Location for the following meeting is City Council Chambers, 3rd Floor, City Hall Annex (917 Main Street, Sanford, ME). Participants will be required to follow current CDC and State of Maine COVID-19 recommendations. Email schoolinfo@sanford.org before, during or after the meeting with pertinent concerns, questions and public comments.

Members present: Don Jamison, Jonathan Mapes, John Roux, Emily Sheffield, Kendra Williams

Student Reps present: Juliana Levesque

Staff present: Matt Nelson, Superintendent
              Steve Bussiere, Assistant Superintendent
              Cheryl Fournier, Business Manager
              Beth Lambert, Incoming Curriculum Director

A. Call to Order

B. Pledge of Allegiance

C. Adjustments None

D. Approval of Minutes

1. June 1, 2020 6 pm Regular Meeting (Attachment D.1.)
2. June 8, 2020 3 pm Workshop (Attachment D.2.)
   Recommendation: To accept the minutes as presented.

E. Public Comments

F. Communications
   1. McKinney-Vento Award (Attachment F.1.)

G. Committee Reports
   1. Construction Updates
      i. SHS/SRTC Construction Project
      ii. Elementary Construction Projects
   2. Performing Arts Committee (PAC) – Emily Sheffield
   3. WSSR Advisory Committee – Kendra Williams
H. Superintendent’s Report  
   1. Student Representative Report  
   2. COVID-19 Update  

I. Directors’ Reports  
   1. Business Administrator – Cheryl Fournier  
      i. CARES Act Funding update  
   2. Assistant Superintendent Steve Bussiere  
      i. ESEA Public Comments  

J. New Business  
   1. RUS Grant Proposal – Steve Bussiere (Attachment J.1.)  
      Recommendation: To approve the proposal as presented.  

K. Old Business  
   None  

L. Resignations  
   1. Superintendent Nelson will announce the following resignation(s):  
      | Name            | Position | School                | Date       |
      |-----------------|----------|-----------------------|------------|
      | Greene, Luba    | GLL Grade 5 | District              | 8/31/20    |
      | Remick, Sharon  | Principal | Lafayette School      | 6/30/20    |  

M. Staff Appointments  
   1. Superintendent Nelson will announce the following appointment(s):  
      | Name             | Position  | Program               | Date       |
      |------------------|-----------|-----------------------|------------|
      | Bissell, Jennifer| Ed Tech, Hourly | ESY Summer School | Virtual Program |
      | Boissonneault, Stephanie| Teacher, Hourly | ESY Summer School | Virtual Program |
      | Costa, Amy       | Teacher, Hourly | ESY Summer School | Virtual Program |
      | Dumont, Barbara | Ed Tech, Hourly | ESY Summer School | Virtual Program |
      | Giordano, Theresa| Teacher, Hourly | ESY Summer School | Virtual Program |
      | Lamb, Amy Green  | Teacher, Hourly | ESY Summer School | Virtual Program |
      | Magill, Cyndi    | Ed Tech, Hourly | ESY Summer School | Virtual Program |
      | McCall, Kathy    | Teacher, Hourly | ESY Summer School | Virtual Program |
      | Miller, Lisa     | Teacher, Hourly | ESY Summer School | Virtual Program |
      | Politano, Amy    | Teacher, Hourly | ESY Summer School | Virtual Program |
      | Walsh, Deidre    | Ed Tech, Hourly | ESY Summer School | Virtual Program |
      | Weltin, Marilyn  | Ed Tech, Hourly | ESY Summer School | Virtual Program |
      | Arnold, Ann      | Teacher, Hourly | Title I Summer School | Virtual Program |
      | Deschambault, Sara| Teacher, Hourly | Title I Summer School | Virtual Program |
      | Joy, Kim         | Teacher, Hourly | Title I Summer School | Virtual Program |
      | Kantolak, Karen  | Teacher, Hourly | Title I Summer School | Virtual Program |
      | Labbe, Angie     | Teacher, Hourly | Title I Summer School | Virtual Program |
      | Mercier, Megan   | Teacher, Hourly | Title I Summer School | Virtual Program |
      | Stone, Jason     | Teacher, Hourly | Title I Summer School | Virtual Program |
N. Staff Transfers

1. Superintendent Nelson will announce the following transfer(s):

<table>
<thead>
<tr>
<th>Name</th>
<th>From</th>
<th>To</th>
<th>Eff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Joshua</td>
<td>From Grade 7 Boys Soccer Coach</td>
<td>To Grade 8 Boys Soccer Coach</td>
<td>6/4/20</td>
</tr>
<tr>
<td>Boissonneault, Mark</td>
<td>From Freshmen Football Coach</td>
<td>To Assistant Varsity Football Coach</td>
<td>6/4/20</td>
</tr>
<tr>
<td>Camire, Ryan</td>
<td>From Grade 8 Boys Soccer Coach</td>
<td>To Grade 8 Girls Soccer Coach</td>
<td>6/4/20</td>
</tr>
<tr>
<td>Curtis, Kristan</td>
<td>From Grade 4 teacher at CJL</td>
<td>To Grade 4 teacher at Willard</td>
<td>9/1/20</td>
</tr>
<tr>
<td>Dumont, Barbara</td>
<td>From SMS Ed Tech II</td>
<td>To SMS Ed Tech III</td>
<td>9/1/20</td>
</tr>
<tr>
<td>Mann, Nate</td>
<td>From Grade 8 Girls Soccer Coach</td>
<td>To Grade 7 Boys Soccer Coach</td>
<td>6/4/20</td>
</tr>
<tr>
<td>Tounge, Gwynne</td>
<td>From MCS Kindergarten teacher</td>
<td>To CJL Kindergarten teacher</td>
<td>9/1/20</td>
</tr>
</tbody>
</table>

O. Staff Nominations

1. Superintendent Nelson will nominate the following professionals for first year probationary teaching contracts:

| Kane, Marti | Sp Ed Teacher | SMS | Replacement | Eff. 9/1/20 |

**Recommendation:** To approve the nominations as presented.

P. Policies (Attachment P)

1. First reading: Policy IHBEA-R Sanford School Department LAU Plan

**Recommendation:** To accept the first reading of Policy IHBEA-R.

Q. Items for Future Agenda(s)

1. COVID-19 Contingency Planning

R. Calendar Announcements None

S. Adjournment

1. **Recommendation:** To adjourn at ______.
SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MINUTES
Monday, June 1, 2020 ~ 6:00 pm

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

Members present: Don Jamison, Jonathan Mapes, John Roux, Emily Sheffield, Kendra Williams

Student Reps present: Natalie St. Onge, Harrielle Bernard, Juliana Levesque

Staff present: Matt Nelson, Superintendent
Steve Bussiere, Assistant Superintendent
Cheryl Fournier, Business Manager
Bernie Flynn, Curriculum Director
Gordie Salls, Athletic Director
Beth Lambert, SHS Assistant Principal

Guests present: Ayn Hanselmann

A. Call to Order Time: 6:00 pm

B. Pledge of Allegiance Said

C. Adjustments None

D. Approval of Minutes

1. May 18, 2020 6 pm VIRTUAL Regular Meeting (Attachment D.1.)
2. May 18, 2020 5 pm VIRTUAL Executive Session (Attachment D.2.)

Motion by Mr. Jamison: To adopt the minutes as presented.
Motion seconded by Mr. Roux. Motion carried 5 – 0.

E. Public Comments None

F. Communications None

G. Committee Reports

1. Construction Updates
   i. SHS/SRTC Construction Project
      1. Kudos to Facilities Director Ty Pombriant and Assistant Facilities Director Rob Welch for their diligence in identifying 46 HVAC issues
      2. Will be scheduling meeting to review open items with appropriate parties
      3. Retainage remains under review by architect
ii. Elementary Construction Projects
   1. MCS
      a. 2 day painting delay due to identified COVID-19 case
      b. Legal review of project will occur this Thursday morning
      c. CBC review of project will occur this Thursday afternoon
      d. Delay claim remains outstanding
      e. Substantial completion expected by 7/31/20
      f. Sanford School Dept. expects to deep clean site on 8/8/20 and 8/9/20
      g. Final completion expected by 10/2/20
      h. FFE – Fixed Furniture Expenditures successfully negotiated with W B Mason
      i. Promethean boards still being installed
   2. CMS
      a. COVID-19 case identified in flooring company
      b. Expected completion dates as follows:
         • Kitchen 7/31/20
         • Cafeteria/band area 8/7/20
         • B wing 8/7/20
         • C wing 8/7/20
         • D wing 8/8/20
         • E & F wings 8/7/20
         • Move in: 2\textsuperscript{nd} week of August, 2020
      c. Better progress with new team
      d. Portables should be removed by end of June; York County schools interested
      e. Bond work on target for this summer (CJL and SJHS roofs, exterior painting)
      f. SMS administrators toured construction site last Thursday – positive energy building for the move

2. Performing Arts Committee (PAC) – Emily Sheffield
   i. PAC met earlier today
      1. Discontinuing events until December; hope to have a holiday concert
      2. Working with promoters to build a January – April 2021 season
      3. 800 seat capacity will probably not be utilized; safety precautions will be defined and followed
3. WSSR-TV Advisory Committee – Kendra Williams  
   i. Weekly meetings continue  
   ii. Progress in the area of technology; currently focusing on revenue and opportunities for underwriters  
   iii. Any expansion will necessitate more staff than Sarah Schnell  
   iv. Acknowledgement by Superintendent Nelson for COVID-19 Superstars Brett Williams and Sarah Schnell for their efforts  
   v. SRTC Awards program will premiere this Thursday at 6 pm  
   vi. Question raised regarding number of YouTube hits during COVID-19

H. Superintendent’s Report

1. Student Representative Reports  
   a. Juliana – Civil Rights events via Google Classroom  
   b. Natalie – Peer Helpers meetings on Fridays; graduation on June 10th  
   c. Harrielle – no report  

2. COVID19 Update  
   a. Reviewed draft of Planning Document for next fall  
   b. Components include: process for decision making, team definitions, roles and responsibilities, resources and a timeline for implementation  
   c. Three possible scenarios (tiers) defined for next fall  
      i. Full schedule  
      ii. Hybrid schedule  
      iii. Distance learning only  
   d. 20/21 calendar adopted 2/3/20 may need adjustment  
   e. Surveys being developed for families and staff  
   f. Curriculum planning underway for this fall  
      i. Recently finished emergency distance learning; defining planned distance learning  
   g. Kudos for Joan Wright and Technology Dept. from Mrs. Williams  
   h. Parent input promoted by Ms. Sheffield  
   i. Parent representation requested by Mrs. Ayn Hanselmann  
   j. Focus on opportunities to ensure SRTC certifications in appropriate classes by Mrs. Williams  
   k. Suggestion to consider separate protocols for SRTC by Mr. Mapes

I. Directors’ Reports

1. Business Administrator Cheryl Fournier – no report
2. Assistant Superintendent Steve Bussiere
   a. Summer programming
      1. Virtual programming planned for Title I and Extended School year students
      2. July 6 – July 30, 2020
      3. Letters sent to eligible students; participation to be determined
   b. Meals
      1. School year delivery ends Friday, 6/12/20
      2. Summer program meals begins 6/15/20
         a. Walk in sites at Lafayette, Memorial Gym, Curtis Lake Church, YMCA
         b. Closed sites potentially via Sanford Parks Program, pending City Council
         c. No set menu due to accessibility of menu items
         d. Holly Hartley and team were acknowledged by Mr. Bussiere, Mr. Jamison and Mr. Mapes
   c. Pre-Kindergarten
      1. Accepting applications for half day programs at SRTC and full day program at Headstart
      2. Applications available on school department website or by call Central Office (324 2810)

3. Curriculum Director Bernie Flynn
   a. Summer Professional Development
      1. Wide variety of professional development offerings via Zoom; many technology related as requested
      2. Curriculum planning document updated across grade levels with Mr. Bussiere and Mrs. Lambert
      3. Announced retirement; Beth Lambert will take over

4. 2020 Graduation update – Matt Nelson
   a. Wednesday, June 10, 2020, 4 pm – “Drive Through Graduation”
   b. Wednesday, June 10, 2020, 7 pm “Vehicle Procession” from SHS to Springvale
   c. Campus will be closed; participants limited to graduate and family in one vehicle; Rte 4 entrance will be closed
   d. Speeches will be live
   e. Graduates will cross the state for their diploma; there will be photo ops including Studio by the Pond
   f. Broadcast live on 104.3 FM The Legends
   g. Broadcast live via WSSR You Tube channel (Ch 25)
   h. Rain date will be Thursday, June 11, 2020
   i. Senior Awards Banquet will be pre-recorded and broadcast on 6/8/20
J. New Business

1. Recognition of Harrielle Bernard and Natalie St. Onge – Matt Nelson and School Committee
   a. Harrielle will be attending Boston College in the fall; she hopes to major in International Studies and become a lawyer
   b. Natalie will be attending Lift Academy in the fall to become a commercial pilot. She will also attend Utah Valley online.

2. Summer Nominations – Matt Nelson
   Motion by Mr. Jamison: To allow the Superintendent to offer teaching contracts during June, July and August 2020 for unfilled positions for the 2020-2021 school year.  
   Motion seconded by Mr. Roux.  Motion carried 5 – 0.

3. CACFP (Federal Child and Adult Care Food Program, LD 577) – Steve Bussiere, Ayn Hanselmann, Holly Hartley (Attachment J.3.)
   Motion by Ms. Sheffield: To sponsor a CACFP Pilot Program at Sanford High School
   Motion seconded by Mrs. Williams.  Motion carried 5 – 0.

4. Financials – Cheryl Fournier (Attachment J.4.)
   Expenses and Reconciliation for April 30, 2020
   Motion by Mr. Jamison: To accept the April 30, 2020 Expense and Reconciliation Reports as presented.
   Motion seconded by Ms. Sheffield.  Motion carried 5 – 0.

5. Assistant Superintendent’s Contract – Matt Nelson
   Motion by Mrs. Williams: To approve the continuance of Steven Bussiere’s Assistant Superintendent’s Employment Agreement from October 1, 2018 to June 30, 2023.
   Motion seconded by Mr. Roux.  Motion carried 5 – 0.

6. Contracts – Matt Nelson
   Motion by Mr. Jamison: To ratify the Sanford Federation of Teachers Contract for 2020/2021, the Sanford Federation of Teachers Administrative Assistants Unit Contract for 2020/2021, and the Sanford Federation of Ed Techs Contract for 2020/2021 as presented.
   Motion seconded by Mr. Roux.  Motion carried 5 – 0.

   Motion by Mr. Jamison: To ratify the addendum to the Sanford School Administrators Association Contract as presented.
   Motion seconded by Mr. Roux.  Motion carried 5 – 0.

K. Old Business
   None
L. Resignations

1. Superintendent Nelson announced the following resignations:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly, Carla</td>
<td>Pre K Ed Tech II</td>
<td></td>
<td>Eff. 8/31/20</td>
</tr>
<tr>
<td>Lambert, Beth</td>
<td>SHS Assistant Principal</td>
<td></td>
<td>Eff. 6/30/20</td>
</tr>
<tr>
<td>Paterson, Stephenie</td>
<td>Foodservice</td>
<td>SHS</td>
<td>Eff. 6/30/20</td>
</tr>
<tr>
<td>Lizotte-Johnson, Kelsey</td>
<td>Lafayette Ed Tech II</td>
<td></td>
<td>Eff. 8/31/20</td>
</tr>
</tbody>
</table>

M. Staff Appointments

None

N. Staff Transfers

1. Superintendent Nelson announced the following transfer(s):

<table>
<thead>
<tr>
<th>Name</th>
<th>From</th>
<th>To</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christie, Penny</td>
<td>Grade 4 Classroom Teacher at Willard School</td>
<td>Grade 7 Math Teacher at SMS</td>
<td>Eff. 9/1/20</td>
</tr>
</tbody>
</table>

O. Staff Nominations:

1. Superintendent Nelson nominated the following professional staff for 1st year probationary contracts:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
<th>Effective Date</th>
<th>Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swift, Lauren</td>
<td>Social studies teacher</td>
<td>SHS</td>
<td>Eff. 9/1/20</td>
<td>Replacement</td>
</tr>
<tr>
<td>Shevory, Mark</td>
<td>Grade 6 teacher</td>
<td>SMS</td>
<td>Eff. 9/1/20</td>
<td>Replacement</td>
</tr>
</tbody>
</table>

Motion by Mr. Jamison: **To approve the nominations as presented.**
Motioned seconded by Mr. Roux. Motion carried 5 – 0.

2. Superintendent Nelson nominated the following professional staff for administrator contracts:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
<th>Effective Date</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallissey, Tracie</td>
<td>Assistant Principal</td>
<td>MCS</td>
<td>Eff. 7/1/20</td>
<td>New</td>
</tr>
</tbody>
</table>

Motion by Mr. Jamison: **To approve the nomination as presented.**
Motioned seconded by Mr. Roux. Motion carried 5 – 0.

P. Policies

None

Q. Items for Future Agenda(s)
R. Calendar Announcements

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, June 4, 2020</td>
<td>CBC Meeting</td>
<td>3:00 pm</td>
<td>Zoom</td>
</tr>
<tr>
<td>Monday, June 8, 2020</td>
<td>SHS Senior Banquet</td>
<td></td>
<td>WSSR-TV broadcast</td>
</tr>
<tr>
<td>Monday, June 8, 2020</td>
<td>Workshop: CARES Act and Budget Planning</td>
<td>3:00 pm</td>
<td>SHS small cafeteria</td>
</tr>
<tr>
<td>Wednesday, June 10, 2020</td>
<td>SHS Graduation</td>
<td>4:00 pm</td>
<td>SHS Campus WSSR-TV and 104.3 FM</td>
</tr>
<tr>
<td>Monday, June 15, 2020</td>
<td>Executive Session</td>
<td>5:15 pm</td>
<td>Zoom</td>
</tr>
<tr>
<td>Monday, June 15, 2020</td>
<td>Regular Meeting</td>
<td>6:00 pm</td>
<td>TBD</td>
</tr>
</tbody>
</table>

S. Adjournment

Motion by Mr. Roux: **To adjourn at 8:31 pm.**
Motion seconded by Mr. Jamison. Motion carried 5 - 0.

Respectfully submitted,

Don Jamison, School Committee Chair
Matt Nelson, Superintendent
SANFORD SCHOOL DEPARTMENT
SANFORD SCHOOL COMMITTEE
MINUTES
Monday, June 8, 2020 ~ 3:00 pm

Note: Meeting was held in the SHS Cafeteria, 100 Alumni Boulevard, Sanford, Maine.

Members present: Don Jamison, Jonathan Mapes, John Roux, Emily Sheffield, Kendra Williams

Student reps present: None

Staff present: Matt Nelson, Superintendent
               Steve Bussiere, Assistant Superintendent
               Bernie Flynn, Curriculum Director
               Cheryl Fournier, Business Manager
               Holly Hartley, Foodservice Director

Guests present: None

A. Call to Order Time: 3:08 pm

B. Workshop Session

1. Financial Challenges and Impact of COVID-19
   Initial discussion and planning around anticipated financial challenges and impact surrounding COVID-19 and the CARES (Coronavirus Aid, Relief and Economic Security) Act.

C. Adjournment

   Mr. Roux made a motion to adjourn at 5:09 pm.
   Mr. Jamison seconded the motion. Motion carried 5 - 0.

Respectfully submitted,

Don Jamison, School Committee Chair                      Matt Nelson, Superintendent
AWARD NOTIFICATION LETTER

June 2, 2020

Steve Bussiere
Sanford School Department
917 Main St Suite 200
Sanford, ME

SUBJECT: Notice of Conditional Contract Award under RFA # 202004072, McKinney-Vento Subgrants: COVID-19 Emergency Mini-Grant

Dear Steve Bussiere:

This letter is in regard to the subject Request for Applications (RFA), issued by the State of Maine Department of Education for McKinney-Vento Subgrants: COVID-19 Emergency Mini-Grant. The Department has evaluated the proposals received using the evaluation criteria identified in the RFP, and the Department is hereby announcing its conditional contract awards to the following bidders:

- AOS 94
- Bangor School Department
- Biddeford School Department
- Brewer School Department
- Ellsworth School Department
- Five Towns Community School District
- Lewiston Public Schools
- MSAD 28
- MSAD 44
- MSAD 51
- MSAD 60
- MSAD 75
- Portland Public Schools
- RSU 1
- RSU 12
- RSU 16
- RSU 23
- RSU 40
The bidders listed above received the evaluation team’s highest rankings. The Department will be contacting the aforementioned bidders soon to negotiate a contract. As provided in the RFA, the Notice of Conditional Contract Award is subject to execution of a written contract and, as a result, this Notice does NOT constitute the formation of a contract between the Department and the apparent successful vendor. The vendor shall not acquire any legal or equitable rights relative to the contract services until a contract containing terms and conditions acceptable to the Department is executed. The Department further reserves the right to cancel this Notice of Conditional Contract Award at any time prior to the execution of a written contract.

As stated in the RFA, following announcement of this award decision, all submissions in response to the RFA are considered public records available for public inspection pursuant to the State of Maine Freedom of Access Act (FOAA). 1 M.R.S. §§ 401 et seq.; 5 M.R.S. § 1825-B (6).

This award decision is conditioned upon final approval by the State Procurement Review Committee and the successful negotiation of a contract. A Statement of Appeal Rights has been provided with this letter; see below.

Thank you for your interest in doing business with the State of Maine.

Sincerely,

Amelia Lyons
McKinney-Vento and Migrant Education Consultant
(207) 557-1787
Amelia.lyons@maine.gov
STATEMENT OF APPEAL RIGHTS

Any person aggrieved by an award decision may request an appeal hearing. The request must be made to the Director of the Bureau of General Services, in writing, within 15 days of notification of the contract award as provided in 5 M.R.S. § 1825-E (2) and the Rules of the Department of Administrative and Financial Services, Bureau of General Services, Division of Purchases, Chapter 120, § (2) (2).
### STATE OF MAINE REQUEST FOR PROPOSALS
#### RFP AMENDMENT # 1

<table>
<thead>
<tr>
<th><strong>RFP NUMBER AND TITLE:</strong></th>
<th>RFA 202004072 - McKinney-Vento Subgrants: COVID-19 Emergency Mini-Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RFP ISSUED BY:</strong></td>
<td>Department of Education</td>
</tr>
<tr>
<td><strong>AMENDMENT DATE:</strong></td>
<td>4/21/2020</td>
</tr>
<tr>
<td><strong>PROPOSAL DUE DATE:</strong></td>
<td>April 28, 2020</td>
</tr>
<tr>
<td><strong>PROPOSALS DUE TO:</strong></td>
<td><a href="mailto:Proposals@maine.gov">Proposals@maine.gov</a></td>
</tr>
</tbody>
</table>

#### DESCRIPTION OF CHANGES IN RFP (if any):

The proposal due date has been changed from Tuesday, April 28, 2020 to Wednesday, May 6, 2020.

#### REVISED LANGUAGE IN RFP (if any):

**Amend the first sentence on page 3 to read:**

To apply for a McKinney-Vento Emergency Mini-Grant, please complete the application below and return via email, by **11:59 p.m., Wednesday, May 6, 2020**, to Division of Procurement Services at Proposals@maine.gov.  

**All other provisions and clauses of the RFP remain unchanged.**
RFA 202004072
MCKINNEY-VENTO MINI-GRANT
COVID-19 Response Grants

Application Details and Instructions

The Maine Department of Education will be making funds available for School Administrative Units (SAUs) attempting to meet the extraordinary needs of homeless children and youth that have arisen in connection with the COVID-19 pandemic. Resources and services can be delivered at sites other than at the SAU’s schools and provided by subcontractors, but applications may only be submitted and administered by Maine SAUs. Maine SAUs may submit one application for multiple schools with a $5,000 cap per school.

Mini-grant funds may not be used to replace or supplant local, state, federal, or other funds that have been available to provide services to homeless or other students. They may only be used to supplement existing resources.

For example, if schools are providing digital devices to all students for remote instruction, funds used for that purpose should not be used to provide devices for homeless students. If, however, the SAU needs staff to transport devices to a homeless student’s place of residence or provide additional technical support to homeless students beyond what is being universally provided, such expenses would be eligible for funding. Similarly, if schools need to offer nutritional, basic needs, counseling, tutoring, or health supports beyond what is being universally provided to enable homeless students to participate fully in remote instructional activities, those additional expenses could be funded through these mini-grants.

Grants may be up to six (6) months. The Department will be making grant awards of up to $5,000 per school. Total funding for these awards is estimated to be $150,000. If funding remains after issuing initial awards up to $5,000, the remaining funds may be issued to applicants who clearly demonstrated a greater need. Applicants requesting lower amounts are welcome. The Department encourages potential applicants to design realistic budgets reflecting detailed planning. Grant funds are provided on a reimbursement basis only (i.e. successful applicants will submit invoices for approved project expenses and receive reimbursement from the State).

Failure to respond to all instructions throughout this document may result in the Application being disqualified as non-responsive or receiving a reduced score. The Department and its Grant Review Team has sole discretion to determine whether a variance from the specifications should result in either disqualification or reduction in scoring. The Department seeks detailed yet succinct responses that demonstrate the Applicant’s experience and ability to meet the requirements specified throughout this document. The acceptable font size for the narrative is 11 or 12 points.

Funds may be used for the following purposes:

(1) Tutoring, supplemental instruction, and enriched educational services linked to achievement of the same academic standards established for other students;
(2) Expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as GT, IDEA, EL services, other Title I services, or similar state or local programs);
(3) Professional development for educators and specialized instructional support personnel designed to heighten their understanding of the needs and rights of homeless children and youths;
(4) Referrals of homeless children and youths for medical, dental, mental, and other health services.
(5) Assistance to defray the excess cost of transportation for homeless students not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend and/or fully participate in school activities;
(6) Provision of early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children;
(7) Provision of services to engage and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to non-homeless children and youths;
(8) Provision for homeless children and youths of before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities;
(9) The payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school;
(10) Educating and training the parents/guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youths in the education of such children or youths;
(11) Improving coordination between schools and agencies providing services to homeless students;
(12) Providing specialized instructional supports (including violence prevention counseling) and referrals to homeless children and youth;
(13) Addressing the needs of homeless students arising from domestic violence and parental mental health or substance abuse problems;
(14) Adapting space and purchasing supplies for any non-school facilities used to provide services;
(15) Providing school supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations;
(16) Providing other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.

For the purpose of this program, attending and fully participating in school activities includes full engagement in remote instruction activities as they are designed by the SAU in which the student is enrolled.

Grantees will be required to provide a one-page summary within thirty (30) days of their grant end date.

Evaluation and Scoring
Applications will be evaluated and scored on the following criteria:
• Description of the need the project is intended to meet (1 to 5)
• Description of project and activities (1 to 10)
• Project Budget, including cost per student (1 to 5)
To apply for a McKinney-Vento Emergency Mini-Grant, please complete the application below and return via email, by **11:59 p.m., Tuesday, April 28, 2020**, to Division of Procurement Services at Proposals@maine.gov.

<table>
<thead>
<tr>
<th>Applicant’s Organization Name:</th>
<th>Sanford School Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Application:</td>
<td>Sanford School Department</td>
</tr>
<tr>
<td>Superintendent’s Name:</td>
<td>Matt Nelson</td>
</tr>
<tr>
<td>Tel:</td>
<td>207-324-2810</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:Mnelson@sanford.org">Mnelson@sanford.org</a></td>
</tr>
<tr>
<td>Headquarters’ Street Address:</td>
<td>917 Main Street, Suite 200</td>
</tr>
<tr>
<td>Headquarters’ City/State/Zip</td>
<td>Sanford, Me 04073</td>
</tr>
</tbody>
</table>

**Provide information requested below if different from above**

| Point of Contact for Application- Name and Title | Steve Bussiere |
| Tel:                                             | 207-324-2810 |
| E-mail:                                         | Sbussiere@sanford.org |
| Headquarters’ Street Address:                   | 917 Main Street, Suite 200 |
| Headquarters’ City/State/Zip                    | Sanford, Me 04073 |

**Dollar Amount of Application:** $25,000

- No personnel currently employed by the Department or any other State agency participated, either directly or indirectly, in any activities relating to the preparation of the Applicant’s application.
- No attempt has been made, or will be made, by the Applicant to induce any other person or firm to submit or not to submit an application.
- The above-named organization is the legal entity entering into the resulting agreement with the Department should they be awarded a contract.
- The undersigned is authorized to enter contractual obligations on behalf of the above-named organization.

*To the best of my knowledge, all information provided in the enclosed application, both programmatic and financial, is complete and accurate at the time of submission.*

<table>
<thead>
<tr>
<th>Name (Print):</th>
<th>Steve Bussiere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Assistant Superintendent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Authorized Signature:</th>
<th>Date: May 1, 2020</th>
</tr>
</thead>
</table>
RFA 202004072
MCKINNEY-VENTO MINI-GRANT
COVID-19 Response Grants

DEBARMENT, PERFORMANCE and NON-COLLUSION CERTIFICATION

Applicant’s Organization Name: Sanford School Department

By signing this document, I certify to the best of my knowledge and belief that the aforementioned organization, its principals and any subcontractors named in this application:

a. Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from bidding or working on contracts issued by any governmental agency.

b. Have not within three years of submitting the application for this contract been convicted of or had a civil judgment rendered against them for:
   i. Fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a federal, state or local government transaction or contract.
   ii. Violating Federal or State antitrust statutes or committing embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
   iii. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or Local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
   iv. Have not within a three (3) year period preceding this application had one or more federal, state or local government transactions terminated for cause or default.

c. Have not entered into a prior understanding, agreement, or connection with any corporation, firm, or person submitting a response for the same materials, supplies, equipment, or services and this application is in all respects fair and without collusion or fraud. The above-mentioned entities understand and agree that collusive bidding is a violation of state and federal law and can result in fines, prison sentences, and civil damage awards.

Failure to provide this certification may result in the disqualification of the Bidder’s application, at the discretion of the Department.

<table>
<thead>
<tr>
<th>Name (Print): Steve Bussiere</th>
<th>Title: Assistant Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorized Signature:</td>
<td>Date: May 1, 2020</td>
</tr>
</tbody>
</table>
Project Title
Provide a descriptive project title in 15 words or less
Sanford School Department Homeless Student Success Project

Duration of Project
Can be up to six (6) months.
Start Date: 9/1/2020
End Date: 3/1/2020

Identification of Need
Please describe the pandemic-related need(s) that you have identified for the SAU’s homeless students.
In Sanford, we typically identify 50 students on any given year as homeless in our district. We anticipate that the number of homeless students will increase by at least fifty percent as a result of the economic impact of COVID-19.

Project Description
Please provide a summary of the project you are proposing in order to address these needs.
Carl Lamb Elementary School K-4: The proposed projects will support the health, wellbeing and academic success of our homeless students. We will provide transportation to students to allow them to remain in their school of origin in the best interest of the student and provide the necessary school supplies needed. The proposed project will also provide funds to support counseling services for uninsured students to address mental health needs of homeless students.

Margaret Chase Smith School K-4: The proposed projects will support the health, wellbeing and academic success of our homeless students. We will provide transportation to students to allow them to remain in their school of origin in the best interest of the student and provide the necessary school supplies needed. The proposed project will also provide funds to support counseling services for uninsured students to address mental health needs of homeless students.

Willard School K-4: The proposed projects will support the health, wellbeing and academic success of our homeless students. We will provide transportation to students to provide to allow them to remain in their school of origin in the best interest of the student and provide the necessary school supplies needed. The proposed project will also provide funds to support counseling services for uninsured students to address mental health needs of homeless students.
Sanford Junior High 5-8: The proposed projects will support the health, wellbeing and academic success of our homeless students. We will provide transportation to students to provide to allow them to remain in their school of origin in the best interest of the student and provide the necessary school supplies needed. The proposed project will also provide funds to support counseling services for uninsured students to address mental health needs of homeless students.

Sanford High School/Bridge: The proposed projects will support the health, wellbeing and academic success of our homeless students. We will provide transportation to students to provide to allow them to remain in their school of origin in the best interest of the student and provide the necessary school supplies needed. The proposed project will also provide funds to support counseling services for uninsured students to address mental health needs of homeless students.

**Activities**

*What allowed activities will you be conducting as part of this project? Please check all that apply.*

☐ Referring homeless children for medical, dental, mental, and other health services
☐ Defraying the excess cost of school transportation for homeless students
☐ [ ]
☐ [ ]
☐ [ ]
☐ [ ]
☐ Specialized supports and referrals (including violence prevention counseling)
☐ Homeless student needs related to domestic violence, parent mental health/substance use
☐ [ ]
☐ Providing school supplies, including those for shelters or other appropriate locations

*Are there services and or resources you intend to provide with these funds other than those listed above? If so, please describe them below. (Please put N/A if none)*

No

**Project Budget**

*The Department is limiting individual awards amounts to $5,000. In the space below, please provide a project budget. You may amend the budget categories to meet your specific needs. In the final column, briefly explain how funds in each category will be used.*

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Amount Requested</th>
<th>Explanation of expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel (salary and benefits)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Instructional materials and supplies</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Amount</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Non-instructional materials and supplies</td>
<td>500.00</td>
<td></td>
</tr>
<tr>
<td>Contracted services</td>
<td>4,500</td>
<td></td>
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<tr>
<td>Technology access</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>20,000</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL REQUEST</strong></td>
<td><strong>25,000</strong></td>
<td></td>
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</tbody>
</table>

**Estimated number of homeless students to be served:** 50

**Cost per student (total request / # of students):** $500
**RUS Grant Summary of Proposal**

Sanford School Department in partnership with MSAD #6/Bonny Eagle School Department, Kittery School Department and Aucocisco School are collaborating to enhance and expand distance learning opportunities for their students. The project details are still in the planning phase but the overall goal is to request up to $1 million in grant funding to support distance learning technology and supporting equipment to be shared by all members of the grant. The actual grant request will be dictated by a technology needs assessment to be conducted with each partner to determine specific needs. Based on the feedback Joan has received so far, we anticipate each school is interested in procuring the following types of equipment designed to improve both distance learning and in-class experience for their students:

- Web Based Video Conferencing Software such as Zoom or WebEx
- Interactive Whiteboard Technology for Classrooms paired with a high-quality Video conferencing camera capable of supporting pan/till/zoom features and speaker track for hands free operation. This technology will integrate with Zoom or WebEx to support a higher quality distance learning experience
- Network Infrastructure & security to improve network security and remote access for students
- Installation, support, and Staff Development
- Other technology as needed to support distance learning and interactive classroom technology

Regarding expected grant requests for each school district as mentioned this will be determined by the needs assessments however its expected Sanford could receive between $200-$500K out of this grant depending on the scope of the project.

We propose that for Sanford, we approach it from a department or grade level and work to provide a fully outfitted distance learning classroom - one per department 7-12 and one per grade level in K-6. This depends on the breakdown of funds and approval of the grant.

The grant would require the Sanford School Department to match 15% in equipment purchases after July 10, 2020 to support the grant. If we receive $250,000 the Sanford School Department would need to purchase $37,500 in new equipment to meet the grant requirements. In the 20-21 technology budget, we have budgeted 176,454.00 to purchase new equipment. The budgeted amount would more than cover the cost.

We are waiting for confirmation from a couple more partners - potentially a school in Florida and Noble High School. Once all partners have committed, then we will know if the cost of the grant writer ($20,000) will be divided between 4 or 6. The maximum amount Sanford would pay for the grant writer would be $5,000 that we would be funded out of the proposed technology budget for 2020-2021. If the grant is not funded the fee would be waived.
The following procedure will be presented for a First Reading on Monday, June 15, 2020

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

Procedure IHBEA-R was last updated on September 10, 2012 and needs to be updated again to align with the current Maine Department of Education requirements.

Updates include:

- Changed ELL (English Language Learner) acronym to ESOL (English for Speakers of Other Languages)
- Updated the assessments used to identify English Language Learners, replaced the W APT with the WIDA Screener Online and added the preLAS to screen PRE-K students
- Changed the housing of the Language Development File from the ESOL teacher to the student’s cumulative file
- Added definitions for the preLAS and WIDA Screener Online
- Added an additional method for students to be identified for screening, “Students may also be screened if a staff member becomes aware that another language in addition to English is spoken in the home or if the teacher has language proficiency concerns.”
- Added the use of Language Line as an alternative to in-person translation services
- Changed the requirement to meet as a team to consult with the teacher and parent annually

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**Recommended Motion**

1. Motion to accept the first reading of Procedure IHBEA-R: Sanford School Department LAU Plan as presented.
Sanford School Department LAU Plan

A. Policy Statement

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

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

Terms and Definitions

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

EL: English Learner (Also known as ELL) ELL: English Language Learner—designation for any student who scores below a composite score of 6.4.5 on the W-APT WIDA Screener Online, MODEL, or ACCESS test

ELP: English language proficient—designation for a student who scores a composite score of 6.4.5 on the W-APT WIDA Screener Online, MODEL, or ACCESS test

ELLP: English Language Learner Program

ESEA: Elementary and Secondary Education Act

ESOL: English for Speakers of Other Languages

ESL: English as a Second Language

LAC: Language Assessment Committee—This committee is charged with identifying the needs of the LEP student, and overseeing that they are met.

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

LDF: Language Development File—This file will be created and kept by the ELL teacher containing all documentation pertaining to an ELL student in the student’s cumulative file.

LEP: Limited English Proficient—(Also known as ELL)

MODEL: WIDA Measure of Developing English Language—a placement test for determining English language proficiency
PLP: Personal Learning Plan

tpreLAS: English Language Proficiency Assessment for Early Learners

TESOL: Teaching English to Speakers of Other Languages

W-APT: WIDA ACCESS Placement Test—a placement test for determining English language proficiency

WIDA: World-Class Instructional Design and Assessment

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

B. Director of ESOL Services

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

C. ELSOL Advisory Committee and Program Evaluation

The ELSOL (English for Speakers of Other Languages Language Learner) Advisory Committee is composed of the Director of ESOL Services and the Sanford School Department’s ELSOL teachers.

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

• Review staff compliance with Lau Plan procedures and requirements
• Review student data to assess student progress in achieving English proficiency
• Participate in professional development activities
• Obtain feedback and suggestions from staff, parents/guardians and students (when appropriate) concerning the services provided to students under the Lau Plan
• Review Lau Plan annually
• Submit a written report, in May, to the Superintendent regarding the Advisory Committee’s findings, including recommendations for changes to Lau Plan, procedures, and/or educational programs and services provided to LEP students

D. Identification/Assessment of Limited English Proficient Students

1. Screening Incoming Students

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

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

NOTE: If a newly-enrolled student has been previously identified as Limited English Proficient (LEP), and current preLAS/MODEL/WAPT WIDA Screener Online /ACCESS scores are available, then further identification screening is not required.

2. Assessment of English Language Proficiency

If the determination is made, from the Home Language Survey or a staff request, that a student should receive further screening, the ESOLL teacher will administer an ELP (English Language Proficiency) screener assessment (W-APT or preLAS /MODEL/ WIDA Screener Online) to measure the student’s listening, speaking, reading, and written English skills.

The results of the assessment will indicate if the student is:

a. Fluent – (Composite score of 64.5– attained English proficiency).

b. Limited English Proficiency (LEP) – with an overall proficiency level of:

1. Entering
2. Beginning
3. Developing
4. Expanding
5. Bridging

E. Language Assessment Committee (LAC)

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

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

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

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

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

The PLP shall be written within 60 days of identification/enrollment for new students, and in May/June for returning students.

G. LEP Programming

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

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

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

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

1. Instruction will be provided during the regular school hours.

2. Student’s grade placement will be age appropriate.

3. The ESOLL teacher and classroom teacher will coordinate efforts to support the student’s acquisition of English and the grade appropriate learning targets.
4. The amount of time spent with the ESOLL teacher will be based on the needs of the student as determined by the LAC.

H. Recordkeeping

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

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

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

I. Parent Notification and Involvement

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

Parents/guardians will be included and encouraged to participate in decisions pertaining to their child’s ESOLL programming. The school unit shall notify parents/guardians of students about the instructional program and parents'/guardians' rights, as required by law. Parents/guardians will be apprised of their child’s progress at each marking period (trimesters at K-6/ quarters at 7-12).

Whenever practicable, communications with parents/guardians will be in the language they understand. An interpreter will be provided in person or through Language Line services, on an as needed basis, to assist parents/guardians in communicating with school staff to discuss the student’s programming and progress in attaining English proficiency.

J. Refusal of Services

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

Identified LEP students who do not receive services, must still be assessed yearly (ACCESS test), as required by law, until they attain a composite score of 64.5. The ACCESS scores will be sent to the parents, and ELL services will again be offered (if the student has not yet reached a composite score of 64.5). A new Decline Services form must be signed annually. Copies must then be placed in the student’s cumulative folder as well as the LDF.

K. Evaluation of Student Progress, Reclassification, and Exit from LEP Programs

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

1. Teacher evaluation of general language proficiency by observing the student’s oral performance in both formal and informal settings.

2. A comparison of the current year’s ACCESS scores with the previous year’s scores to measure progress (if applicable).

3. Results of district assessments, grades, class performance, etc. to determine if the student is meeting the standards for the different content areas.

All identified English learners who have not attained a Composite Score of Level 64.5 on the ACCESS for ELLs must take the ACCESS test until he/she reaches a composite score of 64.5.

Once students receive a composite score of 64.5 on the ACCESS test, they will be determined to be English language proficient (ELP) by the state of Maine.

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

L. Special Needs Placement

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

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

- **Curriculum**: continuity of exposure, scope and sequence, student’s entry level skills, cognitive demands, mastery criteria, amount of practice exhibited in the native language

- **Instruction**: sequencing of content, language use, effective teaching behaviors, coordination with other teachers

- **Classroom teacher**: qualifications, experience with LEP students, teaching style, expectations, perceptions, instructional management, behavior management

- **Student**: experiential background, native language proficiency, cultural characteristics, cognitive learning style, self-concept, motivation
• **Assessment**: learning standards, modifications

• **Cultural differences**: country of origin, length of residence in US, age at arrival

• **Language differences**: first language characteristics, rate of progress in English, opportunities to use English outside of school, literacy skills in first language

• **Environmental factors**: background factors, attitudes on schooling, interruptions/traumas, frequency of school moves, family separation, family support for schooling, home environment factors

• **Medical/physical factors**: history, present conditions

• **Achievement/performance factors**: listening and reading comprehension, oral and written expression, basic reading skills

• **Learning/behavior factors**: visual and auditory discrimination, visual and auditory memory, visual motor coordination, problem solving, speech

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

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

• Testing shows a learning disability, independent of the LEP determination

• The student’s native language skills were assessed

• Appropriate procedures for special education services have been followed

• All steps, procedures, and testing are well-documented

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

M. **Qualified Personnel**

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

N. **ESOLL Teacher Requirements and Responsibilities**

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

1. Function as an active part of the Advisory Committee and LAC.

2. Review all Home Language Surveys for designated schools.
3. Screen cumulative folders of new incoming students.

4. Create (with LAC) a Personal Learning Plan for all students in caseload:
   - For students already enrolled: written each May/June for the following school year.
   - For new students: written once they are enrolled in the ESOL program.

5. Maintain a Language Development File in the student’s cumulative folder (LDF) on each student in caseload.

6. Update and maintain all paperwork for ELL students in caseload.

7. Arrange for, and administer, required testing, e.g., W-APTpreLAS/MODEL/WIDA Screener Online and ACCESS.

8. Monitor and document progress of English language proficiency of ELL students in caseload at the end of each quarter (or trimester).

9. Communicate at least quarterly (or each trimester), with parents/guardians regarding progress of students.

10. Provide meaningful cultural and language information to students, teachers, and classmates.

11. Monitor students who have exited the ESOL program for a period of two years.

12. For high school ESOL teachers: Work with guidance counselors to provide appropriate career and educational information, and accessibility to post-graduate opportunities.

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

Adoption date: May 3, 2004
Effective date: May 3, 2004
Revision Date: May 12, 2012; September 10, 2012
June 15, 2020;