

SANFORD SCHOOL COMMITTEE

and

ACTON SCHOOL COMMITTEE

Contract to Provide Grade 9 to 12 Special Education Administrative Services

This agreement is by and between the Sanford School Committee, hereinafter referred to as Sanford, and the Acton School Committee, hereinafter referred to as Acton.

Whereas said Acton is desirous of having said Sanford provide administrative oversight of the grades 9-12 special services program for Acton Students with Disabilities attending Sanford schools, and said Sanford is desirous of providing said services, this Agreement is entered into by both parties.

Now, therefore, the parties hereto do covenant and agree to as follows:

1. Sanford will provide special education administrative services for Acton Students in grades 9-12 as outlined in Appendix A. This will include day-to-day oversight of Acton Students with Disabilities, paperwork, and programming. Included is the provision of documentation, correspondence, and communication associated with Students with Disabilities, IEP meetings, 504 meetings, and reporting.
2. Sanford will provide data and materials sufficient for Acton to complete required state and federal reporting forms. Acton will be responsible for filing the required state and federal forms.
3. Sanford, as a matter of the tuition agreement, will provide in-district, normal and usual special education services. Should an Acton student require special educational program(s) and/or related service(s) beyond that which is provided by an existing Sanford program, the financial responsibility for those as well as any out of district placement lies with Acton.
4. Should an Acton student who is previously not identified as needing special education services be referred for services, Acton will cover any additional costs for evaluations from outside service providers.
5. In the event of a contest of a student's special education program requiring legal intervention, Acton will be provided supporting materials and consultation by Sanford to allow Acton to determine viability of the claim. Acton will be responsible for legal costs incurred defending the prescribed program and any required programming beyond the normal and usual services provided by Sanford.
6. Should a student's needs require more administrative oversight beyond what is customary, Sanford and Acton will discuss additional costs.
7. Costs for these services for up to twenty (20) Acton identified Students with Disabilities will be \$18,232.59 for the 2022-23 school year. The cost will remain fixed for two years, and will increase by 5% every two years afterwards.
8. Billing for services will normally occur annually on December 1st of the current school year.
9. Sanford and Acton agree that this agreement will take effect on July 1, 2022 and will continue annually. Either party may terminate this agreement at the end of the school year.

In Witness whereof the parties set their hands.

SANFORD SCHOOL COMMITTEE


Sanford School Committee Chair

5/13/2022

Date


Witness

5/13/2022

Date

ACTON SCHOOL COMMITTEE


Acton School Committee Chair

4-7-22

Date


Witness

4/7/2022

Date

APPENDIX A
SANFORD'S RESPONSIBILITIES FOR ACTON STUDENTS

Spring of 8th Grade Year:

- Attend Transition IEP/Staffing meeting
- Review IEP Amendment/WN for accuracy
- Enter student information into Special Education Database

Summer of 9th Grade Year:

- Pick-up complete Special Education file from Acton
- Send Procedural Safeguards, AOM {packets, CM Introduction letter}
- Set-up IC Data
- Prep/Copy CM File
- Upload and maintain all special education documents in IC

During Each School Year:

- Schedule Annual IEP meeting / input information into meeting log for staff
- Send AWN to parent(s), guardian(s) and where appropriate, student
- Generate and complete WN/Minutes and all other applicable State required documentation
- Track Re-Evaluation Dates, Send Consent for Evaluation form (if testing is necessary)
- Process Consent for Evaluation, assign examiners, prep Consent for Evaluation packets for examiners, gather evaluations for processing when completed and send to parent(s) w/Evaluation Review letter
- Schedule 45 day IEP meeting to review evaluation results
- Review IEP/WN for compliance/accuracy, mail to parent(s), guardian(s) and where appropriate, student
- Prepare/Send out progress reports on IEP goals/objectives quarterly

During 10th & 11 Grade Years:

College Board:

- Determine if accommodations/modifications are necessary for P/SAT and/or SAT
- Gather IEP/WN/Evaluations for COLLEGE BOARDS
- Send Parent Signature Form to all 10th & 11th grade students
- Process Signature forms and enter info into database
- Enter online application for each student in COLLEGE BOARD website
- Monitor COLLEGE BOARD site for their decisions regarding each student request for accommodations/modifications
- Alert SHS guidance to all students entered into COLLEGE BOARD site, and keep them informed as the decisions are made by COLLEGE BOARD
- Once all decisions are made, update database and forward to guidance for test prep schedule
- When assessment scores are delivered, sort/copy for guidance & parent(s), guardian(s) and where appropriate, student(s)/file in each student's record/mail to parent(s), guardian(s) and where appropriate, student

Maine Alternate Assessment:

- Gather names of all students required to participate in the Maine Alternate Assessment
- Enter student data into state website
- Once teachers turn in Maine Alternate Assessment binders, collect and process each one for UPS pick-up.
- When Maine Alternate Assessment scores are delivered, sort/copy for guidance/file in each student's record.