sanford High School
52 Sanford High School Boulevard
Sanford, ME 04073

Dear Ms. Sylvain

On behalf of the Committee on Public Secondary Schools, I am pleased to submit the final version of the decennial report which you discussed with the visiting team chair, Paul McMillan, in its draft form.

As the chair of the visiting team, Mr. McMillan is the one individual authorized to make changes in the report. Therefore, based on your mutual review of the draft, this final version includes all of the revisions that he judged to be appropriate. The Committee has asked that I remind you that in accordance with its policy, no further changes will be made to the report.

Committee policy requires that the decennial report be sent to the following persons or office within 60 days of its receipt from the chair of the visiting team:

- superintendent of schools
- board of education
- members of the faculty
- state department of education
- public library or city/town office
- appropriate news media

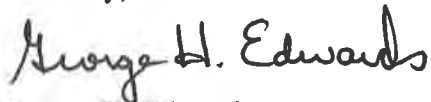
Following the official release of the evaluation report, the Committee office will send the report to each member of the visiting team.

The report will be presented to the Committee on Public Secondary Schools at its June meeting. A letter notifying you of the Committee's action on the report will follow.

Ms. Sylvain
June 15, 2017
Page Two

I congratulate you and the entire Sanford High School school community for the time and effort you have invested in the Accreditation process. It is our sincere hope that this report will provide the Sanford High School community with a valuable blueprint for school improvement.

Sincerely,

A handwritten signature in black ink that reads "George H. Edwards". The signature is written in a cursive style with a large, prominent "G" and "E".

George H. Edwards

cc: Mr. David Theoharides, Superintendent of Schools
Mr. Bill Wehrli, Associate Director
Jonathan Roux, Chair, Sanford School Committee



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

VISITING TEAM REPORT

Sanford High School

52 Sanford High School Boulevard
Sanford, ME 04073 USA

Marianne Sylvain
Principal

Elizabeth White
Steering Committee
Follow-up Coordinator

Paul MacMillan New England Association of Schools and Colleges, Inc. <i>Retired Superintendent</i> <i>Chair</i>	Michael Hutchins New England Association of Schools and Colleges, Inc. <i>Assistant Chair</i> <i>Assistant Chair</i>
---	--

04/02/2017 - 04/05/2017

STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Committee on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report to be a privileged document submitted by the Committee on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at this school in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting committee.

STANDARDS FOR ACCREDITATION

The Committee on Public Secondary School's Standards for Accreditation serve as the foundation for the accreditation process and by which accreditation decisions are made. The seven Standards are qualitative, challenging, and reflect current research and best practice. The Standards, written and approved by the membership, establish the components of schools to ensure an effective and appropriate focus on teaching and learning and the support of teaching and learning.

Teaching and Learning Standards

Core Values and Beliefs About Learning

Curriculum

Instruction

Assessment of and for Student Learning

Support Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Teaching and Learning Standard

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

CURRICULUM

Teaching and Learning Standard

The written and taught curriculum is designed to result in all students achieving the school's 21st century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21st century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school's 21st century learning expectations
 - instructional strategies
 - assessment practices that include the use of specific and measurable criteria for success, school-wide analytic and course-specific rubrics.
3. The curriculum emphasizes depth of understanding and application of knowledge through:
 - inquiry and problem-solving
 - higher order thinking
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school
 - informed and ethical use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

INSTRUCTION

Teaching and Learning Standard

The quality of instruction is the single most important factor in students' achievement of the school's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school's core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations.
2. Teachers' instructional practices support the achievement of the school's 21st century learning expectations by:
 - personalizing instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active and self-directed learners
 - emphasizing inquiry, problem-solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - engaging students in self-assessment and reflection
 - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment, especially during instructional time
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, including students, other teachers, supervisors, and parents
 - examining current research
 - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

ASSESSMENT OF AND FOR STUDENT LEARNING

Teaching and Learning Standard

Assessment informs students and stakeholders of progress and growth toward meeting the school's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics
2. The school's professional staff communicates:
 - individual student progress in achieving the school's 21st century learning expectations to students and their families
 - the school's progress in achieving the school's 21st century learning expectations to the school community.
3. Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
4. Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
5. Prior to summative assessments, teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement.
6. In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments.
7. Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
8. Teachers provide specific, timely, and corrective feedback to ensure students revise and improve their work.
9. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
10. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
 - student work
 - common course and common grade-level assessments
 - individual and school-wide progress in achieving the school's 21st century learning expectations
 - standardized assessments
 - data from sending schools, receiving schools, and post-secondary institutions
 - survey data from current students and alumni.
11. Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.

SCHOOL CULTURE AND LEADERSHIP

Support Standard

The school culture is equitable and inclusive, and it embodies the school's foundational core values and beliefs about student learning. It is characterized by reflective, collaborative, and constructive dialogue about research-based practices that support high expectations for the learning of all students. The leadership of the school fosters a safe, positive culture by promoting learning, cultivating shared leadership, and engaging all members of the school community in efforts to improve teaching and learning.

1. The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations.
3. There is a formal, on-going program(s) or process(es) through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.
4. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources outside of the school to maintain currency with best practices
 - dedicate formal time to implement professional development
 - apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.
5. School leaders regularly use research-based evaluation and supervision processes that focus on improved student learning.
6. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
7. Student load and class size enable teachers to meet the learning needs of individual students.
8. The principal, working with other building leaders, provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.
9. Teachers, students, and parents are involved in meaningful and defined roles in decision-making that promote responsibility and ownership.
10. Teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning.
11. The school board, superintendent, and principal are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations.
12. The school board and superintendent provide the principal with sufficient decision-making authority to lead the school.

SCHOOL RESOURCES FOR LEARNING

Support Standard

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
 - deliver a written, developmental program
 - meet regularly with students to provide personal, academic, career, and college counseling
 - engage in individual and group meetings with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
 - are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
 - ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
 - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
 - provide inclusive learning opportunities for all students
 - perform ongoing assessment using relevant data, including feedback from the school community, to

improve services and ensure each student achieves the school's 21st century learning expectations.

COMMUNITY RESOURCES FOR LEARNING

Support Standard

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The school develops, plans, and funds programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

School and Community Summary

School and Community Summary

School and Community Summary is attached as a PDF.

Related Files

- [2016-12-28-13:34_schoolandcommunitysummary-final.pdf](#)

Core Values, Beliefs and Learning Expectations

The Guiding Principles, Sanford's 21st Century Learning expectations are attached as a PDF.

Related Files

- [2016-12-28-13:33_copyofguidingprinciplespiandstandards.pdf](#)

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS), and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting teams to assess the degree to which the evaluated schools align with the qualitative Standards for Accreditation of the Committee. Those Standards are:

Teaching and Learning Standards

Core Values, Beliefs, and Learning Expectations

Curriculum

Instruction

Assessment of and for Student Learning

Support of Teaching and Learning Standards

School Culture and Leadership

School Resources for Learning

Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting team, and the follow-up program carried out by the school to implement the findings of its own self-study, the valid recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Sanford High School, a committee of 10 members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people.

The self-study of Sanford High School extended over a period of 18 school months from October 2105 to the end of March 2017. Several Standard Committees worked on their narratives for one full day during the summer. The visiting team was pleased to note that students, central office administrators, parents, school board members joined the professional staff in the self-study deliberations.

Public schools evaluated by the Committee on Public Secondary Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, and learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Sanford High School also used questionnaires developed by The Research Center at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Team

A visiting team of sixteen members was assigned by the Committee on Public Secondary Schools to evaluate Sanford High School. The visiting team members spent four days in the city of Sanford, ME, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, guidance counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Sanford High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- 42 hours shadowing 16 students for a half day
- a total of 7 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 31 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included with each Indicator in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting team's judgment will be helpful to the school as it works to improve teaching and learning and to better align with Committee Standards.

This report of the findings of the visiting team will be forwarded to the Committee on Public Secondary Schools which will make a decision on the accreditation of Sanford High School.

Standard 1 Indicator 1

Conclusions

Sanford High School (SHS) engaged in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning in 2002. According to the self-study, the core values were developed by a group of stakeholders. They consulted Rushworth M. Kidder's *How Good People Make Tough Choices: Resolving the Dilemmas of Ethical Living* and held a community forum to get input. SHS core values and beliefs have been established and adjusted over a period of time. Students begin to learn these core values and beliefs in kindergarten in the Sanford school district and build upon these core values and beliefs as students travel through the system. These guiding principles have been revised with input from students, staff, administrators, parents, community members and school board members. SHS core values and beliefs are: students will be compassionate, honest, responsible, respectful, and exhibit courage. These core values and beliefs about learning have become a touchstone for school culture and are emphasized throughout the district from grades K-12. They are displayed throughout the school building. If SHS continues its commitment to these core values and beliefs about learning, its student body will continue to exhibit them in their day-to-day lives.

Sources of Evidence

- self-study
- teacher interview
- students

Standard 1 Indicator 2

Conclusions

SHS has challenging and measurable 21st century learning expectations for all students referenced as “guiding principles” in the self-study and current matrixes which address academic, social, and civic competencies and has measurable criteria for these learning expectations. The expectations have been developed to align with the forthcoming proficiency-based graduation requirements. Expectations are being developed with measurable criteria for success through a School-Wide Guiding Principles Matrix and that clearly outlines what subject areas students will be encouraged to apply and demonstrate the schools 21st learning expectations in that particular content area. For example, in English language arts clear and effective communications will be a focus. This matrix is not used school wide at this time. SHS has developed clear steps teachers and students can use to assess their growth as clear and effective communicators. The matrix gives a structure for all the 21st century learning expectations to be addressed in conjunction with content area learning. The core values are currently measured in some assignments. SHS 21st century learning expectations are: students will be clear and effective communicators, a collaborative, self-directed and lifelong learner, a creative problem and practical solver, an integrative and informed thinker, and a responsible and involved citizen. When SHS completes the development of specific measurable criteria for the academic, civic and social expectations for learning, teachers and administrators will have the tools necessary to measure student progress on its 21st century learning expectations.

Sources of Evidence

- self-study
- student work
- teacher interview
- school leadership

Standard 1 Indicator 3

Conclusions

SHS's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in many of the classrooms, and guide the school's policies, procedures, decisions, and resource allocations. According to some faculty members, the students' familiarity with the core values help with classroom management issues. The personalized learning plans (PLPs) initiative has brought new meaning and emphasis to core values by connecting them to the students futures. The new Spartan time block has improved students academic success. Teachers are always available to students during this time to review formative and summative assessment results with students or to provide additional instruction on topics the students are having difficulty understanding. The school leadership in reviewing the school's learning expectations for students made a change in the school schedule and added Spartan time. The student peer helpers group at SHS coordinates the collection and distribution of Thanksgiving food baskets that benefit approximately 30 families each year. SHS's core values and beliefs played a key role in establishing the school's Building Resiliency, Integrity, Determination and Growth through Education (BRIDGE) program and a school which is a local option for students who would otherwise need out-of-district placements. It also is reflected in the alternative school which provides a learning environment for students who struggle in a mainstream school environment. There is a push to incorporate the school's guiding principles into a separate grade to be given to students in addition to the grade that reflects their mastery of the standards in the content area. A student commented on the importance of the core values, particularly for students who don't "learn them at home." It is clear to many students that the core values, beliefs, and the expectations have value beyond the walls of the school. Fully embracing and embedding the school's core values, beliefs, and 21st century learning expectations and making them the driving force of all policy, procedures, and decision-making will optimize and enhance best practice learning strategies.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- students

Standard 1 Indicator 4

Conclusions

SHS regularly reviews its core values and beliefs. The core values have not been revised due to the positive impact the current set continue to have on the school culture. The 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities, are currently under review as the school moves to proficiency-based graduation requirements. As the school moves toward a focus on proficiency of standards, the learning expectations are being folded into the content areas and as the curriculum is reviewed and revised, the expectations that are folded into them will be reviewed and revised as well. The review process of the school's core values and beliefs has been ongoing with the revision of their curriculum work in developing career pathways. Establishing a regular review of its core values, beliefs, and learning expectations based on research, multiple data sources, and on district and school priorities, facilitates the school's ability to make decisions that drive curriculum, instruction, and assessment and that continue to guide the school's policies, procedures, decisions, and resource allocations, will continue to drive school culture in a positive way.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- Standard sub-committee

Standard 1 Commendations

Commendation

The positive impact of clearly understood core values that permeate school culture

Commendation

The teachers who consistently model the core values and set an example in their interactions with students and the school community

Commendation

The establishment of personal learning plans for students that focuses on the core values of the school

Commendation

The student peer helpers group that coordinates the collection and distribution of Thanksgiving food baskets, along with welcoming new students, to hosting spontaneous holiday celebration

Standard 1 Recommendations

Recommendation

Develop specific and measurable criteria for success, such as school-wide rubrics, that incorporate the 21st century learning expectations to assess their impact on student learning

Recommendation

Develop a regular review process of the schools core vales and beliefs about learning to assess their impact on student learning and school culture

Standard 2 Indicator 1

Conclusions

The curriculum is informally designed to ensure that all students practice and achieve each of the school's 21st century learning expectations. The school-wide guiding principles matrix identifies the 21st century learning expectations for each content area but they are not clearly defined or embedded into curriculum guides. In addition, the guiding principles matrix is not well known by staff and students. Individual teachers are occasionally embedding the 21st learning expectations into their curriculum. According to the Endicott survey, 75.8 percent of parents believe that SHS is providing students the opportunities to meet the learning expectations. This was evidenced in parent meetings, where parents felt that Sanford High School's core values were embedded in the culture of the school and expressed positive feelings that these were mirrored in the academic expectations. Examples of this could be seen in the special education department where in a self-contained life skills class runs the school store and uses the profits as well as business donations to purchase Christmas gifts for 30 needy families every year. The store is frequented by many of the students and staff in the school that support this program. The store is providing a wonderful life experience for these students in marketing and math. At SHS they have added courses so students can meet English and math credits using applications from the technical school program. SHS was listed as one of the top high schools in Maine by U.S. News and World Report in 2015 in their Best Schools Report. The Silver Award is based on the state test results for reading and mathematics of all students, the performance of disadvantaged students on state tests, and how well the school prepares students for college by offering college level curriculum. The school has used some early release time to review Northwest Evaluation Association (NWEA) data. As a staff, they are aware of their student data but the decisions to add/delete courses or units or to revise curriculum is not formally based off this data. Because of caring, committed teachers, the 21st century learning expectations are noted and occasionally apparent throughout curriculum. When the school's 21st century learning expectations are embedded into the curriculum, all students at SHS will have the opportunity to practice and achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- student shadowing
- teacher interview
- parents
- school website
- Standard sub-committee

Standard 2 Indicator 2

Conclusions

The curriculum is not yet written in a format that includes, units of study with essential questions, concepts, content, and skills, the school's 21st century learning expectations, instructional strategies, assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics. As referenced in the self-study, in fall of 2015, SHS teachers began using a common planning template that included essential questions, concepts, content, and skills. According to the self-study, this work was expected to be completed during the 2016-2017 school year. In discussions with teachers, it was noted this approach to planning a common curriculum template was not completed and was referred to as "last year's initiative." With the addition of a new consultant, this alignment work has shifted to a different focus. Early release days are now focused on formative and summative assessment. Once this work is complete, there is a plan to then begin using the *Understanding by Design* unit planning format for curriculum.

Curriculum guides contain the state and/or national standards broken down by content areas, into 9-10 and 11-12 grade spans. In some content areas these standards are being used to write curriculum that includes units of study containing essential questions, concepts, content, and skills. The teachers are working independently to complete this work and are using Google Docs and/or binders to document curriculum work. Departments are in different phases of this work. The grades 9-10 science department provided a detailed curriculum. Content areas that have purchased curriculum resources, such as the Glencoe Math Program, are leaning heavily on this program to write course curriculum.

The curriculum is not yet written to include detailed instructional practices but teachers strive to offer hands-on learning opportunities, collaborative group work, student choice, activity-based projects, technology integration, and provide timely feedback to students. Student interviews and student work highlight different instructional practices that include clear learning targets, student choice for performance, and the use of scoring guides. Students feel the scoring guides helped them understand how to revise their work to attain a higher grade. In some content areas, assessment practices include the use of specific and measurable criteria for grading, but there was no evidence of analytic or course-specific rubrics being used. Scoring guides or checklists are often provided with project expectations.

Due to teachers' desires to offer optimal learning opportunities, teachers are following a written curriculum. SHS does not have a common curriculum format that includes writing units of study to include essential questions, concepts, content, and skills but because teachers engaged in focused work a few years ago, there is an understanding among teachers and school administration of the importance of establishing a curriculum format. Additionally, there is an understanding of the importance of course-specific and analytic rubrics, but different district initiatives have taken SHS teachers' focus away from the creation of these school-wide or course-specific analytic rubrics and they are currently not in use. Having a common format for curriculum will help all students meet the school's 21st century learning expectations and help teachers improve instructional strategies.

Sources of Evidence

- self-study
- student shadowing
- student work
- teacher interview
- teachers
- students

- school website

Standard 2 Indicator 3

Conclusions

In some areas, the curriculum emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology. Some departments are further along in this process than others. For example, the science department offers laboratory-based courses which include inquiry, problem solving, and data analysis. SHS offer students a wildlife biology course with specific emphasis on Maine species. It is a lab based course with a focus on habitat evaluation, threatened and endangered species, wetland and seasonal ecology, track identification and silviculture. The English department offers thematically-based courses often encouraging students to apply learned content to real-world situations. An example of this would be an elective for seniors titled pathway capstone. This composition course focuses on non-fictional, scholarly, or formal writing with real life applications.

According to the self-study, teachers and students agree that the curriculum at SHS is challenging. Some teachers referenced the various taxonomies used to develop higher order thinking opportunities for students. Sanford created a "Sanford Educational Taxonomy" which can be seen posted in some classrooms, although teachers note that this taxonomy seems to be geared more toward the English and social studies departments.

Some classes have put into place cross-disciplinary learning, such as the technical math class and a technical English class, both geared toward Sanford Regional Technical Center (SRTC) students. In addition, some science and math classes have collaborated closely, and the integration of writing is implemented in all subject areas. Teachers noted that although not much professional development time is provided to integrate curriculum, teachers informally meet to discuss opportunities for cross-disciplinary learning. By proxy, cross-disciplinary learning opportunities are not always in the written curriculum but are occasionally in the taught curriculum.

Some authentic learning opportunities that students can take advantage of are extended learning opportunities (ELOs). The amount of participation in the program varies from year to year, but, on average, 10 percent of the population participates in the ELO program. The Jobs for Maine Grads (JMG) course features a strong community component which requires students to apply what they have learned in the classroom to their experience in the community. Additionally, students are required to complete 20 hours of community service in order to graduate. Other authentic learning opportunities exist in many of the courses offered at SHS. For example, SHS has a program called the ocean bowl. Students learn about ocean science and then compare their knowledge with students from other high schools in the Ocean Bowl Challenge. The personalized learning plan (PLP) program is used by the school counseling department as an education development program. Many students stated that they do not have input in the PLP curriculum and process, but would like to offer suggestions for improvement. With the upcoming new building and focus on career pathways learning, students will have more opportunities to engage in authentic learning opportunities.

According to the self-study, 77.8 percent of students feel that they are knowledgeable about the ethical use of technology, and 79.8 percent of staff agrees that the curriculum emphasizes the informed and ethical use of technology. However, the effective integration of technology was not evident in many classes visited, as the use of technology is inconsistent: iPads, cell phones, and personal laptops were all seen in the classrooms. In addition, the freshman teachers currently teach Common Sense Media curriculum in the Freshman Exploration curriculum. This course will not be continued after this year. Although depth of understanding and application of knowledge are not always evident, the staff is encouraged that with the new high school, the curriculum for each course will experience a shift that will ultimately align with the building and district goals. Students at SHS will have the opportunity to achieve the school's 21st century learning expectations when all the curriculum

emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- teacher interview
- school website
- Standard sub-committee

Standard 2 Indicator 4

Conclusions

There is clear alignment between the vast majority of written and taught curriculum. From the self-study, 73.4 percent of the SHS teachers stated they were in agreement that written and taught curriculum were aligned. During the visit this was evidenced through teacher and administrator interviews and during classroom observations. Each department chair is responsible for facilitating the completion of a written or electronic version of curriculum. This work is in different stages, but there is a clear commitment to this work. Depending on the department, teachers submit their weekly lesson plans to their department chair for review. The building administrator relies on the department chair to oversee this alignment of written and taught curriculum and together, the department chair, building administrator, and curriculum coordinator perform informal and formal walk-throughs. The district is undergoing a new teacher evaluation initiative. Although challenging, this initiative has been perceived as a positive movement in changing the conversations between staff and administration and promote conversations that help the alignment of rigor, differentiation, and common planning. The self-study states that written curriculum could be witnessed in classrooms through the posting of essential questions, learning results, and guided principles. During student shadowing there was sporadic evidencing of these postings. A limited number of classrooms displayed essential questions and/or learning results. Although core values are prominent in classrooms and throughout the school, 21st learning expectations or guiding principles were not consistently evidenced. As a result of collaboration between teachers and department heads, students are provided with reliable alignment between written and taught curriculum.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teacher interview
- school leadership

Standard 2 Indicator 5

Conclusions

Effective curricular coordination and vertical articulation exist between and among some academic areas within the school as well as with sending schools in the district. The faculty occasionally spends Early Release Days (ERD) on Wednesdays and scheduled professional development days within K-12 content area meetings primarily focusing on vertical alignment of curriculum. The SHS school district have established K-12 silos for curriculum work. The curriculum is focused on achieving specific standards for specific courses and grade levels. For instance, the math department outlines on its website the standards that each course is aiming to achieve. In addition, the science courses are aligned with specific science standards. There is not a readily available guide that outlines the scope and sequence of departmental curriculum. However, there is a suggested course sequence delineated in the SHS program of studies. The backwards-design template, noted in the self-study, has been less of a focus this school year. With the upcoming proficiency-based learning diploma and the career pathways program, there is an increased focus on graduation expectations, learning standards, and formative and summative assessments. This shift in focus has added a layer of uncertainty in regards to the curriculum, and the high school staff feels strongly that they need more time and more input in the development of the curriculum. Consequently, SHS does not currently have a clearly identified curriculum review cycle as review seems to be based on the current initiative. Although SHS is coordinating the curriculum within the building, there are varying levels of vertical alignment depending on the department. Effective curriculum coordination and vertical articulation between and among all academic areas within the high school as well with the sending schools will provide students at SHS a seamless learning experience in all subject areas.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school leadership
- Standard sub-committee

Standard 2 Indicator 6

Conclusions

Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are somewhat sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities. The self-study reports that 46.8 percent of staff feels there is a sufficient budget to allow for purchasing materials needed to implement the curriculum. The budget reports comparing the 2014-2015 and 2015-2016 school years show there was a cut in the overall funding for the library budget and high school instructional supplies. Statements from teachers included concerns that their instructional supply budgets were continually being cut. Independent teacher initiatives include partnering with local businesses or agencies to gather supplies. Teachers are finding the need to use Go Fund Me accounts, Donors Choose pages, and use memberships to agencies such as Ruth's Reusable Resources which requires them to use after school and weekend hours as well as their own mileage costs to gather instructional materials for expected curriculum implementation. Teachers are doing whatever it takes to gather teaching supplies for their classes and special projects. The district has purchased a new math program and recently updated math materials to support that curriculum. It was reported that the science budget has been reduced by 50 percent in the last few years, while the need for updated STEM materials has increased. The Endicott survey reflects concerns from staff regarding funding for co-curricular activities with 13.8 percent of staff and 35.9 percent of parents reporting that co-curricular programs are adequately funded. The school board representatives report that there is a policy that dictates class sizes, although this was not observed. It was observed that foundational or required classes had class sizes of 20-25 students, while AP and electives had class sizes of 8 to 24 students. Administrative interviews confirmed that administration also feel this is a concern, but there is no plan to address the differences. Student shadowing showed evidence of classroom teachers having personal, comfortable, caring relationships with students. Students and teachers report they do not have sufficient and appropriate technology to fully implement the curriculum. Although students have access to 1:1 iPads, these devices are not reported as regularly used to enhance the curriculum. The school has a plan to transition to Chromebooks when they move into the new high school facility. Students expressed a great deal of frustration regarding the fact that due to one student's misuse of the acceptable use policy, iPads were "wiped clean" a year ago. There was communication from the school when this action was taken and most students did not take the time to save their work resulting in some students having two or three years of school work being erased. More recently, the app store was removed from the iPad and most websites containing pertinent content and teacher websites and blogs that contain course information are blocked. Students perceive these experiences to be barriers to the school providing technology and are relying on their own devices to access technology to enhance their learning. Some students cannot afford the yearly fees that allow them to take iPads home, so teachers do not feel they can use the iPads as a tool for homework completion or delivery of content. Parents also expressed frustration, with communication regarding the iPad contract and found changes to fees that were imposed to be confusing and misleading. Field trips are only approved if they are directly related to an educational standard but transportation costs are often twice as expensive as commercial transportation. Teachers report the computers in the library are older and cannot be relied on for use by students. During classroom observations, teachers used interactive whiteboards. SHS moving into a new facility next fall will provide students and teachers the resources and the technology to support student learning. Sufficient funding for instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center is necessary to ensure the full implementation of the curriculum, including co-curricular programs.

Sources of Evidence

- self-study

- student shadowing
- teacher interview
- students
- parents

Standard 2 Indicator 7

Conclusions

To varying degrees, the district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research. In the Sanford School District, curriculum development is overseen by a K-12 curriculum director. Recently, a curriculum consultant has been brought on board to facilitate the transition to standards-based grading and assessment. Teachers report this shift has been incongruent with the work they were doing a year ago. The staff does not feel that they have adequate time to devote to curriculum coordination and articulation, nor do they feel that their input has been valued throughout the recent transition focused on standards. Teachers do feel that they work well together and are given some time to revise curriculum when new initiatives are adopted. Departments can request professional development time, release days, or stipend money for summer work. Teachers are compensated for any initiative work done outside of the classroom. Many teachers are engaged in coursework at universities and have been provided with opportunities to participate in local and national professional development. These opportunities allow implementation of current and up-to-date practices in the classroom. Recently, professional development time has been spent on various initiatives and there has been less autonomy to structure in-school professional development time than in the past. In order to revise curriculum, teachers review NWEA scores, in-class assessments, student feedback, and self-reflection. No evidence was supplied as to whether or not research-based decisions are made when creating and revising curriculum. Teachers express a need for more in-house professional development time to develop, review, evaluate, and revise the curriculum. Given the resources available, SHS teachers are working hard to revise curriculum that is purposeful and engaging and is based on best practices. Sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research will ensure students are provided with a curriculum that will enable them to achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- school leadership
- Standard sub-committee

Standard 2 Commendations

Commendation

The motivated and dynamic staff at SHS who truly care about the students and the subjects they teach

Commendation

The teachers and administrators at SHS are resourceful and work hard to develop engaging curriculum despite limited financial sources

Commendation

The teachers who independently collaborate to align curriculum, mentor new staff, and support each other's efforts

Commendation

The wide variety of classes from which students can choose

Standard 2 Recommendations

Recommendation

Provide time for teacher collaboration to formally define and integrate the 21st century learning expectations and guiding principles into the curriculum

Recommendation

Create a common curriculum template for all subject areas

Recommendation

Involve students in the review process of personal learning plans to ensure that they are effective and useful

Recommendation

Develop and implement a plan for teaching ethical use of technology

Recommendation

Provide time and a structure for teachers to be more involved in curriculum-based decisions and development

Standard 3 Indicator 1

Conclusions

Across the school, teachers' instructional practices are continuously examined to ensure consistency with the school's core values of responsibility, respect, courage, compassion, and honesty, along with the school's 21st century learning expectations. Both students and parents specifically mentioned that compassion and attention to student needs is evident in the classroom. Observation and conversation showed a mutual respect between students and the caring staff around the building. One new social studies teacher reflected that his transition to this school has been extremely supportive and that the school has a positive rapport with the community. Core values are displayed in classrooms. A math teacher reported that a discussion of best practices is an ingrained part of their department meetings. A science teacher described a recent incident where he could guide a newer teacher through a delicate situation on an ad hoc basis. According to the self-study, world language teachers have regular department meetings during which they discuss teaching content, instructional practices, and student issues. Proximity of department classrooms contribute to a collegial atmosphere and sharing of best practices. There was concern that the layout of the new school may impact this culture. In the Endicott survey, 54.3 percent of the staff are in agreement with the statement, "Teachers continuously examine their instructional practices to ensure consistency with the school's core values and beliefs about learning" and 62.1 percent of the parents are in agreement that "My son's/daughter's teachers personalize instruction to support his/her achievement of the school's learning expectations." As a result of instructional practices being consistently examined across the school for alignment with core values, beliefs, and 21st century learning expectations, students will graduate competent and confident, ready for further learning and will become contributing members of the global community.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- parents
- Endicott survey
- school website

Standard 3 Indicator 2

Conclusions

Teachers' instructional practices consistently support the achievement of the school's 21st century learning expectations by consciously personalizing instruction; informally engaging students in cross-disciplinary learning; consistently engaging students as active and self-directed learners; deliberately emphasizing inquiry, problem solving, and higher order thinking; consciously applying knowledge and skills to authentic tasks; occasionally engaging students in self-assessment and reflection; and sporadically integrating technology. The school consciously personalizes instruction by offering many options for different junior and senior English classes including Holocaust Literature, War Literature, Crime Literature, and Sports Writing. The diversity of classes helps teachers to personalize their instruction to meet the varying interests of the students. Classes are leveled as general, college prep, honors and AP. In honors Algebra II, students engaged with the teacher in a discussion on the details of graphing a parabola, and helped each other to complete a practice assignment. In this way, the teacher was able to selectively work with individual students while the rest of the class attended to an assignment. A science teacher described a summative research paper where students can select their topic of interest. In the Endicott survey, 62.1 percent of students agree with the statement, "My teachers give me opportunities to choose topics for some assignments." Some teachers engaged students in cross-disciplinary learning. For example, a world history course had students examine how the Vietnam War had a significant impact on the music of the 1960s, and vice versa. A Spanish teacher integrates art by having students examine a Spanish painting, focusing on the shadows and colors that the artist had chosen. They also read Pablo Neruda's "Ode to an Artichoke," and went to the culinary room to cook and examine the qualities of an artichoke. The pre-calculus teacher presents vectors and conic sections in the context of physics where they are studying elliptical orbits. Another cross-disciplinary highlight was an anatomy and physiology course offered to students enrolled in the health occupations program at Sanford Regional Technical Center (SRTC). However, many teachers reflected that while they try to provide cross-disciplinary content, they do not feel that they have the collaborative planning time needed to routinely plan cross-disciplinary units. Teachers inconsistently engage students as active and self-directed learners. In a junior/senior sociology course, the teacher engaged students in a conversation about their opinions on the death penalty based upon a formative assessment and information discussed in the prior class. In Spanish II, students practiced active verb vocabulary by playing charades with the teacher and with each other. An art teacher has students working on rice paste projects and students were all actively engaged. One student remarked that she had been given a larger project than the rest of the class, because she works at a much quicker pace. However, during multiple classroom observations in all levels of courses, some students were not as engaged in their lesson and were more engaged with their cell phones, or in off-task behavior. Some teachers emphasize inquiry, problem solving, and higher order thinking. Some examples include a pre-calculus test that involved formula work and application to basketball. The fashion class worked collaboratively to design and produce bags for the visiting team and reflected on the process. They were also discussing marketing and merchandising. On the contrary, many examples of student work did not meet high school standards for rigor in writing or ask students to evaluate or make connections. An informational writing piece did not ask the student to go beyond presenting information or to reach any analysis or conclusion. The school provides multiple opportunities to apply knowledge and skill to authentic tasks. A student discussed writing resumes and practicing interviews in Jobs for Maine Graduates (JMG), 15 percent of the student body accesses learning opportunities at SRTC, and a student discussed the pleasure she gets from her ability to help in elementary classrooms as part of her day. In the fitness for life program, students plan their own exercise routines, make goals, and assess their performance, just like in real life. In an English class, students wrote an editorial that was sent to the New York Times. The proximity of SRTC students and SHS students helps to maintain a grounding in real-world applications. Students in the special education program manage the school store to gain valuable work experience. The career pathways design of the new building and program will continue to grow and improve these connections. Teachers at SHS sporadically engage students in self-assessment and reflection. In physical education, students self-assess their performance for the day, such as

the quality of their run and participation. In honors Algebra II, when a teacher reflected that it seemed like they were ready to move on, a student volunteered that many of them were still feeling confused and might need a little more practice. One math teacher asks students to keep a journal with reflections on what they learn in class each day to jump start learning the next day. The culinary arts class assessed each other's cakes on taste, texture, and appearance. One English teacher reported that she has students set personal writing and reading goals at the beginning of the semester, and discuss them at the end of the first quarter. However, many teachers report that asking students to formally self-assess and reflect is not a strength in their class. Students use Spartan Time to visit teachers for extra help, an active form of self-assessment. The school once asked students to reflect on their strengths and weaknesses using student-led conferences, but recently steered away from this model and chose to implement teacher-led conferences instead in response to parent requests. SHS is frequently integrating technology in classrooms as well as with school-wide initiatives. In the Endicott survey, 80.4 percent of students totally agree with the statement, "My teachers ask me to use technology in my assignments." Examples of technology integration include the use of Ebackpack, Edmodo and Notability for assignments and access to online resources, which support partially paperless classrooms. Students and parents also have the ability to access Infinite Campus to self-monitor grades. SHS also employs the program "Enriching Students" to sign students up for Spartan Time. In a Spanish class, students used the iPads throughout the period both for class assignments and audio practice. The math department is piloting an E-textbook that the students will be able to access on their iPads and many math teachers utilize their SMARTBoards as a note-taking tool. In French class, students reportedly took a virtual tour of Paris. All teachers at the high school and 50 percent of the high school students took a technology baseline survey put out by Maine Learning Technology Initiative (MLTI) in 2015 and 2016. However, while some classes frequently integrate technology into their classrooms regularly, the technology baseline survey distributed reports that only 53.3 percent of teachers use technology often in their classroom. Five years ago, the district chose to implement a one-to-one iPad at SHS, but these are only sporadically utilized. Many students choose to use cellphones instead of the iPads, even for typing lengthy essays. It is unclear how often the use of cellphones is enhancing or distracting from their education, however many students were observed using them to access material unrelated to the lessons. Many teachers also expressed concern at the loss of the school's technology integrator as a result of grant money no longer being available. The school district opted not to fund this position after the grant money ran out. Faculty are being asked to fill this position, but feel they would benefit from more targeted training. The consistent use of varied instructional strategies school-wide will enhance student's ability in achieving the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- student work
- parents
- Endicott survey
- Standard sub-committee

Standard 3 Indicator 3

Conclusions

Teachers deliberately adjust their instructional practices to meet the needs of each student by using formative assessment, especially during instructional time; differentiating; purposefully organizing group learning activities; and providing additional support and alternative strategies within the regular classroom. SHS teachers utilize formative assessment during instructional time. In Holocaust Literature, students watched *The Pianist* and tracked the steps of genocide including stereotypes, dehumanization and brutality they witnessed in the video. Meanwhile, the teacher moved through the classroom checking responses. A math teacher was observed asking students if they needed any help, but when nobody responded, she still went around to five students who did not ask for help and asked them to show her that they understood the steps of the equation. In an honors Algebra II class, the teacher was observed asking individual students, "What are the steps we take," and then helping the student to complete their notes. Students presented formative assessments to the visiting team during a group discussion including three formative assessments prior to their final summative report. In sociology, the students took a true/false formative assessment prior to beginning their study of the death penalty.

The vast majority of teachers are strategically differentiating their instruction. An English teacher utilizes the task of writing sonnets as a task that can be accessed at a variety of levels of understanding. Math classes are divided up into levels; for example, a full-year Algebra 1 course is available for struggling learners and multiple levels of Algebra 2. Additionally on the higher end, statistics is offered at both the standard level and college level. The University of Southern Maine (USM) Aspire program allows many students to gain college credit while enrolled at SHS. Evidence of differentiation was also provided through student work. A parent highlighted the diverse array of challenges offered to his three children via SHS courses, dual enrollment at York County Community College (YCCC) and at the technical center. Even though each of these three students approached school in different ways, they were all challenged by their experience at SHS. The alternative program is an exemplary illustration of differentiation. In this program, each of the three core teachers work with ten students at a time. These students come to the program with diverse needs, home-lives, anxieties, and differing readiness to learn. Moreover, the students in one class range from grades 9-12, therefore teachers must continue to teach new skills to incoming students, but not repeat the same units for a four-year loop. The band and chorus teachers were both observed differentiating in their classes as students learned their respective parts and participated in ensemble. The band teacher helped individual students with their notes while the rest of the class practiced. The keyboarding students practiced with headphones until they were ready to perform on the classroom piano. Students participate in school and state music groups.

Teachers at Sanford, often purposefully organize group learning activities. In the culinary class, collaboration seems routine. Students were observed working in small groups to prepare chicken. A collection of student work also explained an assignment asking students to research and select a cake recipe. Groups collaboratively planned and implemented a strategy to complete the cake, demonstrate professional plating, garnishing and food presentation for summative assessment. In outdoor education, students were observed working collaboratively to conquer the "dangling duo" a hanging structure that involved coordination, balance and teamwork to climb. Students utilized a belay system and relied on a group of peers at the bottom to monitor their safety. Students that could conquer the structure, could sign their names with a marker located on the top. This class also has seven canoes and fourteen kayaks, a climbing wall, and a zip line that they use to coordinate group activities. Once per year, students travel to Mount Major for a group hike. In the Endicott survey, 69.3 percent of students totally agree with the statement, "Teachers use group activities in my classes."

SHS is providing extensive additional supports for students. In the Endicott survey, 82.2 percent of parents

totally agree with the statement, “ Teachers provide additional support to my son/daughter when needed.” Students seem to be very protective of their Spartan Time. This is time allocated for seeking support from teachers and is scheduled using Enriching Students software. Teachers can sign up individual students during this time as a requirement that they come for extra help, or students can sign themselves up for extra support. Teachers have also begun to use personal learning plan (PLP) curriculum during Spartan Time, but this has received mixed reviews by students and teachers. Some students receive assistance in class from an educational technician, and the guidance office seems to take an involved role in students' lives. The school works to meet the physical needs of students so that they are ready to access their education. The program “Free Summer Meals for Kids and Students” includes free breakfast and lunch for students eighteen and under. Another school-wide initiative, “Free Food Thursdays,” provides free food supplied by area businesses and donations. Students from any financial situation may take food, stigma free. Furthermore, the program “Stuff the Bus” provides free school supplies to local students in need.

Students who are not able to be successful in regular education classes at the high school have the opportunity to attend either the alternative school program or Bridge program. Between these two programs, many struggling students find the additional supports that they need to find success. One student in the alternative program reported that she was failing all of her classes at the high school, but the alternative program offered her a second start. Now, she has not missed a day of school and usually receives A's in all her classes. The small class size, one-on-one attention, and collaboration among staff, students, and parents at the alternative program allows for many students to find a path to success. The students in one class expressed unanimously that the physically separate location of the alternative program from the rest of the school was one of the most important factors of their success.

At the high school, staff encourage students to get involved and join one of the over 35 programs offered at the school, many of which enhance and extend learning that takes place inside the classroom, including drama club, French club, future educators of America and ocean bowl where students compare their knowledge of ocean science with students from other high schools. Due to funding, the library currently closes at 2:30 p.m., but it may be beneficial to consider an after-school instructional support program for students. Since teachers support the achievement of the school's 21st century learning expectations by adjusting their instructional practices to meet the needs of each student, teachers demonstrate the school's core values and students are empowered to gain the knowledge and skills to become responsible and self-fulfilled citizens.

Sources of Evidence

- classroom observations
- panel presentation
- students
- Endicott survey
- school website

Standard 3 Indicator 4

Conclusions

Teachers consistently, individually and collaboratively, improve their instruction using data and feedback and engaging in professional discourse with the focus on instructional practices. SHS teachers generally use student achievement data from a variety of formative and summative assessments to improve their instructional practices.

On the Endicott survey, slightly less than half (48.9 percent) of staff responded “totally agree” to the prompt, “Teachers improve their instructional practices by using student achievement data from a variety of formative and summative assessments.” The math department uses common summative assessments, but teachers report that it is difficult to find time to review the results to inform the development of the next semester's classes. NWEA data is used twice a year for placement of incoming students from the junior high school and is used three times yearly by the special education department. The English department expressed a desire for time and guidance on creating common assessments and expectations for rigor across their department. Many departments use item analysis to determine the validity of exam questions and to determine student learning objectives.

Teachers were observed examining and providing feedback on the work of their students. No evidence was provided to show that teachers collaboratively examine student work. The English department used to exchange student essays to verify that they were all grading to similar expectations, but this initiative was halted when other initiatives took precedence.

SHS teachers actively use feedback from a variety of sources. Special education technicians report that they routinely discuss student progress with their content area teachers and work together to customize instruction. Junior meetings, and later, senior meetings are organized around the information gleaned from PLPs, and individualized and group guidance is delivered according to this information. In the Endicott survey, 56.4 percent of staff totally agree with the statement, “Teachers improve their instructional practices by engaging in formal opportunities for professional discourse focused on instructional practices.” Feedback about course selection is taken seriously at SHS. According to the English department, additional sections of courses are often created in order to offer desired classes to students. The self-study reports that “Parents, administration, and students have commented at times that the same courses taught by different teachers cover varying levels of content.” SHS reacted to this feedback by piloting the Glencoe/McGraw-Hill online program and textbook series for math and by having common assessments across math classes.

SHS staff members individually appear to regularly examine current educational research. No evidence was provided to indicate that formal research-based texts were being specifically distributed to the staff. However, the SHS staff members participate in many conferences during which current research is presented and discussed. Many staff members are in the process of completing their master's degree and are therefore exposed to current research outside the school. Wednesday early release days allow for extensive professional discourse about the many endeavors SHS has initiated. Teachers meet formally at least twice monthly with their departments to discuss school initiatives. There is also evidence that teachers meet informally to discuss professional practices. By teachers regularly using feedback and examining research to individually and collaboratively improve their instructional practices, they will continue to meet the instructional needs of their students.

Sources of Evidence

- self-study
- teacher interview

- teachers
- school support staff
- Endicott survey

Standard 3 Indicator 5

Conclusions

SHS teachers consciously, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices. Teachers regularly attend and host regional conferences. During a teacher meeting, the consensus was that “No department has been refused professional development funds.” According to the self-study, the district has also instituted a district-wide early release Wednesday, in which high school teachers are provided extensive time to continue some of the enrichment work, professional training, and necessary Accreditation work time. These days were specifically planned with initiatives for each day. An example of professional associations associated with SHS include Foreign Language Association of Maine (FLAME), National Science Teacher Association (NSTA), Media Arts and Leadership Institute (MALI) and the Association of Teachers of Math in Maine (ATOMIM) conferences. All health and physical education teachers are First Aid/CPR certified, and attend the Massachusetts Association for Health, Physical Education, Recreation and Dance (MAHPERD) conference. By being adult learners and maintaining expertise in their field, SHS teachers and staff model the behavior they hope to impart to their students.

Sources of Evidence

- self-study
- teachers
- department leaders
- school leadership

Standard 3 Commendations

Commendation

The provision of multiple opportunities for students to apply knowledge and skills to authentic tasks

Commendation

The abundant evidence of customizing learning opportunities to meet students' needs

Commendation

The school's engaging outdoor education program

Commendation

The alternative school and the Bridge program providing students a second chance to be successful in school

Commendation

The education technicians and classroom teachers who work together to optimize student learning opportunities

Commendation

The Spartan Time that is universally appreciated by students and faculty that provides time to personalize instruction for students

Standard 3 Recommendations

Recommendation

Provide teachers time to create cross-disciplinary content to successfully transition to a pathways educational model

Recommendation

Review policies regarding cell phone usage to ensure that technology is enhancing and not detracting from instruction

Recommendation

Develop additional ways to motivate disengaged learners and to add rigor to classroom activities and assignments

Recommendation

Create additional common summative assessments for collecting data about student performance and meet collaboratively to evaluate results to inform instruction

Standard 4 Indicator 1

Conclusions

SHS has not yet formalized a process of assessing whole-school and individual student progress based on adherence to school-wide analytic rubrics. Feedback from the assessment standard subcommittee, individual building teachers, and district administrators alike, all confirm that a coordinated effort toward the formal creation of school-wide rubrics has not yet begun. While ample and commendable evidence of the regular use of rubrics to assess the school's guiding principles in many classrooms exists, they do not meet the standard of school-wide rubrics that cut across all curricula in achieving the school's 21st century learning expectations. Over the last two years, the SHS teaching staff has been tasked with a number of standards-based initiatives and assignments including, but not limited to, proficiency-based education, backwards design, career pathways, Silo coordination K-12, Marzano taxonomy and common core. In addition, progress on some of the work on guiding standards and curriculum has been halted and new initiatives substituted. Weekly professional development early release days have been devoted to work on these as well as on regular department curriculum and assessment coordination. The result is that departments are all in different places in the process of implementation of targeted learning objectives and accompanying assessments. The SHS staff has indicated feeling pulled in several different directions which has interrupted their progress in achieving 21st century learning expectations measured and supported using school-wide analytic rubrics. When school-wide analytic rubrics are completed and implemented, valuable data on individual student and whole-school progress on achieving the school's 21st century learning expectations will be available to all stakeholders.

Sources of Evidence

- self-study
- teacher interview
- school leadership
- Standard sub-committee

Standard 4 Indicator 2

Conclusions

SHS has not yet formalized a process to communicate student progress and the school's progress in achieving the school's adopted learning expectations to students and their families. The school's learning expectations are only indirectly addressed within some departments but there is no comprehensive system of reporting how either individuals or the school are meeting 21st century learning standards. Additionally, there is little evidence that a school-wide plan of regular assessments incorporating the school's learning expectations are administered. The SHS self-study report indicates that plans to report student progress to parents is dependent upon the creation of school-wide analytic rubrics. When a formal process is in place to communicate achievement in meeting the school's 21st century learning expectations, families, as well as the community at large, will be better informed as to student progress in meeting the school's 21st learning expectations.

Sources of Evidence

- self-study
- teachers
- Standard sub-committee

Standard 4 Indicator 3

Conclusions

With exceptions, SHS offers a limited scope of data collection, analysis, and subsequent response to address student needs. Some examples include the NWEA assessments and Lexile reading scores administered through English language arts and math both of which are made available to the faculty at large. Teachers regularly engage in the process of reviewing and interpreting NWEA data which is administered each semester. Departments occasionally meet to analyze this data to inform instruction, curriculum design, pacing and classroom differentiation, but there is no systematic plan to address this need. The sophomore biology curriculum is exemplary in its coordinated effort to provide common units, instruction, and assessments for later analysis. NWEA, SAT, Read 180 results, in particular, constitute a component of class placement in math and ELA. Special education uses personalized alternative assessment portfolios (PAAPs), alternative assessments, Individual Education Plans (IEPs) and academic testing as well as school-wide assessments to determine appropriate placements, accommodations, and modifications. There is scant evidence, however, of a concerted school-wide effort to administer regular common assessments within individual departments and to analyze data to identify and respond to inequities in student achievement. With a comprehensive approach to staff collection and analysis of assessment data, student inequities in achievement can be addressed.

Sources of Evidence

- self-study
- teacher interview
- parents
- Standard sub-committee

Standard 4 Indicator 4

Conclusions

Some teachers communicate unit-specific learning goals to be assessed during certain units of study, however district-wide guiding principles or learning expectations are still in development. As SHS moves toward a proficiency-based assessment and career pathways, unit-specific learning goals as part of graduation requirements are currently being vetted. There is little evidence that teachers are consistently incorporating 21st century learning expectations into units of study. Backward design planning units are currently underway and while teachers at SHS regularly communicate desired learning outcomes prior to units of study, those outcomes are not necessarily tied into SHS's 21st century learning expectations. Having the school's 21st century learning expectations embedded into the units of study will provide for students clear learning goals of the unit and how they will be assessed.

Sources of Evidence

- self-study
- teacher interview
- school leadership

Standard 4 Indicator 5

Conclusions

SHS's employment of rubrics for summative assessments to define targeted high levels of achievement is inconsistent and not practiced in all subject areas. The school's self-study indicates that the English department regularly uses rubrics for content area standards while math has limited use of rubrics. World languages regularly use rubrics for projects while some history teachers express expectations as targeted objectives or in simple list form as a scoring guide. The science department is building comprehensive curricula with accompanying assessments. Some teachers make rubrics available digitally, some make photocopies of generic rubrics, and some do a combination of digital and hard copy. According to the Endicott survey, 68 percent of the students agree with the statement that "they understand in advance what work I have to accomplish to meet my teachers' expectations." In addition, 66 percent of the students agree that teachers use rubrics to assess their work, and 63.6 percent say they understand their teachers' rubrics. While each department is in the process of developing across-the-board rubrics prior to summative assessments, no department has fully completed this work. SHS plans on providing students with specific and measurable criteria for success in the 2017-2018 school year. Expanding the practice of consistently providing rubrics before summative assessments will assist students in achieving targeted high levels of achievement.

Sources of Evidence

- self-study
- teacher interview
- Endicott survey
- Standard sub-committee

Standard 4 Indicator 6

Conclusions

SHS teachers employ both formative and summative assessments for students and they are consistently practiced in most SHS classrooms. Many SHS students can clearly articulate an understanding, with evidence, of formative assessments. The widespread use of both formative and summative assessment was reflected by the students' acknowledgment of the constructive feedback they received contributing to their success on summative assessments. Teachers employing a wide range of assessment strategies within a specific unit of study was not consistently evident. The practice of using a variety of assessments varies from classroom to classroom and department to department. The English department provides students formative assessments on many of their writing assignments. Students showed us the feedback they received in a timely fashion from their teachers. Students all agreed this feedback was extremely helpful when it was time to do a summative writing assignment in their classes. Many of the math teachers provided direct feedback to students on their classroom work when solving problems. The practice of employing a wide range of assessments across the curriculum, both formative and summative, informs instruction and improves student achievement.

Sources of Evidence

- self-study
- student work
- teacher interview
- students
- Endicott survey

Standard 4 Indicator 7

Conclusions

At SHS, teachers have recently been granted dedicated planning time to collaborate formally on creation, analysis, and revision of formative or summative assessments. Evidence from departments suggests that they are working toward a system of common assessments, and departments are progressing on this project to varying degrees. Departments are building units using the backward planning unit design template. Some departments are sharing their results on Google Documents to encourage collaboration. The self-study report indicates the use of department meetings to align learning targets to standards and to review assessments. There was evidence of common assessment utilizing final exams from the math department, although this common assessment was not followed-up by a formal process to analyze the results of student work. In some cases, departments gave different assessments to address the same standard. Many faculty had informal discussions around the creation and analysis of assessments by departments or discussions involving faculty with similar sections of a class within a department. Formal collaboration on a variety of assessments ensures consistent application of the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teacher interview
- Endicott survey

Standard 4 Indicator 8

Conclusions

Most teachers provide specific, timely, and corrective feedback for students to revise and improve their work in a variety of ways including in-class feedback, formative review, and student or faculty initiated Spartan Time focused help. Most students report timely feedback from teachers while others said it was readily accessible if the student initiated the request for feedback especially if they used Spartan Time. Students feel comfortable checking their progress via Infinite Campus and/or email teachers directly. Revision is generally available for formative assessments, some with stated limits on grade improvement in certain subject areas like math according to students and faculty. All students benefit and improve their work from timely, informal, and more formal feedback on their work as uniformly applied across departments.

Sources of Evidence

- self-study
- teacher interview
- students
- Endicott survey

Standard 4 Indicator 9

Conclusions

The vast majority of SHS teachers use formative assessment to inform and adapt their instruction toward improving student learning. Teachers expressed using this information individually and informally with other colleagues in their departments. Clearly, formative assessments are part of the learning environment at SHS. A teacher survey developed by the assessment standard committee reported 100 percent of teachers utilize formative assessments. A further breakdown shows that 92 percent use them to guide instruction, 85 percent to check in with students, and 21 percent to benchmark proficiency. Teachers and administrators have met to “examine and collaborate” on instructional standards with the purpose of revising curriculum. Sample forms show various departments and teachers commonly use pre-assessments to drive instruction in content areas including English language arts and math. As a result, most teachers see the value in administering formative assessments in their classrooms on a regular basis. The use of formative assessments informs instruction and assists students in meeting measured criteria.

Sources of Evidence

- self-study
- teacher interview
- students
- Endicott survey

Standard 4 Indicator 10

Conclusions

Teachers and administrators, individually and occasionally collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practices. Individual teachers look at student work to guide revision to their specific curriculum and assessment. Common course and common grade level assessments such as final exams exist in some sections of math and science now, but are not widespread across all disciplines. Teachers stated when they administer their common final exams the results are never examined because of time. Individual and school-wide progress in achieving the school's 21st century learning expectations have been developed, targeted for discipline-specific inclusion but not implemented at this time in the curriculum or in school wide instructional practices. Data from standardized assessments are used by department and district administration for comparative analysis measuring school standing and progress against state of Maine averages. Student records of NWEA scores from sending schools are used to place students into appropriate leveled classes at SHS. Post-secondary placement data is recorded but there is no follow up with alumni and post-secondary outcomes to examine student learning and their preparedness for school to work. Other than the Endicott survey, there was no evidence of student surveys or alumni surveys for analyzing or improving instructional practice. Collaborative planning to examine data from current student work, common assessment of cross-cutting, school-wide guiding principles when implemented, and enhanced efforts at post-graduate data collection will assist in guiding improvements in curriculum, instruction, and student learning.

Sources of Evidence

- self-study
- teacher interview
- teachers
- school leadership
- Standard sub-committee

Standard 4 Indicator 11

Conclusions

Grading and reporting practices are not regularly reviewed to ensure alignment with the school's core values and beliefs about learning. Grading and reporting practices vary greatly from class to class at SHS when you look at how assessments align to the school's core values about learning. Assessment alignment to the school's core values are interpreted in various ways. Some courses are using the core values as a behavior rubric, others use it as a scoring guide or rubric for work habits, while others have no obvious inclusion in their grading. There was no evidence provided that any data from these varied assessments of core values was aggregated or shared school-wide. Furthermore, the school is in process of developing a proficiency-based grading system and there is a collaborative effort to include the core values as a component in such a grading system at this time. While the impact to students and the culture of the school has been positively affected by the adoption of the schools' core values since 2007, it is unclear how they are uniformly included in current assessment or will be included in future proficiency grading development. Collecting and analyzing grading and grade reporting practices provide valuable data allowing the school to ensure grading practices are aligned with the school's core values and beliefs about learning.

Sources of Evidence

- self-study
- teacher interview
- students
- central office personnel

Standard 4 Commendations

Commendation

The sophomore biology program is exemplary in its coordinated effort to provide common units, instruction, and formative and summative assessments for later analysis

Commendation

The widespread implementation of formative and summative assessments as part of the regular classroom culture that is understood by teachers and students alike

Commendation

The staff's efforts to support and inform students in their progress to achieve classroom standards

Commendation

The teachers' accessibility and use of technology to keep students informed of their academic progress

Commendation

The extensive use of formative assessments at SHS that enhances student learning

Standard 4 Recommendations

Recommendation

Continue to develop school wide analytical rubrics that communicate individual students and school-wide progress in achieving the school's 21st century learning expectations

Recommendation

Develop and implement school-wide rubrics that assess individual student and whole-school progress on achieving the school's 21st century learning expectations

Recommendation

Create a system of data collection and analysis of both formative and summative assessments practiced in different subject areas to respond to inequities in student achievement

Recommendation

Establish a clear and consistent protocol for communicating guiding principles and learning goals prior to units of study

Recommendation

Continue to develop the practice of providing all students with specific rubrics in student-friendly language to measure targeted criteria for success prior to summative assessments

Recommendation

Continue to develop a collaborative process for evaluating and revising formative and summative assessments in assessing the school's 21st century learning expectations

Recommendation

Develop a formal process for analyzing data collected from surveys, common assessments, standardized testing, and recent alumni experience to revise curriculum and improve instruction

Recommendation

Ensure that grading and reporting practices align with SHS core values and school-wide guiding principles

Standard 5 Indicator 1

Conclusions

The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. The student handbook shares the discipline continuum, guiding principles, code of conduct, and Sanford's Vision, which supports high expectations, student responsibility for learning and fosters a positive, respectful and supportive culture. Observations in classrooms and discussion with teachers and students indicate that this is the case much of the time. Two assistant principals at the high school level manage discipline. The school's discipline policy places emphasis on the school as a community. The ultimate responsibility for a student's behavior rests with the student and the parents. Having a discipline policy in place ensures that all students are treated fairly and encourages students to take responsibility for their actions. The assistant principals, as well as the full-time attendance coordinator, are also responsible for the enforcement of the attendance policy. Through high expectations, students learn responsibility and respect and gain a sense of shared ownership in the classroom and the larger school community. This is reflected in the Endicott survey where 62 percent of students report feeling safe at school, and 62 percent feels that the faculty respects them. Evidence was not available that the principal addresses the faculty and students to express concern when a major issue arises or to ensure that communication is direct and consistent, nor was data given on incidences of disciplinary action or incidences of vandalism. The school offers a lesbian, gay, bisexual, transgender (LGBT) group that fosters respect for diversity and students indicated that they feel safe and accepted in the school. A longstanding program called Sophomore Awareness also supports a positive culture in the school. This two-day, off-campus activity promotes self-awareness and making informed, smart life choices. When questioned, students overwhelmingly indicated that the school has high expectations for behavior and respect for others. SHS provides a safe, positive, respectful and supportive culture that fosters student responsibility for learning and results in shared ownership, pride and high expectations for all.

Sources of Evidence

- classroom observations
- self-study
- teachers
- students
- parents
- school website

Standard 5 Indicator 2

Conclusions

The school attempts to be equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity, and supporting the achievement of the school's 21st century learning expectations. Students are heterogeneously grouped in elective courses such as art, family and consumer science, physical education and music. Academic courses are mostly homogeneously grouped and leveled by ability. The program of studies does not specifically identify which classes are heterogeneously grouped. Limited data on student grouping, and few opportunities for students to select heterogeneously grouped academic courses provides inconsistent evidence that the school is making an effort to provide heterogeneously grouped classes to achieve the school's learning expectations. There is little evidence that school's leadership team responsible for making decisions about future groupings use current research to drive its decisions. To meet the needs of diverse learners, SHS offers an alternative high school and a Bridge program. These programs support a limited number of students to achieve academic expectations. All these practices partially support all students at SHS the ability to achieve 21st century learning expectations. When SHS moves into the new high school facility with a fully implemented career pathways curriculum students will have the opportunity to have an all-inclusive and challenging learning environment.

Sources of Evidence

- self-study
- teacher interview
- school website

Standard 5 Indicator 3

Conclusions

SHS has a formal program that provides regular opportunities to connect each student with an adult member of the school community through a program called Spartan time. Spartan Time is held for 45 minutes Monday, Tuesday, Thursday and Friday. On Mondays, students must stay with their advisory teacher who is tasked with checking in with each student for such things as grades, PLPs, missing work, or the need for remedial work. On the other days, students may stay in their homerooms to work or go to the teachers to get additional academic support. The ratio of teacher to students is capped at 1 to 15. Students are grouped into Spartan Time groups at the beginning of the school year as freshmen and continue with the same group and the same teacher advisor throughout their entire high school career. The advisor is responsible for facilitating a personal learning plan for each student. This program has the potential for keeping parents informed of the students' progress, but evidence of this was not found. Students have additional opportunities for connections with other adults in the school community through sports and extracurricular activities such as chorus and band activities, and school clubs. There has been no formal review of Spartan Time so assess its effectiveness and impact on student learning. More than half of the students in SHS participate in extracurricular activities. When questioned about the value of Spartan Time, students indicated that they have formed strong bonds with their teacher advisors, and look very favorably on the program. Teachers also frequently commented on the bonds that they formed with their students. This was also evident in the classroom setting. Because of Spartan Time and extracurricular activities, students form strong bonds with at least one adult in the school community.

Sources of Evidence

- classroom observations
- self-study
- student shadowing
- teachers
- students

Standard 5 Indicator 4

Conclusions

Teachers at SHS engage in professional development that encourages professional discourse, use of outside resources, dedicated formal time and application of gained knowledge and skills in order to improve student learning. SHS uses early release day (ERD) one day a week to work collaboratively, in the spirit of reflection and inquiry, to improve student learning. During this time, administration and staff work to develop their skills and curriculum. Examples of some of the activities staff have worked on over the course of the year include developing Specific Measurable Achievable Relevant Time-bound (SMART) goals for the 2016-2017 evaluation pilot year, working within committees preparing for NEASC evaluation for the 2016-2017 academic year; and learning about career pathways with the technical school staff. They have also been preparing for their new career pathways high school which will ready to be moved into in the fall of 2018. Teachers have been working within departments, evaluating NWEA student data, learning new technologies from colleagues, developing and analyzing curriculum standards for the high school standard-based diploma, and many other initiatives. Staff is given ample opportunity to participate in, facilitate, and create professional development activities that improves their teaching. According to the Endicott survey, 66 percent of staff agrees with the statement, "The school's professional development programs enable teachers to acquire and use skills to improve instruction and assessment." As a result of these meetings, teachers have an opportunity to engage in conversations about learning expectations and to share ideas. Evidence of professional readings, and book club style conversations was unavailable. There is no evidence that school leaders promote discussion of student learning and well-being by sharing literature on best practices.

Teachers have many opportunities to attend conferences and programs that enhance their teaching strategies. A significant number of SHS teachers have attended professional conferences each year. In the last year, some of these consisted of, but are not limited to, the Maine State Conference for English Teachers, the Maine State Conference for Health and Physical Education, the National Science Teachers of America (NSTA) conference, and the Foreign Language Association of Maine Conference, and various national conferences. Often, classroom teachers who attend an outside conference will be given an opportunity to share what they learned at faculty meetings or within department meetings, depending on the subject matter and who can benefit. There is no evidence that teachers visit other schools to observe programs in other schools. The SHS School District provides rich professional development opportunities for teachers and administrators to improve their instruction and assessment practices that support improvement in student learning.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- school leadership

Standard 5 Indicator 5

Conclusions

School leaders are beginning to use research-based evaluation and supervision processes that focus on improved student learning. SHS is in the pilot year of implementing new evaluation tools for faculty, staff, and administration. The evaluation tool for teachers is the Marshall model, and support personnel are evaluated using the Westwood evaluation tool. Some training has been provided, but the staff expressed a desire for more training on these evaluation tools. The process plays an integral role in instructional improvement. Teachers indicated that elements of the process have positively impacted teacher instruction and student learning through development of SMART goals. Because this is a pilot year, little evidence is available to demonstrate what full-school instructional practices have been implemented, or how the evaluation process meets the needs of students. Because this is a pilot year of a new evaluation system, little data has been collected. Continued development of the new evaluation and supervision model will improve instruction and student learning.

Sources of Evidence

- self-study
- teacher interview
- school leadership

Standard 5 Indicator 6

Conclusions

At SHS the organization of time extensively supports research-based instruction, professional collaboration among teachers, and the learning needs of the vast majority of students. The Endicott survey results indicate that 66 percent of staff believes the school's professional development program enables teachers to acquire and use skills to improve instruction and assessment. Only 13 percent of the faculty and staff disagree. The school operates on a block schedule consisting of four, 75-minute periods. Block scheduling has been in existence at SHS for many years. It allows time for collaborative learning and in-depth exploration of key content. The 45-minute Spartan Time replaced the original advisor/advisee class, which was discontinued at the request of the principal due to its ineffectiveness. In 2015, after identifying a need for additional student-teacher contact and Response to Intervention (RTI) mandates, the current principal, the school board, and superintendent supported new positions for coordinators to develop and pilot a new program later named Spartan Time. Administration, teachers and students have received this program very well. By all accounts Spartan Time is deemed a success. Teachers have the flexibility to access students when necessary, and students may use this time in ways that are most productive for them. SHS staff are given time in the school calendar to collaborate and participate in professional development opportunities. Students are released one hour early each Wednesday, and each staff member participates in professional development activities for two hours. A variety of topics are covered during these early release days (ERDs), including instruction, technology, proficiency-based diplomas, and curriculum. This also provides significant time for collaboration and departmental meetings. The SHS staff also meets in several after-school faculty meetings that allow the staff to collaborate as a whole unit. Faculty and administration meet, evaluate, and discuss data in order to be more effective educators using the research-based data. Most recent topics for professional collaboration include career pathways and proficiency-based education for the Class of 2021. In conversations with teachers, some believed that students have benefited because it has made the teachers more focused and purposeful when creating student learning objectives (SLOs). To support the learning needs of all students, SHS provides several opportunities for students outside the traditional classroom, including a credit recovery program, summer school, virtual learning, Jobs for Maine Graduates (JMGs), the alternative school, the Bridge program, career exploration, York County Community College (YCCC) dual enrollment, and about 20 courses in the technical school. The special education department offers credit courses for a small percentage of lower-functioning students in English, math, history, writing, and reading instruction. Ninth grade courses are teamed, meaning the same small group of teachers work with the same students throughout the year. Teachers meet on a weekly basis to look at trends for students, evaluate instruction and collaborate with other professional staff. These meetings allow ninth grade teachers to collaborate on classroom projects and academic interventions to meet individual student needs. However, some teachers question the effectiveness of the structure. With the changes made to scheduling, the addition of Spartan Time, and ERD, there are opportunities for teachers to collaborate on school initiatives and support the learning needs of students.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- school leadership

Standard 5 Indicator 7

Conclusions

At SHS the student load and class size often enables teachers to meet the learning needs of individual students. Class sizes for regular education classes at SHS typically range from 15-30 students. Special education classes vary in size, typically between 15-24 students. SHS has been fortunate to maintain reasonable class sizes in these challenging financial times. Despite recent consecutive years of budget reduction, the superintendent, principal, and school board have prioritized maintaining workable class sizes by making monetary cuts elsewhere within the school budget to maintain the current teacher-student ratios. In general, teachers carry a student load of up to 75 students per semester. School counselors, department heads, and the principal work collaboratively to create a schedule in a way that is reflective of the goals of the school, class sizes, student needs, and behavioral issues. After students complete course selections, department heads work closely with the school counselors to determine course assignments and how many sections of each course to offer. The high school and the middle school have worked closely to create freshman teams that allow students to achieve success, with one focus being on manageable class sizes. Students and parents agree that class sizes and choices give their children the best opportunities to succeed. According to the Endicott survey, 69 percent of students agree that “Class sizes in my courses are reasonable” and 87 percent of parents agree with the statement “My son/daughter has the opportunity to enroll in courses with students of varying levels of ability.” In addition, SHS also offers a variety of levels of each core course. In addition, the school has an alternative high school and a Bridge program to meet the academic and emotional needs of students with a variety of social, emotional and behavioral needs that would be difficult to meet in a traditional high school setting. An emphasis has been placed on keeping class sizes reasonable and workable despite budget cuts. As a result, student load and class size at SHS generally enables teachers to meet the learning needs of individual students.

Sources of Evidence

- self-study
- panel presentation
- teachers
- department leaders
- school leadership

Standard 5 Indicator 8

Conclusions

The principal of SHS, working with other building leaders, routinely and consistently provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations. This can be seen through the results in the Endicott survey, the principal's role in running regular academic department head meetings, and her leadership in school-wide initiatives. According to the Endicott survey, 60 percent of staff agrees, "The principal and other school-based administrators provide instructional leadership that is consistent with the school's core values, beliefs, and learning expectations." The principal models core values by making herself visible to students before and after class and during class changes, indicating to students that she is aware of their behavior and has high expectations. This also facilitates relationships with students, which ultimately fosters a positive learning environment. The principal has some autonomy in decision making, but also recognizes her responsibility to state and district initiatives. When implementing these initiatives, the principal works with many building leaders including assistant administrators, the guidance department, academic department heads, and others. The principal of SHS has been an instrumental member of the guiding principles and world languages silo work developing the K-12 curriculum and graduation standards. She is also a member of the District #3 goal committee, an RTI focus on ensuring student success. Her work in this committee included developing goals for the usage and analysis of NWEA data to inform instruction, the use of formative and summative assessments, and establishing a protocol for academic interventions. She has also been involved in the career pathways steering committee, which is helping teachers understand how to integrate applications in their classrooms to improve motivation and learning and move toward a career pathways focused school; and the Culture Of Respect for Everyone (CORE) building committee for the new school construction. Her commitment to such a large variety of initiatives indicates her support of the learning of every student.

The focus of the principal's time includes observations of teachers, implementing district and school-wide initiatives, preparing for the building of a new school complex, meeting with the curriculum coordinator to plan and organize professional development, and general management of the school, faculty and staff. One meeting a month is a full faculty meeting and teachers indicated that department meetings are held twice a month in which the chairs of each department meet together with the principal to discuss future plans, curriculum development, data analysis, issues, and other important topics. The meeting is held in a way that all members' views and concerns are heard and considered equally to ensure all members of the leadership are valued. This cooperative planning ensures a consistent leadership throughout the school, as seen by staff, students, and parents. Students have a clear understanding of core values, as these values have been included in classroom instruction from kindergarten on. The principal of SHS, working with other building leaders, deliberately provides instructional leadership that is rooted in the school's core values, beliefs, and learning expectations.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- school leadership
- Endicott survey

Standard 5 Indicator 9

Conclusions

Teachers, students, and parents are widely involved in meaningful and defined roles in decision making that promote responsibility and ownership. The majority of teachers and parents feel that they have input in important decisions at the school while only 40 percent of students agree with this statement. Examples of student voice include participation in the selection of the new school mascot as well as the participation of two students on the school committee. Students and parents also participate on hiring committees for new staff members. Parent surveys have influenced changes in school practices such as parent-teacher conferences and professional development time. Teachers also participate on hiring committees and a variety of school and district committees including technology and curriculum. The school provides significant opportunities for teachers, students, and parents to meaningfully assist in the decision-making process.

Sources of Evidence

- self-study
- students
- Endicott survey

Standard 5 Indicator 10

Conclusions

Teachers often exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning. Teachers are involved in hiring committees, technology committees, contributing to the district learning technology plan, curriculum committees, and silos for graduation requirements. Teachers are also actively involved in the vetting of standards to be used for each discipline, and the development of activities and evaluations that will be used in classroom administration. Numerous professional development days (ERDs) were given for department meetings to evaluate and revise curriculum. Teachers are involved in reviewing school policies such as class rank and the ninth grade transitional curriculum. Teachers and department chairs have the opportunity to develop new courses including Biomedical Ethics, Leadership and Sports History and Entrepreneurship. Students with ideas for new clubs or extracurricular activities, share them with their teachers who can provide leadership and support. An example of teachers leading efforts to improve climate includes one Spanish and one biology teacher who are working with students to organize a trip to Puerto Rico in the summer of 2017. Another example is that teachers initiated the change in how class rank is determined. Teacher interviews indicated that teachers regularly step up and assumed leadership responsibilities. However, there were also a number of teachers who reported that recently they feel a number of the initiatives were "top down" decisions and they have lost their voice in the change process. Teachers participate and provide leadership on a number of different initiatives at SHS. Teachers take an active role in school improvement initiatives that support students' interest in learning.

Sources of Evidence

- self-study
- teacher interview
- students

Standard 5 Indicator 11

Conclusions

The school board, superintendent, and principal were collaborative, reflective, and constructive in the development of the school's 21st century learning expectations or guiding principles in achieving the school's learning expectations. When developing Sanford's guiding principles, the principal worked in collaboration with teachers from all schools throughout the district. Once this committee established the guiding principles, they were presented to the staff to be discussed, edited, and then approved. The principal at SHS made sure teachers were comfortable with these expectations and able to implement them in his or her classroom. The principal was in discussions with the superintendent and school board during this time to relay the progress and answer any questions. The superintendent and district administrators meet weekly to discuss district issues such as the realigned K-12 curriculum, Spartan Time and professional development, but there has been little discussion on how to better achieve the school's 21st century learning expectations. On the Endicott survey, 54 percent of staff report that they agree that the school board, superintendent, and principal work collaboratively. The principal reported a positive relationship with the school board and indicated that the board has a good understanding of student needs. For example, the school board provided leadership on the implementation of a Financial Literacy class and civics education. The principal worked collaboratively with staff and district administration to refine the guiding principles which provides students and staff an enriched learning environment.

Sources of Evidence

- self-study
- school board
- school leadership
- Endicott survey

Standard 5 Indicator 12

Conclusions

The school board and superintendent provide the principal with sufficient decision-making authority to lead the school. The principal has authority to implement school committee policy, building procedures, discretionary spending, budget development, student and faculty handbook guidelines, course offerings, credits awarded, staff assignments, and safety and security as specified by the principal's job description. There are many competing initiatives taking place at SHS that need to be prioritized. For example the teaching staff are developing a career pathways curriculum before moving into the new high school facility. They are piloting a new teacher assessment system. The staff and the administration are working collaboratively with the technical center on instructional practices to implement the career pathways curriculum. In the assessment area they are moving to proficiency based assessments. The school committee continues to consistently support individual principal decisions. The current principal was previously an assistant principal at the high school for several years before moving into her current role. Discussions with teachers revealed that the principal plans the professional development along with the district curriculum coordinator. Other administrators indicated their comfort in seeking out the principal for guidance and support when the need arises. In 2015, after identifying a need for additional student-teacher contact and RTI mandates, the current principal requested, and the school board and superintendent supported, new positions for coordinators to develop and pilot a new program later named "Spartan Time." The principal is provided with sufficient decision-making authority to lead the school.

Sources of Evidence

- self-study
- teachers
- central office personnel
- school leadership
- school support staff

Standard 5 Commendations

Commendation

The safe, positive, respectful and supportive learning environment at SHS

Commendation

The high degree of support for Spartan Time from both students and teachers

Commendation

The district's support of a wide variety of professional development opportunities

Commendation

The principal's ability to balance a wide array of initiatives and responsibilities while maintaining a positive presence in the life of the school

Commendation

The inclusivity in the hiring process by inviting student and parent participation

Commendation

The development of the district's guiding principles as a collaborative K-12 effort

Commendation

The principal's practice of inclusion and collaboration to assist in appropriate decision making

Standard 5 Recommendations

Recommendation

Prioritize all the school initiatives that are taking place at SHS

Recommendation

Provide adequate training for all stakeholders in the use of all evaluation tools

Recommendation

Improve opportunities for teachers to have a voice in current and future school initiatives

Recommendation

Develop and implement a plan for the school board, superintendent, and principal to create stronger connections between high school initiatives and the school's core values and 21st century learning expectations

Recommendation

Develop a plan for central administration to work collaboratively with the principal in prioritizing the many school initiatives

Standard 6 Indicator 1

Conclusions

SHS has coordinated and directed intervention strategies for all students including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations. In addition to guidance services, the alternative school and Bridge program meet the needs of nontraditional learners who need significant academic support. Support is provided on many different levels. All students are required to develop a personal learning plan (PLP) that maps out academic and career goals utilizing Naviance. They formulate a PLP plan the beginning of their freshman year and attend a counseling class in Spartan Time that enables students to develop plans around academic goals, careers, resume writing and college admissions. This Naviance program is scheduled to move into grades 6-8, ensuring meaningful transition, academic planning, and goal setting for their high school career. The PLP includes interest inventories as well as lessons on time management and stress reduction. This school-wide requirement serves to support guidance course selection and future planning. Students can meet with counselors as often as they feel the need to discuss personal problems or plans.

In addition, to Spartan Time and the development of PLPs, a student advisory team (SAT) meets once a week to discuss any student at risk for academic failure, nonattendance, emotional and social problems. This team's well-coordinated support system and planning intervene with referrals to community counseling resources, Division of Children and Youth Services (DCYS), homeless shelters and food resources as well as utilizing their in-house school resources providing first tier interventions. Interventions include online courses, meetings with social workers and school counseling staff as well as referrals to the alternative school and the Bridge program. The staffing patterns for the myriad school counseling programs ensure student success. The high school has five school counselors in addition to a social worker who works in house and a social worker who works in the community to intervene and make sure parents and students acquire essential services such as food stamps, health insurance, and referrals to appropriate social services agencies. The attendance officer follows up daily attendance, makes home visits and works closely with the SAT team and the superintendent's office to ensure school attendance. A clinical social worker from Sweetser as well as a drug and alcohol counselor from day one are housed in the school and offer therapy and support to students. For students whose needs cannot be met by the high school, there is an alternative program and a Bridge program off campus with adequate staffing including a social worker and a psychiatrist.

The school counseling department provides workshops on college admissions, financial aid and the course selection process. They have published a college admissions resource book. They hold parent information nights and have transition nights for eighth graders. Their office is welcoming, and students can readily find information on support services and agencies within the community such as housing, healthcare, suicide prevention, and food/nutrition programs among other services. They are developing a new comprehensive guidance program that will align their curriculum with the new K-12 curriculum and instruction proficiency-based learning. Timely, coordinated, and direct intervention strategies for all students, including identified and at-risk students, support each student's achievement of the school's 21st century learning expectations.

Sources of Evidence

- self-study
- department leaders
- school website
- Standard sub-committee

Standard 6 Indicator 2

Conclusions

SHS makes multiple efforts at community outreach. This is evidenced by the various communications regarding school and community resources in addition to the personal outreach to students' families. For example, the student intervention team (SIT) social workers and administration make home visits and link families up with community support systems. Electronic websites in all areas of school communication are up to date with relevant information regarding course registration, college admissions and outside credit opportunities. Parents can access information about all school events daily. Parents can be kept apprised of student progress, discipline, and attendance through Infinite Campus. A superintendent's letter goes out to families regarding upcoming events. They can follow the building progress of their new school on the website. The school counseling website provides information about the program of studies, including course offerings at the SRTC. Access to all health and registration forms are available on the school's website. SHS has designated personnel who reach out to the neediest of families helping them to sign up for vital services such as insurance and food stamps. School personnel visit the homes of truant students. It is these personal visits that enable recalcitrant learners to return to school and link up with the support systems that the high school provides. Families are made to feel welcome in the school counseling department to gather information about community resources such as flu shots and sports physicals, or to make an appointment with school counselors. A quarterly guidance newsletter is sent home to parents informing them of important events. Students who are experiencing academic or social stress are referred to the SAT team. An intervention plan for each student is designed that includes informative communication and personal attention. This high level of community outreach ensures student success and reduces school dropouts.

Sources of Evidence

- self-study
- students
- department leaders
- school leadership

Standard 6 Indicator 3

Conclusions

Support services staff use a variety of technology to deliver a generally effective range of coordinated services for each student. Staff can easily access information regarding student performance and services due to the implementation of the Infinite Campus. Support services use technology to access IEP and 504 Plans to inform student instruction. SHS has assistive technologies for students with special needs. With the schools iPad program, special needs students can access a communications application, visual schedules, voice to text and the iPad can read aloud if a student needs that accommodation. If students have a motor impairment there is an application on the iPad so they can trace letters. To go along with the iPad applications, SHS has the Read 180 program that helps students with reading and reading comprehension. Technology is used to schedule counseling appointments as well as to provide parents with all necessary information regarding course registration and health forms. Guidance websites are updated providing parents with relevant information regarding SATs, course registration, and community support systems. The Student Assistance Team (SAT) uses Google Docs on attendance, discipline, academic success or failure, and social emotional concerns that is shared with guidance personnel and RTI members. These shared communications are the backbone of student interventions. Guidance and teachers utilize the Naviance platform to help students create their personal learning plans. PLPs is a career and education development program that helps students gain the knowledge, skills, and behaviors to interact with others, to set goals and to make decisions related to career, college, and citizenship. Counselors use Google Docs to keep the outreach team informed of student progress and needed interventions. The health link on the SHS website includes all health forms and important health links. These technological supports provide teachers, guidance, and administrators with the necessary information for effective intervention and student success.

Sources of Evidence

- classroom observations
- self-study
- department leaders
- school leadership
- Standard sub-committee

Standard 6 Indicator 4

Conclusions

School counseling services have an adequate number of certified/licensed personnel and support staff who meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and area mental health agencies and social service providers; deliver a formal written developmental guidance program and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

SHS has an adequate number of certified and licensed personnel and support staff that meet regularly with students in areas of personal, academic, career and college counseling while engaging students individually and in groups. There are five school counselors in addition to a social worker who works in house and a social worker who works in the community.

According to the Endicott survey, 56.8% of the students disagree that they meet with a school counselor regularly. However, there is evidence that the freshman counselor meets with all students and provides them with classroom workshops depending on the need. All juniors are required to meet with their counselor for college and future planning. Shared PLP are easily accessed through Naviance, so counselors are informed of students' future goals and career aspirations. The guidance department coordinates the usage of PLPs that will enable the high school students to choose their courses for the new career pathways high school. Counselors have updated their website to make it accessible and informative. All necessary registration forms and program of studies is located on the website. The guidance office is welcoming and well organized and students receive immediate assistance. A school social worker as well as a certified addiction counselor support the school counseling department. The director of counseling services provides support for the alternative school. A guidance secretary provides clerical support for the counselors as well as a full-time registrar who is responsible for maintaining student records school-wide. A counselor from Day One and a therapist from Sweetser are housed at the high school. Another outreach social worker works in the community providing families with multiple layers of assistance that ensure student success. The guidance department uses relevant data, including feedback from the school community, to improve services and ensure each student has the opportunity to achieve the school's 21st century learning expectations. Collaboration is the hallmark of the Sanford guidance department. Their knowledgeable, professional, compassionate interventions have supported students in their learning and have ensured student success.

Sources of Evidence

- self-study
- teacher interview
- department leaders
- school website
- Standard sub-committee

Standard 6 Indicator 5

Conclusions

The school's health services have an acceptable number of certified/licensed personnel who provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments using relevant assessment data to improve services and ensure each student achieves the school's 21st century learning expectations. The health service personnel are acceptably staffed to provide preventive health services and direct intervention services to provide for the student needs and to comply with Maine state laws. The health office provides vision and hearing exams and hygiene guidance for students. The nurse coordinates appointments for sports physicals, the Tooth Fairy program, and employee flu clinics. The school's athletic trainer works with the nurse to provide students preventative physical therapy and concussion protocols for students. The health staff includes a registered nurse and a technical assistant. The health office uses IMMPACT, a Maine government database to log and view ongoing health assessments of students. Over the summer, the school schedules two physicians to provide student physicals for a small fee. In addition, preventative health care is evident in the Tooth Protectors dental initiative that offers oral health care to students twice a year. The SHS website has a health services link called "Nurses Corner," which provides immunization and medication forms required by the school, as well as offers links to information ranging from sports concussions to Lyme disease. The off-campus alternative school and the Bridge program do not have their own school nurse, but they are staffed with teachers who have received non-licensed medical training, which allows them to give students in those schools aspirin and medications. Because of the satisfactory number of certified/licensed personnel, SHS is able to provide preventative health services and to conduct ongoing student health assessments using relevant assessment data to improve services and ensure each student achieves the school's 21st century learning expectations.

Sources of Evidence

- self-study
- teachers
- department leaders
- school website

Standard 6 Indicator 6

Conclusions

Library/media services have limited integration into the curriculum and instructional practices and do not have an adequate number of certified/licensed personnel and support staff to engage in the implementation of the school's curriculum; is staffed for a short time before and after school, as well as throughout the day to allow for student access; is responsive to students' interests and needs in order to support independent learning; are beginning to conduct ongoing assessments using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

The library is staffed with a certified library media specialist who is new to this position this year. The library assistant was cut in the budget. This reduction has made it difficult for the library media specialist to fully assist teachers and students. The library staff member attends department meetings regularly to have awareness of the school curriculum, and reaches out to teachers to provide support materials. The librarian strives to build both school and community awareness by initiating school-wide activities. An example of this is the "That's what she said" activity for Women's History Month during which students post quotes from famous women all over the halls of the school. In addition, the librarian also has enrichment activities in the library that students can sign up for during Spartan Time.

SHS has a 1:1 student iPad ratio, which helps to provide a wide range of materials and technology to students and teachers. Students have access to their iPads throughout the day to perform various academic tasks. Teachers use this technology to give students access to online databases and research resources, as well as to use subject specific applications, Google Docs and Classroom to post homework assignments, notes, and to assessment information. Some databases maintained by the library include Marvel Virtual Library, SIRS Issues Researcher, and Follett Destiny library catalog. It was evident that being in a school with a 1:1 ratio of students to computers has somewhat redefined what a traditional library role is at SHS. The library plays the role of a welcome center and gathering place for students, and serves as a breakout space for classrooms to collaborate.

To gather feedback from the school community to meet the interests of students, the library staff plans to send out school-wide surveys assessing what students and staff would like to see in the library for resources, as well as what they would like to see improved upon for the next school year. The library/media services is occasionally being integrated into curriculum and instructional practices, as well as providing a wide range of resources responsive to student interests, so each student can achieve the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teachers
- students
- school website

Standard 6 Indicator 7

Conclusions

The support services for identified students, including special education, section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who collaborate with appropriate teachers, counselors, targeted services, and other support staff to achieve the school's 21st century learning expectations. SHS support services provide inclusive learning opportunities for all students and perform ongoing assessments using relevant data to improve services and ensure each student achieves the school's 21st century learning expectations. SHS provides an impressive array of overlapping support services for identified students. SHS is staffed with eight special education teachers, eighteen educational technicians, a special education department head, occupational, speech, and physical therapists, a school psychologist, social worker, outreach coordinator, attendance coordinator, and IEP and 504 coordinators to provide adequate supports for identified students. Case managers are diligent in communicating with classroom teachers and specialists and they consistently invite appropriate staff members to IEP meetings to collaborate on team decisions regarding student needs. The special education staff at SHS is supportive and provides identified students with small group personalized instruction from case managers. Inclusive learning opportunities are school-wide and identified students are in the general education population. Personalized instruction is evident as students at SHS who need physical education credits can create their own plan that best suits their needs and interests, and teachers talked about how the students at SHS are supportive and accepting of their differences. Case managers not only monitor and write IEPs for students on their caseloads, they also teach remedial intervention math and English classes. Spartan Time allows for an RTI model where all students have the time to get extra supports from various resources in a specific area of need. In addition to the supports and services available at the high school, SHS offers two off-campus programs to serve specific populations with the alternative school and Bridge program. There is evident parent support of the alternative school, and students have supports they need to be successful. Students in all three buildings are regularly assessed to comply with federal and state laws. Some topics of instruction in the Bridge program include anger management, substance abuse education, conflict resolution, career education, service learning and adventure-based counseling. The Bridge program also offers parent education and support groups. Student progress is monitored regularly at the Bridge school and students who wish to can return to the high school with increasing fidelity and length as needed. Ongoing assessments of the identified populations showed a need for a math consultant and a special education literacy teacher to help students make progress, and this need has been addressed at SHS. ELL students are also assessed three times a year by the WIDA ACCESS test of English proficiency. Students who pass this test remain monitored by the ELL teacher for two additional years. The student support services at SHS for identified students, including special education, section 504, and English language learners have an appropriate number of certified/licensed personnel and support staff; SHS is able to effectively collaborate with school staff, provide inclusive learning opportunities, and perform ongoing assessment services that ensure each student achieves the school's 21st century learning expectations.

Sources of Evidence

- classroom observations
- self-study
- teachers
- parents
- school leadership
- school website

Standard 6 Commendations

Commendation

The establishment of the alternative school and the Bridge school programs to meet the needs of the nontraditional learners

Commendation

The outreach support services provided to students and families by the social workers and attendance officer

Commendation

The school's wide range of programs and resources for identified students, including special education, section 504, and English language learners, to specifically meet the needs of all identified students

Commendation

The collaborative efforts made within the guidance department to support all students and families in the educational process

Commendation

The counseling department for responding to the daily concerns of students while developing programs and interventions that will align their programs with the new school

Commendation

The use of assisted technologies for students with special needs

Standard 6 Recommendations

Recommendation

Develop and implement a plan for counselors to update their school counseling comprehensive plan

Recommendation

Revisit the assistant librarian position to improve the integration of the library/media resources and personnel fully into curriculum and instructional practices

Standard 7 Indicator 1

Conclusions

The community and Sanford School Board provide adequate funding for a wide variety of programs and services at SHS. While recent budget cuts have forced the elimination of some positions and supplies, the school has maintained a wide range of programs and services for a variety of targeted student populations. Budget cuts have also eliminated some professional and support staff positions including a technology integrator, with interviews confirming that these cuts are recognized as negatively impacting the Sanford school community by curtailing educational opportunities. Professional development is handled district-wide through once a week early release days which provides two hours of professional development and curriculum coordination as directed by the district's curriculum coordinator. The Endicott survey reveals dependable technology support in place, particularly with the 1:1 iPad implementation. Since the completion of the Endicott survey, the grant money for technology has ended and the technology integrator position has not been funded leaving a big gap in professional development when it comes to technology. Any professional development with technology integration into the classroom has been transferred to the responsibility of teachers and administrators to share their knowledge with each other. Equipment replacement and repair funding has been described as inadequate in multiple areas including science, the arts, and physical education. It is unclear what future plans exist for equipment replacement as the staff prepares to relocate to the new campus. Recent budget cuts of 10 percent in 2014-2015 and 20 percent in 2016-2017 have put a strain on the purchase of instructional materials and supplies across all content areas. Annual budget freezes midway through the school year have impacted the delivery of the curriculum in most subjects.

The high school has adopted several unique programs and services to meet the needs of a variety of students and has made a concerted effort to maintain these programs during difficult financial times. An alternative school exists off campus for those students needing a smaller, more personal environment to succeed, while the Bridge program and school was designed and implemented by the special services director to assist students who have been referred to the program for disciplinary or emotional reasons. The high school has set aside time in the middle of the school day for Spartan Time. This is a time for students to remediate and connect with teachers in a more mentoring relationship. New initiatives, including the use of Odyssey ware for virtual learning and Naviance software for development of PLPs, have allowed students to tailor their own program of studies which will transition into the high school's pathways initiative. Additional funding has also been provided for summer school opportunities. Increased funding from both state and local sources will continue to provide expanded district-wide programs that benefit the students' learning experience.

Sources of Evidence

- self-study
- teachers
- school leadership
- Endicott survey
- Standard sub-committee

Standard 7 Indicator 2

Conclusions

SHS develops and funds procedures that insure that the building and school plant are maintained and repaired, that the building is kept clean, and that maintenance equipment is maintained, catalogued and replaced as needed. The facilities director and custodial staff work diligently to maintain a fifty-year-old building and campus. When repairs are needed, the head custodian and maintenance staff are notified and the repairs are carried out in a timely manner. Of particular note is the overall cleanliness of the building throughout the school day, demonstrating the efficiency of the custodial staff and the pride of the student body in their facility. The maintenance director maintains a hard copy listing of all catalogued equipment and repairs made throughout the year. Continued financial support of the current facility and the new facility after relocation, enhances the learning experience and pride of the entire student body and school community.

Sources of Evidence

- classroom observations
- self-study
- teachers
- students
- department leaders

Standard 7 Indicator 3

Conclusions

The Sanford School Department has focused a great deal of time directed toward the planning and construction of a new facility (opening in the fall of 2018) and the institution of a new curriculum program called Pathways and therefore has moved away from a more traditional five-year plan for improvement of programs and services in their current facilities. Little evidence is seen beyond the opening of the new facility in long range planning. The need for long range plans in capital improvement and technology are inherent in the planning and opening of a new facility. The continued development of the career pathways program addresses program and services needs in the new building as well. Enrollment changes have been reflected in the new building approval process following state guidelines. Staffing needs are currently tied to the ongoing process of Pathways' program development and will be adjusted as needed. As indicated in the self -study, most of the current needs will be addressed with the construction of the new campus and development of the Pathways program. There was no evidence of long range planning beyond the five-year capital improvement plan for the existing building, as well as extracurricular expansion of opportunities. A more detailed long range strategic plan will allow for greater stability in the delivery of educational services during times of financial hardship.

Sources of Evidence

- self-study
- teachers
- school leadership

Standard 7 Indicator 4

Conclusions

SHS faculty and building administrators are involved at varying levels in the development of the budget. Implementation of the budget is led by central office administration and carried out by building administration and department heads. At the beginning of the budget process, teachers submit a wish list for the upcoming school year to their department chairs. These are then passed forward to the building administrator who presents the compiled proposals to the central office administration. As total budget expenditures are compiled, the central office staff works with the school board as well as with the city administration to look at total expenditures as well as revenue sources. After endorsement by the city's budget committee and city council, the final budget is submitted for voter validation in a June referendum. Upon approval by the voters, the final budget is passed back down the chain of command to the department chairs for final disbursement to faculty. Results from the Endicott survey demonstrate that 60.6 percent of the staff do not feel that they have input into the development of the budget, yet both formal and informal discussions with faculty members reveal a more active involvement in the development of the annual budget than this survey reflects. A more clearly defined budget process will allow teachers to feel that they have a greater input in the development of the budget.

Sources of Evidence

- self-study
- teachers
- school leadership
- Endicott survey

Standard 7 Indicator 5

Conclusions

The current school facility has deficiencies in its school site and plan that impair its functionality in regard to the delivery of high quality school programs and services. There is a long range plan to renovate the current high school and move the middle school into this facility. The new high school campus opening in the fall of 2018 should address most of these concerns. The staff indicates both an excitement and nervous trepidation regarding the implementation of the career Pathways model of instruction, but the new facility and plant is expected to fully support the implementation of this new program. The opening of the new facility will help provide the delivery of high quality school programs and services for students and staff.

Sources of Evidence

- self-study
- teachers
- school leadership
- school website

Standard 7 Indicator 6

Conclusions

Sanford High School's physical plant and facilities meet many applicable federal and state laws, and are in compliance with most local fire, health, and safety regulations. Facility updates based on the 2001 accessibility evaluation completed by the Alpha One company have improved handicap accessibility for the building. The eleven portable classroom buildings are equipped with entrance ramps, and an elevator in the main building is available for those unable to navigate the stairs between the two floors. Material Safety Data (MSD) sheets are available in all chemical storage areas including custodial storage and science classrooms. SHS has not updated its Chemical Hygiene Plan (CHP) since 2001 which needs to be updated yearly. They currently do not have chemical hygiene officer (CHO) position filled. Eye wash stations and safety showers are available in each of the chemistry classrooms. Monthly inspections of all safety equipment is completed and documented by the custodial staff. The Sanford fire department conducts formal inspections of the facility twice a year, once just before the start of the school year and then again during the winter break. Upon completion of construction of the new high school building in the fall of 2018, students and staff will be in a modern facility that is expected to be in compliance with all safety standards.

Sources of Evidence

- self-study
- facility tour
- teachers
- department leaders

Standard 7 Indicator 7

Conclusions

SHS has developed some strategies to engage parents and families in each student's education, and reaches out specifically to those families who have been less connected with the school. Information about the school is available on the school's website and the local cable access channel. Parents can access up-to-date grades through the use of Infinite Campus. Progress reports and report cards are sent home multiple times throughout the year. Multiple parent conference nights are made available to accommodate work and personal schedules. Parents are notified through multiple formats including letters home, phone calls, and emails or electronic messages of the upcoming conferences. Parents of struggling freshmen students are targeted by a team of teachers to invite attendance at these conferences. SHS had 90 percent of the freshmen parents come in when contacted. Due to parent request, conferences were changed from a student-led format to a more traditional teacher-led format, while freshmen often have team conferences to promote a greater partnership between parents and staff. The variety of methods used to engage parents and families allow for a greater development of student empowerment.

Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- parents

Standard 7 Indicator 8

Conclusions

SHS has developed a wide network of productive partnerships that support student learning. Parents are engaged in partnerships to support student learning through multiple academic and athletic booster groups that are not funded through the school budget. Parents are involved in district committees. Community organizations such as the Sanford Alumni Association work with the SHS in providing scholarships, guest speakers and long term commitments to the new campus. Businesses throughout southern Maine have worked with SHS through the ELOs ranging from single day job shadows to full-semester internships. Over 180 businesses have taken part in providing opportunities to mentor SHS students outside the classroom. Students at SHS are provided the opportunity to earn college credit at multiple local colleges including the University of Maine, University of Southern Maine, the University of New England, York County Community College and Southern Maine Community College. Other noted partnerships within the Sanford community include JMG, a twenty hour community service requirement for graduation, and two community-school programs that help students in need of assistance with food. One is Free Food Thursday, and the other is a Food in a Backpack program for weekends for families in need. The many and varied partnerships in the community with business, parents, and higher education facilities offer students opportunities to achieve the school's 21st century learning expectations.

Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- community members

Standard 7 Commendations

Commendation

The Bridge program, alternative program, and Spartan Time that allow all students the opportunity to tailor their personal learning experience with the guidance of a dedicated and caring staff

Commendation

The personal and professional pride in the facilities and campus as exhibited by the maintenance and custodial staff, student body, faculty and community members

Commendation

The community support and approval of the construction of a new campus

Commendation

The ongoing development of the career Pathways program that is designed to allow students to tailor their educational experience to develop their personal interests and career goals

Commendation

The successful planning and approval of a new facility and the anticipated positive impact on learning

Commendation

The wide variety of opportunities for students developed through partnerships of community businesses and higher learning institutions

Standard 7 Recommendations

Recommendation

Provide personnel to ensure the appropriate integration of technology in curriculum and instruction

Recommendation

Develop and implement long range planning to provide dependable funding on a consistent basis

Recommendation

Provide professional development on continued development of career pathways in preparation of the move to the new campus in the fall of 2018

Recommendation

Develop a formalized long range plan to maintain the new facility and programs that will allow continued growth and stability within SHS

Recommendation

Maintain updated documentation of all pertinent regulations involving safety regulations at local, state, and federal levels

Recommendation

Continue to seek ways to engage parents more thoroughly through greater communication with all parents

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's Accreditation Handbook, which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The visiting committee would like to express thanks to the community for the hospitality and welcome. The school community completed an exemplary self-study that clearly identified the school's strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Secondary Schools

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a negative impact on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Paul MacMillan - New England Association of Schools and Colleges, Inc.

Assistant Chair: Michael Hutchins - New England Association of Schools and Colleges, Inc.

Team Members

Jessica Belanger - Mount Ararat High School

Matthew Bonin - Newfound Regional High School

Terry Deane - Hampden Academy

Tom Dyum - Deer Isle-Stonington High School

Barbara Fecteau - Beverly High School

Sheila Foley - Kingswood Regional High School and Lakes Region Technology Center

Amanda Hersey - Regional School Unit 73

Ken Lindlof - Waterville Senior High School

Eva Marie McElwain - Bedford High School

Mr. Daniel McKeone - Greely High School

Sylvia Most - Windham High School

Joseph Pelletier - Bangor High School

Stephanie Potter - Littleton High School

Scott Regan - Bonny Eagle High School

The following policies will be presented for a “**First Reading**”
on August 15, 2017

I. Policy JJIAA: Private School Students —Access to Public School Cocurricular, Interscholastic and Extracurricular Activities

We currently do not have a policy addressing private school students’ access to cocurricular, interscholastic and extracurricular activities. This policy is recommended by the Maine School Management Association. Highlights of the policy include:

- Maine law sets standards for access to public school co-curricular, interscholastic and extracurricular activities by students enrolled in equivalent instruction programs in private schools.
- “Cocurricular activities,” are activities that are sponsored by the school, are directly related to the curriculum and support achievement of the learning standards established by law, Board policy and or administrative action. Examples of such activities include the math club, science fairs and foreign language clubs.
- A student enrolled in an equivalent instruction program as defined in this policy is eligible to participate in cocurricular activities sponsored by the Sanford School Department provided that:
 - A. The student or his/her parent/guardian applies in writing to and receives written approval from the school principal/designee. (Policy JJIAA-E1 – Application)
 - B. The student currently meets, and agrees to meet in the future, established behavioral, disciplinary, attendance and other rules applicable to all students.
 - C. The private school the student attends does not provide the same cocurricular activity.
- **The principal/designee may withhold approval only if the school does not have the capacity to provide the student with the opportunity to participate in the cocurricular activity.** (School Committee can keep wording as is, eliminate or modify) If approval is withheld, the principal/designee will provide a written explanation to the student or student’s parent/guardian stating the reason for the decision to withhold approval.
- “Extracurricular activities,” for the purpose of this policy, are school-sponsored activities for which participants are selected by staff supervising the activities, including those teams, both athletic and academic, that participate in interscholastic competition.
- A student enrolled in an equivalent instruction program as defined in this policy is eligible to try out for extracurricular and interscholastic activities sponsored by the Sanford School Department provided that the following requirements are met/satisfied:
 - A. The student applies for and receives written approval from the principal/designee. (Policy JJIAA-E2 – Application)
 - B. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.
 - C. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school unit.

- D. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.
- E. The student abides by the same transportation policy as regularly enrolled students participating in the activity.
- F. The private school the student attends does not provide the same extracurricular or interscholastic activity
- The principal/designee will be responsible for approving or withholding approval of applications to try out for an extracurricular activity. **The principal/designee may withhold approval only if the school does not have the capacity to provide the student with the opportunity to participate in the cocurricular activity** (School Committee can keep wording as is, eliminate or modify). If approval is withheld, the principal/designee will provide a written explanation to the student or the student's parent/guardian stating the reason for the decision.
 - The criteria for selection of participants shall be determined by the staff members (coaches, advisors and their supervisors) responsible for the activities. Tryouts are by nature competitive. Eligibility to try out does not guarantee participation.
 - Decisions resulting in non-selection of individual students shall not be subject to appeal or reconsideration unless they are in violation of law or Board policy.
 - To permit verification that the student has met eligibility requirements under this policy, the student's parent (or the student, if 18 years old) must authorize the private school to provide to the principal all information necessary to determine whether the student meets the requirements.
 - In order to maintain an efficient and orderly method for processing applications for participation, the Board authorizes the Superintendent/designee to develop procedures, as appropriate, for the principal/designee's use in determining whether students have met eligibility requirements and for granting or withholding approval of participation.
 - Sanford School Department has no obligation to notify or provide information concerning eligibility for participation in school-sponsored cocurricular, interscholastic or extracurricular activities to students enrolled in equivalent instruction in private schools.
 - Except as otherwise provided in this policy, appeals from administration and application of the Board policy are heard by the Board, whose decision is final and binding. Appeals that question the Board's policy compliance with legal requirements must be made to the Commissioner, whose decision is final and binding.

II. Policy JJIAA-E1 - Private School Student Application for Participation in Sanford School Department Cocurricular Activities

III. Policy JJIAA-E2 - Private School Student Application for Participation in Sanford School Department Extracurricular Activities

IV. Policy JJIAA-E3 - Verification of Private School Student Eligibility for Participation in Sanford School Department Cocurricular Activities

V. Policy JJIAA-E4 - Verification of Private School Student Eligibility for Participation in Sanford School Department Extracurricular Activities

VI. Policy EFB-R – Free and Reduced Price Food Services

This is an **updated** policy recommended by Director of Food Service Holly Hartley and has been vetted through the A-Team Plus. Changes to the policy include:

- The policy is for grades K-12. The policy no longer has a separate section for students in grades K-8 and students in grades 9-12.
- Students in grades 9-12 will now be allowed to charge meals.
- Students will now be allowed to charge up to five meals a year instead of three meals.
- Instead of needing to re-apply for free or reduced meals, families will be encouraged and will have up to 30 school days instead of an October 1st deadline.
- Outstanding bills from the previous year will be sent home prior to the opening day of school instead of on the first day of school.

Recommended Motions

1. Motion to accept the first reading of **Policy JJIAA – Private School Students – Access to Public School Cocurricular, Interscholastic and extracurricular activities**
2. Motion to accept the first reading of **Policy Policy: JJIAA-E1 - Private School Student Application for Participation in Sanford School Department Cocurricular Activities**
3. Motion to accept the first reading of **Policy JJIAA-E2 - Private School Student Application for Participation in Sanford School Department Extracurricular Activities**
4. Motion to accept the first reading of **Policy JJIAA-E3 - Verification of Private School Student Eligibility for Participation in Sanford School Department Cocurricular Activities**
5. Motion to accept the first reading of **Policy: JJIAA-E4 - Verification of Private School Student Eligibility for Participation in Sanford School Department Extracurricular Activities**
6. Motion to accept the first reading of updated **Policy EFB-R – Free and Reduced Price Food Services Procedures**

Sanford School Department**NEPN/NSBA Code: JJIAA****PRIVATE SCHOOL STUDENTS—ACCESS TO PUBLIC SCHOOL
COCURRICULAR, INTERSCHOLASTIC AND EXTRACURRICULAR
ACTIVITIES**

The Board recognizes that Maine law sets standards for access to public school co-curricular, interscholastic and extracurricular activities by students enrolled in equivalent instruction programs in private schools.

For the purpose of this policy, “student enrolled in equivalent instruction program” means a student otherwise eligible to attend school in that school administrative unit, including a student who resides in the unorganized territory, when the student is enrolled in an equivalent instruction program in a private school that is recognized as an equivalent instruction alternative under 20-A MRSA § 5001-A(3)(1)(b).

PARTICIPATION IN COCURRICULAR ACTIVITIES

“Cocurricular activities,” for the purpose of this policy, are activities that are sponsored by the school, are directly related to the curriculum and support achievement of the learning standards established by law, Board policy and or administrative action. Examples of such activities include the math club, science fairs and foreign language clubs.

A student enrolled in an equivalent instruction program as defined in this policy is eligible to participate in cocurricular activities sponsored by the Sanford School Department provided that:

- A. The student or his/her parent/guardian applies in writing to and receives written approval from the school principal/designee.
- B. The student currently meets, and agrees to meet in the future, established behavioral, disciplinary, attendance and other rules applicable to all students.
- C. The private school the student attends does not provide the same cocurricular activity.

The principal/designee may withhold approval only if the school does not have the capacity to provide the student with the opportunity to participate in the cocurricular activity.

If approval is withheld, the principal/designee will provide a written explanation to the student or student’s parent/guardian stating the reason for the decision to withhold approval.

NSBA Code: JJIAA**II. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

“Extracurricular activities,” for the purpose of this policy, are school-sponsored activities for which participants are selected by staff supervising the activities, including those teams, both athletic and academic, that participate in interscholastic competition.

A student enrolled in an equivalent instruction program as defined in this policy is eligible to try out for extracurricular and interscholastic activities sponsored by the Sanford School Department provided that the following requirements are met/satisfied:

- A. The student applies for and receives written approval from the principal/designee.
- B. The student agrees to abide by equivalent rules of participation as are applicable to regularly enrolled students participating in the activity and provides evidence that the rules of participation are being met.
- C. The student complies with the same physical examination, immunization, insurance, age, and semester eligibility requirements as regularly enrolled students participating in the activity. All required documentation must be made available upon request by the school unit.
- D. The student meets equivalent academic standards as those established for regularly enrolled students participating in the activity and provides evidence that the academic standards are being met.
- E. The student abides by the same transportation policy as regularly enrolled students participating in the activity.
- F. The private school the student attends does not provide the same extracurricular or interscholastic activity

The principal/designee will be responsible for approving or withholding approval of applications to try out for an extracurricular activity. The principal/designee may withhold approval only if the school does not have the capacity to provide the student with the opportunity to participate in the cocurricular activity.

If approval is withheld, the principal/designee will provide a written explanation to the student or the student’s parent/guardian stating the reason for the decision.

NSBA Code: JJIAA

The criteria for selection of participants shall be determined by the staff members (coaches, advisors and their supervisors) responsible for the activities. Tryouts are by nature competitive. Eligibility to try out does not guarantee participation.

Decisions resulting in non-selection of individual students shall not be subject to appeal or reconsideration unless they are in violation of law or Board policy.

VERIFICATION OF ELIGIBILITY

To permit verification that the student has met eligibility requirements under this policy, the student's parent (or the student, if 18 years old) must authorize the private school to provide to the principal all information necessary to determine whether the student meets the requirements.

DELEGATION OF AUTHORITY

In order to maintain an efficient and orderly method for processing applications for participation, the Board authorizes the Superintendent/designee to develop procedures, as appropriate, for the principal/designee's use in determining whether students have met eligibility requirements and for granting or withholding approval of participation.

Sanford School Department has no obligation to notify or provide information concerning eligibility for participation in school-sponsored cocurricular, interscholastic or extracurricular activities to students enrolled in equivalent instruction in private schools.

APPEALS

Except as otherwise provided in this policy, appeals from administration and application of the Board policy are heard by the Board, whose decision is final and binding. Appeals that question the Board's policy compliance with legal requirements must be made to the Commissioner, whose decision is final and binding.

Legal Reference: 20-A MRSA §§ 2901, 5001-A, 5021-A(3)

Cross Reference: KE – Public Concerns and Complaints

Adopted: _____

NEPN/NSBA Code: JJIAA-E1

**PRIVATE SCHOOL STUDENT APPLICATION FOR PARTICIPATION
IN SANFORD SCHOOL DEPARTMENT COCURRICULAR ACTIVITIES**

The parent (or student if 18 years of age or older) must submit a separate application for each activity in which participation is desired.

STUDENT INFORMATION

Student's Name:

Student's Date of Birth:

Grade in Private School:

Student's Address:

Phone Number:

Parent/Guardian's Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head's Name:

Student is Applying for Participation in the Following Activity: _____

VERIFICATION OF ELIGIBILITY

I authorize **[Private school name]** to provide to **[School unit name]** upon its request all information necessary to verify that my son/daughter, **[Student's name]** meets the eligibility requirements for participation in the cocurricular activity that is the subject of this application.

Parent's Signature (or Student's, if 18 or older)

Date

NEPN/NSBA Code: JJIAA-E1

STUDENT PARTICIPATION AGREEMENT

I agree to comply with all **[School unit name]** policies, administrative procedures, and behavioral, disciplinary, attendance and other rules that apply to **[School unit name]** students participating in the cocurricular activity that is the subject of this application.

Student's Signature

Date

NEPN/NSBA Code: JJIAA-E2

**PRIVATE SCHOOL STUDENT APPLICATION FOR PARTICIPATION
IN SANFORD SCHOOL DEPARTMENT EXTRACURRICULAR
ACTIVITIES**

The parent (or student if 18 years of age or older) must submit a separate application for each activity in which participation is desired. **[School unit name]** will verify eligibility before the student is allowed to try out for the requested activity.

STUDENT INFORMATION

Student’s Name:

Student’s Date of Birth:

Grade in Private School:

Student’s Address:

Phone Number:

Parent/Guardian’s Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head’s Name:

Student is Applying for Participation in the Following Activity: _____

**THE FOLLOWING DOCUMENTATION WILL BE REQUIRED FOR
VERIFICATION OF ELIGIBILITY TO TRY OUT FOR PARTICIPATION:**

Evidence that the student currently meets the same behavioral, disciplinary, attendance and other eligibility applicable to all students in **[School unit name]**;

Student’s written agreement to comply with the same behavioral, disciplinary, attendance and other eligibility applicable to all students in **[School unit name]**;

NEPN/NSBA Code: JJIAA-E2

Documentation of sports physical (if applicable) and clearance to play;

Documentation of immunization presented;

Evidence of insurance;

Documentation of age eligibility;

Documentation of academic standing (grades or other evidence that academic eligibility standards have been met); and

Student’s written agreement to abide by the same transportation rules that apply to regularly enrolled students.

VERIFICATION OF ELIGIBILITY

I authorize **[Private school name]** to provide to **[School unit name]** upon its request all information necessary to verify that my son/daughter, [Student’s name] meets the eligibility requirements for participation in the extracurricular activity that is the subject of this application.

I agree to provide to **[School unit name]** documentation of immunization, insurance and sports physical and clearance to play (if applicable) if such information is not maintained at **[Private school name]**.

Parent’s Signature (or Student’s, if 18 or older)

Date

STUDENT PARTICIPATION AGREEMENT

I agree to comply with all **[School unit name]** policies, administrative procedures, and behavioral, disciplinary, attendance and other rules that apply to **[School unit name]** students participating in the extracurricular activity that is the subject of this application.

I also agree to abide by the same transportation rules that apply to all [School unit name] participants in this activity.

Student’s Signature

Date

NEPN/NSBA Code: JJIAA-E3

VERIFICATION OF PRIVATE SCHOOL STUDENT ELIGIBILITY FOR PARTICIPATION IN SANFORD SCHOOL DEPARTMENT COCURRICULAR ACTIVITIES

A separate application must be received for each activity in which participation is desired. This form is used to verify eligibility and to approve/deny participation.

STUDENT INFORMATION

Student's Name:

Student's Date of Birth:

Grade in Private School:

Student's Address:

Phone Number:

Parent/Guardian's Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head's Name:

Student is Applying for Participation in the Following Activity: _____

FOR COCURRICULAR ACTIVITIES

_____ Written application received [DATE]

_____ Student's written agreement to comply with behavioral, disciplinary, attendance and other rules applicable to all students in [School unit name]

Student participation in the desired activity is _____ approved _____ not approved

Decision by: _____ (Name and Title) Date: _____

Student/parent notified of decision: Date: _____ Method: _____

NEPN/NSBA Code: JJIAA-E4

VERIFICATION OF PRIVATE SCHOOL STUDENT ELIGIBILITY FOR PARTICIPATION IN SANFORD SCHOOL DEPARTMENT EXTRACURRICULAR ACTIVITIES

A separate application must be received for each activity in which participation is desired. This form is used to verify eligibility and to approve/deny participation.

STUDENT INFORMATION

Student's Name:

Student's Date of Birth:

Grade in Private School:

Student's Address:

Phone Number:

Parent/Guardian's Name:

Private School Name:

Private School Address:

Private School Phone Number:

Private School Principal/Head's Name:

Student is Applying for Participation in the Following Activity: _____

FOR EXTRACURRICULAR ACTIVITIES

_____ Written application received [DATE]

_____ Student's written agreement to comply with behavioral, disciplinary, attendance and other rules applicable to all students in [School unit name]

_____ Sports physical (if applicable) performed on [DATE]; Cleared to play? Yes/No

_____ Documentation of immunization presented

_____ Documentation of insurance

NEPN/NSBA Code: JJIAA-E4

_____ Documentation of age eligibility

_____ Documentation of academic standing (principals may ask to see grades or other evidence that academic eligibility has been met)

_____ Student's written agreement to abide by same transportation as regularly enrolled students

_____ Student has completed tryout

_____ Student has been selected / not selected for the activity (circle one)

Decision by: _____ (Name and Title)

Date: _____

Student/parent notified of decision: Date: _____

Method: _____

FREE AND REDUCED PRICE FOOD SERVICES
PROCEDURES

1. Grades K-12
Charging of school meals is discouraged. The School Committee understands that there may be times when special situations exist such as a student forgetting money for school meals. To accommodate these special situations, students will be allowed to charge up to five (5) school meals and will be expected to pay for any charged meals the following school day. Families will be notified after three (3) charged meals. Bills will be sent home via mail or e-mail. In addition, families will be notified by school administration or designee.

Any student who owe five (5) school meals will be expected to bring their meals from home or receive an alternate entrée in place of the regularly scheduled entrée until the negative balance is paid or the family becomes eligible for free meals.
2. At the start of each school year, families are encouraged to apply for free/reduced meals. Families who were eligible for free or reduced meals the previous school year will continue to receive free or reduced meals for up to thirty (30) days. If a new free or reduced meal application is not approved or submitted, students will be placed on full pay status. Families who received free or reduced meals the previous year will be contacted by mail in mid-September reminding them to re-apply.
3. Bills for outstanding balances from previous school years will be mailed to families prior to the first day of school. Students with outstanding balances will be expected to bring their meals from home or receive the alternate entrée in place of the regularly scheduled entrée until the outstanding balance is paid in full or the family has become eligible for free meals by submitting an application.
4. Families may apply for free or reduced meals at any time during the school year and as financial situations change. Staff members who feel that a student may be eligible for free or reduced meals should contact Food Services personnel.

Adoption date:

Effective date:

SANFORD SCHOOL DEPARTMENT

FREE AND REDUCED PRICE FOOD SERVICES PROCEDURES**1. For Grade K- 8**

Charging of school meals is discouraged. The School Committee understands that there may be times when special situations may exist such as a student forgetting lunch money. To accommodate these special situations, students in K-8 will be allowed charge up to three meals and will be expected to pay for these meals the next school day. Parents will be notified by mail if an outstanding balance of three charged meals is due.

Students who owe for three school meals will be required to bring their meals from home or receive an alternate meal in place of the regularly scheduled menu until the balance is paid in full or the family has become eligible for free meals by submitting an application.

For Grade 9-12

Students in grades 9-12 may not charge

2. At the start of each year, families need to reapply for free or reduced lunch status. Families who were eligible for free or reduced meals the previous year will continue at the status until October 1st, at which time if an application has not been returned, the student will be placed on regular lunch status. Families who have not returned an application will be contacted by mail in mid-September.
3. Bills for outstanding balances from previous years will be sent home the first day of school. Students will be required to bring their meals from home or receive an alternate meal in place of the regularly scheduled menu until the balance is paid in full or the family has become eligible for free meals by submitting an application.
4. Families may apply for free or reduced price meals at any time during the school year and as financial situations change. Staff members who feel that a student should be eligible for free or reduced lunches should contact Food Services personnel.

Adoption date: July 9, 2002
Revised: March 19, 2007

Graduation Requirements Policy IKF

Executive Summary – August 15, 2017

The following policy will be presented on August 15, 2017

1. **Graduation Requirements – Policy IKF** – As a result of the requirements of LD 1422 Sanford's current graduation policy IKF needs to be updated to include the proficiency based learning. The revised policy, based on recommendations from MSMA, differentiates graduation requirements for the existing classes of 2018, through 2020, and classes beginning with 2021 who must meet proficiency requirements. All students must still complete twenty-five credits to graduate. For the class of 2021 and beyond, the revised policy requires that students must demonstrate proficiency in Graduation Standards for each content area of Maine's system of Learning Results, as well as the Guiding Principles and Habits of Work.

Recommended Motions

1. **Motion to accept the first reading of policy IKF – Graduation Requirements**

GRADUATION REQUIREMENTS

Sanford High School has adopted a proficiency-based system of learning consistent with Maine law, LD 1422, which means that beginning with the Class of 2021, the awarding of a diploma will be contingent on the demonstration of proficiency in the Graduation Standards of each content area and Guiding Principles and Habits of Work, in addition to the accumulation of credits, and fulfill all additional graduation requirements set by the School Committee.

Students graduating in the Classes of 2018-2020 must continue to meet the credit and other graduation requirements specified in this policy.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

The School Committee has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The School Committee is aware that current law and regulations are subject to change.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2018, 2019, or 2020

Students who anticipate graduating in the Classes of 2018, 2019, or 2020 must meet the following minimum requirements in order to be awarded a high school diploma.

A. **Credits:** The student must successfully complete a total of 25 credits. Of these credits, 12½ (twelve and one half) must be those specified by the State of Maine, and additional credits required by the School Committee as follows:

- English Language Arts – 5 credits;
- Mathematics – 3 credits;
- Social Studies and History, including one year of US/World History and government – 3 credits;
- Science, including at least one year of laboratory study – 3 credits;
- Fine Arts, which may include art, music – 1 credit;
- Health – ½ credit;
- And Physical Education – 1 credit.

The remaining credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

B. **Computer Proficiency:** The student must demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.

C. **Community Service:** In addition to the State requirements, the student must meet the following graduation requirement established by the School Committee: 20 hours of community service.

II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

In accordance with Maine law, LD 1422, and Sanford School Department's policy, beginning with the Class of 2021, the awarding of a diploma from Sanford High School will be contingent on a student demonstrating proficiency in the Graduation Standards for each content area of Maine's system of Learning Results, and demonstrating proficiency in the Guiding Principles, and Habits of Work. The student must also fulfill any other requirements specified in this policy.

Students who will be graduating in the Classes of 2021 and beyond must meet the following requirements in order to be awarded a high school diploma:

A. **Credit:** A student must successfully complete a total of 25 credits. Of these credits, 12½ (twelve and one half) must be those specified by the State of Maine, and additional credits required by the School Committee as follows:

- English Language Arts – 5 credits;
- Mathematics – 3 credits;
- Social Studies and History, including one year of US/World History and government – 3 credits;
- Science, including at least one year of laboratory study – 3 credits;
- Fine Arts, which may include art, music – 1 credit;
- Health – ½ credit;
- And Physical Education – 1 credit.

The remaining credits may be selected by the student based upon the student's Personal Learning Plan (PLP), interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

B. **Graduation Standards Proficiency:** To be eligible for the diploma, students must demonstrate proficiency in the content-areas that apply to their graduating class listed below. Proficiency is demonstrated when a student achieves a year-end average score of 2.5 on each Graduation Standard for that content area.

NOTE:

I have sent testimony to the DOE for Chpt 134 rule hearing that we prefer to specify what additional content areas are added each year rather than to have student choice.

It will be extremely logistically complicated to have content areas where only some of the students are working on proficiency and others are not.

- **Class of 2021: 4 core content areas** (English, Mathematics, Science and Social Studies) plus Guiding Principles.
- **Class of 2022:** 5 content areas plus Guiding Principles (the 4 core content areas and a 1 additional content area of the student's choosing and informed by the PLP).
- **Class of 2023:** 6 content areas plus Guiding Principles (the 4 core content areas and 2 additional content areas of the student's choosing and informed by the PLP).
- **Class of 2024:** 7 content areas plus Guiding Principles (the 4 core content areas and three additional content areas of the student's choosing and informed by the PLP).
- **Class of 2025 and thereafter:** Students must demonstrate proficiency in all 8 content areas plus Guiding Principles.

Core Content Areas

- *English - Language Arts
- *Mathematics
- *Science and Technology
- *Social Studies

Eight Content Areas

- + Health Education and Physical Education
- + Visual and Performing Arts
- + World Languages
- + Career and Education Development
- embedded in the other content areas

- C. **Habits of Work Proficiency:** Students must demonstrate proficiency in the “Habits of Work,” “HOW.” Proficiency is demonstrated when a student achieves a year-end average score of 2.5 on each of the “HOW’s. Sanford defines “Habits of Work” as:
- Attitudes toward Learning – Behaviors such as: presents an “I can learn” attitude; exhibits enthusiasm for learning; displays a positive attitude; manages emotions; advocates for self; exhibits perseverance; shows a willingness to keep trying; takes pride in work and self.
 - Interactions in Learning - Behaviors such as: shows a “We Can” attitude; listens to other’s opinions; is a team player; collaborates with others; is respectful; participates; compromises; shows compassion; is flexible; shares; acts as a problem solver; is helpful and resourceful.
 - Responsibility for Learning - Behaviors such as: is self-directed but advocates for help when needed; engages with peers and teachers appropriately; displays a willingness to learn; is motivated; is prepared and organized; follows directions; completes tasks and values work completion; knows learning targets; produces quality work; focuses on task at hand; displays time management; attends class regularly.
- D. **Guiding Principles Proficiency:** Demonstrate proficiency in meeting the Graduation Standards set forth in the Guiding Principles. Proficiency is demonstrated when a student achieves a year-end average score of 2.5 on each Graduation Standard.
- A student graduating from Sanford High School is expected to be a:
- Clear and effective communicator;
 - Self-directed and life-long learner;
 - Creative and analytical problem solver;
 - Responsible and involved citizen; and an
 - Integrative and informed thinker.
- E. **Computer Proficiency:** The student must demonstrate computer skills according to the school unit’s standards for computer literacy, proficiency, and performance.
- F. **Community Service:** In addition to the State requirements, the student must meet the following graduation requirement established by the School Committee: 20 hours of community service.

III. ALTERNATIVE METHODS OF EARNING CREDITS AND/OR DEMONSTRATING PROFICIENCY

Sanford High School offers students a variety of learning options that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements.

Sanford high school’s curriculum is designed to enable students to satisfy graduation requirements in four years through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the Guiding Principles. Students may also meet graduation requirements through alternative activities that provide a quality learning experience comparable in rigor to Sanford High School’s own educational course offerings.

Some possible alternative activities:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Extended Learning Opportunities (ELO's)
- Community service
- Exchange programs
- Independent study
- Alternative education/"At Risk" programming
- Adult education

In order to pursue one or more of the alternative learning options, a student must have an Approved Personal Learning Plan (PLP) detailing how the pathway will provide exposure to the Content Area Graduation Standards and how the student will demonstrate proficiency in meeting the Graduation Standards. The Personal Learning Plan must be approved by the Guidance Department Chair.

IV. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM SANFORD HIGH SCHOOL

- Transfer and Home-schooled Students: For students who transfer to Sanford High School from another state or from an educational program that is not required to meet the content standards of the system of Learning Results, the Sanford high School principal shall determine the value of the student's prior educational experience towards achieving the standards in a manner consistent with Sanford's Local Assessment System and applicable School Committee policies.
- Students Receiving Special Education Services: Students who successfully meet the content standards of the Learning Results, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.
- Early Awarding of Diplomas: A student who has met the State's and the School Committee's diploma requirements in fewer than four years of high school may be awarded a diploma.
- Certificate of Attendance: The School Committee may provide a student who leaves school without meeting the standards of the Learning Results with a Certificate of Attendance, provided that the student has attended for two years and received a minimum of ten credits as a full time student. This certificate acknowledges participation in the educational program for a specific period of time and includes a record of the student's course credits and Learning Results proficiency.
- Delayed Awarding of Diplomas: At the Superintendent's discretion, a student who leaves Sanford High School prior to graduation to attend an accredited, degree-granting institution of higher education may, upon satisfactory completion of the freshman year be awarded a high school diploma, although he/she may not have met all diploma requirements.

Students who receive a high school diploma must notify the high school principal forty-five days before graduation so that there is ample time for evaluation of the request and, if approved, for preparation of the diploma and planning for the student's participation in the graduation ceremony, if the student desires to do so.

- Extended Study: Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of twenty at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's individualized education plan.

- G. Participation in Graduation Ceremony: A student must complete all requirements for a high school diploma in order to participate in graduation exercises. Additionally, the student must be in compliance with the Sanford Code of Conduct.
- H. Honors and Awards at Graduation: In order to be eligible for honors or awards based wholly or in part on academic achievement (e.g., valedictorian, salutatorian, class speaker, “Top 10”), a student must have been enrolled full time at Sanford High School for the two semesters preceding graduation. Students who do not meet this enrollment requirement will not be “ranked” for the purpose of determining eligibility for graduation honors, awards, or scholarships.

Legal Reference: 20-A M.R.S.A. § 4722
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHEDA – Post-Secondary Enrollment Options
IKFA- Early Graduation
IK – Student Achievement
ILA – Testing and Assessment of Students (Local Assessment System)

Adopted: September 8, 2003
Revised: July 14, 2014
Corrected: July 30, 2007