

FORT STREET SCHOOL
PO BOX 509
MARS HILL, ME 04758

(207) 429-8514/429-8515
FAX (207) 429-8462

DATE: 10/24/14
TO: Diana Dorrón
FROM: Elaine Boulton
RE: waiver

No. of pages including cover sheet: 48

Hi Diana,
Here is Easton's waiver!

Elaine



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 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the 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

(Diana Doiron was contacted on Oct. 2 about the October board meeting which is scheduled for the 21st and is after the waiver deadline. Diana suggested that all documentation be sent after the scheduled board meeting)

Superintendents Region

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

Aroostook	X
Cumberland	
Hancock	
Kennebec Valley	

Midcoast	
Penquis	
Washington	
Western Maine	
York	

3. **School Administrative Unit:** Easton School Department
4. **High School(s):** Easton Junior/Senior High School
5. **Name and title of person completing the extension request:** Elaine Boulier, Hired Consultant.
6. **Superintendent's name, address, phone number and email:** Roger Shaw, Center Road, Easton, ME 04740; 488-7701. roger.shaw@eastonschools.org (rshaw@sad42.us)

Evidence of Preparedness

7. **Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district's preparedness. 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 proficiency-based education work completed to date**
- **Clear connection between evidence and the work done**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear alignment to extension option**

The Easton School District has had a long history of strong student achievement; both the elementary and junior/senior high school have had strong test scores on the standardized state assessments for several years. As such, teachers, administrators, parents, and community members are quite pleased with the quality of the educational experience that students are exposed to. The teaching staff is a veteran staff with many years of experience. However, in the past five years, the Easton schools have undergone some significant administrative changes. Within that time frame, there have been two superintendents hired along with a new elementary principal and secondary principal. The current superintendent has brought his wealth of educational and administrative experience and has created stability within the district.

With this new leadership team, the Easton schools have slowly begun the work of transitioning to a proficiency-based system. With this huge initiative, the administrative team has decided to keep the role of the building administrator as a critical cornerstone in moving this transition forward. As Marzano (2009) stated, “the actions of the principal are an important part of the mix of activities that in the aggregate have a powerful causal effect on student achievement.” In the Easton Schools, the actions of the administrative team will have a significant relationship with the success of transitioning to a proficiency-based system.

Easton joined the Northern Maine Educational Collaborative in March of 2013. At that time, the various school districts in Aroostook County decided to join together to begin the work of transitioning to a proficiency-based educational system. The various districts met monthly that spring to decide how to move forward—organizing, drafting a charter, collecting dues, deciding on professional development opportunities, etc. At the end of the 2013 school year, NMEC was officially formed and a professional development calendar was established for the 2013-14 school year (see E-1 to E-8). Judith Enright was hired as the facilitator of the group.

During the 2013-14 school year, a district leadership team consisting of two administrators and eight teachers was established. The team met twice during the 2013-14 school year to discuss NMEC events, other pertinent NMEC news, and to decide which team members would attend the various trainings. The district leadership team decided to utilize the research of Robert Marzano, the MCCL organization, Carolyn Dweck, and Bea McGarvey in building its foundation.

The initial work of building a conceptual framework of understanding proficiency-based education was started at the district school board meetings. As part of his principal’s report, the junior/senior high building administrator updated the board members of the events, trainings, and other pertinent information that had been discussed at the NMEC meetings (see E-9 to E-15).

In addition, a great deal of work focused on changing the school culture occurred within the district during the 2013-14 school year. Because of the success of the Easton School Department, many teachers do not see the need to change to a proficiency-based system. The administrative team decided to begin the work of changing the culture by doing a book study. All teachers within the district began a book study on the Bea McGarvey book, *Inevitable*. In addition, time was allocated at faculty meetings to discuss best practices in the classroom. Joint faculty meetings were held every other month to discuss the book study; teachers who attended the NMEC “Hot Topic” trainings were also given time during these joint faculty meetings to share new learning gained at the training (see E-16 to E-20). During early release sessions, discussions about having a growth mindset and the work of Ruby Payne were also targeted. Moreover, all teachers attended early release sessions to discuss various curriculum issues and begin the work of becoming a data driven system by understanding the importance of data analysis (see E-21 to E-23).

As the 2014-15 school year begins, the administrative team has decided to focus on three key goals. The first goal is to continue to work on changing the culture within the schools and to expand the understanding of proficiency-based education with staff. In an effort to build common language and build capacity from within, the professional staff will be involved with concurrent book studies on the Marzano books, *The Art and Science of Teaching*, and *Becoming a Reflective Teacher*. Teachers will also spend early release time articulating student pathways using the MCCL curriculum as a guide. In addition, teachers will be invited to attend NMEC trainings throughout the year and come back to the district to train their fellow colleagues. Moreover, teachers will be given time to explore and be trained on the newly acquired data management system, Empower.

The second goal involves building a conceptual understanding of proficiency-based education among the various stakeholders including students, parents, and community members. The district leadership team will lead this work.

The third goal of this year's proficiency work will focus on revising the current vision for the district along with crafting and revising the mission of both the elementary school and junior/senior high school as well as articulating district guiding principles.

The district will continue its involvement in the NMEC organization. An Aroostook Professional Development Plan has been articulated for the 14-15 school year with the majority of the work focusing on curriculum, instruction, assessment, and grading (see E-24). Linda Laughlin, Bea McGarvey, Deborah Pickering, Curtis Jack, and Ben Hartlieb have been hired as "experts" in leading the organization's professional development.

The leadership team will continue its work in bringing the NMEC training to the district teaching staff. A schedule of meeting dates has been developed and disseminated to members of the leadership team (see E-25). The team is focused on building its capacity and beginning the journey of becoming a proficiency-based system.

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

Please see Appendix 1, 2

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**

The Easton school system has spent a great deal of time working on our system of supports for students. In recent years, both the elementary, junior high, and high school staff have transitioned to data driven discussion. The teaching staff has had some training on data analysis; some early release sessions have been dedicated to looking at the student data to inform instruction. Teachers actively monitor student progress; as a result, students who are in danger of falling behind or are struggling are identified for support.

The junior high and senior high system of supports has evolved over the past several years. The school day starts with a 30 minute Intervention block. On Tuesdays, Wednesdays, and Thursdays, students who are falling behind or failing a course are required to work with a teacher to improve the course grade. Priority is given to English language arts and math classes; once students have completed requirements in those two content areas, work begins in other subject areas if needed. In addition, students can seek extra help from teachers in the resource room. If students do not need any extra help, they select enrichment activities that they are interested in. At the elementary level, there is an intervention block scheduled for the end of the day. The "Smart Block" occurs every day, Monday through Thursday; on Fridays, teachers meet to discuss student progress, movement, or concerns. During the Smart Block, students in grades K-2 who need reading intervention are pulled out for Wilson Reading (see E-26 to E-31).

In addition to the intervention block, teachers are given the option of having students work with them during lunchtime. These lunch work sessions give students another support opportunity to successfully complete coursework. The schedule also has built in structured study halls that allow students to get direct instruction and tutoring as needed. The district also decided to offer support for students after school at the junior/senior high level.

An after-school program has been established for students needing additional support. Some students, typically those falling behind or failing a class, are required to attend this program upon parent request. The afterschool program is offered three days a week for one hour per session. Teachers work with small groups of students on skill attainment, re-teaching, or work completion. Once a student's grades have improved, and he/she is not failing, they are not required to continue attending the after school program. Students who are struggling but not failing have the option to attend to get help if they choose to. Students are also encouraged to attend the afterschool program if they have been absent and are in need of a re-teaching opportunity.

There are articulated eligibility periods for students who play sports. These eligibility periods occur every 4.5 weeks; students who are failing more than one class become ineligible for the next 4.5 weeks and are expected to attend the afterschool program. Once students are not failing, they are not required to attend the afterschool program but are encouraged to work with their teachers to keep their grades up. In addition, at the end of each quarter, a list of failing students is generated for the guidance counselor. She meets with the teacher and principal to discuss a plan for each student's academic improvement.

Summer school is highly recommended for students who have failed any classes. For middle school students who have failed classes, they attend the summer school program in Easton. For high school students who have failed any classes or are behind on credits, they have the option of taking summer classes in neighboring districts. Transportation and class fees are the parents' responsibility.

In addition to providing an array of extra help for students struggling in their classes, the school uses Apex Learning, a self-paced online curriculum for students who are behind on credits or who have failed a course. Students can retake a course and catch up to their peers. The district has been using Apex Learning for approximately four years. It offers a wide array of courses for credit recovery.

The staff at both the elementary and junior/senior high school has worked hard at identifying struggling students and articulating interventions that will support these students overcome the challenges that are blocking their academic success.

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:**
- **Practice: 100%**
- **Community Engagement:**
- **One-year Carry Over:**

2013-14

ACITIVITY	TIMELINE	BUDGET
NMEC professional development opportunities and trainings	Throughout the 13-14 school year	Substitutes for 4 teachers at each event. 10 events. \$65/sub = \$260/event Total cost: \$2600.00
Book study books for the entire staff—Inevitable	Books were purchased in fall	\$15/book. Purchased 50. Total cost: \$750.00
Transition Fund Totals	Approximately \$1,900	Total expended: \$3,350 No carryover funds

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 word (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**

The intended impact of the transition funds is threefold:

- First, the transition funds will provide valuable information to the community and provide opportunity to increase the conceptual understanding of proficiency-based education.
- Secondly, the transition funds will provide teachers the opportunity to gain valuable training in proficiency-based practices, common instructional language, and curriculum development. The funds will also provide teachers with much needed professional development opportunities focused on transitioning to proficiency-based education.
- Finally, the transition funds will provide a resource for the leadership team to further its development in becoming an integral component of the professional development opportunities and PBE transition in the district.

2014-2015

ACTIVITY	TIMELINE	BUDGET
NMEC professional development opportunities and trainings	Throughout the 14-15 school year	Substitutes for 4 teachers at each event. Approximately 10 events. \$65/sub = \$260/event Total cost: \$2600.00
Book study books for staff development and leadership team development – Becoming a Reflective Teacher, The Art and Science of Teaching	Books were purchased in August, 2014	Becoming. . . \$26.80/book. Purchased 50. Total cost: \$1340.00 The Art. . . \$24.83/book Purchased 50. Total cost: \$1241.50
Communicate PBE to community by creating and distributing informational leaflets, pamphlets, etc.	Throughout the 14-15 school year	\$100.00 for printing costs
Transition Fund Totals	Approximately \$1923.88	Total expended by year end: \$5285.50 No carryover funds

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 B1-B3

Annually the SAU will host a site review from the Maine DOE. During the annual 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.

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

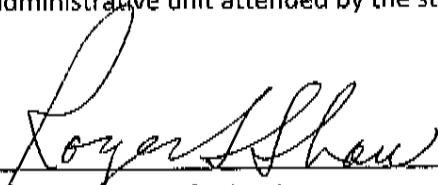
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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;

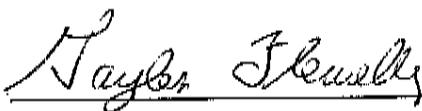
C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

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



 Superintendent of Schools

10-21-14
 Date



 Chair of School Board

10-21-14
 Date

Appendix 1

**District Proficiency Work
2014-2015**

- *Revise district vision
- *Revise mission statements for both buildings
- *Establish district guiding principles
- *Give staff opportunities to explore Educate/Empower
- *Book studies (leadership team/building staff)
- *Continue active membership in NMEC
- *Elementary and secondary teachers finish the work articulating proficiency pathways
- *Send teachers/administrators to PD opportunities provided by NMEC and other relevant PD opportunities that occur
- *Continue developing the capacity of the leadership team
- *Continue disseminating info to various stakeholders
- *Begin the work of rewriting, revising district policies to allow the proficiency work to move forward
- *Develop a strategic plan to transition to proficiency-based system

Benchmarks

Establish district guiding principles and seek board approval

Metric: School board approval (as shown in meeting minutes)

Attend NMEC professional development opportunities throughout the year

Metric: Survey staff on PD opportunities, understanding of proficiency-based system

Develop leadership team capacity; hold monthly meetings

Metric: Survey leadership team at the end of the year on PBE understanding.

Revise the vision for the district and revise building mission statements

Metric: School board approval of district vision and building mission statements

Leadership team will develop a strategic plan for moving PBE forward in the 15-16 school year

Metric: Articulated and board approved strategic plan

Appendix 2

8. Multivyear Implementation Plan

2015-16	2016-17	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> -train elementary staff in running records and DRA -All staff will utilize Empower -Begin creating/finding formative and summative assessments for identified learning targets - Utilize NWEA at the high school as a formative assessment tool -Develop quarterly assessments K-6 -Continue data analysis training -Continue with district book study (Wormell) to lay foundation for grading discussion -Revise/develop district policies to support PBE - Avail teaching staff to PD opportunities -Continue developing the role of the leadership team -Continue attending NMEC PD opportunities -Continue being a partner in NMEC -Explore other technology resources for skills recovery beside Khan Academy, IXL, Apex, Reading Eggs -Align curriculum to MCC1 curriculum -Expand enrichment learning 	<ul style="list-style-type: none"> -finish policy development -develop a repository of formative and summative assessments -Adopt Marzano's <i>Art and Science of Teaching</i> and <i>Becoming a Reflective Teacher</i> as the framework for common model/language of instruction -Expand PBE at PK-2 level -expand PBE at the 5-8 level (math) -expand PBE 7-12 Foreign Language -Explore alternative teaching resources -continue with district book study (Ken O'Connor) to lay foundation for grading discussion -Avail teaching staff to PD opportunities -Continue developing the role of the leadership team -Continue attending NMEC PD opportunities -Continue being a partner in NMEC -Full implementation of Empower as the data management system 	<ul style="list-style-type: none"> -Begin grading discussion -Explore PBE report cards -begin discussion of multiple pathways, possible roadblocks, course organization, scheduling, etc -begin discussion of sports and eligibility -explore other avenues for anytime/anywhere learning Expand PBE at the high school level—PE/health, art, world language -expand PBE at the elementary school to include grades 3-4 math; 3-8 ELA -expand PBE at the high school to include 9-12 math -begin discussions on proficiency of guiding principles -leadership team an integral component of PD development and district activities 	<ul style="list-style-type: none"> -draft PBE report card and pilot the second half of the year -continue work of guiding principles -expand PBE at the high school to include: 9-12 ELA, science, social studies Expand PBE at the elementary school to include: 4-6 science, social studies and 7-12 VPA -pilot PBE report card -transcript discussion -other structures to consider: what constitutes a school day, class awards, valedictorian/salutatorian, etc -continue grading discussion 	<ul style="list-style-type: none"> -refine PBE report card based on teacher, parent, and student feedback -refine structures -discussion -finalize work on guiding principles Expand PBE at the high school to include: 7-12 PE/health, career prep. -articulate consistent grading practices system-wide

Appendix 2

opportunities		2015-16	2016-17	2017-18	2018-19	2019-20
		Annual Goals	Annual Goals	Annual Goals	Annual Goals	Annual Goals
	<ul style="list-style-type: none"> Survey parents on their understanding of PBE Have teachers reflect on their understanding of PBE and what they have done with their curriculum to date Board approval of policies Bring NMEC training back to district staff Implementation of Empower Articulation of quarterly assessments Implementation of NWEA at the junior/senior high 	<ul style="list-style-type: none"> Finish board approval of PBE policies Train teachers (NMEC training) Empower becomes a core resource for PBE PBE expansion in elementary and high school Teacher reflection on where they are at on their journey and shifts in thinking Begin the discussion of grading practices by surveying staff 	<ul style="list-style-type: none"> At the end of the year, have a plan for report card development Identify possible pathways Develop a framework for sports and eligibility PBE expansion in elementary and high school Get teacher input on report card 	<ul style="list-style-type: none"> At the end of the year, survey parents and students to gain feedback on the PBE report card Finalize decisions on other structures Continue PBE expansion in elementary and high school 	<ul style="list-style-type: none"> Finalize PBE report card Finalize PBE expansion at the high school Finalize grading documents 	

OUR COMMITMENT TO SUCCESSFUL LEARNING AND PROMOTION

of the model with all stakeholders

E-1

The NMEC Mission:

**"To lead the development,
implementation and promotion
of learner-centered proficiency-based
learning."**

--- 2013-2014 ---

Marzano Teacher & Leader Evaluation Models - May 13, 2014 Documents:

[Danielson Framework for Teaching Evaluation](#) (pdf)

[iObservation Flyer](#) (pdf)

[Learning Map - Domains 1-4](#) (pdf)

[Marzano Center Presentation iObservation](#) (docx)

[Marzano Leadership Map](#) (pdf)

[Resources for Observers - Observational Rounds Worksheet](#) (pdf)

[Sample iObservation](#) (docx)

[NMEC Presentation](#) (pptx)

MCCL Curriculum Presentation by Linda Laughlin - April 28, 2014

8:30-3:00 in the MPR Room

[MCCL Curriculum Presentation to NMEC](#) (pdf)

[Full Slides for HO NMEC Presentation to print](#) (pdf)

NMEC Hot Topic: All Day Session - March 11, 2014

9:00-2:30

The High School Proficiency Based Classroom: Voices from the

FIELD

E-2

Agenda

- Welcome, Outcomes for the Day, Agenda Overview
- School Team Sharing
- HS Teachers Engaged In PBE Classroom Practices: Tandberg
 1. RSU # 15 Gray New Gloucester HS – 9:20
ELA, William Putman
 2. RSU #4 Oak Hill HS – 10:00
Math, Heather Finn
Social Studies, Nicole Camire
Phys. Ed. and Health, Cheryl Lambert and Geoffrey Wright
- Content Area Conversations
- Lunch
- HS Teachers Engaged In PBE Classroom Practices: Tandberg
 3. RSU #18 Messalonskee HS – 1:00
Science, Catherine Giles
- Team Conversations: What and How Will You Share Back at School
- Report-out, Evaluation, and Closure

Links:

MARCH 11 Session LINKS

OAK HILL High School FLIP Program: PROFICIENCY BASED PE and HEALTH PROGRAM

The link below is a prezi we have created to explain FLiP. It would be the most beneficial if you looked at this ahead of our session on the 11th. We have found that people can get very overwhelmed by what we do and this is somewhat of a crash course. Look forward to speaking with you!

PREZI on FLIP

Highlights of FLiP:

Individualized Effort Based Assessment

Student choice of schedule/plan

Personal Fitness & Health Programs

Prezi: When the prezi loads, just click on the arrows at the bottom of the viewing screen to advance to each slide.

http://prezi.com/ckbjwk8cpqt/?utm_campaign=share&utm_medium=copy&rc=ex0share

~~http://www.gov.gov/...~~

Outside of this session we would be happy to speak with anyone that has more questions about FLiP.
Cheryl Lambert and Geoffrey Wright, OAK HILL HS

E-3

Documents:

[MSMA Sample Policy](#) (docx)

[NESSC Briefing No. 4](#) (pdf)

[NESSC Briefing No. 6](#) (pdf)

[NESSC Know More No. 4](#) (pdf)

[NESSC Know More No. 6](#) (pdf)

[Unpacking Template](#) (pdf)

[CapMat Template](#) (pdf)

[The Odyssey Study Guide](#) (doc)

[Proficiency Descriptor 9-2](#) (doc)

[Hero's Journey Research Assessment](#) (doc)

[Putnam's Hero's Journey... Rubric](#) (doc)

[HS ELA Matrix](#) (pages format)

[Behaviorally Anchored Rating Scale](#) (docx)

PBE Leadership Team Boot Camp - March 12, 2014

9:00-2:30

Agenda

AM Session: Developing Guiding Principles in Your System

- The What and Why of Guiding Principles
- Guiding Principles Work in NMEC Systems
- One Process to Develop Guiding Principles That You Can Do In Your Schools/School System

PM Session: PBE Team Check, Adjust, and Planning Session

- Leadership Team Info. Templates
- Sharing Team Struggles and Successes
- Essential Elements of PBE Check-up
- Leadership Team Action Planning
- Sharing Action Plans
- Closure

[MSAD #27 GB and Vision \(docx\)](#)

[MSAD #27 GB and Vision \(docx\)](#)

E-4

[Essential Elements of Proficiency \(docx\)](#)

[Guiding Beliefs \(doc\)](#)

[Guiding Principles - What and Why \(docx\)](#)

[PBE Leadership \(doc\)](#)

[PBE Leadership Info Template \(docx\)](#)

NMEC February Events Details

February 10th Full Day Topic Session

9:00-2:30

MPR - UMPI

K-12 Assessment and Reporting

1. Sharing our best assessment and reporting practices regionally
2. John Armentrout from RSU #2 will join us again as a guest speaker to talk about best assessment and reporting practices in his district.
3. Mark Hatch, Principal and Elizabeth Firnkes, teacher from Messalonskee Middle School will also join us. They will take us on a tour of the student information management system, "Educate," as well as answer questions about their assessment and grading practices.

[RSU2 Measurement Topic Key \(pdf\)](#)

[RSU2 Educate Portal Cheat Sheet Template \(no parent name\) \(pdf\)](#)

[RSU2 Educate Portal Cheat Sheet Template \(pdf\)](#)

[RSU2 Educate Print Progress Report Instructions \(pdf\)](#)

[RSU2 New Progress Report Key \(pdf\)](#)

[RSU Progress Report Sample \(with notes\) \(pdf\)](#)

[RSU2 Taxonomy \(pdf\)](#)

[RSU2 Sample Progress Report \(pdf\)](#)

[RSU2 Sample Transcript \(pdf\)](#)

Feb. 11th Leadership Team Boot Camp

9:00-2:30

MPR - UMPI

K-12 PBE Curricular Planning Locally and Elsewhere

1. Sharing out best curricular practices regionally
2. Linda Laughlin from RSU #18 will highlight Maine's Cohort for Customized Learning's curriculum.
3. One other guest speaker, TBA

E-5

Printed and web-based resources will be accessible on the CACE website soon.

Curriculum Presentation (Powerpoint -pptx format)

All participants must print their own materials and/or bring their computers/iPad to view online.

- **Special NMEC Board Huddle after Book Camp**

Jan. 14 Hot Topic Session: Teaching in a Standards-Based Classroom

Just for the Asking - Ten Trending Topics Impacting Our Practice (pdf)

Tools for the Proficiency Based Classroom (Word docx)

Teacher Profile (pdf)

Sarah Irish's "My Journey to a Proficiency Based Classroom" (Google doc)

Jan. 15 Proficiency-Based Diploma Boot Camp:

Todd West from Deer Isle Stonington recommends the following link:
<http://www.maine.gov/doe/proficiency/standards/pbls-model.html>

MCCL Grading Discussion (pdf)

Proficiency Based Diplomas (Powerpoint)

HOT TOPICS

Oct. 8: Teacher Evaluation

Agenda for Hot Topics, October (Word doc)

Bowen July Update on Teacher Evaluations (Word doc)

NMEC October 8 Descriptors (Word doc)

Observer Competency (pdf)

Observer Growth (pdf)

Observer Progression (pdf)

TIF Schools List (Word doc)

TIF Overview October (Word doc)

A Resource Site for Teacher Evaluation developed by the WMEC
<https://sites.google.com/site/teacherevaluationbin/>

E-6

The Maine DOE "go to" page for Teacher Admin. Evaluation
<http://www.maine.gov/doe/effectiveness/index.html>

Center on Great Teachers and Leaders: Teacher Evaluation Models in Practice
<http://resource.tqsource.org/evalmodel/>

Nov. 11: All About Standards

[November Boot Camp Agenda](#) (Word doc)

[Getting to Proficiency for Parents](#) (pdf)

[Glossary of Terms Relating to Proficiency](#) (Word doc)

[38 Ways to Develop a Common Vocabulary and Shared Vision](#) (Word doc)

[Seven Times and Seven Ways, Revised](#) (Word doc)

[MCCL: Standards for Learning](#) (pdf)

[Taxonomy Instructional Guide](#) (pdf)

[Scoring Scale Description](#) (pdf)

[MCCL Taxonomy, 1 page](#) (pdf)

[Three Dozen Ways to Develop Shared Awareness and Shared Vocabulary for Proficiency-Based Education](#) (Word doc)

[NMEC Action Plan Template](#) (Word doc)

[November Hot Topic Agenda](#) (Word doc)

[School Visit Directory](#) (Word doc)

[Standards-Based Educational System](#) (pdf)

[Distinctions Between Standards-Based and Standards-Referenced Educational Systems](#) (pdf)

[How Does Proficiency-Based Learning Work?](#) (pdf)

[How Learning Standards Work](#) (pdf)

[What Are Learning Standards?](#) (pdf)

[Change is Inevitable](#) (Word doc)

[Awareness Phase](#) (Word doc)

[Elevator Speech](#) (Word doc)

[Inspiring all learners to achieve future success \(Word doc\)](#)

[Art Summary of Measurement Topics \(Excel worksheet\)](#)

[World Language Summary of Measurement \(Excel worksheet\)](#)

[Math Summary of Measurement Topics \(pdf\)](#)

[Social Studies Summary of Measurement Topics \(pdf\)](#)

[Industrial Technology Summary of Measurement Topics \(pdf\)](#)

[Science Summary of Measurement Topics \(pdf\)](#)

[Health Summary of Measurement Topics \(pdf\)](#)

[ELA Summary of Measurement Topics \(pdf\)](#)

[NMEC Board](#)

NMEC Board

[NMEC Board Meeting Topics and Calendar](#)

Oct. 8 Meeting

[Policy List - Charlotte Bates \(Word doc\)](#)

[Change Readiness Considerations for Proficiency-Based Education \(PBE\) \(Word doc\)](#)

[MCCL Chart \(pdf\)](#)

[NMEC October Board Agenda \(Word doc\)](#)

Nov. 12: Team Development Boot Camp

[Boot Camp Calendar, Revised 10/9/13](#)

Oct. 9 Boot Camp

Topic: Shared Leadership Teams for Proficiency Based Education

[Boot Camp Agenda \(Word doc\)](#)

Stages of Team Development

[Proficiency Simplified - Mark Kostin \(pdf\)](#)

[Planning for Proficiency-Based Learning \(pdf\)](#)

[Implementation Phases \(pdf\)](#)

[Boot Camp Contact Hours, October \(Word doc\)](#)

E-7

3-Tier Professional Development Tracks (pdf)

Action Plan Template - Leadership (Word doc)

Change Readiness Considerations for Proficiency Based Education (Word doc)

Judy's Force Field Template (Word doc)

Maine 125-HP 1376 item1 (pdf)

NMEC Event Feedback Form (Word doc)

NMEC Hot Topics Summary Sheet (Word doc)

Proficiency Self-Assesment Info (Word doc)

Systems Change Components (pdf)

Team Development Wheel (Word doc)

E-8

Four GREAT Maine Based Resources Websites

Maine Center for Best Practice:

<http://www.maine.gov/doe/cbp/>

Great videos, case studies and other resources related to PBE. The site is being built out almost weekly. The DOE is doing an awesome job with it!

WMEC Storage Bin for Teacher Evaluation Resources

<https://sites.google.com/site/teacherevaluationbin/>

Two years' worth of resource storage from a group of Maine principals' search for the best teacher evaluation model for their 11 systems. (They chose Marzano's model in the end.)

Great Schools Partnership

<http://www.greatschoolspartnership.org/resources/>

Dig into this site and you will find a wealth of PBE related resources.

WMEC Storage Locker for PBE

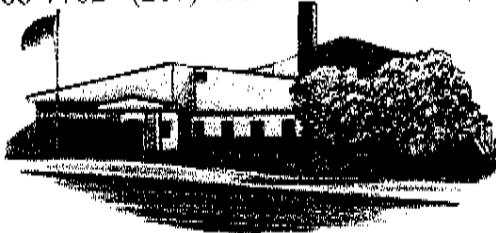
<https://sites.google.com/site/wmclcom/>

Lots and lots of PBE-related documents and videos.

EASTON JUNIOR/SENIOR HIGH SCHOOL *E-9*

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February 2013

Upcoming Activities

- 2/15 FFA Day
- 2/18 – 2/22 Winter Break/Tournament Week
- 2/25 – 1/1 Winter Carnival Week
- 2/27 District Jazz Festival
- 2/28 NHS Inductions at 6:30 p.m.
- 3/5 Progress Reports & Eligibility Check
- 3/6 Math Meet in Madawaska at 3:00 p.m.
- 3/7 – 3/8 NHS State Convention
- 3/8 – 3/9 Regional One Act Play Competition

Administrative:

- 2/27 NMEC Meeting at UMPI
- 3/4 Smarter Balance Webinar at 11:30
- 3/6 – 3/13 Smarter Balance Pilot Test, ELA 8th Grade

Discipline:

- 12 Office Detentions
- 3 Saturday Detentions

Honors & Awards

Students of the Month: Cecelia Ferris & Mindy Desmond

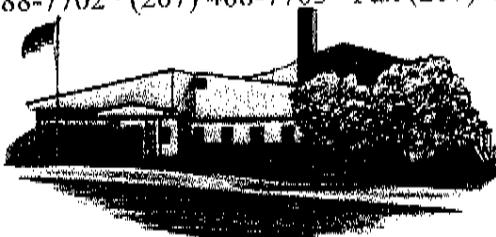
EASTON JUNIOR/SENIOR HIGH SCHOOL

E-10

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BOARD MEETING- MARCH 4, 2013

Upcoming Activities:

- 3/5 Progress Reports & Eligibility Check
- 3/6 Sophomore PIRCTC Tour
- 3/6 Math Meet in Madawaska at 3:00 p.m.
- 3/7 – 3/8 NHS State Convention
- 3/8 – 3/9 Regional One Act Play Competition
- 3/12 Fine Arts Night
- 3/15 – 3/16 Volleyball Tournaments
- 3/21 Early Release / Parent Teacher Conferences
- 3/22 – 3/23 Teacher Workshops
- 3/26 Financial Fitness Fair
- 4/1 Student of the Month Assembly
- 4/1 Driver's Education Classes Begin
- 4/2 Maine High School Assessment- Grade 11 Science
- 4/3 Career Fair @ UMPI
- 4/5 2nd Quarter Ends
- 4/8 – 4/9 State Math Meet

Administrative:

- 3/14 – 3/27 Smarter Balance Pilot Test, ELA 8th Grade
- 3/15 Beatrice McGarvey Workshop @ PIHS
- 3/27 NMEC Meeting at UMPI

Observations too done

Discipline:

- 5 Office Detentions
- 1 In School Suspension

Way to rise

Honors & Awards:

New NHS Inductees: 20 Students

Misc:

NHS Clarification

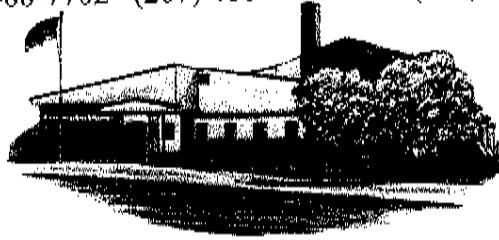
Would you like an update on Project Grad. - from Darren & Paul

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E-11

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BOARD MEETING- APRIL 2, 2013

Upcoming Activities:

- | | | |
|-----------|--|---|
| 4/2 | Driver's Education Class #1 | |
| 4/2 | Maine High School Assessment- Grade 11 Science | ← (1) absent |
| 4/3 | Career Fair @ UMPI | |
| 4/5 | 3 rd Quarter Ends | |
| 4/5 | Student of the Month Assembly | |
| 4/8 - 4/9 | State Math Meet - Paul | - about 1000 kids (20) schools in our DIV. (10-2 TIME) Wow → No
Cales.
this year. |
| 4/15-4/19 | April Break | Percentage of schools that compete? |
| 4/23 | Athletic Awards Night | |
| 4/24 | Spring NHS Convention | |
| 4/29 | FFA Banquet | |
| 5/1 | PE Volleyball Night | |
| 5/3 | Wind Blade Challenge | |
| 5/4 | SAT Testing | |
| 5/4 | Canterbury Royale French Trip | - Rewards / Replaced Les Mis. |

Administrative:

- | | | |
|------|--|---------------------|
| 4/1 | APA Meeting | |
| 4/6 | MPA Award Luncheon in Bangor/Press Release | w/ CARLA |
| 4/22 | NMEC Meeting at UMPI | |
| 4/25 | MEA Webinar | - student expulsion |

Discipline:

- 13 Office Detentions
- 1 In School Suspension
- 4 Saturday Detentions

Honors & Awards:

- HS Gifted & Talented Independent Project Show- Kristen West, Kelsey Frank and Alex Allen placed 2nd in the County. Their Genetic Mystery project will be submitted for the statewide competition.

Misc:

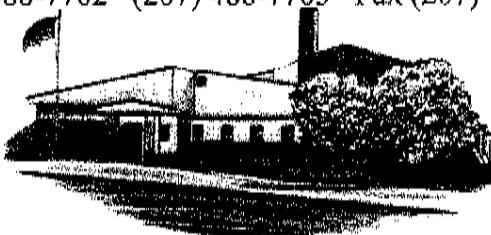
- Bangor Daily News Article
- X • Spanish Roger advertise for 50%

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E-12

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BOARD MEETING- NOVEMBER 4, 2013

Upcoming Activities:

- 11/5 Camfel Productions "Dream, Dare, Do" at PIHS
- 11/6 Early Release 12:00
- 11/6 Boys Class D Regional Final against Bangor Christian 1:00
- 11/8 End of 1st Quarter
- 11/8 Junior Exhibition 7:00
- 11/11 Veterans Day Observed
- 11/12 Eligibility Check
- 11/12 Veterans Day Assembly at ES 1:15
- 11/13 NHS Fall Convention
- 11/14 Thanksgiving Dinner 11:00
- 11/21 Art Field Trip to Bangor
- 11/26 Early Release 12:00
- 11/26 P/T Conferences
- 11/27-11/29 Thanksgiving Break

Administrative:

- NMEC
- Leadership Team: *Cameron Adams, Wendi Malenfant, Darren West, Paul Sutherland, Polly Tateishi, Paula Giles, Lynda Foren-Turner, Heidi Brewer, Tammey White & Amy Goulet.*
- Bea McGarvey - *Wendi*
- Attending: *Cameron Adams, Wendi Malenfant, Darren West, Paula Giles, Vonda Lavway & Lori McQuade.*

Discipline:

Office Detentions: 16
 In School Suspension: 0
 Out of School Suspension: 0
 Athletic Suspension: 1 (14 Days)

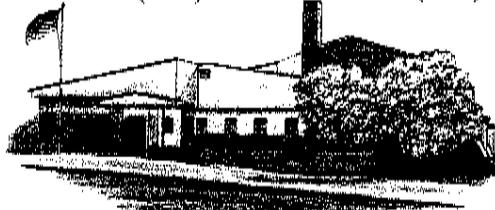
Foreign language - Need 2yr. - same?

EASTON JUNIOR/SENIOR HIGH SCHOOL CAM

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E-13

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*Public Participation - TRAVIS CARTER w/ girls coaching - Bryan was a plus!

BOARD MEETING- April 14th

Upcoming Activities:

- 4/14: Hoops for Heart
- 4/14: Senior Play Performance at 7:00
- 4/21-4/14: April Break
- 4/29: Athletic Awards Night at 6:30
- 5/3: SAT for Juniors
- 5/6: Envirothon Competition
- 5/7-5/9: Casco Bay Trip
- 5/7: HS Staff Meeting

Coach did use info from T.C. Concerned from plays that weren't used.

- No Guidance - Concerned about Kylie as a senior season.

Don't break a sweat!
Smarter Balanced practices were easy! Lot of coaching advice

Not coaching
Not aggressive enough
Coach was passive
daughter coached most of the games -
asked to leave by coach when wanted to help
End of Season wouldn't scout games.
TRAVIS went instead.

Administrative:

- Smart Balance Field Test
 - o Junior Math
- NMEC - Linda Laughlin
 - o MLCC Curriculum & Educate Software
- Leadership Team Meeting
- Technology Team Meeting
- MPA Legislative Committee
- Drummond Woodsum Investigative Workshop
- Web2School
 - o Sarah, Lynda, & Megan

INTERVIEWS -
Janitor/CUSTODIAN - for committee
Teacher INTERVIEWS -
Put teacher on committee
Cody helped e end of yr. Coached from the couch.

Honors & Awards:

- Math Team
 - o 1st Place in Aroostook County Small School Division
 - o 6th Place State Wide, Division D
 - o Regional Awards
 - Seniors: Hunter Turner 1st, Juniors: Ashley Hersey 1st, Alex Allen 2nd, Kelsey Frank 3rd, Sophomores: Logan Halvorson 2nd, Drew Sotomayor 3rd, Freshmen: Jacob Flewelling 2nd
- MPA Award: Hunter Turner
- Volleyball: Boys placed 1st in Aroostook League
- Jazz Choir Performance
 - o 3rd in High School Division 2
- March Student of the Month
 - o Junior High: Emily Thompson
 - o High School: Haley Ambrose

Discipline:

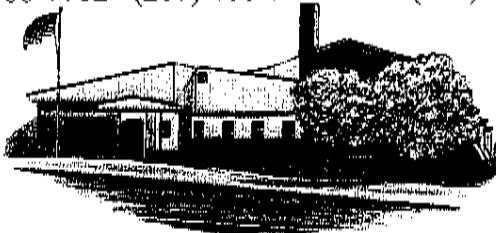
Office Detentions: 12
Saturday Detentions: 3
In School Suspensions: 1

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E-14

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BOARD MEETING- AUGUST 11, 2014

Upcoming Activities:

8/15 Teacher Workshop
8/18 First Student Day

Administrative:

- NMEC / Discussion- The work ahead
- Summer Facility Updates / Work to be completed during Harvest Break

EASTON JUNIOR/SENIOR HIGH SCHOOL

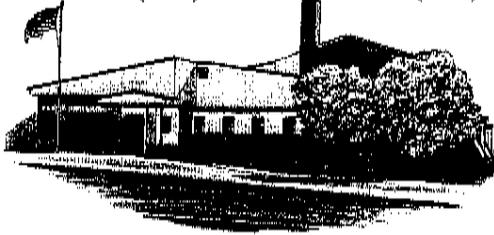
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E-15

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BOARD MEETING- SEPTEMBER 9, 2014

Upcoming Activities:

9/10	Yearbook Advertisement Blitz
	NHS Northern Region Officers Meeting
9/13	Key Club MS Walk
9/16	Progress Reports & Eligibility
9/17	Math Meet in Presque Isle
9/18	Early Release & CACE Teacher Workshops
9/19	CACE Teacher Workshops
9/22-10/10	Harvest Break
10/13	Columbus Day (Observed)
10/14	School Resumes

Administrative:

- Assessment Report
- NMEC- Board Meeting (9/9)
- NMEC- Linda Laughlin Individual Meetings (9/11)
- NMEC- Linda Laughlin Workshop (9/12)
- Leadership Team
- Evaluation Team

Discipline:

Office Detentions: 10
 Saturday Detentions: 0
 In School Suspensions: 2
 Out of School Suspensions: 1

E-16



Easton Jr/Sr High Faculty Meeting

AGENDA

March 13, 2013

3:00pm

Room #4

- ❖ Wendi Malenfant
 - In Service Days
- ❖ Cameron Adams
 - NMEC

General Discussion:

- ❖ Field Trips/Activities & students with missing work.
- ❖ Student of the Month (February)

Other:

- ❖ RTI Attendance/Hot Lunch
 - Please follow the "A Week / B Week" schedule (this can be found in the calendar).
 - Reminder to give Sarah accurate counts & attendance.

E-17



Easton Jr/Sr High Faculty Meeting

AGENDA

March 27, 2013

3:00pm

Room #4

- ❖ Cameron Adams
 - NMEC
 - Senior Service Day

General Discussion:

- ❖ Parent / Teacher Conferences (4:00 & 8:00 time slots)

Other:

- ❖ Snacks will no longer be provided for staff meetings.

E-18



Easton Jr/Sr High Faculty Meeting

AGENDA

April 10, 2013

3:00pm

Room #4

- ❖ Cameron Adams
 - In-Service Day
 - NMEC
 - APA
 - Troy Howard Middle School Visit

Other:

- ❖ Scheduling observations
- ❖ Due to budget shortfalls, faculty meeting snacks will no longer be provided by the district. Please feel free to bring food/drinks.

Upcoming Dates:

- 4/12 Senior Play 7:00
- 4/15-4/19 Spring Vacation
- 4/23 Athletic Awards 6:30

E-19



Easton Jr/Sr High Faculty Meeting

AGENDA

April 24, 2013

3:00pm

Room #4

- ❖ Cameron Adams
 - NMEC
 - WEBINAR- Maine School Performance Grading System
 - Date Warehouse

Other:

- ❖ Scheduling Observations
- ❖ Class Honor Parts
- ❖ SAT Breakfast

Upcoming Dates:

- 4/29 FFA Banquet 6:00
- 5/1 Troy Howard MS Visit
- 5/3 Wind Blade Challenge
- 5/4 SAT'S
- 5/7 Academic Banquet 6:00
- 5/7 Envirothon Competition
- 5/7 Progress Reports

E-20



Easton Jr/Sr High Faculty Meeting

AGENDA

January 8, 2014

3:00pm

Room #4

❖ **Cameron Adams**

- Requested homework for absent students
- All laptops found unattended in the hallway should be brought to the office ASAP.
- NMEC Meeting Update

❖ **Darren West**

- SOM

❖ **Betsy York**

- Tech Minutes

Upcoming Dates:

- 1/9 Geography Bee
- 1/13 SOM Assembly
- 1/14-15 NMEC
- 1/15 Special Olympics (Varsity Club)
- 1/15 Spelling Bee
- 1/17-18 All Aroostook Band
- 1/20- MLK Day (Observed)
- 1/21-24 Mid Term Exams

E-21

DATA ANALYSIS**Worksheet**

Name _____ Content Area _____ Grade Level _____

School Summary Report Analysis

Please answer the following questions:

1. Which subtopics of reading, math, science, or writing were strengths?
2. Which subtopics of reading, math, science, or writing were weaknesses?
3. What was the mean scaled score for reading, math, science, or writing for the school? Please specify the grade level and content area.
4. What was the mean scaled score for the state at that particular content area and grade level?
5. What is the cut-off score for proficiency for your content area? Again, please specify the content and score.
6. Please compare genders: how many boys met or exceeded (proficient/proficient with distinction)?
7. How many girls met or exceeded (proficient/proficient with distinction)?
8. How many SES students met or exceeded (proficient/proficient with distinction)?
9. Are there any other data points from the report summary that caught your eye?

Individual Class Analysis

E-22

Please answer the following questions:

1. How many students were proficient with distinction?
2. How many students were proficient?
3. How many students were partially proficient?
4. How many students were substantially below proficiency?

The next set of questions will focus on student responses:

5. Which questions were strengths (most of the students answered them correctly)?
6. Which questions were weaknesses (most of the students answered them incorrectly)?
7. Are there any patterns of wrong answers—questions that many students choose the same wrong answer?
8. In looking at the questions that were strengths, please take a minute to analyze the kind of question it is: how is it worded, what is it asking, what depth of knowledge is utilized, is it a multi-step question, what kind of format is used, what skill is the question tapping into, etc?
9. Looking at responses to #8, what can our students do well?
10. In looking at the questions that were weaknesses, please take a minute to analyze the kind of question it is: how is it worded, what is it asking, what depth of knowledge is utilized, is it a multi-step question, what kind of format is used, what skill is the question tapping into, etc?

E-23

11. Looking at responses to #10, what do our students struggle with?
12. How many SA (short answer) questions were there?
13. How many CR (constructed response) questions were there?
14. Overall, did students do well on these or did they struggle?
15. What was the average score for constructed response items?
16. Referring back to #5 in the school summary report section, how many students missed the proficiency target score by 1, 2, or 3 points?
17. Are there any other data points from the Individual Class Report that caught your eye?
18. List one thing you've learned from doing this analysis that will help you with your current students?
19. List one thing you've learned from doing this analysis that will inform your teaching and instruction?
20. Is this type of analysis helpful? Why/why not?

E-24

AROOSTOOK PLAN (Draft 8/26/14)
Calendar for Professional Development 2014-2015

NMEC Aroostook Plan CALENDAR
2014

- August 4 Tech Coordinators Educate (AM) 8:30-11:30
 Tech Coordinators iObservation (PM) 12:30-3:30
 Allagash Room
- August 5 Ben Hartlieb- Educate/Empower Train the Trainer
 PIHS Cafeteria 8:30-3:00
- August 5-6 Curtis Jack- iObservation training for administrators and
 Teachers 8:30-3:00
 MPR Room
- Linda Laughlin: Sept. 11 individual district team meetings by appt.
 Sept. 12 Understanding the taxonomy and designing pathways for learning.
- Bea McGarvey: Oct.. 28-29 Art and Science of Teaching
- Bea McGarvey: Nov. 19-20 Art and Science (Second day place-held for the
 diploma/grading conversation).
- Linda Laughlin: Dec 9 Designing Learning Experiences That Align with
 Art and Science Instruction Model

2015

- Linda Laughlin: Jan. 21 Topic TBA
- Jan 22 TBA based on NMEC needs.
- Linda Laughlin: Feb. 26 Topic TBA (25th space was unavailable)
- Feb 27 based on NMEC needs. (Please notice this new date)
- Bea McGarvey: April 28, 29 Topic TBA
- Debra Pickering Sept. 14, 15 Complex Reasoning
- Debra Pickering Nov. 3, 4 Complex Reasoning

E-25



2014-2015 EASTON SCHOOL DEPARTMENT

Leadership Team Meetings

The following dates need to be reserved for Leadership Team meetings. Meetings will start at 3:15 Amy's room at the ES. Other meetings may be called as necessary.

9/2

10/14

11/4

12/2

1/6

2/3

3/3

4/7

5/5

6/2

E-26

Faculty	Period 1 8:33-9:13	Period 2 9:16-9:56	Period 3 9:59-10:39	Period 4 10:49-11:29	Period 5 11:32-12:12	Period 6 12:45-1:25	Period 7 1:28-2:08	Period 8 2:11-2:51
Mrs. Brewer Classroom 5A	Gr 8 Math Wilson Reading	US Hist I English III Wilson Reading	Gr 7 Math Wilson Reading	Gr 9 Science Math II & III	English III English I Math II	Math III MWVF	Elementary	Elementary
Mrs. Taniishi Classroom 11	Gr 7 ELA	Library/ Study Hall	Library/ Study Hall	Library/ Study Hall	Library/ Study Hall	Library Opens at 12:56	Gr 10 TH Study Study Hall	Library
Mrs. Cartow	Algebra I	Algebra II	Tech US History II	Geometry	English I	Health MWVF	Algebra I Geometry Algebra II	Algebra I Geometry Algebra II
Mrs. Hemphill	Art I	World History	Prep	Earth Science	US History I	Tech Prep Biology	Math MWVF Gr 8 Learning Lab TTH RM 5	Math MWVF Gr 8 Learning Lab TTH RM 5
Mrs. Gilas Classroom 3	Prep	Prep	Gr 7 Math	Elementary	Elementary	Elementary	Elementary	Elementary
Ms. Hutchison Classroom 5	Art	Art	Art	Art	Prep	Elementary	Elementary	Elementary
Mrs. Kinsey Stage	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary
Miss Murchison Classroom 4	Desktop	Prep	Marketing/Excel	Accounting I	Personal Finance	Gr 7 Learning Lab TTH Keyboarding MWVF	Jazz Choir MWVF Tth-scph	Band MWVF Chorus TTH
Mr. Morin Classroom 2	Spanish I	Spanish I	Spanish I	Spanish I	Prep	Spanish II / Spanish III	Spanish III	Spanish IV
Mr. Shaw Classroom 3	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Elementary	Economics
Mrs. Trask Classroom 10	Prep	Gr 7 Sci	College Biology	Gr 7 Health MWVF PE TTH	Gr 7 Health MWVF PE TTH	Spanish II / Spanish III	Gr 8 Spanish MWVF	Spanish IV
Homeroom Grade B	Prep	Prep	Prep	Prep	Prep	Tech Prep Biology	Tech Prep Biology	Prep
Homeroom Grade 10	English I	English I	English I	Government/Law	Environment	Gr 7 Social Studies	Gr 7 Social Studies	Math Team TTH Math Lab MWVF
Homeroom Grade 9	Prep	Prep	Prep	Prep	Prep	Prep	Prep	Math Team TTH Math Lab MWVF
Classroom 7 Homeroom Grade 11	Prep	Prep	Prep	Government/Street Law	Government/Street Law	Psychology	Prep	Prep
Classroom 8 Homeroom Grade 12	Prep	Prep	Prep	Prep	Comp Apps MWVF Prep TTH	Psychology	Prep	Prep
Classroom 11 Homeroom Grade 12	Prep	Prep	Prep	Prep	Comp Apps MWVF Prep TTH	Psychology	Prep	Prep

LUNCH

BREAK

**High School: Blocked Schedules
**Junior High: Not Blocked
SMART BLOCK
Faculty 2014-2015

E-27

	1		2		3		4		5		6		7				
FACULTY	8:15	9:13	9:15	10:13	10:15	11:13	11:15 - 12:05 Lunch/Recess	12:05	12:15	1:15	2:13	2:15	2:45				
Library/Mrs. Hull	Grade 4	Grade 2	K Assist				11:15 - 11:40 Recess K-2 Lunch 3-6 11:40 - 12:05 Recess 3-6 Lunch K-2 Homerooms								Grade 5 Math Asst.	Grade 6 Math Asst.	SMART BLOCK
Math/Mrs. Giles	HS	HS	HS						Grade 5	Grade 6	Grade 4	Grade 5	Grade 6	SMART BLOCK			
SS & Science/ Ms. Sweetser	Plan	Grade 5	Grade 6						Grade 4 Math	Grade 4	Grade 5	Grade 6	Grade 5	SMART BLOCK			
Reading/Mrs. McQuade	Grade 5	Plan	Grade 4						Grade 6	Grade 6	Grade 5	Grade 6	Grade 5	SMART BLOCK			
English & Spelling/ Mrs. White	Grade 6	Grade 4	Grade 5						PreK	PreK	PreK	PreK	PreK	SMART BLOCK			
Music/Mrs. Kinsey	Plan	Kindergarten	Lessons						HS	HS	HS	HS	HS	HS			
Phys. Ed./Mr. B. Shaw	Grade 4	Grade 6	HS						HS	HS	HS	HS	HS	Plan			
Art/Ms. Hutchison	HS	HS	HS						Grade 1	Grade 1	Kindergarten	Grade 1	Kindergarten	Plan			

Monday

823

	1		2		3		4		5		6		7				
FACULTY	8:15	9:13	9:15	10:13	10:15	11:13	11:15 - 12:05 Lunch/Recess	12:05	12:15	12:15	1:15	2:15	2:15	2:45			
Library/Mrs. Hull	Grade 3				K Assist		11:15 - 11:40 Recess K-2 Lunch 3-6 11:40 - 12:05 Recess 3-6 Lunch K-2 Homerooms								Math Asst.	Math Asst.	SMART BLOCK
Math/Mrs. Giles	HS		HS		HS										Grade 5	Grade 6	Grade 4
SS & Science/ Ms. Sweetser	Grade 4		Grade 5		Grade 6				Grade 4	Grade 5	Grade 6	Grade 5	Grade 6	SMART BLOCK			
Reading/Mrs. McQuade	Plan		Plan		Grade 4				Grade 4	Grade 5	Grade 6	Grade 5	Grade 6	SMART BLOCK			
ELA/Mrs. White	Grade 6		Grade 4		Plan				Grade 4	Grade 5	Grade 6	Grade 5	Grade 6	SMART BLOCK			
Music/Mrs. Kinsey	Grade 3		Grade 6		Grade 5				Grade 5	Grade 6	Grade 5	Grade 6	Grade 5	HS			
Phys. Ed./Mr. B. Shaw	Grade 5		Grade 2		HS				Grade 2	Grade 6	Grade 5	Grade 6	Grade 5	Plan			
Art/Ms. Hutchison	HS		Kind & Gr1		HS				Plan	Grade 5	Grade 6	Grade 5	Grade 6	Plan			

Tuesday

E-29

	1		2		3		4		5		6		7		
FACULTY	8:15	9:15	9:15	10:15	10:15	11:15	11:15 - 12:05	12:05	12:15 - 1:13	1:15	1:15	2:15	2:15	2:45	
	9:13	10:13	10:13	11:13	11:13	12:05	12:13								
Library/Mrs. Hull	Grade 5	Kindergarten		K Assist		Homeroom								Math Asst.	SMART BLOCK
Math/Mrs. Giles	HS	HS	HS	HS		11:15 - 11:40 Recess K-2 Lunch 3-6 11:40 - 12:05 Recess 3-6 Lunch K-2								Grade 5	SMART BLOCK
SS & Science/Ms. Sweetser	Plan	Grade 5	Grade 6	Grade 6										Grade 4	SMART BLOCK
Reading/Mrs. McQuade	Plan	Plan	Grade 4	Grade 4										Grade 6	SMART BLOCK
English & Spelling/Mrs. White	Grade 6 Spelling /English	Grade 4 Health	Grade 5 Health/ELA	Grade 5 Health/ELA										PreK	SMART BLOCK
Music/Mrs. Kinsey	Grade 2	Grade 1	Lessons	Lessons										Plan	HS
	Grade 4	Lessons	Plan	Plan										HS	HS
Phys. Ed./Mr. B. Shaw	Grade 4	Grade 6	HS	HS										HS	Plan
	Grade 3														Plan
Art/Ms. Hutchison	HS	HS	HS	HS										Grade 3	Plan

E-30

	1	2	3	4	5	6	7
FACULTY	8:15 9:13	9:15 10:13	10:15 11:13	11:15 - 12:05 Lunch/Recess	12:05 12:13	1:15 2:13	2:15 2:45
Library/Mrs. Hull	Gr. 1		K Assist	11:15 - 11:40 Recess K-2 Lunch 3-6 11:40 - 12:05 Recess 3-6 Lunch K-2 Homerooms			
Math/Mrs. Giles	HS	HS	HS				
SS & Science/Ms. Sweetser	Grade 5	Plan	Grade 6		Grade 5	Grade 4	SMART BLOCK
Reading/Mrs. McQuade	Grade 4	Plan	Grade 4		Grade 6	Grade 5	SMART BLOCK
English & Spelling/Mrs. White	Grade 6	Grade 4 Plan	Grade 5		PreK	PreK	SMART BLOCK
Music/Mrs. Kinsey	Plan Kindergarten	5/6 Chorus Plan	Lessons Plan		HS	HS	HS
Phys. Ed./Mr. B. Shaw	Grade 2 Grade 3	Grade 1 Plan	HS		HS	HS	Plan
Art/Ms. Hutchison	HS	HS	HS		Grade 2		Plan

Thursday

E-31

FACULTY	1		2		3		4		5		6		7	
	8:15 9:13		9:15 10:13		10:15 11:13		11:15 - 12:05 Lunch/Recess	12:05 12:13	12:15 1:13	1:15 2:13	2:15 2:45			
Library/Mrs. Hull			Grade 6		K Assist AM Meeting		11:15 - 11:40 Recess K-2 Lunch 3-6 11:40 - 12:05 Recess 3-6 Lunch K-2 Homeroom	Math Asst.	Math Asst.		SMART BLOCK			
Math/Mrs. Giles	HS	HS	HS		HS AM Meeting			Grade 5	Grade 5	Grade 6		Content Meeting		
SS & Science/Ms. Sweetser	Plan	Grade 5	Grade 5		Grade 6 AM Meeting			Grade 4	Grade 4	Grade 4 Health		Content Meeting		
Reading/Mrs. McQuade	Grade 5 Plan	Grade 6 Grade 4	Grade 4		Grade 4 AM Meeting			Grade 5 Plan	Plan	Aims Web		Content Meeting		
English & Spelling/ Mrs. White	Grade 6	Plan	Plan		Grade 5 AM Meeting			Grade 6	Plan	Aims Web		Content Meeting		
Music/Mrs. Kinsey	Grade 4	Lessons Grade 3	Lessons		Lessons AM Meeting			Grade 4	Plan	HS		HS		
Phys. Ed./Mr. B. Shaw	Grade 2 Grade 5	Grade 4 Kind & Gr.1	HS		HS			Grade 2	HS	HS		Plan		
Art/Ms. Hutchison	HS	HS	HS		HS			Grade 5	Grade 6	Grade 5		Plan		

**EASTON SCHOOL COMMITTEE MEETING
ELEMENTARY SCHOOL LIBRARY**

B-1

Tuesday, October 21, 2014

7:00 PM

AGENDA

1. Call to Order
2. Announcements
3. Public Participation
4. Adjustments to Agenda
5. Approve the September 9, 2014 regular meeting minutes (enclosed)
6. Approve the September 2014 financial report (enclosed)
7. New Business:
 - A. Building Committee Report
 - B. Policy review:
 1. 1st reading Policy GBEA-1 – Purchasing and Contracting Procurement Staff Code of Conduct
 2. 2nd reading and approval Policy JLCCL – Head Lice Protocol
 - C. Executive Session – if needed
 - D. Other
8. Reports:
 - a. Chair
 - b. Superintendent
 - c. Jr/Sr High Principal
 1. Review Proficiency-Based diploma extension option #5 (enclosed)
 2. Act on Proficiency-Based diploma extension option #5 as presented.
 - d. Elementary Principal
9. Next Committee Meeting
10. Adjourn

10/21/14

B-2

The Easton School Committee met in the library of the Easton Elementary School on Tuesday, October 21, 2014 with Chair, Gaylen Flewelling, presiding.

Members Present: Gaylen Flewelling
Tom Osgood
Dave Hopkins
Mary Lee Keep
Sandy Flewelling

Administration Present: Roger Shaw, Superintendent
Cameron Adams, Jr/Sr High School Principal
Wendi Malenfant, Elementary Principal/Director of Projects

1. The meeting was called to order at 7:00 pm by Gaylen Flewelling, Chair.
2. No announcements.
3. No public participation.
4. Item 7C moved to item 8D.
5. Motion by Tom Osgood, 2nd by Sandy Flewelling to approve the minutes of the September 9, 2014 regular meeting as presented. Approved 5-0.
6. Motion by Tom Osgood, 2nd by Mary Lee Keep to approve the September 2014 financial report. Approved 5-0.
7. New Business:
 - A. Building Committee report:
Mr. Hopkins reported that the Town Selectmen has decided not to participate in any heating project. He updated the board on the groundwork on the underground LP tank. Motion by Tom Osgood, 2nd by Sandy Flewelling to install a guardrail around the H.S. LP tank. Approved 5-0.
 - B.
 1. 1st reading of new policy GBEA-1 – Purchasing and Contracting Procurement Staff Code of Conduct. Reviewed and accepted to be approved at the next regularly scheduled meeting.
 2. 2nd reading and approval of Policy JLCCL – Head Lice Protocol. Motion by Tom Osgood, 2nd by Mary Lee Keep to approve as presented. Approved 5-0.
 - C. Executive Session moved to 8E
 - D. 1st reading of Policy JJIA – Head Injury Policy. Reviewed and accepted to be approved at the next regularly scheduled meeting. Brian Morrison of CPT will be invited to present to the board at a future meeting.
8. Reports:
 - A. Board Chair – no report
 - B. Superintendent
 1. Food Services will develop a policy for facilities use by community groups.
 2. Service provider agreement
 3. IDEA compliance report
 4. MSMA Fall Conference
 5. Correspondence
 6. Co-curricular staffing. Motion by Tom Osgood, 2nd by Mary Lee Keep to accept the Superintendent's nomination of Roxanne Poole to the position of Jr. High Girls Basketball Coach. Approved 5-0.

10/21/14

B-3

C. Jr/Sr High Principal Report

1. Upcoming activities
2. Administrative
 - a. Review Proficiency-Based diploma extension option #5.
 - b. Motion by Tom Osgood, 2nd by Mary Lee Keep to accept the proficiency-based diploma extension option #5. Approved 5-0.
3. Discipline

D. Elementary Principal Report

1. Events & Activities
2. Administrative

E. Executive Session:

Motion by Tom Osgood, 2nd by Mary Lee Keep to move to Executive Session as per 1 MRSA Section 405 (6) (A) at 9:00 pm to discuss administrative staffing. Approved 5-0.

Motion by Tom Osgood, 2nd by Mary Lee Keep to return to regular session as per 1 MRSA Section 405 (6) (A) at 9:30 pm. Approved 5-0.

No further action at this time.

9. Next regular committee meeting will be held on Monday, November 10, 2014 at 7:00 pm.

10. Motion by Tom Osgood, 2nd by Mary Lee Keep to adjourn the meeting at 9:35 pm. Approved 5-0.

Respectfully Submitted,

Roger Shaw
Recording Secretary