

Brunswick School Department
Superintendent's Office
46 Federal Street
Brunswick, ME 04011
(207)319-1900
(207)725-1700 (fax)

Fax

To: Diana Doiron, DOE	From: Paul Perzanoski
Fax: 877-227-9838	Pages: 97
Phone:	Date: 10-9-14
Re: Extension Application	CC:

Urgent For Review Please Comment Please Reply As Requested

Comments:

Please confirm receipt by fax (207-725-1700)
or by email (pperzanoski@brunswick.k12.me.us)



School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.
2. Convert the extension application document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

Note: Extension applications that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

Proficiency-Based Diploma Extension Option 6

At the time of the extension application the SAU will:

- Provide evidence of the SAU's greatest strength and its greatest challenge as it transitions to awarding diplomas based on proficiency in the standards of all 8 content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. Indicate the submitting date.

August 18, 2014, 5 pm September 17, 2014, 5 pm October 18, 2014, 5 pm

Superintendents Region

2. Indicate the superintendent region in which your SAU is a member.

Aroostook	
Cumberland	x
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	

Western Maine	
York	

3. **School Administrative Unit:** Brunswick
4. **High School(s):** Brunswick High School
5. **Name and title of person completing the extension request:** Paul Perzanoski, Superintendent; Greg Bartlett, Assistant Superintendent; Paul Austln, Director of Student Services; Cherie White/John Paige, Curriculum Office; Jim Oikle, Business Manager.
6. **Superintendent's name, address, phone number and email:**
Paul K. Perzanoski, 46 Federal Street, Brunswick, ME 04011
pperzanoski@brunswick.k12.me.us (207-319-1900)

Evidence of Preparedness

7. **Describe the SAU's greatest strength and its greatest challenge as it builds capacity and builds infrastructures to award diplomas based on proficiency in the standards of all 8 content areas and the standards of the Guiding Principles. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- Clear description of the SAU's greatest strength and greatest challenge in transitioning to awarding a proficiency-based diploma
 - Clear connection between evidence and description of the greatest strength and greatest challenge
 - Clear alignment to extension option
- (See attached response and evidence.)

Multi-year Implementation Plan

8. **Provide a description of the multi-year plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

Criteria:

- Multi-year plan is aligned with the SAU shared vision focus areas
 - Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.
 - Evidence included clearly supports the benchmarks
- (See attached response and evidence.)

System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
- Clear description of practices for regular monitoring of student progress
- Clear description of equity of opportunity for support in any content area and Guiding Principle

(See attached response and evidence.)

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- Policy: 17%
- Practice: 55%
- Community Engagement: 18%
- One-year Carry Over: 10%

11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

- Clear description of intended impact for your use of transition funds
- Budget aligns to Intended Impact

(See attached response and evidence.)

School Board Vote and Approval of the Extension Request

12. Provide the agenda and minutes from your SAU school board meeting reflecting a formal board vote and approval of the extension request. Reference the page numbers that specifically address the board vote and approval of the extension request option.

(See attached agenda and minutes.)

Option 6 Authorization Page

Annually, the SAU will host two site visits from the Maine DOE. During the second site visit which must precede June 1, your SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles
- a budget for use of additional proficiency-based diploma transition funds.
- one of the site visits must include a meeting with the members of the SAU School Board to discuss the development and adoption of policies supporting the awarding of proficiency-based diplomas

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

Paul K. Perzamb.

Superintendent of Schools

10-8-14

Date

Michael J. [Signature]

Chair of School Board

10-8-14

Date

7. Describe the SAU's greatest strength and its greatest challenge as it builds capacity and builds infrastructures to award diplomas based on proficiency in the standards of all 8 content areas and the standards of the Guiding Principles. Criteria: Clear description of the SAU's greatest strength and greatest challenge in transitioning to awarding a proficiency-based diploma. Clear connection between evidence and description of the greatest strength and greatest challenge. Clear alignment to extension option.

The Brunswick School Department is seeking to comply with Option #6 to meet the criteria and requirements of awarding a Proficiency Based Diploma to students by 2020. While the department has outlined an initial plan for meeting proficiency; the district is faced with the challenge of completing a New England Association of Schools and Colleges accreditation in March, 2015. Brunswick High School has had chronic administrative turnover past two years and the beginning of anticipated large numbers of teacher retirements. Time is needed to reach out to the community, discuss and educate the parents and various stakeholders about the Common Core of Standards, the implications of Proficiency-based diploma system, Educator Effectiveness, and related issues that the community needs to have input on with administration, teachers, and staff. While a short-term plan is germinating, we need to gather data, information, construct timelines, benchmarks, and the necessary steps leading to a comprehensive proficiency-based diploma system. The feedback and values of both our staff, parents, and community are essential to its success.

While the Brunswick School Department has many strengths, we also have many challenges to respond to over the next couple of years. Our **strengths** would include:

- A tremendous growth in curriculum development and implementation since we have employed two part-time curriculum positions.
- We have a District Data Team comprised of the Superintendent, Assistant Superintendent, Director of Student Services/Special Education, Administrative Consultant, Curriculum Coordinator and all building principals and assistant principals that meets at least three times each year. We examine student academic and behavioral

progress or deficits in the areas of attendance, behavior, standardized test scores, and various pertinent indicators. (See Template)

- Students at our junior high school demonstrate growth and accelerated standardized test scores consistently.
- Our K-12 Response To Intervention Program is developing at all levels with continued work being done to refine and bring to clarity and fidelity interventions for struggling students. The high school has been behind on the Response To Intervention Program due to instability at the principal position as well as funding constraints for both a Literacy and Mathematics RTI teacher leader. These concerns are currently being addressed.
- We are making strides in the development and implementation of common assessments at various grade and school levels but much more work and focus is needed in this area.
- Our K-5 configuration reports academic progress based on proficiency at this time.
- We have adopted in the 2014-2015 school year a new K-5 elementary schedule that targets
a 2 hour block of uninterrupted instructional time emphasizing mathematics and literacy.
- We have begun to implement a new Differentiated Instruction course for all K-5 teachers during the 2014-2015 school year.
- We sent 23 teachers, administrators, and department heads to the Northport, Maine Retreat on Proficiency-based diplomas and we intend to send a large group next year as well.
- We have benefitted from the review, discussion, and use of the Great Schools Partnership materials and resources to aid us in this work. (See attached Flow Chart)
- The Brunswick School Department has committed a tremendous amount of funding to the ongoing curriculum work being required by the Proficiency-based diploma, Common Core of State Standards, and Effective Educator requirements.
- In English Language Arts, a strength is that our writing curriculum has been adopted and work is intensifying to have our ELA curriculum finally adopted.
- In mathematics, we have entered our third year of the Math In Focus Program in grades K-5 and we are adding a new Big Ideas mathematics program in grades 6-8 in 2014-2015. We have developed an Honors Geometry course for gifted and talented students in grade 7 to extend and challenge them properly.

- In social studies, we have had numerous teachers do summer curriculum work to make progress on the updating that is needed in this curriculum content area.
- In music, we have completed updating our K-8 curriculum.
- In art, K-12 curriculum is written and adopted as we wait to see what needs to be done to adjust it to the new standards.
- In Science and Technology, our science curriculum was adopted in 2010 but work has to be done to align with the new standards. Technology is underfunded and a curriculum needs to be done in this area.
- In World Languages, there is no K-5 language curriculum, but our 6-12 languages of French, Spanish, and Latin are written and due to be adopted.
- Our K-5 Health curriculum is not completed but our Health curriculum in grades 6-8 is completed.
- The Administrative Team is reading *A Repair Kit For Grading: 15 Fixes for Broken Grades* by Ken O'Connor in order to find better ways to transmit to our classroom teachers and staff other ways of viewing grades.

We are cognizant and aware of the Guiding Principles of the State Learning Results and our teachers embrace their values and ideals as they prepare them for entering the world of career, college, and citizenship.

Our challenges are many and varied:

- We need to nurture and create on the part of all stakeholders (students, parents, community members, staff, school board) a conceptual understanding/communication about the Common Core of State Standards and proficiency-based education.
- We have taken some policy steps regarding the Common Core of State Standards but need to continue to build a more comprehensive set of policies to ensure K-12 alignment.
- We need to determine the key power standards for the district around proficiency.
- We need to discuss further and come to consensus about cross-curricular standards.
- We need to come to consensus around the "body of evidence" to support and identify proficiency.

- We struggle with changing the “educational paradigm” or “mindsets” of our teachers and staff.

We need to focus on “What students know and are able to do.” The application of what is learned is a challenge of instruction. Many of our teachers are tied to the traditional notion that while we maintain high expectations for all students we need to grow beyond some embedded and long held ideas. For example- some teachers believe that a student completing a homework on time is more important than demonstrating the comprehension of a major concept of learning in another fashion. We are implementing Response To Intervention in our high school and striving to develop a mature model of interventions over time.

- At the K-5 level, we struggle with standardized test scores with our lower socioeconomic and special education subgroups .
- In English Language Arts we need to complete the adoption of our complete curriculum. We are working to develop common rubrics and common scoring in writing.
- In mathematics we need to nurture and grow the Response To Intervention mathematics program at Brunswick High School.
- In social studies, while the curriculum is under review we need to seek K-12 completion and adoption.
- In music, our challenge is to determine “how will we show proficiency in music at the high school level?”
- In art, we have a written and adopted curriculum K-12 and we will update Art with the upcoming developed national art standards.
- In science and technology, while we have a K-12 curriculum, we need to work on evidence of proficiency throughout the curriculum. There needs to be more dialogue and integration between the science curriculum taught for at risk students in the Academy Program and the rest of the high school. Our technology program is underfunded and a curriculum is in need of development.
- In World Languages, we have no K-5 curriculum.
- The Career Education and Health curriculum are not developed, written, or adopted at this time.

Please see:

Question 7 Exhibit A pg 1

Question 7 Exhibit A pg 2

Question 7 Exhibit B

Question 7 Exhibit C pg 1

Question 7 Exhibit C pg 2

Question 7 Exhibit D

Question 7 Exhibit E

Question 7 Exhibit F (16 pages)

Question 7 Exhibit G (10 pages)

Question 7 Exhibit H

Question 7 Exhibit I

Question 7 Exhibit J

Brunswick School Department
Robert P.T. Coffin Elementary School and Harriett Beecher Stowe School
2013 – 2014 Second Grade Report Card

Student:

Teacher:

Social Development/Work Habits	T1	T2	T3
Listens attentively			
Participates actively			
Focuses on/completes tasks			
Follows directions, rules, and procedures			
Works Independently			
Demonstrates self-control			
Works and plays cooperatively			
Demonstrates organizational skills			
Accepts responsibility for behavior and belongings			
Respects others, their property, ideas, and feelings			
See IEP			

Reading	T1	T2	T3
Oral language			
Comprehension			
Accuracy			
Fluency			
Text level			
See IEP			

Writing	T1	T2	T3
Idea Development			
Mechanics			
Penmanship			
Applied Spelling/Vocabulary			
See IEP			

Math	T1	T2	T3
Computation			
Number sense			
Geometry			
Measurement			
Algebra concepts			
Data analysis, statistic, and probability			
See IEP			

Social Development/Work Habits Comparison Code	
4	Independently
3	Most of the time
2	Developing
1	Seldom
#	Area of concern

Academic Comparison Code	
E	Exceeds the standard
M	Meets the standard
PM	Partially meets the standard
I	Insufficient progress toward meeting the standard
N/A	Not assessed at this time

	November	March	June
Kindergarten	N/A	2/B	3/C-4D
Grade One	6/E-8/E	12/G-14/H	16/I-18/J
Grade Two	20/K	24/L	28/M-30/N
Current Independent Reading Level			

Comments: Click here to enter text.

Attendance	AB	T
Trimester One		
Trimester Two		
Trimester Three		
Yearly Totals		

Question7 Exhibit A pg. 2

**Brunswick School Department
Robert P.T. Coffin Elementary School and Harriet Beecher Stowe School
2013 – 2014 Grade 2 End of Year Expectations**

READING

Oral Language:

- Clearly presents information and ideas to others

Accuracy:

- Self-corrects while reading at instructional level
- Restates facts from informational text
- Retells stories with appropriate sequence
- Answers inferential questions
- Segments sounds in words
- Blends sounds in words
- Substitutes sounds in words
- Recognizes complex vowel patterns
- Uses multiple strategies to decode words

Fluency:

- Reads passages with expression attending to punctuation
- Reads high frequency words
- Reads second grade benchmark text

SCIENCE AND SOCIAL STUDIES

Listed below are the units taught in science and social studies in Second Grade.

Science	Social Studies
Animals	Native Americans
Physical Changes	Maps and Globes
	People in Our World

WRITING

Idea Development:

- Uses logical sequencing when writing
- Cycles through the writing process
- Uses voice appropriately
- Uses descriptive language in writing
- Writes for different purposes

Mechanics:

- Uses grade appropriate mechanics

Penmanship:

- Writing can be read by self and others

Applied Spelling/Writing: Vocabulary

- Identifies complex compound words
- Identifies common antonyms
- Identifies common synonyms
- Determines meanings of words using dictionary and other resources, such as word wall
- Uses new words in context
- Applies spelling strategies to daily work
- Spells high frequency words

Units of Studies

Personal Narrative
Informational Writing
Fictional Narratives
Opinion Writing
Friendly Letter

NECAP DATA

MATH	2010	2011	2012	2013-Current	State
Grade 3	n/a	n/a	57%		
Grade 4	n/a	57%	63%		
Grade 5	65%	65%	58%		
Grade 6	61%	61%	69%	61%	61%
Grade 7	76%	74%	71%	73%	59%
Grade 8	73%	80%	76%	74%	56%

The chart displays 4 years of NECAP data. The percentages are based on proficiency. The colors represent the same student group as they moved through grades 3-8.

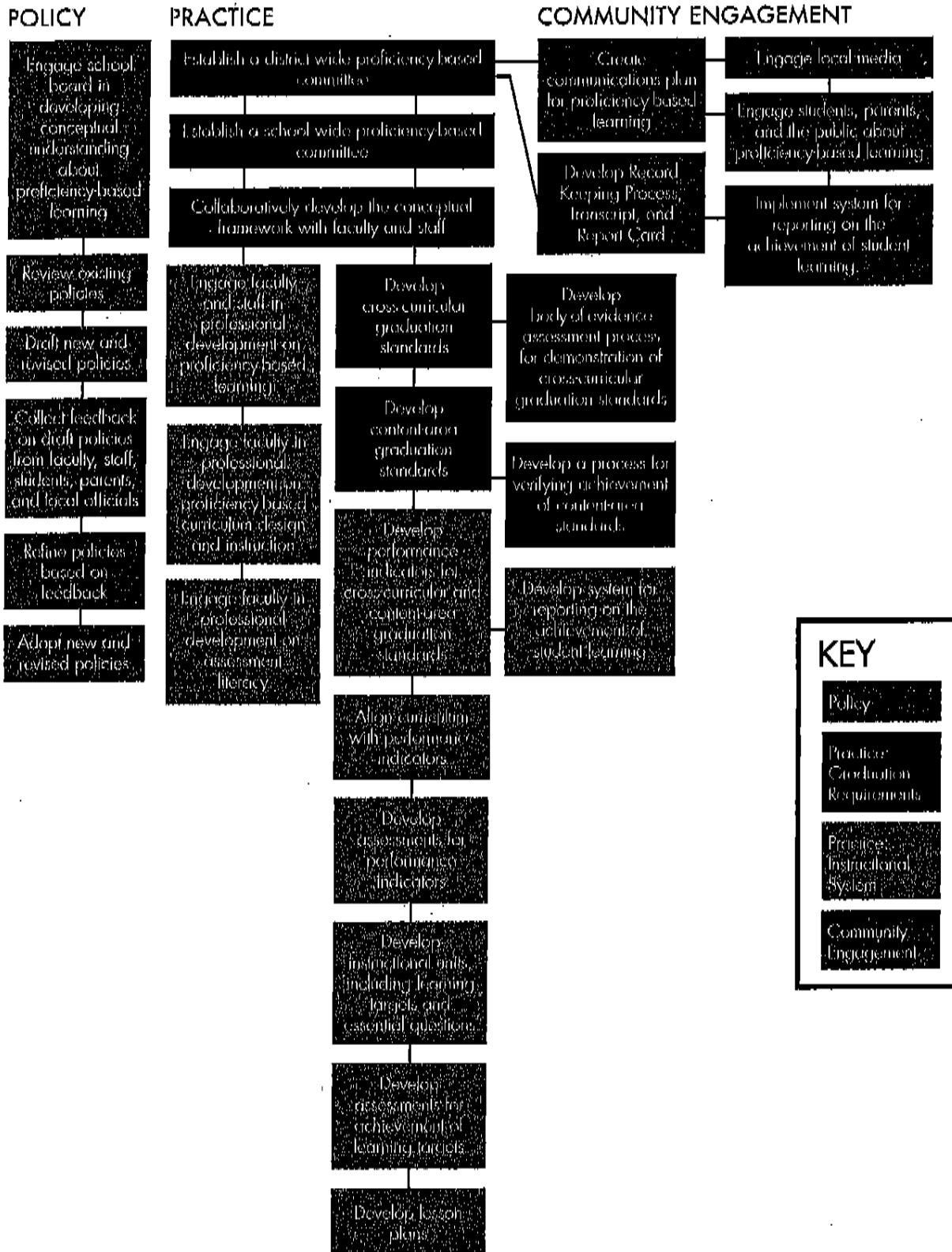
NECAP DATA

	2010	2011	2012	2013-Current	State
Reading	n/a	n/a			
Grade 3	n/a	68%			
Grade 4	84%	71%	75%		
Grade 5	83%	82%	76%	78%	70%
Grade 6	78%	84%	79%	78%	69%
Grade 7	84%	81%	91%	84%	72%

The chart displays 4 years of NECAP data. The percentages are based on proficiency. The colors represent the same student group as they moved through grades 3-8.

Question 7 Exhibit E

Planning for Proficiency-Based Learning



M a i n e D e p a r t m e n t o f E d u c a t i o n

Certificate of Achievement

Based on improvements in math and reading proficiency,
Brunswick Jr High School in Brunswick Public Schools

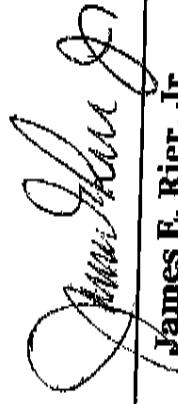
is hereby recognized for being among the

Top 25 Maine Elementary Schools for the Growth of All Students

in the 2014 Maine School Performance Grading System.



Rachelle Tome,
Chief Academic Officer, Maine DOE



James E. Rier, Jr.
Commissioner, Maine DOE



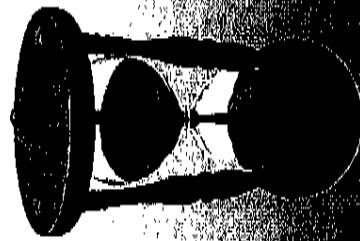
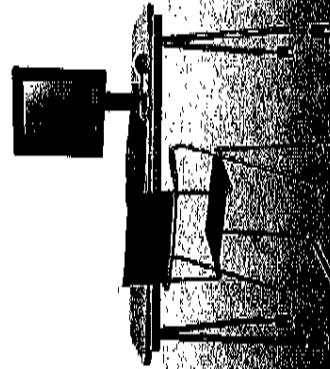
Paul R. LePage
Governor



Question 7 Exhibit F (16 Pages)

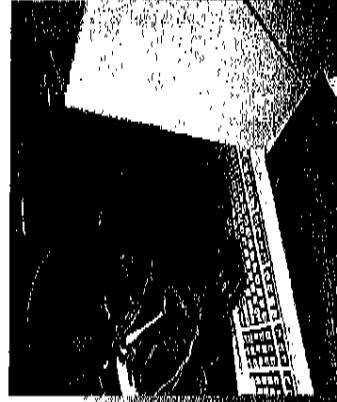
NWEAS

What are they and what do we do with them?



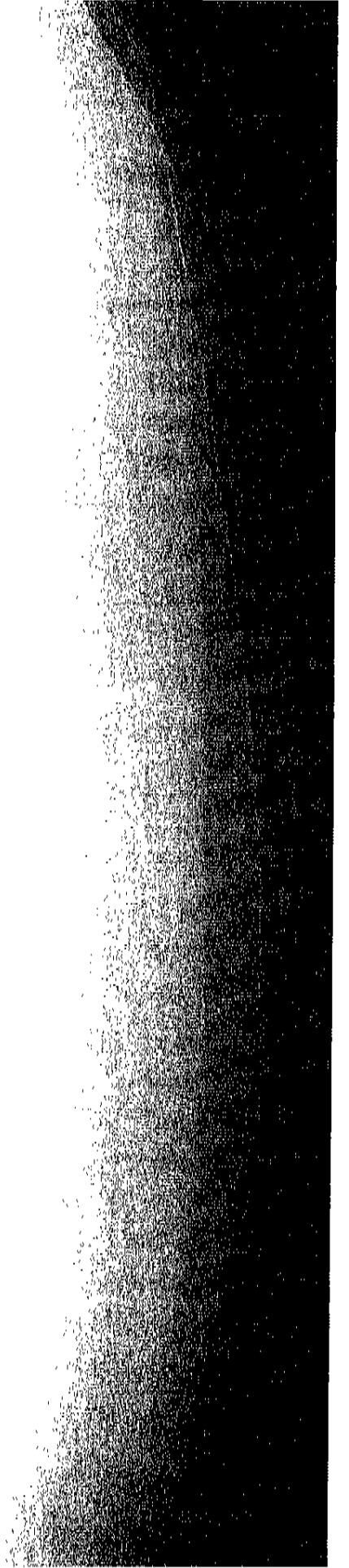
Assessment

- NWEA - Northwest Evaluation Association
- MAP - Measures of Academic Progress
- Given to 9th and 10th grade students, 3 times a year (fall, winter, spring)
- Why, why, why? NWEA's are given to measure a student's progress in school. It is evidence that the student is progressing from one year to the next...



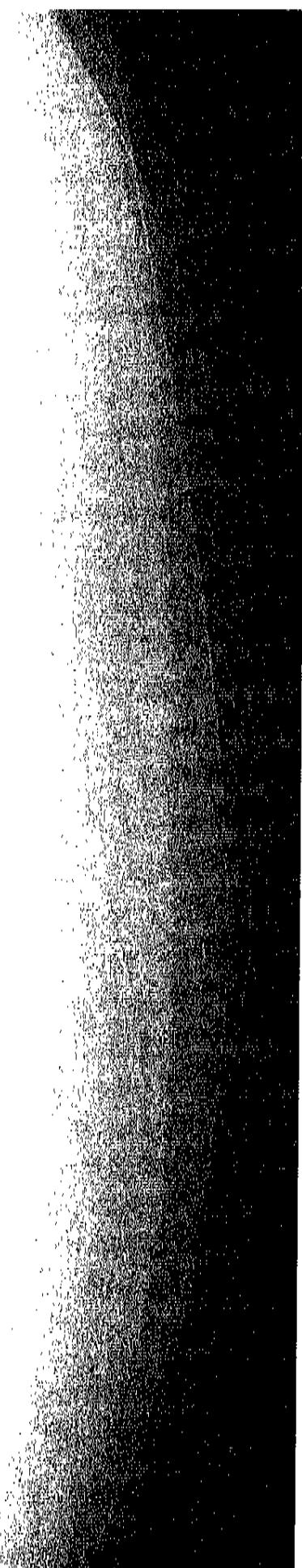
More about the NWEA

The test is aligned with the proficiency standards. Teachers can use the data to tailor instruction to meet the needs of each student.



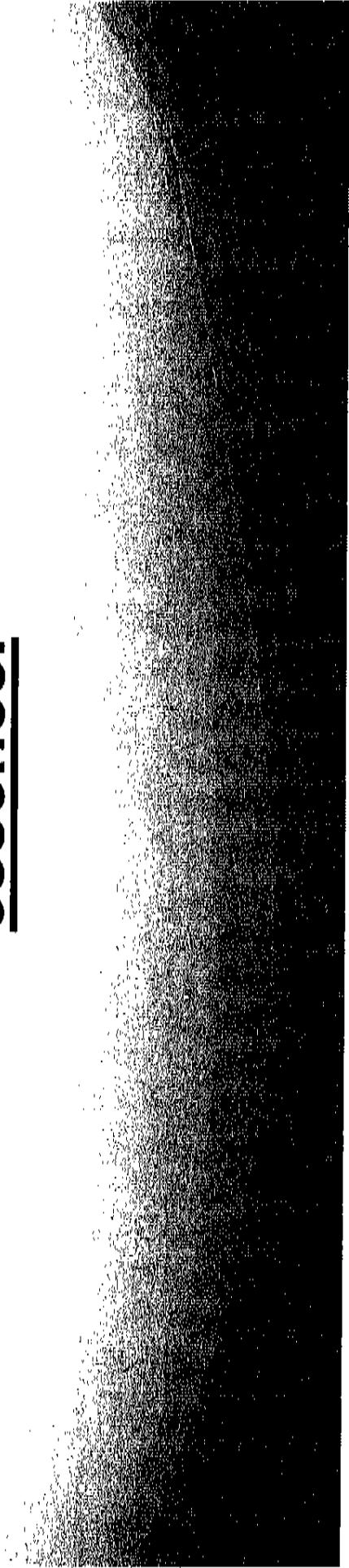
The test is 42-50 questions – usually takes
an hour.

For RTI purposes, it is used as a universal
screening to provide intervention to those
students performing below benchmarks.



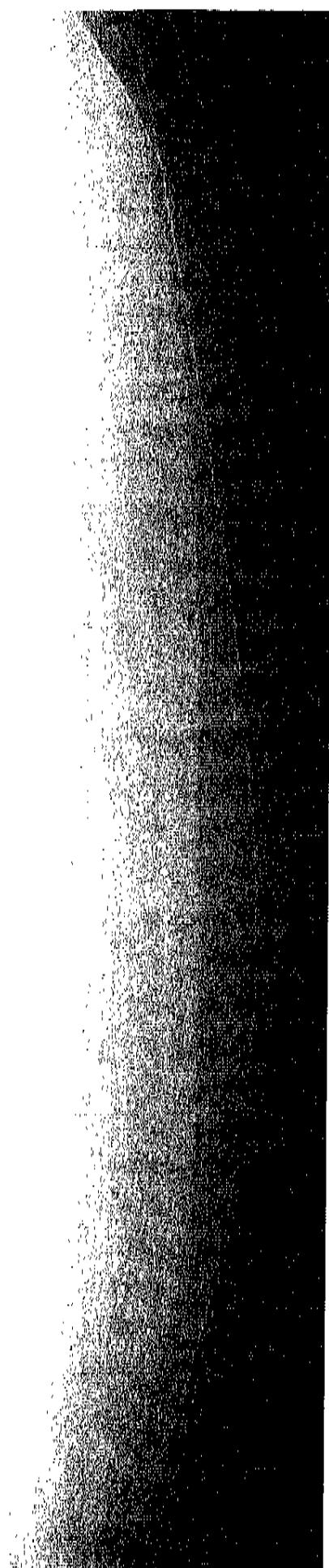
The goal is to reach the students below benchmarks and provide supplemental instruction before they get discouraged.

At the high school level time is of the essence.



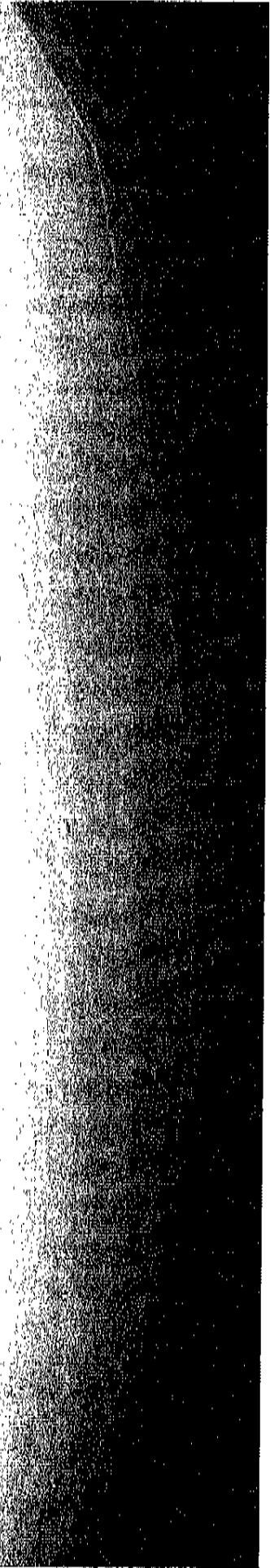
**What do all of these testing
terms mean?**

**What is RIT? This stands for "Rasch Unit."
It is used to simplify the interpretation of
test scores.**

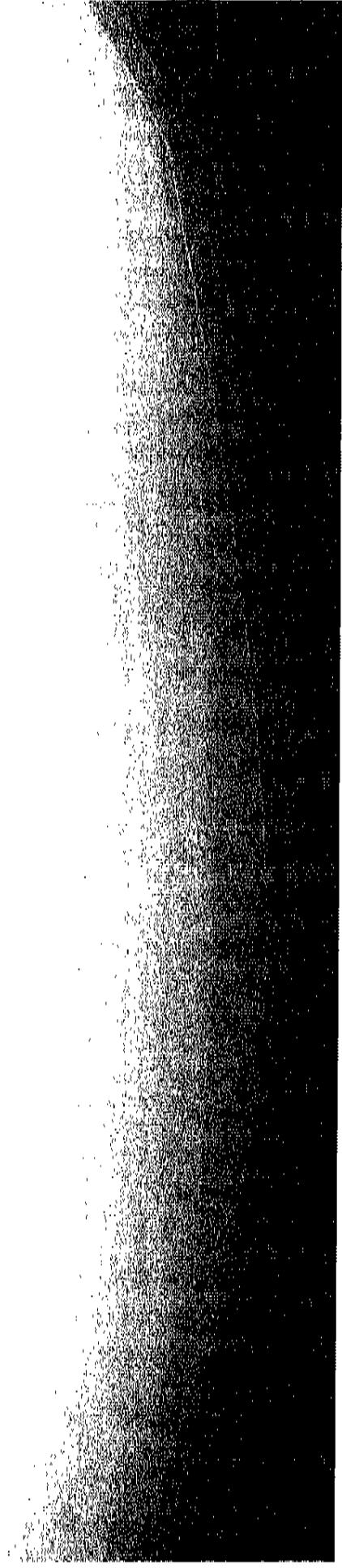


What do all of these testing terms mean?

RIT Scores are Completely Independent of Grade Level. There are "typical" RIT scores for each grade level, but every student is different. The RIT scale allows for students to be accurately measured regardless of their grade level.

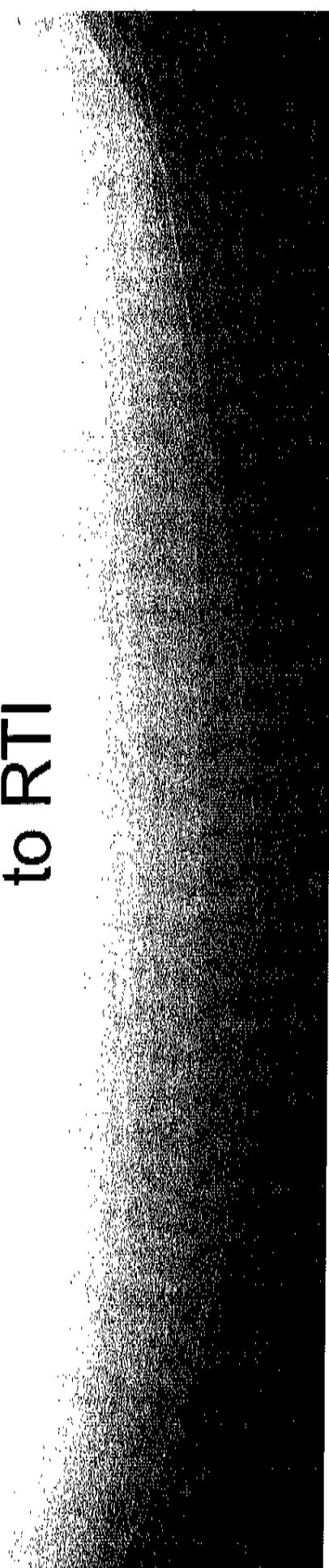


If a 3rd grade student earns a RIT score of 210 on the Reading and a 9th grader also earns a RIT score of 210 on the Reading, these two students are at the same instructional level.



RIT scores range from 100 to 300. A third grade student usually has a RIT score of 180. An average high school student should be at 218 (low) to 260 (high).

A high school student with a RIT score of 218 or under in reading should be referred to RTI



A high school student with a RIT score of 230 or under in math should be referred to RTI.

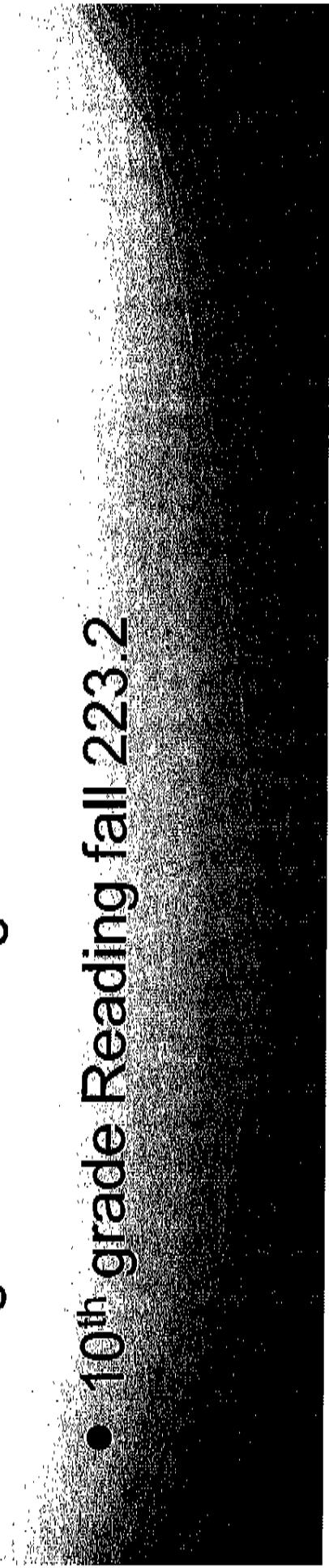
The RIT score is used to chart the students academic growth from year to year.



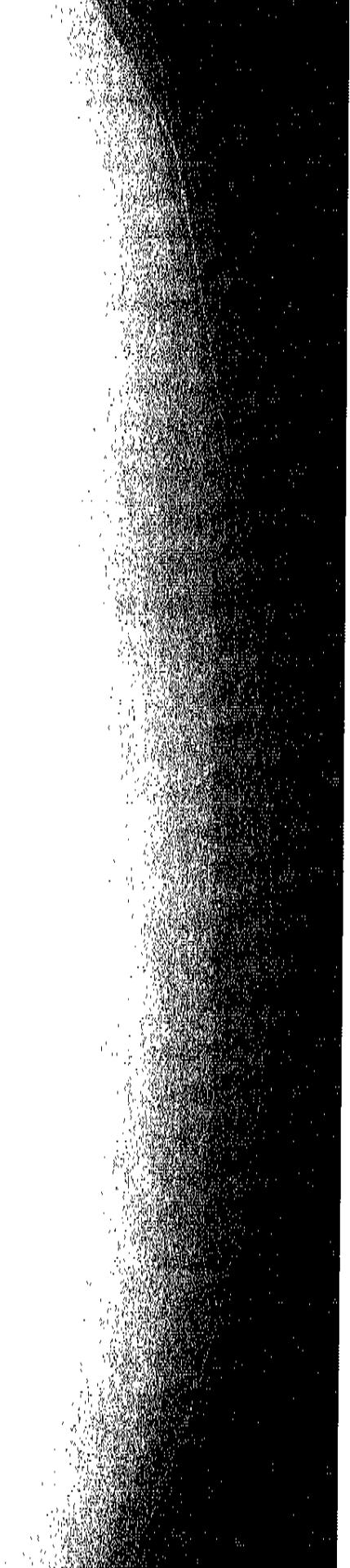
Let's break it down...

Benchmarks

- 9th grade MATH fall is 233.8 (this is 50% of the norm at the grade level)
- 10th grade Math fall 243.2
- 9th grade Reading fall 221.4
- 10th grade Reading fall 223.2



If students are performing above the RIT score; they are performing above 50% in that area.



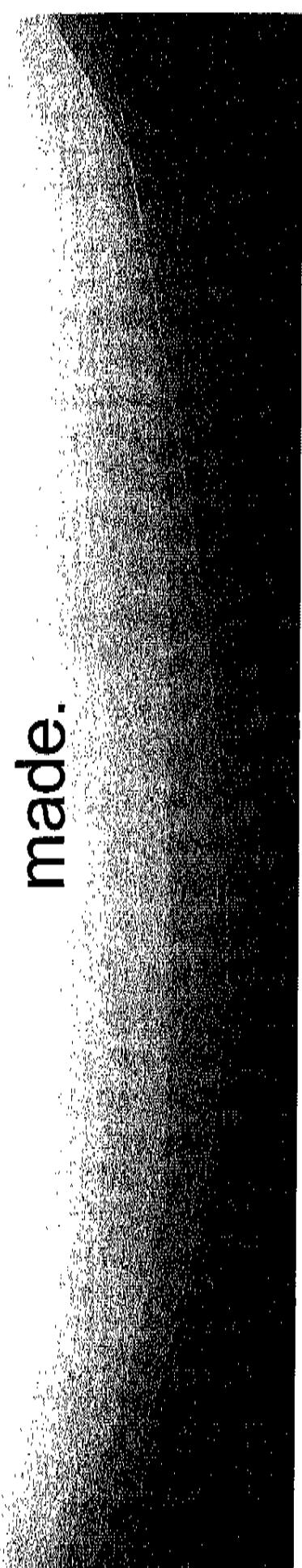
Where does RTI fit in at BHS?

When a student has a low RIT score - a referral will be made to the RTI teacher (reading/math).

The problem-solving team will determine what action(s) need to take place.

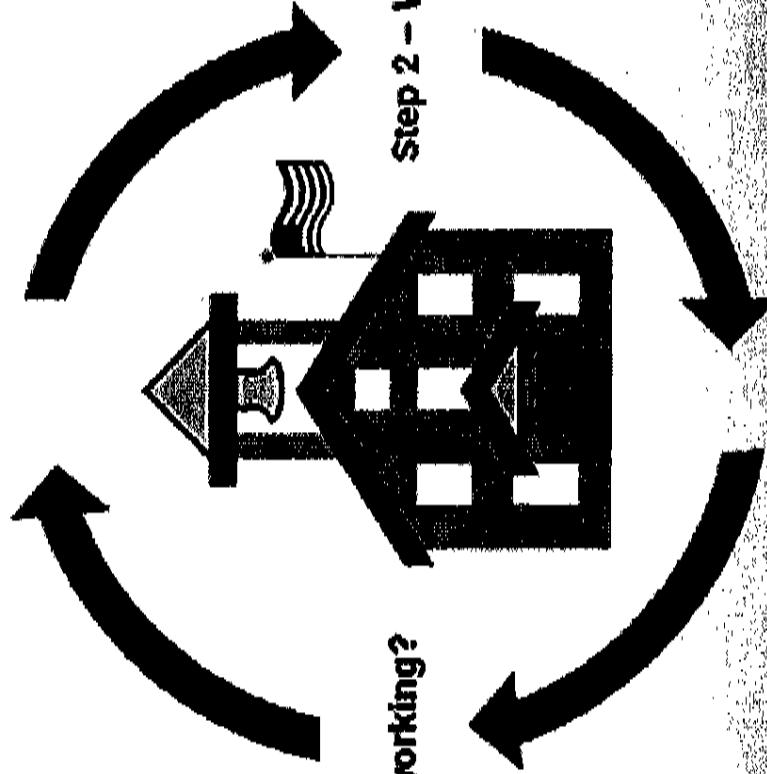
The problem-solving team - The team consists of teacher(s), administrator, RTI teacher, guidance and parent(s).

The student will be monitored every 2 weeks to determine if progress is being made.



Problem Solving Process

Step 1 – What's the problem?



Step 4 – Is it working?

Step 2 – Why is it occurring?

Step 3 – What are we going to do about it?

More Information on RTI

WEDNESDAY, SEPTEMBER 17TH

FACULTY MEETING

CROOKER THEATER



Question 7 Exhibit G

**RTI at Brunswick High
School
Math: Mike Hughes
Literacy: Margaret
Dalrymple
Room 253**

UPON COMPLETION OF THE PRESENTATION, YOU WILL HAVE A BETTER UNDERSTANDING OF

- RTI Terms
- Process
- Referral process
- Early warning signs
- Tier Intervention
- NWEA test results

Language

benchmarks

TIER 1

Universal Screening

Progress Monitoring

MATH

Differentiation

TIER 3

TIER 2

Supplemental

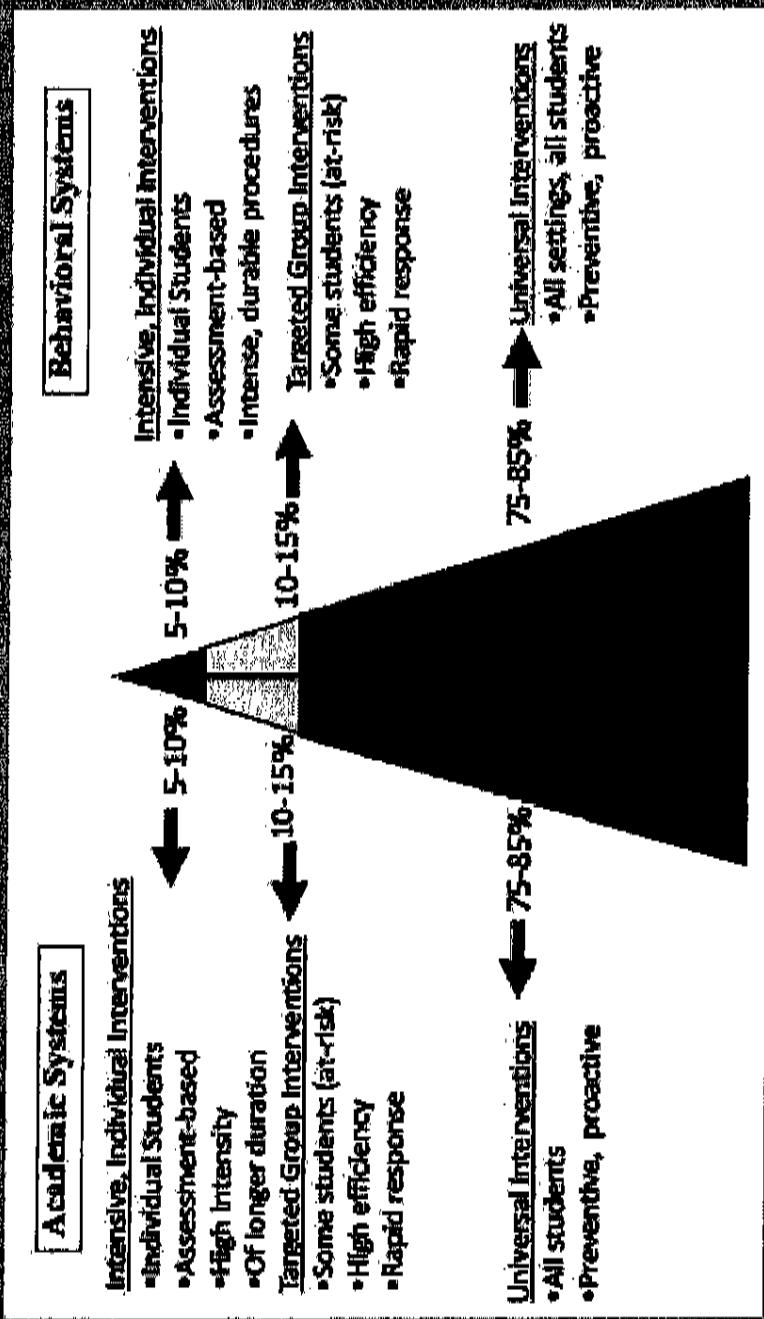
Early Warning Signs of Concern

- Academic- Students with prior history of failure and/or retention will need to be monitored to ensure success at high school is occurring.
- Attendance- Students who do not feel engaged in school often don't attend school thinking the staff is against them.
- Behavior- If a student has a lot of ODR's (office discipline referrals) and past experience with behavioral issues they are at risk and need to be referred to the RTI team (which includes the content teacher).

DIFFERENTIATION

- On the referral form, a question asked is "What have you tried to address the academic problem?" Some examples may include:
 - Small group instruction=
 - Pacing= (delivery of instruction)
 - Providing exemplars (examples of expected outcome)
 - Review previously taught skills/concepts=
 - Name some others

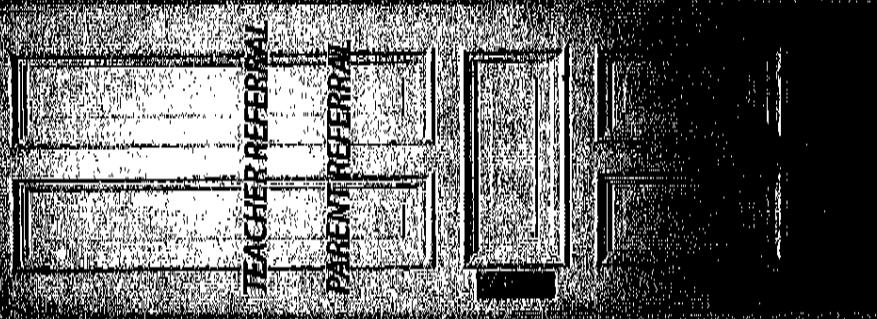
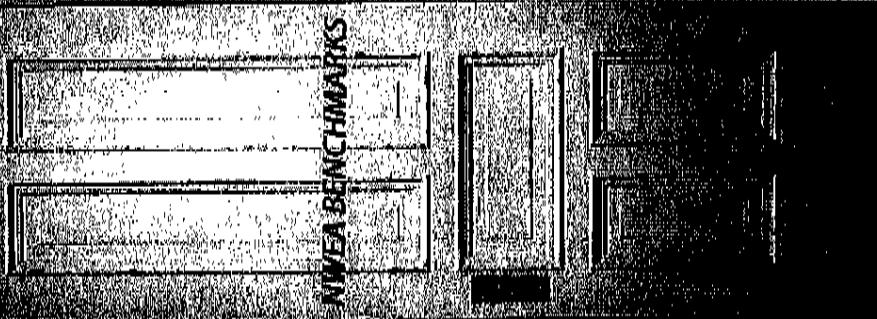
RIT Pyramid

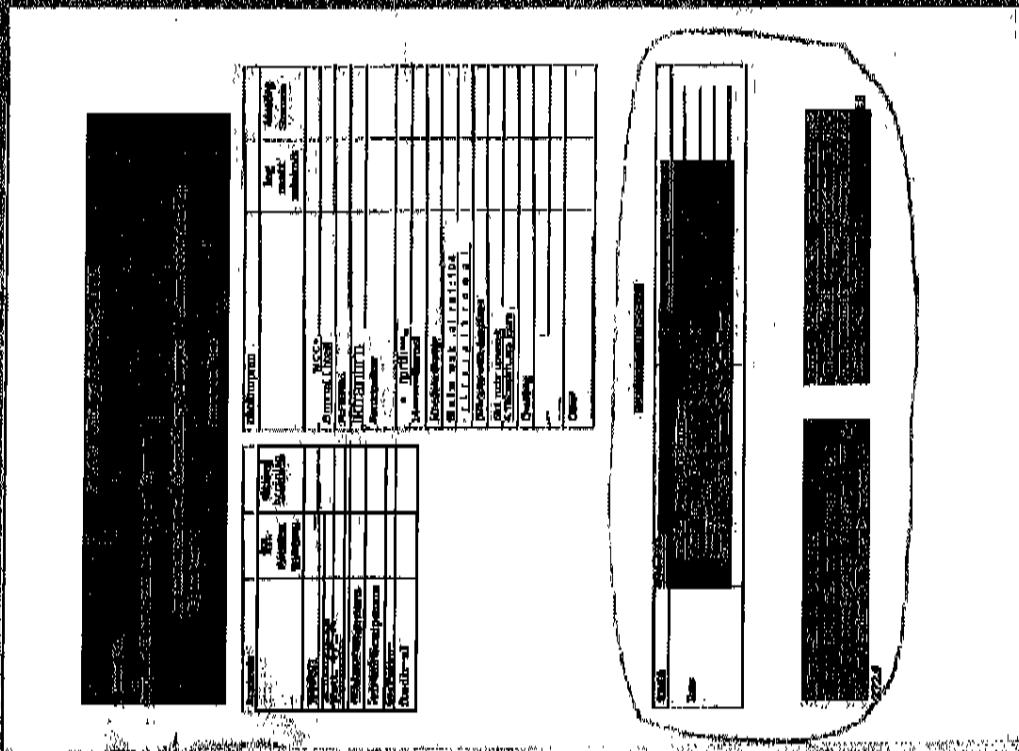


FOR RTI TO BE SUCCESSFUL

- Building consensus we need to support students who are struggling.
- RTI Team= no one person has the answers.
- Involve parents.
- Remember: Time is of the essence at the high school level.

RTI





Question 7 Exhibit H

**HARRIET BEECHER STOWE SCHOOL SCHEDULE
2014-2015**

Updated 8/15/14

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:40	5 Band	5 Band		5 Band	5 Band
9:10 - 10:40	2 Literacy	2 Literacy	2 Literacy	2 Literacy	2 Literacy
9:10- 10:10	4 Math	4 Math	4 Math	4 Math	4 Math
9:10 - 9:50	3 DeCamilla Art 3 Hebert Music B 3 Vellella Music H 3 Copp PE D 3 Yuodsnukis PE H 3 Olson Library	5 Sullivan Art C 3 Hebert Art M 3 Copp Music H 3 Libby PE D 3 Wilson Library	3 Libby Art 3 LaPointe Music H 5 Capobianco Music B 3 Hebert PE D 3 Wilson PE H 3 Vellella Library	3 Copp Art 3 Wilson Music B 3 Yuodsnukis Music H 3 Olson PE D 3 DeCamilla Library	5 Dwyer Art 3 Libby Music B 3 Olson Music H 3 DeCamilla PE D 3 Yuodsnukis Library
10:10 - 11:40	3 Literacy	3 Literacy	3 Literacy	3 Literacy	3 Literacy
10:10 - 11:10	5 Math	5 Math	5 Math	5 Math	5 Math
10:20 - 11:00	4 Wilson Art 4 Norton Music B 4 Thayer Music H 4 Shea PE D 4 Larrabee PE H 4 Viola Lib 1 4 Feigner Lib 2	4 Viola Art C 4 Larrabee Art M 4 Weafer Music B 4 Feigner PE D 4 Norton Lib 1	4 Weafer Art 4 Larrabee Music B 4 Wilson Music H 4 Viola PE D 4 Thayer PE H 4 Shea Lib 1	4 Thayer Art 4 Feigner Music B 4 Viola Music H 4 Weafer PE D 4 Larrabee Lib 1 4 Wilson Lib2	4 Norton Art 4 Shea Music H 4 Wilson PE D 4 Thayer Lib 1 4 Weafer Lib 2
11:20-12:00	5 Capobianco Art 5 Greene Music B 5 Hunter Music H 5 Mazerolle PE D 5 Palopoli PE H 5 El Ghazouani Lib 1 5 Sullivan Lib 2	5 Hunter Art C 5 Greene Art M 5 Mazerolle Music B 5 El Ghazouani PE D 5 Dwyer Lib 1 5 Palopoli Lib 2	5 Palopoli Art 5 Greene PE D 5 Dwyer PE H 3 Copp Library 11:30-12:10	5 El Ghazouani Art 5 Dwyer Music B 5 Palopoli Music H 5 Sullivan PE D 5 Capobianco PE H 5 Hunter Lib 1 5 Mazerolle Lib 2	5 Mazerolle Art M 5 El Ghazouani Music B 5 Sullivan Music H 5 Hunter PE D 5 Greene Lib 1 5 Capobianco Lib 2
11:10 - 11:40	2 Lunch	2 Lunch	2 Lunch	2 Lunch	2 Lunch
11:10 - 11:40	4 Recess	4 Recess	4 Recess/4 Chorus B	4 Recess	4 Recess
11:40 - 12:10	4 Lunch	4 Lunch	4 Lunch	4 Lunch	4 Lunch
11:40 - 12:10	2 Recess	2 Recess	2 Recess	2 Recess	2 Recess
12:10 - 12:40	3 Lunch	3 Lunch	3 Lunch	3 Lunch	3 Lunch
12:10 -12:40	5 Recess	5 Recess	5 Recess/5 Chorus H	5 Recess	5 Recess
12:40 - 1:10	5 Lunch	5 Lunch	5 Lunch	5 Lunch	5 Lunch
12:40 - 1:10	3 Recess	3 Recess	3 Recess/3 Chorus B	3 Recess	3 Recess
12:10 - 1:10	2 Math	2 Math	2 Math	2 Math	2 Math
12:10 - 1:40	4 Literacy	4 Literacy	4 Literacy	4 Literacy	4 Literacy
1:10 - 2:10	3 Math	3 Math	3 Math	3 Math	3 Math
1:10 - 2:40	5 Literacy	5 Literacy 2 Taylor Art C 1:10-1:50	5 Literacy	5 Literacy	5 Literacy 2 Lancaster Art 1:10 - 1:50
1:20 - 2:00	2 Collins Art 2 Bennoch Music B 2 Lancaster PE D 2 Orr PE H 2 Taylor Library	4 Shea Art C 1:50 -2:30 2 Bennoch Art M 2 Priest Music H 2 Kavanaugh PE D 2 Orr Library	2 Kavanaugh Art 2 Taylor Music H 2 Priest Library	2 Priest Art 2 Kavanaugh Music B 2 Orr Music H 2 Taylor PE D 2 Bennoch PE H 2 Lancaster Library	4 Feigner Art 1:50 - 2:30 2 Collins Music B 2 Priest PE D 2 Kavanaugh Library
2:20 - 3:00	3 Wilson Art 3 Libby Library 3 LaPointe PE D	3 Yuodsnukis Art C 2:30 - 3:10 3 Olson Art M 3 LaPointe Library 3 Vellella PE D	2 Orr Art 3 DeCamilla Music B 2 Lancaster Music H 2 Collins PE D 2 Bennoch Library	3 LaPointe Art 4 Norton PE D 2 Collins Library	3 Vellella Art 2:30 - 3:10 3 Hebert Library

Content Area	Last Adopted	Next Completion Date	Current Status
English Language Arts			
Writing/Spelling K-12	June 2011	June 2017	Is being 'decommissioned.' Incorporated into ELA
Reading K-12	0		Being Written. Hope to be adopted Fall 2015
Oral Language K-12	0		
Mathematics K-12	June 2011	June 2017	On hiatus. No active committee work.
Science K-12	2010	2016	On hiatus. No active committee work. Next Generation Standards waiting for State approval.
Social Studies K-12	2005		K-12 committee working. Will need summer work. Hope to be adopted Winter 2015/2016
Music 9-12	May 2009	May 2015	Waiting on NEASC
Music K-8	0		With CIAC. Hope to adopted November 2014
Phys. Ed 9-12	2009	May 2015	
Phys. Ed. K-5	Oct. 2013	Oct. 2019	On hiatus. No active committee work.
Art 9-12	Feb. 09	Feb. 2015	
Art. K-8	March 2015	March 2021	On hiatus. No active committee work
French 9-12	Feb. 2009	Feb. 2015	
Spanish 9-12	Feb. 2011	Feb 2016	
Latin 9-12	May 2009	May 2015	
World Language 6-8	0		With CIAC. Hope to adopt in October 2014
World Language K-5	0		No active committee work.
Health Grade 10	Apr 2007	April 2012	
Health 6-8	May 2014	May 2019	On hiatus. No active committee work
Health K-5	0		Researching aligning it with Elementary Guidance Curriculum
Guidance -K-12	0		In committee. Probably two years out
Business and Compu	Nov 2010-Apr. 2011		
Career Prep	0		
Consumer Life Science 9-	May 2009-Mar 2011		
Technology K-8	0		
Technology 9-12	Apr. 2011		

Question 7 Exhibit J

Brunswick School Department

Content Area Review Cycle Work for 2014-2015 *(K-12 Areas)*

Content Area	Phase 1 Research & Review	Phase 2 Presentations & Adoption	Phase 3 Implement & Monitor
English Language Arts: Writing, Reading, Speaking and Listening	2014-2015		
Health			
Guidance	2014-2015		
PE			
Mathematics			2014-2015
Science			2014-2015
Music			
Social Studies	2014-2015		
Art			
World Language			

Establish Content Area Committee:

Prior to Phase 1, a content area committee comprised of a cross section of K-12 teachers will convene. Committee size will not exceed 14 members. Each phase may last two or more years.

Process:**Phase 1: Research, Review, and Recommend:**

How does what we are doing now correlate with the research?
The content area committee will look at student data, current curricula, research, and resources. This committee will recommend curricula revisions and resources. – What budgetary considerations are needed to address the recommendations of the content area committee?
What professional development offerings are needed to support curricula shifts?

Phase 2: Presentation of Findings and Adoption Procedures

The content area committee will present curriculum revisions and budget considerations to the CIAC, the Curriculum Subcommittee and the School Board for approval and adoption.

Phase 3: Implement & Monitor – What does the revised curriculum look like in the classroom and how is it working? Student achievement data will be analyzed.

September 18, 2014

Question 8, Exhibit a:

Multi-year Implementation Plan

8. The Brunswick School Department began introducing the Maine Common Core Standards during the 2012-2013 with a series of presentations to each school's faculty and the School Board. At the beginning of the 2013-2014 school year the administrative team developed a checklist and timeline to ensure that teachers and parents had access to Common Core State Standards and the Smarter Balanced pilot assessment material. All teachers were required to analyze the shifts needed in their educational practice and time was set aside in our professional development program for them to discuss this by grade level or department (checklist enclosed).

We also offered parents and School Board members the opportunity to take a sample of the Smarter Balanced assessment.

In June 2014 the Brunswick School Department sent five teams of professionals from all levels to the MPA Summer Leadership Retreat. Based on the feedback of those 23 staff members, we have decided to start at the beginning even though we have done some work over the last two years. The following multi-year timeline and assessment schedule is in line with Board policy and goals and administrative goals which are included.

The Brunswick School Department is committed to the development of a proficiency-based learning system that promotes a rigorous academic program and ensures that all children are able to meet the standards of the Maine Learning Results. To accomplish this goal we have drafted the following action plan for the 2014-2015 school year:

1. By October 2014, we will establish a Proficiency-based Learning Steering Committee to guide our work. This committee will oversee and establish several voluntary task force committees: Communication, Policy, and Practices.
2. Communication: the Brunswick School Department will establish a Proficiency-based Learning Communication Task Force charged with the task of creating a communications plan for the planning, development, and implementation of our proficiency-based learning. This committee will be established by January 2015. This committee will also assist the K-8 schools in hosting initial informational meetings prior to the end of the 2014-2015 school year.
3. Policy Development: The Brunswick School Department will establish a Proficiency-based Learning Policy Review Task Force that will be charged with the task of reviewing and recommending specific policies that support our proficiency-based learning system K-12 for the Brunswick School Department:
 - a. Establish a time line for development, feedback and implementation
 - b. Present policy recommendations to the Brunswick School Board Policy Committee
 - c. Adoption of policy by the Brunswick School Board by the end of the 2014-2015 school year
4. Practices: The "Practices Task Force", while primarily focused on the secondary level, will contain elementary level representation during the 2014-2015 school year. The primary focus of this task force will be to lead and oversee the discussion and decision making process regarding the changes in practices necessary for our transformation to a proficiency-based education system. Recommended topics to address include: Power standards, summative common assessments linked to the power standards, cross-cutting graduation standards and the grading system.

Question 8, Exhibit b:

Brunswick School Board Philosophy / Vision

(Adopted 2014)

Goal 1: To achieve our vision, the Brunswick School Board focuses on educating students as individuals within a community of lifelong learners. We recognize the worth and dignity of every student in order to provide for maximum intellectual, physical, social and emotional development. In order to reach their full potential, all students will demonstrate proficiency in basic skills, exercise responsible and creative decision making, explore ideas, embrace the aesthetics of life, and be responsible, productive citizens.

Initiative 1: Develop a standards-based assessment and reporting system profiling the educational skills, passions, and needs of all Brunswick students.

Brunswick School Department's Extension 6 Plan for School Year 2014-2015

Quarter 1: Establish Proficiency-based Learning Steering Committee. Administrative Council Reading of Ken O'Connor's 15 fixes.

Metric: Agendas, minutes of meetings, establishment of task force committees, administrative council agendas.

Quarter 2: Establish Policy and Practices Task Force.

Metric: Agendas, minutes of meetings, recommendations for timeline, draft policy, School Board Policy Committee agendas and minutes.

Quarter 3: Establish a Communication Task Force.

Metric: Agendas, minutes of meetings, informational meeting materials, advertisements and announcements.

Quarter 4: Analyze and quantify the work of each committee.

Metric: Document that shows a review of the yearly timeline submitted to the DOE for revisions, additions, substitutions. Survey the staff on their understanding of the work completed and the work ahead.

Brunswick School Department's
Extension 6 Plan for School Years 2016-2020

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>Aligning of curriculum with Maine Standards and Guiding Principles 5-12.</p> <p>Discussion and development of content assessments aligned with the Guiding Principles 9-12.</p> <p>Discussion and development of standards-based reporting 5-12.</p> <p>Annual Benchmarks: Professional Development plan and summer work on the content described above. High School teachers prepare content assessments aligned with the Guiding Principles. Metric: Survey of teacher on their understanding and progress of standard-based reporting. Survey of parents/guardians/students on their knowledge and understanding of standards-based reporting.</p>	<p>Standard-based reporting piloted in grades 5-8.</p> <p>High school teachers implement common assessments aligned with the Guiding Principles and begin the inclusion of academic habits and Guiding Principals in grading.</p> <p>Annual Benchmarks: Continue professional development plan around the extension plan goals. Pilot grading shifts 5-8 in the last quarter using the current method of scoring and the standards based method in an effort to promote understanding the impact of the change. Metric: Utilize a teacher follow-up survey on their understanding of standards-based reporting. Utilize a parent/guardian/student follow-up survey on their understanding of standards-based reporting.</p>	<p>High school grades 9-12 prepare content assessments aligned to the Maine Learning Results and report standards-based proficiency.</p> <p>Standards-based pilot continue in grades 5-8.</p> <p>Annual Benchmarks: Grades 9-12 begin the shift of grading in the last quarter using the current method of scoring and the standards-based method in an effort to promote understanding the impact of the change. Metric: Continue teacher and parent/guardian/student surveys.</p>	<p>High school grades 9-12 continue preparation of content assessments aligned to the Maine Learning Results and report standards-based proficiency.</p> <p>Grades 5-8 are reporting standards-based proficiency.</p> <p>Annual Benchmarks: Grades 9-12 continue pilot on grading shifts. Metric: Continue with teacher and parent/guardian/student surveys.</p>	<p>All grades reporting student progress using standards-based proficiency.</p> <p>Adjustments to assessments and reporting.</p> <p>Adjustments to transcripts.</p> <p>Annual Benchmarks: Completion of the transition to standards-based assessment, grading, and reporting by 2020-2021.</p>

Question 8, Exhibit d:

Administrator Common Core State Standards Implementation Checklist

1. All teaching staff have investigated the entire on-line CCSS documents in a computer setting. They are comfortable navigating the site and finding specific areas and appendixes. **By December 20,2013**
 - a. Date _____
2. All impacted teaching staff have hard paper copies of the CCSS necessary for their teaching . eg. Third grade ELA, third grade math; Ninth grade science; Sixth grade ELA. **By December 20,2013**
 - a. Date _____
3. All teaching staff have investigated the Smart Balance website. They have experienced the test questions at their appropriate level. They have investigated and discussed Appendix B and C which gives exemplars of possible test responses and analyzes them. **By January 31, 2014**
 - a. Date _____
4. Parents have received materials about the CCSS either in printed or electronic form. **By January 31, 2014.**
 - a. Date _____
5. All impacted teaching staff have discussed by either grade level or department the necessary shifts to educations practice that the Standards require Please refer to the March 5, 2013 memo to the Administrative Team for resources . The following site (Module Two) gives many other resources for these shifts in ELA.
<http://www.maine.gov/doe/ela/professional/module-two/index.html>
By March 6, 2014
 - a. Date _____
6. All impacted teaching staff have analyzed an existing teaching unit (UBD) with the above shifts in mind. Discussions by grade level and/or department. **By April 18, 2014.**
 - a. Date _____
7. Existing Curricula have been revisited to align with the CCSS and have been rewritten to reflect those standards. **Far in the future.**
 - a. Date _____

Question 8, Exhibit e:

Brunswick School Department
Brunswick, Maine
Administration District Goals 2014-2015

Goal 1: Improve Student Achievement

Objectives:

- a. Maintain data teams at all schools and expand staff knowledge of student performance
- b. Review and support procedures for the RTI process and bench marks
- c. Maintain emphasis of the district data team on growth for the lower quartile and staff attendance
- d. Improve teacher knowledge of differentiated instruction and support uninterrupted instructional time at the elementary schools
- e. Support the NEASC evaluation process at BHS and develop a plan to address the recommendations
- f. Research and support an appropriate school climate survey for the school department.

Goal 2: Comply with State Mandates

Objectives:

- a. Develop a multi-year extension plan on the Maine State Standards and Proficiency Diploma
- b. Develop committees and begin work as outlined in the Extension Plan to meet State timelines.
- c. Continue work on the new Teacher/Principal Evaluation Plan.
 1. Add more teachers to the committee per legislation.
 2. Include student achievement as part of the criteria for evaluation.
 3. Provide training for administrators and department heads on the implementation of the new plan.
 4. Provide information to the School Board on the committee's work for their feedback and final approval.

Goal 3: Develop and Carry-out Facilities Updates and Transitions

Objectives:

- a. Develop and carry-out transition programs for staff, students, and parents of fifth grade students moving to BJHS in September 2015.
- b. Review the risk analysis of BJHS and Coffin with the School Board and help develop a plan of action.
- c. Gather data on staff and parent feelings concerning facilities updates.

Question 8, Exhibit f:

FILE: AD

PHILOSOPHY/VISION OF THE BRUNSWICK PUBLIC SCHOOLS

The Brunswick School Board envisions that all students are part of a community of lifelong learners who are able to contribute positively to society. We provide a comprehensive and rigorous academic program so that all students attain their full potential and make significant contributions to their communities. We strive to ensure that all students will acquire and apply the skills necessary to communicate effectively, to think critically and creatively, and to become responsible citizens of our democratic and global society.

To achieve our vision, the Brunswick School Board focuses on educating students as individuals within a community of lifelong learners. We recognize the worth and dignity of every student in order to provide for maximum intellectual, physical, social and emotional development. In order to reach their full potential, all students will demonstrate proficiency in basic skills, exercise responsible and creative decision making, explore ideas, embrace the aesthetics of life, and be responsible, productive citizens.

This requires a collaborative effort by the community, the Board, the administration, the faculty, the staff, and the students.

Adopted: 9/10/14

Question 8, Exhibit g:

MSMA SAMPLE POLICY

NEPN/NSBA Code: IKF

GRADUATION REQUIREMENTS

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

[School unit name] has adopted a standards-based [OR: proficiency-based] system of learning consistent with Maine law, which means that after January 1, 2018, the awarding of a diploma will be contingent on the demonstration of proficiency in the content areas and Guiding Principles and the Learning Results rather than the accumulation of credits.

To be awarded a high school diploma from the [School unit name] schools, students graduating in the Class of 2018 and beyond must demonstrate proficiency in the content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional graduation requirements set by the Board.

Students graduating in the Classes of 2014-2017 must meet the credit and other graduation requirements specified in this policy.

A student who would have graduated with the Class of 2017 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until December 31, 2017 to fulfill the graduation requirements applicable to the Class of 2017.

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

The Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

NEPN/NSBA Code: IKF

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2014, 2015, 2016 OR 2017

Students who anticipate graduating in the Classes of 2014, 2015, 2016, or 2017 must meet the following minimum requirements in order to be awarded a high school diploma.

- A. The student must successfully complete a total of _____ credits. Of these credits, 12 ½ (twelve and one-half) must be those specified by the State of Maine. They are:
1. English/language arts – 4 credits;
 2. Mathematics – 2 credits;
 3. Social studies and history, including one year of American history and government – 2 credits;
 4. Science, including at least one year of laboratory study – 2 years;
 5. Fine arts, which may include art, music, forensics or drama – 1 credit;
 6. Health – 1/2 credit; and
 7. Physical education – 1 credit.
- B. The student must demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.
- C. In addition to the State requirements, the student must meet the following additional credit requirements established by the Board:
1. Math – _____ additional credit(s);
 2. Science – _____ additional credit(s);
 3. [Other Area of Study, e.g., World History] – _____ credit(s);
 4. [Other Area of Study] – _____ credit(s);
 5. [Senior portfolio, senior exhibition, "capstone" experience or other specific local requirement – _____ credit(s)].

NEPN/NSBA Code: IKF

- D. The remaining credits may be selected by the student based on his/her interest, satisfaction of course prerequisites, and requirements of the field that he/she plans to enter upon graduation.
- E. [OPTIONAL: The student must also satisfactorily complete a total of _____ community service hours.]

ALTERNATIVE METHODS OF EARNING CREDITS

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified in this section.

A student who makes up deficiencies may participate in the next regular graduation ceremony following successful completion of all graduation requirements.

- A. A student may earn up to two credits through the _____ Adult Education Program. The student must have prior written approval from the Director of Adult Education, Guidance Counselor, Department Chair and Principal.
- B. A student may obtain credits through summer school in classes that he/she completed at _____ High School but did not pass. The student must obtain prior written approval from the Guidance Counselor, Department Chair and Principal.
- C. A student may earn up to ____ credits through distance learning/virtual courses provided 1) the course is approved in advance by the Guidance Counselor, Department Chair and Principal and 2) progress is monitored by a member of the High School's professional staff.
- D. Advanced courses or courses not available at _____ High School may be taken at other secondary schools or at approved postsecondary institutions with the approval of the Guidance Counselor and Principal.
- E. A student may earn up to ____ credits through independent study approved by the Guidance Counselor, Department Chair and Principal and monitored by the teacher(s) of the subject(s) to which the independent study is related.

NEPN/NSBA Code: IKF

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students who achieve proficiency in meeting the content standards of the Learning Results as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2018 AND BEYOND

In accordance with Maine law and [School unit name]'s standards-based [OR: proficiency-based] system of learning, after January 1, 2018, the awarding of a diploma from [School unit name] schools will be contingent on the demonstration of proficiency in the content areas of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Learning Results, rather than the accumulation of credits. The student must also fulfill any other requirements specified in this policy.

Students who anticipate graduating in the Classes of 2018 and beyond must meet the following requirements in order to be awarded a high school diploma.

- A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency for each standard within each content area.

English Language Arts

Mathematics

Science and Technology

Social Studies

Health Education and Physical Education

Visual and Performing Arts

World Languages

Career and Education Development (embedded in the other content areas)

- B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results.

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NEPN/NSBA Code: IKF

A student graduating from [School unit name] schools 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.

- C. [OPTIONAL: Complete a capstone project [OR: integrative research or service learning project] through which he/she will demonstrate in-depth research, presentation, and technology application skills and evidence of proficiency in the Guiding Principles of the Learning Results.]
- D. [OPTIONAL: Complete an application to a post-secondary educational institution, training program or other experience that provides an opportunity for further growth.]
- E. [OPTIONAL: The student must also complete the following non-academic requirements: _____.]

MULTIPLE PATHWAYS TO THE AWARDING OF A PROFICIENCY-BASED DIPLOMA

[School unit name]'s high school educational program [OR: 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 cross-content Guiding Principles of the Learning Results.

Students following a traditional pathway will:

- A. Engage in educational experiences in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.

[NOTE: The requirement in "A" above is for the purpose of alignment with Maine law and the adoption of Common Core and national science standards.]

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NEPN/NSBA Code: IKF

- B. Engage in at least two [OR: three or ____] educational experiences in the content area of social studies during their high school program.
- C. Engage in at least one educational experience in each of the content areas of visual and performing arts during their high school program.
- D. Engage in at least ____ educational experiences in world languages during their high school program
- E. Engage in at least ____ health and physical education experiences during their high school program.
- F. Engage in educational experiences that integrate career and education development into other content areas of the Learning Results.

Students following a traditional pathway must be enrolled in the equivalent of five [OR: ____] full year learning experiences/courses or integrated equivalents in each of their high school years.

Students may also opt to pursue a high school diploma through multiple additional pathways including:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Community service
- Exchange programs
- Independent study
- Alternative education/“At Risk” programming
- Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit’s own educational experience (course) offerings.

NEPN/NSBA Code: IKF

In order to pursue one or more of the multiple/alternative pathways, a student must have a Personal Learning Plan detailing how the pathway will provide exposure to the content standards of the Learning Results and how the student will demonstrate proficiency in meeting the standards. The personal learning plan must be approved by the Guidance Counselor, Department Chair and Principal [OR: _____].

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Students who achieve proficiency in the content standards of the Learning Results and Guiding Principles, as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas.

III. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM _____ HIGH SCHOOL

This section applies to all students, in all graduation classes.

A. Transfer Students

For students who transfer to _____ High School from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the _____ High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.

B. Home-schooled Students

For home-schooled students wishing to receive a diploma from _____ High School, the _____ High School Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home schooled student must have attended _____ High School for a minimum of _____ semesters [OR: taken a minimum of _____ courses at _____ High School] in order to receive a _____ High School diploma.

C. Delayed Awarding of Diplomas

A student who leaves _____ High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

NEPN/NSBA Code: IKF

D. Early Awarding of Diplomas

A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma.

E. 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 20 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.

F. Certificate of Completion

The Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student and who has earned the required credits but has not met Learning Results proficiency standards that may be mandated by the State

G. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

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 _____ High School during the year [OR: for two years, OR: for _____ 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.

[NOTE: "Honors" at graduation is a different issue than "honor roll" or "class rank," which may have different eligibility requirements and may be addressed in other board policies.]

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

NEPN/NSBA Code: IKF

Cross Reference: IHCDA – Post-Secondary Enrollment Options
IK – Student Achievement
IKFA - Early Graduation

Adopted: _____

PLEASE NOTE MSMA sample policies and other resource materials do not necessarily reflect official Association policy. They are not intended for verbatim replication. Sample policies should be used as a starting point for a board's policy development on specific topics. Rarely does one board's policy serve exactly to address the concerns and needs of all other school units. MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.

MSMA sample policies and other resource materials may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.

9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
 - Clear description of practices for regular monitoring of student progress
 - Clear description of equity of opportunity for support in any content area and
- Guiding Principle**

The Brunswick School Department has an established framework of support for students that are unable to demonstrate proficiency in grades K-12. The Brunswick School Department has had a substantial RTI program that serves children in grades K-8, and RTI for grades 9-10 is being fully implemented at the start of the 2014-15 school. Our RTI system is a "work in progress" that will continue to evolve over the next several years to include grades 11 and 12. All Brunswick Schools use the NWEA Measures of Academic Progress (MAP) as a universal screening instrument that is administered to all children in grades 2-10 in the fall and spring. Brunswick High School has created a data management/RTI team that is designed to review student assessment and progress. This team includes classroom teachers, special educators, guidance and psychological staff, and administrators. The team will review data that includes informal classroom-based and standardized assessment, classroom performance, attendance, behavior, and other relevant information as appropriate for the individual student to help the team determine appropriate intervention strategies. (Evidence: Please See Exhibits A, B, and C)

Teachers are responsible for providing feedback in a timely manner to each student to ensure that the student is always aware of how they are progressing in the classroom. Teachers make themselves available during the day whenever possible and many days after school. During these times, students schedule independent time with the teacher to receive feedback or additional support as needed. Brunswick High School utilizes multiple data measures such as student grades, attendance, and performance on the NWEA to identify those students who are at-risk in both content and for achieving the Guiding Principles of the Maine Learning Results. This data is analyzed regularly and is utilized to monitor student progress closely throughout the school year to ensure that they stay on track. However, if a student falls behind in proficiency expectations, the teacher will refer the student to the RTI data team to review the student's classroom performance to determine an appropriate and timely course of action. For students identified, RTI Tier 2 interventions will be provided in small groups and through differentiated instruction across departments. For those students failing to make adequate progress towards proficiency even with Tier 2 interventions, more intensive, individualized Tier 3 interventions will be provided at a time that is least disruptive to the student's educational program. Based upon student progress, the RTI data team may also make a referral to special education should the student continue to be nonresponsive to interventions in Tier 3 of RTI. (Evidence: Please See Exhibit D)

To address the needs of freshmen and sophomores who at-risk for school failure, Brunswick High School developed the "Academy" program. The intended target populations of students in

the academy program are those with a documented history of poor attendance and/or academic performance. While the majority of BHS courses are based upon a 4X4 block schedule (90 minutes each, every other day), the Academy program delivers the same content instruction, but delivers it daily in shorter, 45 minute blocks through identified core teachers. Now in its fifth year, the Academy program has been a significant factor in substantially reducing the drop-out rate in Brunswick. The first set of graduates from the program resulted in nearly 75% of the original core group going on to 2 or 4 year post-secondary institutions. For students in grades eleven and twelve, Brunswick High School supports the Union School, an off-campus alternative education program. Students often request admission personally, but are also referred by teachers, guidance counselors, and administrators based upon the individual needs of the student. Serving approximately 40 students per year, the Union School provides a supportive, small classroom environment for students needing this level of support to achieve the credits needed for graduation. Classes are offered by semester, and students work at their own pace, with the support of instructors to achieve proficiency standards to earn credit. (Evidence: Please See Exhibit E and F)

In addition to RTI, students have full access to the "learning center" in which individualized support and credit recovery are available. Through the use of software that supports the content areas of math, science, English, history and electives, students are able to practice, strengthen and reinforce the skills necessary to achieve in each of these areas. The learning center teacher works with individual students to help them determine and target specific skills that need to be strengthened in order to support classroom success. The AccuPlacer assessment is often used to help students prepare for post-secondary endeavors. Records of student attempts are kept for each student to measure performance growth based upon appropriate interventions in the learning center. (Evidence: Please See Exhibit G)

Special education teachers at Brunswick High School work collaboratively with students, parents and general education teachers to review current IEP's and tailor them to help students achieve success toward a proficiency-based diploma's. All special education teachers have been provided professional development in writing goals that are aligned with the Common Core, and every IEP has been updated to reflect proficiency-based learning. This is an area that will need continued work to ensure that each child is able to achieve the standards set by the state of Maine to earn a diploma. This year, Brunswick High School is piloting a new "Transitions" class that works specifically with special needs to develop an appropriate transition plan, and helps the individual student develop an action plan to achieve their post-secondary goals. (Evidence: Please See Exhibit H)

EXHIBIT A

Response to Intervention Process - Draft July 25, 2014

Response to Intervention (RTI)

According to RTI Actin Network, RTI is defined as, "A multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high quality instruction and universal screening of all children in general education." (<http://www.rtinetwork.org/learn/what/whatisrti>)

Vision - To ensure that all students who require additional learning support receive the help they need to be successful.

Mission - To identify early on, students in mainstream classes who require/would benefit from additional support and guidance. One of, or a combination of personnel, will provide learning support. This could include their subject teacher, an RTI teacher, general education teacher and special educators. Services may include: differentiated instruction, small group support or one-on-one instruction. Student plans will be designed with the input of committee members and be frequently revised with the goal of meeting the students' needs in an efficient and effective manner.

Goals of the Brunswick RTI Program, 2014 -15

- 1) To identify students in grade 9 and 10 who are in need of RTI support by using a variety of data including: NWEA scores, AIMS Web and the Scholastic Reading Inventory.
- 2) To create and implement an effective and efficient referral and follow up process that is shared with BHS stakeholders. This will identify students in need of support not previously identified by standardized tests.
- 3) To assess students upon entering the program, identify and provide appropriate supports, monitor their progress using data and help students to acquire the skills, knowledge and application necessary to perform independently at grade level.
- 4) Communicate regularly with stakeholders about student progress and concern.
- 5) Work with and support teachers to differentiate instruction to meet the needs of students in RTI.
- 6) Identify areas of improvement/in need of development for 2015-16.

Process:

- Use data to determine students who require RTI support (NWEAs, AIMS Web, Scholastic Reading Inventory).

- Referral system will be introduced allowing teachers and parents to refer a student who is not successfully achieving benchmarks.
- RTI teacher will follow up by contacting subject teachers and extracurricular supervisors to better understand the students needs, identify other concerns.
- Committee will meet to discuss next steps. Committee will consist of: RTI teacher, Principal or Assistant Principal, member of the guidance department, school social worker, representative from the academy, (if applicable) subject teacher, (if applicable) and parent/guardian.
 - Must first determine what has been tried, what has or has not worked
 - Review of students academic or behavioral needs
 - Creation of a plan for support
- Before receiving support, student will be evaluated when they begin receiving RTI support. This will determine academic and behavioral baselines, data will be recorded. Student will be periodically assessed using the same assessments to monitor progress and data will be recorded and reviewed.
- Student will be provided with the appropriate support which could include:
 - Tier 1, six to eight weeks will include high quality classroom instruction, screening and classroom intervention (differentiation, modified instruction)
 - Tier 2, six to eight weeks will include targeted interventions. Students who do not make progress in their regular classroom will also receive instruction in small group settings.
 - Tier 3, timeframe depends on needs of students will include intensive instruction and evaluation. Students will receive intensive pull out instruction to target specific skill deficiency.
- Students who do not meet the desired level of progress will be referred for a comprehensive evaluation and considered for eligibility for special education. At any point during the RTI process a parent may request to have their child be formally evaluated to determine eligibility for special education.

EXHIBIT B

Brunswick Response to Intervention (RTI)

Teacher _____ Student _____ Class _____ Date _____

Current grade in your class _____ Please return this form to _____

How does this student's level of proficiency compare to standards outlined in the Maine Learning Results?

Assessment Tools

Academic	Not Meeting Standards	Meeting Standards
Reading		
Written language		
Mathematics		
Formative Assignments		
Summative Assignments		

Habits of Work	Not Meeting Standards	Meeting Standards
Attendance		
Placement (level)		
Homework		
Meeting deadlines		
Participation		
Lack of preparation		
No work handed in		
Schedule change		
Quality of work is not meeting standard		
Organization skills		
Difficulty with deadlines		
Did not make up work		
Vision or hearing issue		
Cheating		
Behavioral Issues		
Lacks confidence		
Other		

Standardized Test Scores

NWEA	READING RIT	MATH RIT
Date	- Word ID: _____ - Literary Text _____ - Informational Text _____ - Comprehension Strat: _____	- Number & Operations _____ - Geometry & Measurement _____ - Functions & Algebra _____ - Statistics & Probability _____

9th grade Math NWEA fall benchmark is 233.8
 9th grade Math NWEA spring benchmark is 236
 9th grade Reading NWEA fall benchmark is 221.4
 9th grade Reading NWEA spring benchmark is 222.9

10th grade Math NWEA fall benchmark is 243.2
 10th grade Math NWEA spring benchmark is 236.6
 10th grade Reading NWEA fall benchmark is 223.2
 10th grade Reading NWEA spring benchmark is 223.8

Action taken by the teacher

The teacher has met with the student to discuss reasons for low academic achievement.

- Yes No

The teacher has contacted parent/guardian/counselor

Date _____ Time _____ How they were contacted _____

The student has stayed after school or come to see you during a study hall.

- Number of times 1-2 3-4 5 or more

The student has not stayed after school or come to see you during a study hall

- Yes No

Please provide examples of specific interventions/support or differentiation used with the student.

- What are your specific concerns about the student's present level of performance?

Suggestion for the RTI

- Student should meet with a counselor.
- Have a meeting with parent, teacher, RTI member, and administrator.
- Assign the student to a RTI study hall for extra help.
- Other

EXHIBIT C

BHS Meeting Minutes

Department	RTI
Date	September 12, 2014
Those Present	Michael Hughes, Margaret D, Tim Gagnon, Shanna Crofton

TOPIC	DISCUSSION/ACTION ITEMS	THOSE TO TAKE ACTION/DATE
RTI Forms from HBS	MD & MH have gotten the RTI forms from HBS and are modifying them for BHS.	MD & MH – Complete by September 17 th .
Assessment Tools	<p>Review of assessment tools looked at, recommendation from MD & MH is to use STAR best for progress</p> <ul style="list-style-type: none"> - Until STAR approved and purchased the following will be used - scholastic reading inventory, read 180, given every 3 months (free) and Key math, every six months or longer (free) - NWEAs will be used to help with initial identification - Moby Mac (only goes up to grade 8, but will be used to support some students) - Classroom assessments <p>Reason for needing something in addition to those already in place</p> <ul style="list-style-type: none"> - KEY math - has K-12 assessment, but does not have linked lessons/curriculum. - Need something that you can use more frequently and use assessment frequently - RTI is intended to move students through the program fairly quickly (example - 1-3 months) and require frequent assessment checks, assessments that we currently have are not intended for this purpose 	<p>PA – Recommendation is to review STAR and recommend purchase if agree it is the best tool.</p> <p>PA – Questions: are there federal or state funds available to help? Could this be a district wide program?</p> <p>MH & MD – Share research and proposal with PA (SC will give PA the financial proposal)</p>
Review of Form	- RTI referral form reviewed and modified	SC – Attaching form in minutes
NWEA	Presentation created by RTI teachers to explain what they are, how they're used. SC will convert into a video and share with faculty through Monday morning message.	MD – Email SC presentation SC – Convert PP into video
RTI Presentation	RTI teachers to present to staff on Wednesday, September 17 th during Staff Meeting. MD & MH working on video and an interactive activity.	MD & MH – Contact Dan Deering to help with iMovie, if not possible will consult with SC
Mt. Ararat Connection	SC contacted Donna Brunette (principal) and they would be happy to collaborate but feel they are also very new to RTI in the high school. MD/MH will follow up second semester once settled into program.	MD/MH – Have contact information for future

EXHIBIT D

Data collection

Spring 2014

Brunswick High School

Non-special education not meeting benchmarks based on fall 2013 through spring 2014
NWEA scores.

9 th grade Math	9 th grade Reading	10 th grade Math	10 th grade Reading
21 students not meeting benchmark of 236 12 of these are academy students 9 have more than 10 absences 11 are free or reduced lunch	7 students not meeting benchmark of 222.9 4 of these students are in the academy 4 have more than 10 absences 4 are free or reduced lunch	28 students not meeting benchmark of 236.6 11 of these are in the academy 13 have more than 10 absences 12 are free or reduced lunch	26 students not meeting benchmark of 223.8 12 of these are Academy students 13 have more than 10 absences 12 are free or reduced lunch
2.15 growth	1.2 growth	1.2 growth	-1.4 growth
Academy -1pt. growth	Academy 0 growth	Academy 1.7 growth	Academy -.3 growth

#s in growth do not include student who had a score greater than 5 or less than -5

All students who took the NWEA in the fall 2013 to spring 2014

9 th grade Math	9 th grade Reading	10 th grade Math	10 th grade Reading
3.8 growth	2.4 growth	3.3 growth	2.8 growth

Special Education

Special education 9 th grade .9 growth	Special education 10 th grade -.2 in growth
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EXHIBIT E**BHS Dropout Rate Before and After Start-up of Academies (12/1/2013)****Before:**

Pre-Academy Dropout Rate *(calculated on whole school population from September to June):

2005-06 = 4.07% (49 students/1,204 total)

2006-07 = 5.44% (66 students/1,214)

2007-08 = 4.48% (53 students/1,182)

2008-09 = 3.41% (38 students/1,116)

Average pre-Academy dropout rate (4-year avg.) = 4.35%

After:

Post-Academy Dropout Rate: *(calculated on whole school population from September to June):

2009-10 = 2.75% (28 students/1,019)

2010-11 = 2.38% (23 students/967)

2011-12 = 2.02% (18 students/889)

2012-13 = 1.06% (9 students/847)

Average post-Academy dropout rate (4-year avg.) = 2.05%

*Source: Maine Department of Education; Data Center

Important Note:

The Academies do not want to suggest that we are the sole reason for this steep decline in our dropout rate at BHS. It is fully recognized that many factors can influence a dropout rate. Among these are the excellent work being done on behalf of students at risk, both at the Junior High and Union School. Recognition must go as well to all the people and committees at the high school that have worked alone or with the Academy on behalf of these students.

Academy Student Enrollment by Year:

2009-10 = 33

2010-11 = 32

2011-12 = 41

2012-13 = 35

Total = 141

4-year Avg. Enrollment = 35

Exhibit F

UNION SCHOOL

Brunswick High School's Off Campus Learning Center
46 FEDERAL STREET • BRUNSWICK/ME • 04011
PHONE: 319-1925

How Union School Works

Union School is:

- A non traditional way to earn the 21 ½ credits and more needed to graduate with a Brunswick High School Diploma.
- A program that emphasizes career skills:
 - working in teams
 - planning for the future
 - taking an active role in learning

Honest communication, effort and respect is the foundation of these experiences.

There are two parts to the program:

Academic(internal)- ½ day program
Two block style classes each semester

External

- Vocational Programs at MRV 10,
Work Study through MRV 10 (Pre-Apprenticeship)
- Elective classes at Brunswick High School
- Occasionally, Seniors have jobs or volunteer placements based on career interests.

P.E. & Experiential Credits

Phys. Ed. (Riverview- Leadership & Resiliency Program [LRP])

All Union Street students participate in the weekly P.E. activity. Throughout the year, all students participate in the LRP with Riverview. Also, we engage in several school activities (rock wall climbing, skiing, hiking, etc.) throughout the year.
***At the end of the year, Union School students earn 1/2 P.E. credit.

Experiential Credit

In addition to P.E., we include some activities designed to:

- offer additional *information or experiences* that will enhance our students' ability to be a successful adult (career exploration, field trips, guest speakers)

***Union School students earn 1/2 credit yearly for their participation in the Experiential activities.

Attendance Policy

3 days absent allowed per quarter.
When 4th absence is accumulated, make up time must be completed within one week.
***As a courtesy, all students are required to call in when absent.

Contract

After an interview, a candidate for Union School signs the Union School Contract and returns it the next day to Union School, *if they are interested*. Their application will not be considered serious until a signed contract is returned.

Amending the contract

The staff at Union Street reserves the right to amend individual student contracts.

De-enrollment

When a student fails to meet the criteria set by the contract, a de-enrollment meeting is held with a BHS Administrator. At this meeting, the final agreement is reached in terms of what the student needs to do in order to stay in the Union School Program.

UNION SCHOOL

Brunswick High School's Off Campus Learning Center
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PHONE: 319-1925

Union School Enrollment Process

Referral Process

- Students hear about Union School in a variety of ways; Parents, Guidance Counselors, Administrators, BHS Faculty Friends who might be attending Union School, the Union School Website, Graduates of Union School.

Application Process

- Meet with the Union School Staff.
 - This is usually the first time a student meets the staff and sees the classrooms at Union School. The schedule and program expectations are explained at this time. Students are encouraged to talk about their goals and other pertinent things they wish to share.
- After meeting with the staff the student leaves with a contract. At this point whether the application process continues is up to the student. If they sign and return the contract then the staff continues with the process. If they do not return the contract the staff assumes that after seeing the facility and meeting the staff the student is not interested in attending Union School.
- During this process the staff at BHS and Administrators are emailed "Faculty Feedback forms". This process has proven to be an effective way for faculty to participate in the enrollment process.
- Sometime during this process the interested student completes the application.

Starting at Union School

- Students who demonstrate interest by returning the contract are considered for places at Union School.
- The following criteria are used by the staff to evaluate a students potential to be successful at Union School;
 - Administrative feedback
 - Guidance Counselor feedback
 - Faculty feedback
 - Overall attendance
 - Performance at Region 10 if attending
 - Personal demeanor as observed while meeting with an individual.
- Students are usually started at Union School at the beginnings of the 1st, 2nd and 3rd quarter.

Union School can be very effective in helping students who have goals, and are interested in working toward those goals, to be successful.

UNION SCHOOL

Brunswick High School's Off Campus Learning Center
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PHONE: 319-1925

Our Admissions Process

- Step One:** Complete the Application for Enrollment form. These are available in the Brunswick High School Guidance Office, or at the Union School.
- Step Two:** Have your parent/guardian and your guidance counselor sign your application. Submit the application form by giving it to your guidance counselor, or delivering it to the Union School.
- Step Three:** You will be contacted by a Union School staff member to set up an interview appointment. You will learn a lot of detail about the off-campus program during your interview. When you leave the interview, you will take a contract home with you to review.
- Step Four:** If you understand the contract and wish to continue the application process, sign and return the contract to Union School. Your application is complete at this point, and you will be contacted again with the information about possible openings.

UNION SCHOOL
Brunswick High School's Off Campus Learning Center
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FREQUENTLY ASKED QUESTIONS ABOUT UNION SCHOOL

1. What is Union School?

Union School is the off-campus learning site for Brunswick High School. This program is based on the concept that there are non-traditional ways for students to earn their high school diploma. The program is characterized by smaller classes, personalized schedules, acceptance and respect for others, setting goals, and involvement in group activities.

2. What is a typical day?

Union School is a half-day academic program. Students are assigned to either the "Morning Group" or the "Afternoon Group". The morning begins at 7:50 with the gathering of students and staff to share information about activities, events, deadlines, and general issues of importance to everyone. Students then go to their first period class, which is 75 minutes long, has a short 5-10 minute break, then go to their second class which ends at 10:35. At this point students leave for the second half of their school day. They may participate in a program at Voc. Region 10, work at an approved and monitored job, take part in an approved apprenticeship, or attend classes at the high school.

3. How do students earn credit toward their diploma?

Since our classes are held everyday, instead of the Black/Orange system used at the high school, a full credit for each course is earned in one semester. Each student takes two courses each semester resulting in a total of four academic credits for the year. All students participate in a physical education program and an experiential learning program, which enable them to earn one credit per school year. These two programs are held during the school day, once a week. Finally, credits are awarded for the second part of the student's day. The number of credits varies depending on which approved program the individual student has selected.

4. What kind of diploma is awarded by Union School?

Union School students are Brunswick High School students. They earn a Brunswick High School diploma and have met the same graduation requirements that all Brunswick High School graduates must meet. They march with their class the BHS graduation ceremony. They participate in extra curricular activities and sports at BHS if they choose.

5. How many students and teachers are there?

There are anywhere from 18-30 students in the two session total. There are two teachers.

6. What kind of student attends Union School?

Students at Union School are motivated to try a different approach to learning. Before attending Union School, many of the students were searching for another type of school, or were ready to drop out of school. They wanted their diploma but were frustrated and disillusioned about ever attaining one. Students tend to be verbal, interactive, and "hands on" learners who need diversity and flexibility in their schedules.

EXHIBIT G

Learning Center
Brunswick High School
Fuel Education Anywhere Software
(Formerly-A+Anywhere software or A+)

A+Anywhere Learning software is used in the Learning Center to provide curriculum support at Brunswick High School in the following ways:

Classroom setting: Teachers use the Learning and the ALS software in advance of a lesson that will be introduced, or a lesson that has been introduced to enhance instruction.

Credit Replacement: Teachers use the Learning Center and the ALS software to replace a test grade by providing students with the opportunity of studying an ALS lesson that is comparable to the class lesson, produce notes, and generating a test score, replacing the original test grade.

Class Practice: Classroom teachers use the Learning Center by bringing their classes to reinforce lessons taught in their classes – spending the first 40 minutes teaching a lesson and the remaining 40 minutes in the Learning Center practicing the lesson on the ALS software.

Divide and Conquer: The Learning Center and the ALS program is used when teachers need to divide their class in half to provide smaller classes. For example, a Biology teacher may send half of her class to the Learning Center, so that she can provide a more effective lab demonstration and class product. The first half of the class works on a ALS Biology lesson; the second half of the class the does the lab with the teacher. The group that did the lab the first half of the class, works in the Learning Center.

Support for Teachers/Students Behavioral Issues: Classroom teachers send their disruptive students to the Learning Center to complete work, or be assigned work to do on ALS or to continue doing academic work, thus completing the period, rather than losing time waiting to be seen by an assistant principal or the principal for their in appropriate class behavior and receive a detention.

Extra-Credit: Teachers use the Learning Center and the ALS software by providing opportunities throughout the school year in assigning lessons that students may choose to do that will earn them credit during the quarter. These lessons review material covered in

class and enhance skills students are required to learn over the course of the quarter, semester or year.

Alternative Academic Study Students: The Learning Center is used to provide the opportunity for students who, for a variety of reasons, such as health or scheduling, are not able to be in the regular classroom, take a course(s) with Mrs. Kiernan-Ghoreyeb (Mrs. K-G).

Assessment: The Learning Center can be used for the purpose of assessment, using the ALS software, in the content areas. The ALS database maintains these records.

Accuplacer Class: The Learning Center, using the ALS program, students use the software to refresh skills needed to take the Accuplacer tests. ALS lessons are segregated into categories for Math and Language Arts and students use the lessons to prepare for the Accuplacer tests.

Accuplacer Testing: Brunswick High School is an official testing site for the Accuplacer test; Mrs. K-G is the administrator for the Accuplacer test. Students have the option of taking a diagnostic test in: Arithmetic, Elementary Algebra, Reading Comprehension and Sentence Skills. Accuplacer tests offered: Arithmetic, Elementary Algebra, College Level Algebra, Reading Comprehension and Sentence Skills.

SAT Practice: The Learning Center, using the ALS program, is used to practice for the SATs. ALS lessons are segregated by category for students to practice for the SAT test. Mrs. K-G also uses a DVD produced by godhil educational that breaks down the sections of the SAT and helps students to understand how to approach taking the test.

Credit Recovery: The Learning Center can be used with the ALS lessons because "...FuelEd Anywhere Learning System has incorporated the standards for grades 1-12 in order to help students master state requirements through their own customized learning paths." Brunswick High School has purchased the software that supports the curriculum to provide the opportunity for credit recovery for its students.

FuelEducation ALS Content support at Brunswick High School in:

History:

History of America I

History of America II Academic and Advanced

History of the World I

History of the World II
Humanities I
Humanities II
World Geography
US Geography
Government
Economics
Civics

Science:

Earth and Space
Physics
Chemistry Academic and Advanced
Biology Academic and Advanced
Physical Science

Mathematics:

Level VIII
Pre-Algebra
Algebra I, Part I and Part II
Algebra II, Part I and II
Geometry
Trigonometry
Personal Finance – Business Mathematics

English:

Levels: VIII-XII
Vocabulary
Reading
Writing
Skills – Grammar, Usage, Vocabulary – Literature
Writing – VIII-XIII

Electives:

Health
Career Essentials
Art Appreciation

EXHIBIT H

Special Education Support:

Research shows that students are more successful when they devote regular, set amounts of time to homework, and when they are able to work on their homework in a structured space. When the homework environment is organized and managed effectively, students know what to expect, begin working promptly in their designated space, and are less prone to distraction. Routines, clear expectations, and well thought-out space configurations reduce behavior problems and disruptions, leading to more productive use of time and increased achievement.

The homework-intervention component at Brunswick High School is integral to the success of the students, offering four basic components.

- a. Time
- b. A structured setting for homework completion, and
- c. Instructional support for students, and
- d. Transportation

Study Skills Support class:

This class will focus on improving a student's study skills, as well as strategies instruction that will enable them to be successful independent learners. We will emphasize study and self-advocacy skills: keeping track of homework, note taking skills, test-taking skills, breaking down long-term assignments, goal setting and interacting with teachers. In addition, reading, writing and math strategies for success in the general education classroom will be covered. We will work with student's Individual Education Program goals throughout the semester as well as discuss them with the student. This instruction will take place the first half of their eighty-five minute block. Students will earn $\frac{1}{4}$ credit per semester in this class. It is intended that students take a full year of this class to attain $\frac{1}{2}$ credit. The remaining time will be devoted toward organization and work completion, supporting regular education classes. This time will be devoted toward supporting the work that students are doing in their general education classes. We do this by reviewing/reteaching information covered in their classes, clarify and explanation of assignments given, small reading and writing groups, access to books on tape, access to a computer for writing/research projects as well as other things that help the student succeed.

GOALS class (Guidance Outcomes Achieve Leadership Success):

The transition from high school to young adulthood is a critical stage for all teenagers; for students with learning disabilities (LD), this stage requires extra planning and goal setting. Factors to consider include post-secondary education, the development of career and vocational skills, as well as the ability to live independently.

This course is a guide to planning for the successful transition of a student with disabilities from school to adult life. It is designed for students with or without disabilities. Transition planning focuses on plans and dreams the student has for the future. The purpose of transition planning is to provide the student with the services and supports he /she needs to make a successful move into adult life. The student will

use the work throughout the class to develop their IEP and Transition Plan for post-secondary life experiences.

Part I is a class designed to:

- Introduce the student to the beginning process of post high school interests and possibilities
- Determine strengths and needs and interests in a global area of interest.
- Guide the student in determining a course of study for the remaining years of high school based on affinities and interests.
- Determine supports needed to obtain these goals.
- Be exposed to various guest speakers in various fields of employment
- Be exposed to various outside agencies to support the transition to adulthood
- Develop a comprehensive Transition Plan and goals within the IEP to meet post high school goals.
- Begin a basic understanding of the Naviance program with collaboration with the individual guidance counselors.

Part II is a class designed to assist participants to:

- Explore employment areas of interest as well as uncover unique skills and talents
- Match their skills with jobs
- Acknowledge their achievements
- Identify work strengths and values
- Improve interviewing skills
- Deal with difficult employment issues

Further work will possibly be done through Vocational Rehabilitation

Question 11 Proficiency Based Diploma Transition Funds

The intended impact of these funds is to continue the work that was started in 2013-2014 (See Attachment 11-A) and to support the work of the Brunswick School Department going forward. Last summer, much work was done on aligning various curriculum to the Revised Maine State Learning Results and also creating common assessment and rubrics to assess this K-12. That work of identifying power standards will continue this year in committee work and with the help of our pilot Rubicon Atlas program which is training teachers in writing and in revising curricula. We also need to increase the understanding of all our stakeholder groups regarding just what a Proficiency-Based Diploma is, and what it isn't.

We plan on sending another team of 6-12 teachers and administrators to the Maine Principal Association's Retreat in June to refine and evaluate our plans and time-lines. The June 2014 Retreat was very instrumental in designing our current multi-year plan.(See Attachment 11-B) Our 9-12 staff will continue to need support in creating standards based report cards and creating common assessments. We will be using funds for summer work in that area and also for substitutes for teachers attending relevant conferences. A K-5 course is being offered throughout the 2014-2015 school year to provide support for those teachers in differentiating instruction for all learners and supporting them in identifying power standards for those grade levels.(See Attachment 11-C) These levels started work in identifying major standards in our Math In Focus program last April. This will continue as we learn how to sustain our math initiative in April of 2015.

A major focus of our work this Fall and early Winter will be to establish our Steering Committee and three subcommittees. We plan to access these funds for materials to support these groups.

See Attachment 11-D for further details.

Attachment 11- A Proficiency -Based Diploma Funds

Area of Impact Policy	\$ Amount	%
MPA Proficiency Retreat	\$4,452.00	17%
Practlce		54%
MIF Training K-5	\$3,262.00	
Rubicon Atlas	\$3,536.00	
World Language Alignment	\$1,200.00	
ELA 6-8 Alignment	\$450.00	
ELA 6-8 Lucy Calkins	\$1,356.00	
MPA Proficiency Retreat	\$4,452.00	
Community Engagement		18%
MCL conference	\$300.00	
MPA Proficiency Retreat	\$4,452.00	
One-Year Carry Over	\$2,465.00	9%

Attachment 11-B

2014 MPA SUMMER LEADERSHIP RETREAT SCHEDULE

Retreat Outcomes:

- Build internal leadership capacity
- Learn about and develop specific strategies to effectively implement proficiency-based learning with emphasis on policy, practice and community engagement
- Utilize a school improvement coach to support the completion of data analysis, receive feedback on your work, and suggest best practices and promising approaches based on the unique context of your school or district
- Leave with a completed comprehensive school improvement plan for the coming year that is informed by the cycle of action and specific feedback from colleagues from other schools

Tuesday June 24, 2014

Time	Activity
9 AM	Registration (Lobby entrance, Erickson Hall)
10 AM	<p>MPA Leadership Retreat Kickoff (Islesboro Room, Erickson Hall)</p> <ul style="list-style-type: none"> • Welcome & introductions • Overview, expectations, and tailored support • Establishing the context for our work: Proficiency-based diploma and other critical issues facing leadership teams • Action planning, leadership team development, and orientation to support tools and resources • Focusing the work; planning your week; team processes • Meet with your coach
11:45 AM	Lunch (Pavillion)
1 PM	<p>Concurrent breakout workshop session A</p> <ol style="list-style-type: none"> 1. Proficiency-based learning simplified (Craig Kesselhelm, Education Center – Aroostook) 2. Communicating school improvement and proficiency-based learning (Steve Abbott– Summit – Compass) 3. Supporting professional learning groups (Ken Templeton – Summit – Searsport) 4. Grading, reporting and transcripts for proficiency based learning (Jean – Education Center – Oxford) 5. Team planning time (optional) 6. <i>Three additional workshops will be available to all MPA retreat participants as part of the annual Maine Department of Education Superintendents' Conference in all three of the Erickson ballrooms. Please see addendum for details.</i>
2:15 PM	Break

Time	Activity
2:45 PM	Concurrent breakout workshop session B <ol style="list-style-type: none"> 1. Refining local policies to support proficiency-based learning (Duke Albanese – Summit – Searsport) 2. Supporting all students (Students with disabilities & RTI in a PBL system) (Angela Hardy -- Education Center – Aroostook) 3. Developing proficiency-based assessments and units (Ken Templeton – Education Center – Oxford) 4. Proficiency-based learning simplified (Mark Kostin– Summit – Compass) 5. Team planning time (optional) 6. <i>Three additional workshops will be available to all MPA retreat participants as part of the annual Maine Department of Education Superintendents' Conference in all three of the Erickson ballrooms. Please see addendum for details.</i>
4 PM	Supported team planning time (Team-assigned locations)
5:30 PM	Reception and cash bar (Summit), followed by dinner on your own
7 PM	Recreation Center open until 10 PM; Complimentary Bowling & Cash Bar (7-9p)

Wednesday June 25, 2014

Time	Activity
7 AM	Breakfast (Pavilion)
8:30 AM	Concurrent breakout workshop session C <ol style="list-style-type: none"> 1. Engaging community members (Mark Kostin – Summit – Compass) 2. Grading, reporting and transcripts for proficiency based learning (Jean Haeger – Summit – Searsport) 3. Supporting all students (Students with disabilities & RTI in a PBL system) (Angela Hardy -- Education Center – Aroostook) 4. Team planning time (optional)
9:45 AM	Break
10:15 AM	Concurrent breakout workshop session D <ol style="list-style-type: none"> 1. Engaging community members (Mark Kostin– Summit – Compass) 2. Developing proficiency-based assessments and units (Ken Templeton, Education Center – Aroostook) 3. Constructing and supporting multiple pathways (Jon Ingram – Summit – Searsport) 4. Team planning time (optional)
11:45 AM	Lunch (Pavilion)
1 PM	30-minute check-in: <u>One representative for each team crafting a plan meets to</u>

Time	Activity
	review preparations and needs for Thursday afternoon's tuning (Ducktrap room, Erickson) Supported team planning time (Team-assigned locations)
6 PM	Dinner (Pavillion)

Thursday June 26, 2014

Time	Activity
7 AM	Breakfast (Pavillion)
8 AM	Supported team planning time: preparation for Tuning presentation (Team-assigned locations)
11:15 AM	Lunch (Pavillion)
12 PM	District/School plan presentations (using Tuning protocol; groups of 3 districts/schools; various locations)
2:45 PM	Closure (Islesboro Room, Erickson Hall)
3 PM	Adjourn

CONCURRENT BREAKOUT WORKSHOP SESSION DESCRIPTIONS

Proficiency Based Learning Simplified (Sessions A1, B4)

In this workshop, participants will learn about the fundamental components of an effective proficiency-based teaching and learning system, learn about an array of resources that can support their work, and begin to develop a plan that addresses policies, practices, and community-engagement activities that will lead to the successful implementation of proficiency-based learning.

Communicating school improvement and proficiency-based learning (Session A2)

In this workshop, participants will learn a variety of effective communication strategies that will work in any school or situation, including the construction of a compelling narrative, the power of specific examples, and the use of language that speaks to the core values of parents and community members. We will also provide a brief introduction to the Glossary of Education Reform, a new online resource created by the Great Schools Partnership, and discuss how the glossary—which features more than 450 terms and 120 in-depth entries on a wide variety of educational topics—can help participants improve understanding of complex school-improvement concepts in their communities.

Refining local policies to support proficiency-based learning (Session B1)

When policies work, no one notices; but when policies don't, the results can be disastrous. Forward-thinking policies can sustain successful practices in the event of leadership or staff turnover—a critical consideration for schools that have invested years in the development of new systems of teaching and learning. Using the New England Consortium's High Leverage Policy Framework and sample policies supporting proficiency-based learning, this workshop will show participants how to develop effective educational policies and leverage formal systems to create equitable, high-performing, student-centered schools.

Professional learning groups that support proficiency-based learning (Session A3)

Research has shown that professional learning groups (PLGs) are perhaps the single most effective, affordable, and sustainable professional development strategy available to schools; they are also an essential structure for implementing and refining proficiency based systems. For too long, teachers have worked largely in isolation, rarely sharing what works or questioning what doesn't. Yet thousands of schools throughout the United States and the world are successfully using PLGs to strengthen instruction, improve curriculum, and significantly increase student performance. This workshop includes a comprehensive overview of the most essential, high-impact PLG practices, while providing practical, step-by-step guidance for school leaders looking to develop or improve a PLG program that supports implementation of a proficiency based system.

Grading, reporting, and transcripts for proficiency-based learning (Sessions A4, C2)

Grading with accuracy and consistency is an ever-present challenge for school administrators and educators. Grading has a long history of controversy, which suggests just how much is at

stake in this daily practice. That said, the research on effective grading is proportionally rich, although many grading systems remain out of step with what we know works in measuring student learning. Even within a single school, grading practices are often dramatically uneven and contradictory. Shifting to a proficiency-based graduation system has implications for the design and content of transcripts also. This session will help participants adopt and use grading and reporting practices that are more consistent and coherent, and that are focused on helping all students achieve proficiency and meet high learning expectations. While altering grading systems may require changes in record keeping, assessment practices, software, report cards, and transcripts, a thoughtfully considered process can help your school transition incrementally and without confusion. We will share a selection of practical strategies from schools that have moved to more authentic and meaningful grading practices, and a set of general principles they can use to design their system for reporting the summative academic record of an individual student heading to college or the workforce. Participants will have access to exemplar guidelines, timelines, policies, communication materials, and anecdotes.

Developing proficiency-based assessments and units (Sessions B3, D2)

Assessments are a crucial part of the teaching-and-learning cycle. In a proficiency-based system, teachers assess for learning, using ongoing formative assessments to inform instructional adjustments for students and design their units accordingly. Incorporating an analysis of the formative-assessment practices used by leading educational experts, participants will learn how to provide clear expectations for students, develop ongoing progress checks, and create a system in which students become agents of their own learning. We will share examples of how teachers develop checks for understanding and discuss a variety of student-centered formative-assessment strategies, including peer assessment. We will also outline some of the essential design features of a proficiency-based unit, utilizing the Understanding by Design model developed by Grant Wiggins and Jay McTighe. This session will help participants understand the difference between formative and summative assessment; how to develop a manageable formative-assessment system in their classroom that supports student learning; how to design a proficiency-based unit; and how to help their students reflect upon and evaluate their own learning progress.

Engaging community members (Sessions C1, D1)

Decades of research confirm the strong correlation between parent involvement in their child's education and higher student achievement, the development of social and emotional skills, and stronger college and career readiness. Parental expectations established in the home and their level of school involvement really matters. Yet finding the right formula for successful partnerships between schools, families, and caregivers remains elusive in many districts and schools. In some cases, the audiences we are trying to reach have had negative experiences in their own education, or they may lack the confidence or knowledge needed to assist their children with academic work. How can we, as educators, create inviting programs, policies, and opportunities that will help parents feel comfortable participating in their child's education? This session will feature successful strategies as well as reference resources for engaging parents and families.

Supporting all Students (Including implementing RTI and supporting Students With Disabilities) (Sessions B2, C3)

How can proficiency-based learning serve students with disabilities? When successfully designed and executed, a proficiency-based system can improve and accelerate learning for all students, clarify academic expectations, enable differentiated instruction, refocus teachers on the assessment of learning rather than compliance, and—above all—ensure equitable access to the curriculum and multiple opportunities for success. In a proficiency-based system, Individual Education Plans (IEPs) can not only address unique learning needs, but they can also scaffold the learning process and move students toward college readiness and postsecondary success. In this session, the presenters will address the role of Individual Education Plans in a proficiency-based system, including the development of appropriate accommodations to ensure that students with disabilities achieve proficiency.

Constructing and supporting multiple pathways (Session D3)

Extended learning opportunities (ELOs)—sometimes called *learning pathways*, *multiple pathways*, or *personalized pathways*, among other terms—are fast becoming a way for secondary schools to give students opportunities to pursue their passions by engaging in meaningful learning experiences that stretch beyond the traditional classroom and school day. ELOs can foster real-world, community-wide connections with in-school academic programs, while encouraging students to explore their personal interests and career ambitions. ELOs also give schools a way to award academic credit for learning experiences that occur outside of the traditional program of studies. In this session, we will discuss a selection of schools from across New England that are offering different types of extended learning opportunities. We will also share the characteristics and benefits of effective ELOs, as well as some common pitfalls that schools can prepare for.

BRUNSWICK SCHOOL DEPARTMENT

Academic Differentiation

Building Bridges in Brunswick

WORKSHOP 1:

General Principles

WORKSHOP 2:

Ongoing Assessment

WORKSHOP 3:

Flexible Classroom Management

*Evidence-based strategies for differentiating instruction
by responding to student's readiness, interests, and learning profile
through variations in content, process, and product.*

FIRST EDITION: 2014

Attachment 11-D 2014 -2015 Proficiency Grant Total: @\$26,000.00

Activity	Amount	Impact Area	Date Expended
Academic Differentiation Course	\$2,465.00	Practice	November 2014
	\$1,000.00		Throughout 2014-2015
June 2015 MPA Retreat 10 staff	\$6,000.00	Policy, Practice, and Community Engagement	June 2015
Continuation of Rubicon Atlas pilot	\$6,000.00	Practice	April 2015
K-5 Final MIF training	\$3,000.00	Practice	April 2015
Committee Work	\$3,000.00	Policy, Practice, and Community Engagement	Oct. 2014 -May 2015
Attendance at Conferences	\$2,100.00	Policy, Practice, and Community Engagement	Oct. 2014-May 2015
Carry Over	\$5,000.00		

Brunswick School Board
MINUTES
 Wednesday, October 8, 2014
 7:00 p.m.
 Executive Session following
 Town Hall
 85 Union Street

Board Members Present: Michele Joyce, Chair; William Thompson, Vice Chair; Brenda Clough;
 Richard Ellis; James Grant; Chris McCarthy; Corinne Perreault; Joy Prescott

Board Members Absent: Janet Connors (arrived at 7:45 p.m.)

Staff Members Present: Paul Perzanoski, Superintendent; Gregory Bartlett, Assistant Superintendent;
 James Oikle, Business Manager; Sue Alexander, Administrative Secretary
 Shanna Crofton, BHS Principal; Pam Wagner, BHS teacher; Paul Austin,
 Student Services Director; Jim Oikle, Business Manager; Walter Wallace,
 BJHS Principal; Lisa Cushman, BJHS Assistant Principal; Jean Skorapa, HBS
 Principal

Guests: BHS students; Brunswick Police Officer; members of the press; and others.

Call to Order

Pledge of Allegiance

Attendance/Roll Call

Ms. Joyce called the meeting to order at 7:00 p.m., led the Pledge of Allegiance, and asked for a roll call.

Adjustment to the Agenda

- a. Mr. Ellis would like to add a Facilities Committee Report.

Consent Agenda Action

Ms. Joyce abstained from the approval of the September 10 minutes.

The following items were approved by unanimous consent of Board members present:

*75. Consideration of Approval of the Minutes:

Minutes of September 10, 2014

Minutes of September 24, 2014

*76. Policy and Planning Committee:

Consideration of First Read Policies

- a. Revised Policy FILE: EEAEAA Drug and Alcohol Testing of School Bus Drivers
 b. Revised Policy FILE: EEAEAA-R Drug and Alcohol Testing of School Bus Drivers
 Administrative Procedure

*77. Consideration of Appointment of Certification Support Team Members

Teachers new to teaching in Maine work with a mentor for two years as part of the process for professional certification. The staff mentors listed are recommended by the Professional Learning Communities Support System (Certification Committee). Please approve the Superintendent's nominations of the following Certification Support Team Members:

SCHOOL	STAFF MEMBER	MENTOR	YEAR
Harriet Beecher Stowe:	Carmon Parker	Charlotte Mastropasqua	1 st
	Alisha Copp	Vicki Farsaci	1 st

2

	Sarah Sherrill	Emily Moll	1 st
	Christine Capobianco	Emily Moll	2 nd
	Megan Flanders	Melissa Madden	FT
	Meghan Murray Taylor	Shelby Kavanaugh	2 nd
	Kristen Hunter	Shelby Kavanaugh	1 st
Coffin School:	Jessica Sapp	Cheryl Crockett	2 nd
	Eugenie Knowles	Vicki Farsaci	2 nd
	Kalie Dunn	Sharon Harvie	2 nd
	Barbara Burgess	Joyce Foley/Sharon Harvie	2 nd
	Kimberly Jordan	Sharon Harvie/ Joyce Foley	1 st
	Angela Evans	Joyce Foley	1 st
Brunswick High School:	Chris Baribeau	Margaret Dalrymple	1 st
	Becky McKearns	Charlie Arcand	1 st
	Brian Choate	Deborah Bartley-Wing	1 st
	Cynthia Cygan	Margaret Nulle	1 st
Brunswick Jr. High:	Jonathan Fisk	Kathy Dekker	1 st
	Marie Larsen	Kathy Dekker	2 nd
	Kamis Ley	Christine Sullivan	1 st

Old Business

None

Communications/Correspondence

Ms. Prescott noted that she and other Board members have received multiple emails regarding the fifth grade transition, facilities, and the School Climate survey.

Public Participation

Lancelot Naipier-Kane, 19 Chestnut Road, and Sarah Judd, 11 Lincoln Street: BHS seniors that would like to ask the Board to reconsider their \$10,000 cap for this year's graduating class. They expressed their reasons and asked the Board to consider an additional \$4,000 to cover the current estimated graduation cost of \$14,288.36.

Buckley Hugo, resident of District 1: He recently obtained copies of Commission documents related to Brunswick School Department's recent involvement in a sexual harassment investigation before the Maine Human Rights Commission. He asked Board members to read these documents and discuss them with the administration.

Superintendent's Report

a. Building and Equipment Use:

- Southern Maine Community College – use of high school
- Mad Science Program – use of HBS
- Brunswick Bay Board Meeting – use of high school
- BACSE – use of Hawthorne conference room for monthly meetings
- District III Elementary Honors Festival – use of HBS
- PSO Kinderkonzert – use of Crooker Theater

b. Donations

- \$200 to BJHS Music Department – Mr. Donald Woolever and Ms. Cynthia Dechenes
 - School supplies to HBS – Pathway Vineyard Church
- Mr. Perzanoski thanked them for their generosity.

c. Budget Update – Mr. Oikle

Mr. Oikle reported that the current budget is up and running. This year we have a new initiative to break out all the benefits instead of being in one “pool” as they had been for the past 20 years. He is going over last year’s budget as the auditors are coming next week and he wants to make sure that it looks as good as possible for the audit. We did get the proficiency grant again this year of approximately \$26,000. We also received impact aid of \$2,300.

d. Superintendent’s Advisory Group

The Superintendent’s Advisory Group met on program options. They have formed two sub-committees: one to develop a survey, and the other to do research. The Research Committee thought that they would start with programs that we already have in the district. The Survey Committee is developing questions about programming for the survey. The survey will be a community survey and the goal is to give a report to the Board in February on work that has been done.

e. Sister School Update – Mr. Bartlett

Mr. Bartlett reported that during the week of September 28 to October 3, 18 students from the Affiliated Primary School of Jinhua, China visited and stayed with students from Harriet Beecher Stowe School. Principal Jean Skorapa and Assistant Principal Josh Levy were thanked for all their work in planning such a wonderful cultural experience. Mr. Bartlett also thanked the 18 host families who hosted these Chinese students for the week. Despite the language barrier, many close friendships were formed. A slide show of the visit was shown.

f. Grade 5 Transition Update

Mr. Wallace gave a reminder of steps taken last year:

- visitations to Westbrook and Cape Elizabeth who have the grade 5-8 configuration
- survey of schools in Maine with 5-8 configuration
- research middle level schools with that configuration
- continued our research on middle level best practices

and a report of what has been done this year:

- initial meeting of 19 BJHS and HBS staff members
- formation of 9 different sub committees to divide up the work for the transition
- created a parent/staff letter with overview of the process and an invitation to join the committee

- currently working on a parent survey

and plans for the remainder of the year:

- create a website which will include minutes, upcoming events, and an area to ask questions
- plan “Meet in the Middle” where parents can come during the day and see what it looks like
- evening informational night
- student step-up day with 4th graders, similar to what has been done with 5th graders
- student visitations
- joint staff meetings
- formation of a 5th grade transition steering committee
- formation of 9 sub-committees: Staffing/class configurations; Scheduling; Student Progress Reporting; Staff Transition; Parent and Student Transition; Facilities/Technology/Equipment; Transportation; Communications and calendar for this process.

g. School Climate Survey

Mr. Perzanoski reminded the Board that they have been talking about school climate for a couple years and what School Climate is about. (It is looking at how safe kids feel at school, if they have an adult they can go to, how relevant their courses are, what opportunities they have besides academics, are parents given an opportunity to be involved, are staff provided with support, are staff given the opportunity to improve their knowledge, is it a safe place to work, etc.) Mr. Perzanoski spent the summer looking at different options and has found one. He would like the Board to give him the ability to continue to research this opportunity by asking the company for a formal quote and also ask them about the options available as to the questions that we may want to include. The Board agreed to allow him to do this.

Board Chair's Report

a. Student Liaison

Ms. Joyce announced the new student liaison, Molly Gramins. Ms. Joyce read a brief bio of Molly and welcomed her. (Molly was unable to attend the meeting) Ms. Clough will be her mentor.

b. MSBA Fall Conference

Ms. Joyce reminded the Board of the fall conference to be held October 23-24.

c. October 15 Special Board Meeting

Ms. Joyce reminded the Board of the Special Meeting to be held October 15 at 6pm at the Hawthorne Conference Room to go over the Board self-evaluation.

Committee Reports

a. Curriculum & Program Development Committee – Ms. Perreault

They met on October 6. Ms. Crofton and Ms. Cygan from BHS gave a presentation on a dual enrollment CAD graphics class with SMCC at no cost to Brunswick.

78. Vote to approve BHS CAD graphics class as a dual enrollment class with SMCC.

Motion: Thompson Second: McCarthy Vote: Unanimous of the Board members present

The committee also met with Sue Woodhams, Director of Technology, and discussed the role of technology. This was helpful and the committee would like to suggest a Board workshop in January or February to discuss what the Board would like to see from the technology department and also to understand what the department does. John Paige also spoke on the 6-8 language curriculum. More information will be brought to the Board in November. They also discussed the curriculum work that was done during the summer. The committee is also going to post to the website a three-phase review cycle of curriculum work. Their next meeting will be November 4 at 10:30 am.

b. Student Services Committee – Ms. Clough

The committee met on September 11 and October 3. They heard a nutrition program update in September and the statistics that went along with that. In October they had a discussion about the pre-school program and was also brought up to date on the RTI program at BHS which is up-and-running successfully. They also had an update on the Special Education department.

c. Wellness Committee Report – Ms. Prescott

The committee met September 29. The 5-2-1-0 initiative is continuing. Coffin School was awarded the 5-2-1-0-Bronze medal for last year. The committee also discussed a recent article regarding the importance of recess in a student's day. The also discussed Harvest Lunch in the overall district where something local was served every day for a week in September and are looking to do this again in October. The committee also looked at their goals for this year and what our Wellness policies are.

d. Cable TV – Mr. Grant

The committee discussed what type of work was done over summer. They also discussed what type of educational initiatives that could be coming in the future.

e. MSBA – Mr. Grant

MSBA held a Cumberland County forum for state and senate candidates. It was a chance for School Boards to share with MSBA representatives what they thought the candidates should understand is important about education. The candidates heard a concern of the state funding mechanism, EPS, and to make sure the state share is balanced. They also heard a concern about balancing the financial share of the charter school initiative, and the state's overseeing of assessment tools. It was a well-attended forum. Mr. Grant shared an agenda for the next meeting of the MSBA committee that he is on to demonstrate what type of work that committee does.

Ms. Joyce thank Mr. Grant for being an important voice for Brunswick at MSBA.

f. Facilities & Maintenance Committee – Mr. Ellis

The committee met on October 2 and discussed summer projects that were done. A lot of work was done on security in our buildings, with a significant amount of work done at BHS and Coffin. The cafeteria at BHS had new flooring and chairs, and there was work done to the data closet at BJHS. The air quality project at BJHS is still going on. In December the gym floor at BJHS is scheduled to be stripped and refinished. There was also discussion of future projects and he encouraged the Board to look at the town's Capital Improvement Plan and talk to Town Counselors. He noted a couple future projects as replacement of the boiler at BHS and replacement of the track at BHS, which is becoming a safety issue.

New Business

The administration has been working since June to develop Option 6 which will give us an extension for the proficiency diplomas until July 2020. Mr. Perzanoski asked the Board to approve this extension.

A five minute break was given.

79. Consideration to authorize the Brunswick School Department to request of Maine Department of Education to grant an Option 6 extension through July 1, 2020 for the requirement that students demonstrate proficiency in the eight content areas and the standards of the guiding principles in order to receive a diploma. (Maine Revised Statute 20-A Section 4722-A)

Vote to approve extension as stated in item 79.

Motion: Connors

Second: Thompson

Vote: unanimous of the Board members present

80. Consideration of the Superintendent's Nomination of Teachers for 2014-2015 School Year

Vote to elect the following teacher for the 2014-15 school year:

Minh Canfield, .5 Title 1 Mathematics Teacher, Coffin School, one-year

Motion: Grant Second: Connors Vote: unanimous of the Board members present
Nomination of above teacher was approved.

Calendar/Announcements

October 15, Special Board Meeting at Hawthorne Conference Room

October 22, 6pm, Facilities Board Meeting, Town Hall

October's Policy Committee Meeting has been cancelled

November 6, Facilities & Maintenance Committee

Future Agenda Items

School Climate

Progress on goals and possibly include it as part of the Superintendent's Report

Magnet School

Assessment outside of curriculum

High school graduation cost

Executive Session

81. Consideration of Executive Session

Motion to enter executive session for the purpose of attorney consultation pursuant to 1 MRSA
405(6) (E)

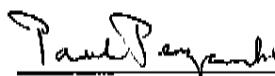
Motion: McCarthy Second: Thompson Vote: unanimous by Board members present

The Board entered executive session at 8:35 p.m.

The Board will not re-entered public session.

Adjournment

The meeting was adjourned by unanimous consent at 8:35 p.m.



Paul K. Perzanoski, Secretary
Brunswick School Board