



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

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: Madawaska School Department**
4. **High School(s): Madawaska High School**
5. **Name and title of person completing the extension request:**
Ginette Albert, Superintendent
Gisele Faucher, Assistant Superintendent
Leadership Team
6. **Superintendent’s name, address, phone number and email:**
Ginette Albert
328 St. Thomas St. Suite 201
Madawaska ME 04756

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**

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

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

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:
 - Community Engagement:
 - One-year Carry Over:

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

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.

The Madawaska School Committee approved the PB Diploma request at it's June 11, 2014 meeting. Minutes attached (see New Business, part B).

**MADAWASKA SCHOOL DEPARTMENT
PROFICIENCY-BASED DIPLOMA EXTENSION
OPTION #5**

Responses to application questions:

#7 EVIDENCE OF PREPAREDNESS

Background

The Madawaska School Department (MSD), located in the mill town of Madawaska, Maine, once proudly at the forefront of new education initiatives, has felt the effects of the economic downturn of the paper industry that have been compounded with a high turnover of superintendents (twelve superintendents from 2004 to 2013). In addition, local tax abatements, changing demographics marked by a high percentage of retirees, and a decreasing student population with accompanying shrinking staff and programs, have led to decreased funding for professional development (PD) activities. Until August of 2013, when our current superintendent was hired, staff was not encouraged nor allowed to take part in any PD opportunities that involved traveling or any other costs. Regardless, our teachers, led by our building principals, were learning about new initiatives and doing what they could locally to keep up with what was happening in the State of Maine. All departments and content areas began exploring the Common Core State Standards (CCSS) and Next Gen Science Standards (NGSS), our elementary school began to study its math program, aligning it with the CCSS, and all staff, K-12, read, Carol Dweck's Mindset and Bea McGarvey's Inevitable: Mass Customized Learning. Though our staff kept current with what was happening in education around the state and nation, there was no formal plan to move the Madawaska School Department forward with proficiency based education.

Getting Started with PBE

In the fall of 2013, when our current superintendent was hired, teachers and administrators were encouraged to take part in PD activities; the MSD joined the Northern Maine Educational Collaborative (NMEC), earnestly beginning its PD journey into the world of new laws and rules, namely Proficiency Based Education (PBE) and the Teacher Performance Evaluation and Professional Growth initiatives. In September 2013, a Leadership Team (LT) was created (comprised of 6 teachers from two buildings, EC-12, two principals, and the superintendent) and the MSD began to take part in all of the NMEC professional development offerings.

September 12, 2013 Development of the NMEC Plan.

October 8-9, 2013 Teacher Evaluation, Shared Leadership with PBE, LT Development Boot Camp

November 12-13, 2013 Standards, Spreading the Word About PBE, LT Boot Camp.

Winter-Spring 2014 Madawaska Elementary School (MES) began brainstorming the

Power Math Hour concept for grades EC-6 in the winter of 2014. The idea was to develop a set of math power standards, based on the CCSS, and create a set of 5 pathways that students could progress through as they met proficiencies. Teams of math teachers from EC-8 collaborated, and working in consecutive grade levels, selected the Power Standards for each pathway. The following five pathways were developed:

1. Counting & Cardinality (EC-K)/Operations of Algebraic Thinking (K-5)/Expressions & Equations (6-8)
2. Numbers in Base Ten (K-5) / The Number System (6-8)
3. Geometry (EC-8)
4. Measurement and Data (K-8) / Statistics and Probability (6-8)

5. Fractional Geometry (K-2) / Numbers and Operations: Fractions (3-5)/ Ratios and Proportions (6-7)/Functions (8)

<https://sites.google.com/a/madawaskaschools.org/msd-math-pathways/>
(sample attached)

With the standards selected, and the pathways complete, teachers were assigned specific standards to teach. Rather than having every teacher be responsible for teaching multiple standards for meeting the needs of their diverse student learners within their grade-level specific classroom, each teacher would be responsible for select standards; students would move from teacher to teacher as they progressed through the Power Math Pathways.

January 14-15, 2014 Teaching in a Standards Based System, PBE Diploma, LT Boot Camp.

January 22, 2014 MSD District-wide workshop to introduce staff to PBE. Don Siviski, standards-based education consultant for the State of Maine spoke on PBE. Additionally, staff engaged in proficiency activities throughout the day.

February 10, 2014 The Madawaska School Committee approves the 2014-2015 school calendar which includes 9 early release dates and 3 workshop days for the purpose of local PBE professional development.

February 10-11, 2014 Assessment and Reporting, Local Curricular Planning

March 11-12, 2014 Voices From the Field, The Aroostook Plan, Developing Guiding Principles.

March 14, 2014 All St. John Valley Schools met at Fort Kent. Duke Albenese presentation on changes in education across the nation, PBE, and graduation requirements. Preview software: Educate and Itslearning.

April-May, 2014 A pilot of Madawaska Elementary School (MES) Power Math Hour was attempted every Friday during April and May, with students in grades 1 – 3, in the math domain of Geometry. Students were first assessed in their knowledge of Geometry. Pre-test results and existing formative assessments were used to group students according to math needs. This math pilot was very successful, not only in addressing student needs, but also for increasing student engagement and excitement in math. The pilot also enabled the staff to experience teaching math at specific proficiency levels with a standards-based curriculum.

April 3, 2014 Madawaska Elementary School hosted a Power Math informational meeting for parents and guardians. Parents were given information on the proficiency-based education initiative as well as an overview of how the Power Math Hour concept will address math needs for all students.

April 28, 2014 Curriculum Presentation by Linda Laughlin

May 13, 2014 Introduction to Marzano and iObservation

May 15, 2014 The MSD held a district-wide early release. This session was developed and guided by LT members and work focused on developing the PBE Madawaska Schools Mission Framework.

June 2, 2014 Readiness Inventory from DOE

June 10, 2014 NMEC Board Retreat planning for 2014-15

June 2014 Decision is made to implement the Power Math Concept, school wide at our elementary school for the fall of 2014. A schedule was created to allow a common math hour for all grades. Each student was pre-assessed in the standards

to establish a baseline starting point and students were grouped based on learning goal needs, not according to grade-level or age.

Summer 2014 In an effort to extend the Power Hour Math concept into the Middle School, Madawaska Middle/High School math teachers met and planned throughout the summer to extend Math Pathways into grades 7 and 8, so that students leaving Madawaska Elementary School can continue to meet 7th and 8th grade proficiencies.

August 4-6, 2014 Educate/Empower with Ben Hartlieb; Curtis Jack with iObservation

August 19, 2014 Madawaska Middle/High School provided a parent information meeting on Proficiency-Based Education. A presentation on PBE was given as well as a Q/A session on all things PBE.

September 3, 2014 Madawaska Elementary School provided a parent information meeting on Proficiency-Based Education. A presentation on PBE was given as well as a Q/A session on all things PBE.

September 11-12, 2014 Individual team meetings with Linda Laughlin. Understanding the taxonomy and designing pathways for learning.

September-October, 2014 Decision made to purchase Educate/Empower, K-12; iObservation; webinars attended on Empower, iObservation, and PBE Diplomas.

Evidence:

- School year calendar showing early release days and full-day workshops.
- NMEC Charter (front page only)
- NMEC 2014-2015 PD Aroostook Plan Calendar
- Power Math Report Card (1st page only)
- Madawaska Middle/High School Open House invitation (PBE session) written as read on our district's Alert Now system
- Madawaska Elementary School PBE evening
- Madawaska Elementary School Power Hour Math

#8 MULTI-YEAR IMPLEMENTATION PLAN

One of the factors that limit the timeline for implementation of a PBE Plan is the size of the staff at the MSD. Currently, our relatively small staff is taxed with learning about PBE, aligning curricula with CCSS and NGSS, planning and implementing an evaluation system (TPEG), in addition to serving on a multitude of committees from professional support systems, to student assistance teams, to department-level groups, and all of the other “normal” committee work that goes on in school departments (IEP, staff meetings, etc.), in addition to planning for and shifting the way we lead and teach. The additional years that this extension will grant will allow us to address critical areas of need and will help us to build capacity, infrastructures and assessments toward awarding diplomas based on evidence of proficiency in the eight content area standards and Guiding Principles.

Currently, our LT’s primary goal (in between all of the PD sessions we attend with NMEC), is to complete our district’s plan and vision statement. Both have been worked on extensively, but neither is a finished product. We have used various example plans in developing our plan, mostly working in short blocks of time. For our mission statement, we have engaged the staff, documented their ideas, but the LT has not been able to return to the staff with a draft mission for their approval. The LT has worked with the staff to create a list of Core Beliefs. This list also has to be pared down to the most important Core Beliefs for the MSD. These three tasks are a priority in the next few months. Again, time is a critical factor considering the other tasks our LT members are also involved in.

Therefore, we currently have:

1. incomplete PB Vision, a list of Core Beliefs, and a draft Plan
2. MSD PB Action Plan (currently a guide for curricular development)

Our 2014-2015 Goals, in addition to the curricular implementation identified in the MSD Action Plan, include:

1. completion of PB Vision and finalization of Core Beliefs
2. completion of multi-year PB Action Plan
3. development of benchmarks and metrics to measure PB Action Plan
4. identify and proceed with updating policies related to PBE
5. annual review and adjustment to PB Action Plan

Evidence:

- MSD PBE Timeline
- What do you think you know about PBE? (Staff development to build our core values)
- Why should we change? (Staff development to build our vision)
- List of priority policies obtained from Superintendent's conference June 24, 2014

#9 SYSTEM OF SUPPORTS FOR STUDENT LEARNING

- **Learning Labs**

Learning Labs were created to provide academic support and additional learning opportunities (instruction, tutoring, etc.) for students in need. Students may be identified through NWEA, Report Cards, progress reports, 504 referral, Student Support Team referral (SST), SPED referral, or teacher referral. Students are provided academic support at the specific level and point of instruction to meet their individual needs.
- **Student Support Team (SST)**

(<http://www.emailmeform.com/builder/form/032caVCxftTbLIQdv7kD7a>)

The Student Support Team consists of an administrator, classroom teachers and other school personnel, most participating as regular members and some serving on an as-needed basis. The team receives referrals and develops interventions to help students experience greater success in the school setting. The Team also serves as a resource for teachers, parents and administrators in addressing the needs of high-risk students. In addition, the team functions as a pre-referral system to the Special Education process. The team has the concern and responsibility to provide “at risk” students with a systematic process which will provide the opportunity for them to achieve healthy productive lifestyles, both academically and socially.
- **504 Team**

The 504 Team consists of a core group that includes the school principal, school nurse, classroom teacher, school counselor, and parents. Section 504 requires recipients to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. An appropriate education for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, education in regular classes with supplementary services, and/or special education and related services.
- **SpEd**

Special Education teams consist of a SpEd director/administrator, regular education classroom teacher, SpEd classroom teacher, parents, and student. Our students are educated in a school community where everyone belongs and is accepted. Every attempt is made to educate students with special education needs in the least restrictive (inclusive education) environment. Our primary goal is to integrate them into general education classes; however, we make modifications and provide supplementary aids and services in an effort to foster success.
- **RTISH (RTI Study Hall)**

The RTISH study hall was created to provide augmented academic instruction and supports for needs identified students. Struggling

learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

- **Education Technician III**

Madawaska Middle/High School hired an Ed Tech III (with teacher certification credentials) specifically to provide augmented instruction, additional learning opportunities, tutoring, and other academic supports to students identifies as struggling learners. Students are paired with this individual in one-on-one capacity or small group settings (2-3 students) in order to facilitate better learning opportunities and academic success for threes students.

- **Differentiated Instruction**

Differentiated instruction is based upon the individual student needs with relation to connections between the teacher curriculum and the students' diverse interests and experiences. We adjust lessons with the understanding that the greatest learning occurs when students are pushed slightly beyond the point where they can work without assistance. This point differs for students who are working below grade level and for those who are gifted in a given area. Rather than simply "teaching to the middle" by providing a single avenue for learning for all students in a class, our teachers try to match tasks, activities, and assessments with their students' interests, abilities, and learning preferences.

- **Multiple Pathway Assessments**

Students are allowed multiple pathways to show mastery of concepts taught. Students may use, for example, dioramas, PowerPoint, essays, posters, YouTube videos, etc., as a means to provide to the teacher proof of mastery of lessons/concepts taught. This allows students to provide valid data from a venue that is more germane to the student, yet still valid data for the teacher to make accurate decisions about student learning.

- **12 Minute Monitor**

A 12-minute block of time was inserted into the teacher and student daily schedule. This time is to be utilized by the teacher to "check" student progress on PowerSchool, etc. and meet with these students to briefly

discuss possible academic concerns. At the very least, teachers can make referrals to SST or the guidance department should the data reviewed show the student is struggling academically.

Evidence:

- SST Referral Plan (1st page only)

#10 PROFICIENCY-BASED DIPLOMA TRANSITION FUNDS

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:

2013-2014 Transition Funds Total	\$5,763.02
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Approximate percentages	
Policy	
Practice	100% (of \$4,209.27 expended)
Community Engagement	
One-Year Carry Over	\$1,553.75

The **2013-2014 PBE Transition Funds** were used for teacher and administrator professional growth. The Madawaska School Department joined other Aroostook County schools and became a dues-paying member of the Northern Maine Educational Collaborative (NMEC). Leadership Team members and staff attended monthly workshops (Hot Topics and Boot Camps for LT) offered by NMEC and held at the University of Maine in Presque Isle. In addition, substitute teacher expenses and travel/meal costs to attend these professional development activities were from the PBE Transition Funds. These Aroostook County-wide workshops allowed our staff to connect with PBE specialists as well as share experiences with local teachers. Multiple copies of Carol Dweck’s Mindset and Bea McGarvey’s Inevitable: Mass Customized Learning were purchased for teachers

The impact for these funds was a reengagement in the world of “outside” professional development for Madawaska educators and an increased awareness of PBE as we transition toward PB diplomas. Most workshops, held two days each month, required two vehicles (mileage), 8 meals, and 6 substitute teachers for each day.

Workshops attended at the University of Presque Isle were valuable PD experiences for our Leadership Team and other staff who attended as occasional alternates. In addition, the format used, having the Leadership Team trained and returning to the sending schools to train other staff, was an effective way of delivering professional development to a larger audience.

Evidence: MSD PBE Account History (summary)

#11 PROFICIENCY-BASED DIPLOMA TRANSITION FUNDS

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.

2014-2015 Transition Funds Total	\$5,651.74
2013-2014 Carry Over	\$1,553.75
TOTAL	\$7,205.49

Policy	
Practice	\$6,705.49
Community Engagement	\$500.00
TOTAL	

The **2014-2015 PBE Transition Funds** will be used in much the same way as the 2013-2014 funds (NMEC dues, substitutes, travel, and meals). In addition, the Madawaska School Department purchased the software package Empower (formerly Educate), the student information system zone software, Kimono, the software license and training for iObservation (which is for teacher evaluation but will also allow us to monitor student

growth over time), and copies of Marzano's Becoming a Reflective Teacher. Other print materials may also be purchased as the year develops. Most schools in Aroostook County have purchased the same software, Empower, and therefore are able to share professional development time and expenses. Empower will allow our teachers to manage and keep track of the learning targets and standards of all students as they progress and show proficiency. In addition, teams of administrators and teachers will travel to southern Maine to visit schools that have already implemented PBE. Some funding may also be used to help support Community Engagement for the purpose of informing our student's families and general public about the changes occurring in education. This is one of our priorities as we attempt to build a climate supportive of change and transition toward a PB diploma. Some form of publicity may be an avenue to help communicate PBE information. Consultants maybe hired to help our LT in their efforts to train our staff, and these professional services may be shared with neighboring schools to help provide professional development in a cost-effective regional model. LT members will be remunerated with token stipends for their work in transitioning our staff toward PBE, that occurs above and beyond the school day and school year. Without question, the PBE Transition Funds have enabled our teachers and administrators to become part of the regional collaborative, providing much professional growth, as we move toward a standards-based curriculum and proficiency-based diploma.

Evidence:

- Invoice for Educate/Empower from Threeshapes.com
- Invoice for Kimono
- Invoice for iObservation from Learning Sciences International
- Invoice for NMEC dues (CACE), partially paid with Transition Funds, partially paid with Title funds.

#12 School Board Vote and Approval of the Extension Request

Evidence:

- Minutes of June 11, 2014 Madawaska School Committee Meeting (see p. 3)

**ARROSTOOK PLAN (Draft 9/8/14)
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
the Art and Science Instructional Model & the 3 Components of the Curriculum
2015

Linda Laughlin: Jan. 21 Topic TBA

Jan 22 TBA based on NMEC needs. (Storm dates Jan 28-29)

Feb. 26 Topic TBA based on NMEC needs (25th space was unavailable)

Linda Laughlin Feb 27 Topic TBA based on NMEC needs. (Please notice this new
date) Storm dates March 3-4)

Bea McGarvey: April 28, 29 Topic TBA

Debra Pickering Sept. 14, 15 Complex Reasoning

Debra Pickering Nov. 3, 4 Complex Reasoning

Charter

Northern Maine Educational Collaborative
Revised and Approved September 9, 2014

ARTICLE 1 NAME, PURPOSE, OUTCOMES

Section 1. Name. The name of the organization is the Northern Maine Educational Collaborative (NMEC).

Section 2. Purpose. The Northern Maine Educational Collaborative is a coalition of school systems, organizations, and individuals committed to supporting learner-centered proficiency-based education in Northern Maine school systems. The official mission of the NMEC is "to lead the development, implementation and promotion of learner-centered proficiency based learning."

Section 3. Outcomes. The intended outcomes of the organization's work are the following:

1. A well developed and refined Proficiency Based model of education to include:

- Clear definition of what learners need to know and be able to do, including dispositions for learning / Habits of Mind;
- A system that supports learner goal setting and monitoring of his/her progress to proficiency;
- A system that facilitates fluid movement of students among multiple learning opportunities;
- A comprehensive, user friendly, transparent recording and reporting system;
- A model of successful integration of technology that effectively supports student progress toward proficiency; and
- Continuous improvement practices embedded in the system .

2. Collaborative systems/structures to support the work of the organization

- Shared resources;
- Shared planning for professional development;
- Shared networking with post secondary and other education organizations;
- Shared understanding and communication of proficiency based learning including students, staff, parents, community; and
- Shared successes and challenges.

3. Overall Outcomes:

- Improvement of student achievement through effective and efficient use of human, fiscal, and technological resources.
- Development of independent learners who participate in their own paths to proficiency.



Madawaska Elementary School
Serving Madawaska, St. David, and Grand Isle

Power Math Report Card – Late Elementary Standards

Student Name:	
Date of Birth:	
Grade Level:	

<p>Proficiency-based education is the focus on specific learning goals. Each Power Standard in Mathematics represents a learning goal that each Madawaska Elementary student must work towards for proficiency. The following proficiency scale will be utilized to identify where the student currently is in their mathematics:</p>	
4	The student does not need teacher support, can complete all tasks, and can teach others about those tasks. The student is independent, does not make errors, and can go beyond what is asked for on this standard.
3	The student does not need teacher support to complete tasks associated with the standard. The student is independent and rarely makes errors on assessments for this standard.
2	With teacher support, the student can complete tasks associated with the standard. The student is dependent on the teacher and provides frequent incorrect responses on assessments for this standard.
1	Even with teacher support, the student cannot complete tasks associated with the standard. The student is dependent on the teacher and cannot accurately complete an assessment for this standard.

	O.A.N	Students can use multiplication and division strategies to solve equations within 100 and two-step word problems. (Division with no remainders)
	O.A.O	Students can use multiplication or division to solve equations or word problems involving missing numbers and/or a letter standing for an unknown quantity. ($35 \times B = 140$)
	O.A.P	Students can demonstrate understanding of the four operations (add, subtract, multiply, divide) and rules for basic order of these operations.
	O.A.Q	Students understand that a whole number is a multiple of each of its factors and know how to determine factors and multiples for numbers 0 – 100.
	O.A.R	Students can demonstrate how to use parentheses, brackets or braces to evaluate numerical expressions.
	O.A.S	Students can write expressions they hear using mathematical symbols and a more sophisticated order of operations.

Counting & Cardinality / Operations of Algebraic Thinking		Description of Standard
Power Standard		
O.A.K		Students understand division by thinking about how one group can be divided into smaller groups.
O.A.L		Students can use what they know about multiplication and division problems to solve basic equations and word problems. (Within 50)
O.A.M		Students understand and apply properties of operations and show the relationship between multiplication and division. (Commutative, Associative, Distributive)

Number and Operations in Base 10		
Proficiency Score	Power Standard	Description of Standard
	NBT.G	Students can round numbers to the nearest 10 or 100 to show an understanding of place value.
	NBT.H	Students can add and subtract 3-digit numbers. (With or without regrouping). Students can add and subtract numbers within 1000.
	NBT.I	Students can multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9×80 , 5×60) using strategies based on place value and properties of operations.
	NBT.J	Students can explain how the place value system works (each digit = 10 x digit to the right and that a digit in the ones place represents 1/10 what it

**OPEN HOUSE
MADAWASKA MIDDLE/HIGH SCHOOL
Tuesday, August 19, 2014
5:00 to 7:00pm**

Madawaska Middle/High School will be hosting an Open House this coming Tuesday night. Come meet your child's teachers, see the classrooms and ask about this year's curriculum.

Also at 6:00pm in the school library, Mr. Anderson, our principal and Mr. Sirois the elementary principal will have a short presentation on Proficiency Based Education for all parents, students and any interested parties.

We hope to see you Tuesday for this very informative evening as we prepare for another school year.

Madawaska Elementary School

353 Eleventh Avenue
Madawaska, Maine 04756



Mr. Benjamin Sirois
Principal

Tel: (207) 728-3635
Fax: (207) 728-3444

Mrs. Shirleen Gendreau
Guidance Counselor

August 12, 2014

Dear Parent(s)/Guardian(s),

I would like to formally invite you all to our 2014-2015 Madawaska Elementary School Open House on the evening of September 3, 2014 from 5:00 – 7:00pm! This is a wonderful opportunity for you and your child to visit the school and the classrooms the evening before they start their school year!

Teachers will be available in each classroom to welcome the students and to answer questions that you may have. We also have a few short presentations scheduled for the evening:

- At 6:00pm we will make an announcement for any parents/families who are interested in hearing about the Family Literacy program. ACAP Head Start will also have information about their program available.
- At 6:15pm we will make another announcement for any parents/families who are interested in hearing about our Title IA program offered here at MES for students who are struggling in reading and/or mathematics. You will be amazed at how our Title IA program has helped students over the years!
- At 6:30pm, everyone will be invited to attend a short presentation on Proficiency Based Education, which is the shift that all Maine Schools will be undergoing in the next few years. We will discuss curriculum and instruction changes that will be occurring at MES during this school year and share the vision for Madawaska Schools going forward and will be a perfect chance for people to ask questions regarding the changes in education!

Every year, we have thoughtful parents and community members always asking how they can help out the school. As you attend the Open House, or as you enter the school prior to Open House, we invite you to visit our school "giving tree" on the back wall of our cafeteria. Here you will notice apples hanging that are essentially wish list items of school supplies that are used by all classrooms, all year long. We would appreciate any donations given to the "giving tree". Help yourself to as many apples as you want! We appreciate all that you do for our students.

As always, we forward to the start of the school year and seeing you all during the MES Open House on September 3 from 5:00 – 7:00. Enjoy these last few weeks of summer!

Yours in Education,

Benjamin Sirois
Principal



Madawaska Elementary School
Serving Madawaska, St. David, and Grand Isle

Madawaska Elementary School Power Hour Math

March 17, 2014

Dear Parent(s) and/or Guardian(s),

As the state of Maine moves towards proficiency-based education, there are a lot of exciting changes that will begin to happen in schools statewide. Madawaska Elementary School is one of the many schools throughout the state that will begin implementing changes as early as next school year. As our first goal towards proficiency education, we will be establishing a grade K-6, Power Hour Math Seminar format to meet the individual needs of our student learners. During this hour of math, students will be placed in learning groups that are designed to meet their individual needs, not taught simply based on their age/grade level.

We have already begun testing the waters regarding Power Hour Math with our current students in grades 1, 2, and 3. These students have met once with a Power Hour math teacher to take a pre-test of current math knowledge in Geometry. Combining the results of those pre-tests and our current formative assessments, we hope to be able to group students according to their current math needs. It is our goal to begin piloting the Power Hour math seminar with these grades once a week beginning in April.

At this time, we feel it would be beneficial to all parents of students who will be in grades K-6 next year (that's this year's PreK – 5 students), to attend an informational meeting regarding Power Hour Math so that we can share the reasons for these changes, how they will work, and answer any questions/concerns you may have. We will hold this informational meeting on **Thursday, April 3, 2014 from 6:30 – 7:30pm at the Madawaska Elementary School cafeteria.**

Prior to this meeting, I encourage parents to visit the state of Maine's "Getting to Proficiency" website at <http://www.maine.gov/doe/proficiency/>. Additionally, the following video can help explain why we have such a need for changes to our current educational system. <http://www.youtube.com/watch?v=ZDTFcDGpl4U>.

I look forward to seeing you all on Thursday, April 3rd. If you have any questions from now until then, please do not hesitate to call me at 728-3635 or email me at bensirois@madawaskaschools.org

Respectfully,

Benjamin Sirois
Benjamin Sirois
Principal

7

Goal 1: Focus on the Student (Practice and Policy)

- Objective 1: High Expectations for all students

Action Step	Responsible Partners	Year 13/14	Year 14/15	Year 15/16	Year 16/17	Year 17/18	Year 18/19	Notes
<u>Math K-6 Planning and Curriculum Development</u>	MES Teachers	X						Power Hour Math has been created and ready for 2014-15.
<u>Math 7-8 Planning and Curriculum Development</u>	MMHS Math Teachers	X						Continue MSD Power Standards in Math. Align curriculum. Develop PBE teaching format. Middle school math teachers have completed the MSD power standards for grades 7-8.
<u>Math 9-12 Planning</u>	9-12 Math Teachers		X	X				Focus on algebra and geometry standards during 2014-15.
<u>Math K-8 Implementation</u>	K-8 Math Teachers		X	X	X	X	X	PBE teaching and reporting for math.
<u>Math 9-12 Implementation</u>	9-12 Teachers				X	X	X	PBE teaching and reporting for math. Phase in algebra and geometry in 2016-17.
<u>ELA K-12 Planning</u>	K-12 ELA Teachers		X	X				Work with MCCL Curriculum. Adjust standards accordingly. Develop PBE teaching format.
<u>ELA 9-12 Planning Continued</u>	9-12 Teachers		X	X				Work with MCCL Curriculum. Adjust standards accordingly. Develop PBE teaching format.
<u>ELA grade 7-8 Pilot for Focus Group</u>	GT Teacher		X	X				PBE teaching and reporting for ELA focus group.
<u>ELA K-8 Implementation</u>	K-8 ELA Teachers				X	X	X	PBE teaching and reporting for ELA.
<u>ELA 9-12 Implementation</u>	9-12 Teachers				X	X	X	PBE teaching and reporting for Math, ELA, Science.
<u>Science K-12 Planning</u>	K-12 Science Teachers			X	X			Work with MCCL Curriculum. Align curriculum to NextGen. Develop PBE teaching format.
<u>Science K-6 Implementation</u>	K-12 Science Teachers					X	X	PBE teaching and reporting for Science.

<u>Social Studies K-12 Planning</u>	K-12 S.S. Teachers				X			X		Work with MCCL Curriculum. Adjust standards accordingly. Develop PBE teaching format.
<u>Social Studies K-6 Implementation</u>	K-12 S.S. Teachers						X			PBE teaching and reporting for Social Studies.
<u>French, VPA, Physical Education/Health, K-12 Planning</u>	K-12 Teachers						X			Work with MCCL Curriculum. Adjust standards accordingly. Develop PBE teaching format.
<u>French, VPA, Physical Education/Health, K-12 Implementation</u>	K-12 Teachers							X		PBE teaching and reporting French, VPA, PE, Health.
<u>Career Prep K-12 Planning</u>	Guidance Department, PCM/Business							X		Work with MCCL Curriculum. Adjust standards accordingly. Develop PBE teaching format.
<u>Career Prep K-12 Implementation</u>	Guidance Department, PCM/Business								X	PBE teaching and reporting Career Prep.
<u>FULL IMPLEMENTATION OF PBE IN ALL CONTENT AREAS.</u>	ALL									PBE teaching and reporting.

• Objective 2: Student Advancement Based on Mastery

Action Step	Responsible Partners	Year 13/14	Year 14/15	Year 15/16	Year 16/17	Year 17/18	Notes
Implementation and improvement of Standards-Based reporting tool (Educate) in Madawaska	All teaching staff.		X (Pilot)	X (non-reporting)	X Full Implement		
Examine the viability of developing promotion standards for entering grade 9. (Auto Promote)	Middle-High School Teaching Staff				X		
Examine the viability of developing promotion standards for all grades K-8. (Auto Promote)	All K-8 Teaching staff.			X			

- Objective 3: Special Education

Action Step	Responsible Partners	Year 13/14	Year 14/15	Year 15/16	Year 16/17	Year 17/18	Year 18/19	Notes
Staff collaboration: All special education teachers to participate in system wide staff development in content areas.	All special education staff	X	X	X	X	X	X	
Continue to expand inclusion of students with disabilities into general education settings where appropriate.	All special education staff		X	X	X	X	X	
Multiple forms of evidence to demonstrate proficiency (based on IEP)	All teachers			X	X	X	X	
All IEP's to use Standards-based language according to where the student is currently performing.	All special education staff		X	X	X	X	X	

• Objective 4: Curriculum Tools and Common Assessments

Action Step	Responsible Partners	Year 13/14	Year 14/15	Year 15/16	Year 16/17	Year 17/18	Year 18/19	Notes
Create Pre-K through 8 math pathway identifying MSD power standards.	All Pre-K - 8 math teachers.	X						
Identify Pre-K through 8 math benchmarks within the MSD power standards.	PBE Leadership team	X						
Implement Pre-K through 8 math pathway and benchmarks within the MSD power standards.	All Pre-K - 8 math teachers.		X	X	X	X	X	
Create common assessment examples for each MSD power standard in math Pre-K - 8.	All Pre-K - 8 math teachers.			X	X	X		
Review and revise 9 - 12 math pathway identifying power standards appropriate for MSD.	All 9 - 12 math teachers.		X	X	X	X	X	
Review and revise 9 - 12 math benchmarks within power standards appropriate for MSD.	PBE Leadership team		X	X	X	X	X	

Implement 9 - 12 math math pathway and benchmarks with power standards appropriate for MSD.	All 9 - 12 math math teachers.					X	X	X
Review and revise common assessment examples for each power standard appropriate for MSD.	All 9 - 12 math math teachers.					X	X	X
Review and revise Pre-K through 12 ELA pathway identifying power standards appropriate for MSD.	All Pre-K - 12 ELA teachers.				X	X		
Review and revise Pre-K through 12 ELA benchmarks for identified power standards appropriate for MSD.	PBE Leadership team				X	X		
Implement Pre-K through 8 ELA pathway and benchmarks with identified power standards appropriate for MSD.	All Pre-K - 8 ELA teachers.					X	X	
Implement 9 - 12 ELA pathway and benchmarks with identified power standards appropriate for MSD.	All 9 - 12 ELA teachers.					X	X	
Review and revise common assessment examples with identified power standards appropriate for MSD.	All Pre-K - 12 ELA teachers.					X	X	
Review and revise Pre-K through 12 Science and Social Studies pathways identifying power standards appropriate for MSD.	All Pre-K - 12 Science teachers.					X	X	
Implement Pre-K through 8 Science and Social Studies pathways and benchmarks with identified power standards appropriate for MSD.	PBE Leadership team					X	X	

Implement 9 - 12 Science and Social Studies pathways and benchmarks with identified power standards appropriate for MSD.	All Pre-K - 12 Science teachers.								X	X
Review and revise Science and Social Studies common assessment examples with identified power standards appropriate for MSD.	All Pre-K - 12 Science teachers.								X	
Review and revise Pre-K through 12 pathways for all other subjects identifying power standards appropriate for MSD.	All K - 12 teachers.								X	
Review and revise Pre-K through 12 benchmarks for all other subjects identifying power standards appropriate for MSD.	PBE Leadership team								X	
Implement 9 - 12 Science and Social Studies pathways and benchmarks with identified power standards appropriate for MSD.	All K - 12 teachers.								X	
Review and revise all other subject areas common assessment examples with identified power standards appropriate for MSD.	All K - 12 teachers.								X	

• Objective 5: Standards Based Reporting System for All Schools

Action Step	Responsible Partners	Year 13/14	Year 14/15	Year 15/16	Year 16/17	Year 17/18	Year 18/19	Notes
PBE Math K-8	K-8 Math Coaches Technology Department		x					Report Card? Technology Program?

PBE ELA K-8	K-8 ELA Coaches Technology Department																			
PBE Science K-8	K-8 Science Coaches Technology Department																			
PBE Math/ELA/Science	9-12 teachers																			
PBE All Other Subjects	All teachers																			

• Objective 6: Social / Civic Expectations

Action Step	Responsible Partners	Year 13/14	Year 14/15	Year 15/16	Year 16/17	Year 17/18	Notes
A clear and effective communicator <i>(Standard A: Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.)</i>	All teachers						
A self-directed and lifelong learner <i>(Standard B: Understands the importance of embracing and nurturing a growth mindset.)</i>	All teachers						

MSD STAFF DEVELOPMENT May 15, 2014

Summary of "What do you think you know about PBE?" (some of our Core Values)

- Education without judgment – When you get it you move on
- Help students who learn at different rates
- Internalizing the love of learning rather competition with peers
- It gives kids hope that then can learn on their own time (pace)
- Learn it. Do it. Embrace it.
- It is wonderful that it is individualized but how do we deal with students of different ages learning the same standards
- We do not play well with others
- Current grading system gives a false sense of accomplishment. No accountability. Holding them accountable to the standards will...
- Different levels of education have different expectations (HS vs college) it is hard to visualize if college isn't shifting with us.
- Teachers may not bond as well with their students
- Meeting the needs of "gifted students will work better with the PBE
- No longer mass delivery of instruction
- We will have more academic success with students
- Some kids could graduate early and some may take longer.
- Do we have the resources to do PBE correctly?
- The kids will all learn at the level they are at. Move at their own pace!!
- Proficiency learning will better reach more students at their pace.
- We just need to get on to the HOW!
- Individualized, Standards-meet or not
- No grades? What about electives?
- Students will only move on when they master a certain task.
- Students at all levels of ability will have a chance at being successful
- We (teachers) still have a lot to learn
- PLPs may give hope (to students?)
- Not mastery yet!
- Frustrated students?
- Would kids graduate early or just have more knowledge? Will they just master more standards?
- Not everyone (teachers) is ready for this change.

Why Should We Change? Staff Development 5/15/14

To meet the individual needs of every student at their own pace	13
Keep up with today's technology and CCSS	12
We need to keep up with the rest of the world	11
Teach to the edges/allow for differentiation	11
To challenge and motivate kids	9
Currently losing students, not meeting all their needs	6
Need to improve our schools report cards	5
Our learners and society is changing	5
Change can lead to more students being successful	4
To help students be successful in their learning	3
Always room for improvement	2
Education has been the same forever	2
Allow students to be in greater control of their learning	2
Change focus from grade to knowledge acquisition	2
Employers and colleges are looking for what specific skills students are able to do	1
We are being asked to do more	1
To ascertain that all educators do the same	1
Don't have a choice	1
Standardized report cards	1
We should be reflective and not reflexive regarding change	1
Is this a better way to show proficiency in learning?	1

PRIORITY PROFICIENCY POLICIES

8

IKF, Graduation Requirements

IKE, Promotion, Retention and Acceleration

IK, Student Achievement/Evaluation of Student Proficiency

IKAB, Grading System-Reporting Student Proficiency

Separate or incorporated in policies listed above?

Multiple Pathways – the options available and how proficiency is demonstrated

Weighted Grades, GPA

Class Ranking, Transcripts

Participation in Graduation Exercises

IGA, Curriculum Development and Adoption

IGE, Curriculum Guides/Course Outlines

IHC, Multiple Pathway Options/Extended Instructional Programs

IIJ, Personalized Learning Plans

Separate or incorporated in policies listed above?

Vocational

Postsecondary Enrollment, Dual Enrollment

Online/Virtual learning

Exchange Programs

Independent Study

Community Service

IL, Evaluation of Instructional Programs

JEA, Student Attendance

JGAB, Assignment of Students to Classes

JJIA, Eligibility for Participation in Interscholastic Athletic (or Extracurricular) Activities

Two more for the Board-: AD, Educational Philosophy, ADF, Commitment to Learning Results

MAINE SCHOOL MANAGEMENT ASSOCIATION

6/24/14

OVER →

Madawaska School Department: SST Referral

Use this form to refer a student to the Student Support Team

1

2

3

Referral for: *

- Request for SST Meeting
 Request for Counseling Services

Student Information Section

Please be sure to answer each question as they are all required by the Student Support Team.

Student Name: *

Student's Date of Birth: *

Student's Grade: *

Parent/Guardian: *

Home Phone Number: *

Referring Staff Member: *

Referral Date: *

Referral Reason: *

- Academic
 Behavioral
 Social/Emotional
 Attendance

CHECK ALL THAT APPLY

Current Services: *

- Title One Reading
 Title One Math
 Speech & Language
 OT/PT
 Guidance Counselor/Social Worker
 Behavior Support Plan / Contract
 Tier 2 Support
 Tier 3 Support
 None / Unknown

Madawaska School Department Account History

Report # 11106

Account Groups: (First) - (Last)
 Accounts: 6000-0000-0000-59100-900 - 6000-1200-1000-58900-900
 Account Class: (All)
 Posting Dates: 07/01/2013 - 06/30/2014
 Journal Codes: (First) - (Last)
 Account Status: Both
 Include Detail: No
 Include Source Detail Notes: No
 Select Accounts Utility: No

Account Number	Class	Description	Status	Total Debits	Total Credits	Net Change
6000-0000-2210-55800-950	Expense	Proficiency Based Education Travel	Active	\$342.30	\$0.00	\$342.30
6000-0000-2210-55800-990	Expense	Proficiency Based Education Travel	Active	\$505.58	\$0.00	\$505.58
6000-0000-2210-56400-950	Expense	Proficiency Based Education Books	Active	\$353.60	\$0.00	\$353.60
6000-0000-2210-56400-990	Expense	Proficiency Based Education Books	Active	\$353.60	\$0.00	\$353.60
6000-1100-1000-51231-950	Expense	Proficiency Based Education Sub. Salary	Active	\$970.00	\$0.00	\$970.00
6000-1100-1000-52231-950	Expense	Proficiency Based Education Sub. Med.	Active	\$50.37	\$0.00	\$50.37
6000-1100-1000-52231-950	Expense	Proficiency Based Education Sub. Med.	Active	\$10.22	\$0.00	\$10.22
6000-1100-1000-58900-950	Expense	Proficiency Based Education Sub. Ret.	Active	\$349.12	\$0.00	\$349.12
6000-1200-1000-51231-990	Expense	Proficiency Based Education Misc.	Active	\$1,210.00	\$0.00	\$1,210.00
6000-1200-1000-52231-990	Expense	Proficiency Based Education Sub. Salary	Active	\$51.63	\$0.00	\$51.63
6000-1200-1000-52231-990	Expense	Proficiency Based Education Sub. Med.	Active	\$12.85	\$0.00	\$12.85

11 Accounts Listed.

10

SEP 22 2014

Threshapes.com LLC

Threshapes.com LLC
317 W 4th St
Greenville, OH 45331
(727)373-2532
scott@3shapes.com

Invoice	
Date	Invoice No.
09/17/2014	319
Due Date	
09/17/2014	

Bill To
 Madawaska School Department
 328 ST. THOMAS STREET, SUITE 201
 Madawaska, ME 04756

1384

Invoice
 INVOICE NO. 1715
 DATE 09/16/2014
 DUE DATE 10/16/2014
 TERMS Net 30

BILL TO
 Madawaska School Department
 Attn: Superintendent of Schools
 328 Thomas Street
 Suite #201
 Madawaska, ME 04756

Activity	Amount
• Student Licenses for 2014-2015 School Year, 445 @ \$4.00	1,780.00
<i>Educate / Empower</i>	
Total	\$1,780.00

DATE	ACTIVITY	QUANTITY	RATE	AMOUNT
08/01/2014	KMNZIS - Kimono SIF Zone Services Annual Subscription (License and Support)	463	1.00	463.00
08/01/2014	GENSVC Implementation Services (Daily Rate)	1	1,500.00	1,500.00
09/01/2014	GENSVCDD100 Implementation Services (Daily Rate) 100% Discount: Implementation Services (Daily Rate)	1	-1,500.00	-1,500.00

UV#019094

Our EIN is 43-1205837

TOTAL \$463.00

11

AMENDED: 07-28-2014

Minutes of the Madawaska School Committee **Regular Meeting** held **June 11, 2014** at **4:00 p.m.** at the Superintendent's Conference Room.

PRESENT: Roger Thibodeau, Chairperson Ginette Albert, Superintendent
 Beverly Madore and Recorder
 David Morneauult Wayne Anderson
 Robert Poiesz Christine Cowie
 Keith Theriault Benjamin Sirois
 Vincent Vanier

ABSENT: Diane Castonguay

GUESTS PRESENT: See attached list

- I. **The meeting was called to order at 4:00 p.m.**
 Pledge of Allegiance.
- II. **Adjustment to the Agenda.**
 Consensus to add setting a date for the July school board meeting under New Business.
- III. **Correspondence and Announcements.**
 None.
- IV. **Period of Public Participation about Items on this Agenda.**
 Paul Cyr presented an outline of a strategic plan.
- V. **Approval of May 19, 2014 Minutes.**
 Beverly Madore moved to accept the May 19, 2014 regular school committee meeting minutes as presented. Seconded by Keith Theriault and so passed 4-0-0.
- VI. **Approval of the May 2014 Financial Report.**
 Beverly Madore moved to accept the May 2014 financial report as presented. Seconded by Keith Theriault and so passed 4-0-0.
- VII. **Superintendent's Report.**

- A) Discussion of hiring four summer helpers to help clean the schools. This is something that was budgeted for.
- B) Robert Poiesz was acknowledged for serving on the School Committee for the past year.
- C) Results of recent election for School Committee members as follows:
 Tammy Cote = 154 votes.
 Beverly Madore = 583 votes.
 David Morneault = 445 votes.
 Keith Theriault = 483 votes.

VIII. Other Reports:

A) Chris Cowie

- a. Reported that we received the estimate on our AEFLA Grant award for 2014-15. This year we received \$14,929.65 and our estimate fore next year is \$15,709.31. An expected increase of \$779.66. Most programs in the state saw a reduction in funding. Madawaska is one of the few with a modest increase in grant funding expected.
- b. Stacey and Chris are working together on end of the year program budgets and reporting to assist with the transition to a new director.
- c. Total Enrollment in Adult Education for the 13-14 school year was 1030.
- d. This year the St. John Valley NMCC off-campus center ran seven college classes with a total enrollment of forty-nine. Two of the classes were offered via Tandberg system and learners participated in classes originating on campus.
- e. WOWL students have prepared a video for adult education highlighting College Transition student testimonials.

B) Vince Vanier

- a. Working on wrapping up end of the year **stuff**.

IX. Committee Reports

A) Policy Committee

No report.

B) School Lunch Committee

No report.

C) NAVA - Tech Committee

No report.

X. Items of Business:

Old Business:

A) Recommend elimination of Girls' JV Soccer.

A presentation of survey results was presented by Vince Vanier & Lynn Wetmore supporting the Girls' JV Soccer program. Beverly Madore motioned to dismiss this recommendation to end Girls' JV Soccer program. Seconded by Robert Poiesz and so passed 5-0-0.

New Business:

A) NWEA Test Results.

Benjamin Sirois presented the 2013-2014 school year NWEA results. These results were compared and contrasted against the fall 2013 NECAP results, which are the results used by the State of Maine to determine school grades. The NWEA results provided growth and proficiency data that were positive for the school.

B) Proficiency Based Education Diploma option recommendation.

Beverly Madore moved that they use option 5 for PBED - extension. Seconded by Robert Poiesz and so passed 5-0-0.

Beverly Madore moved to accept PE/PG (Perf. Eval./Professional Growth) Committee as presented by Gisele Faucher. Seconded by Keith Theriault and so passed 5-0-0.

C) Setting up Strategic Committee.

Keith Theriault moved to set up a strategic committee. The makeup of the committee will be presented at the July meeting. Seconded by Beverly Madore and so passed 5-0-0.

D) Recommendation for Co-Curricular positions.

See attached listing.

Beverly Madore moved to accept recommendations for Co-Curricular positions. Seconded by Robert Poiesz and so passed 5-0-0.

E) Approval of High School Student Handbook.

Keith Theriault moved to approve of HS Student Handbook with minor changes. Seconded by Beverly Madore and so passed 5-0-0.

F) July Meeting set for Monday, July 21st at 4:00 p.m.

XI. Executive Session

Beverly Madore moved that the School Committee go into Executive Session with the Superintendent of Schools pursuant to 1 M.R.S.A § 405(6)(A) for the purpose of discussion of potential employment. Seconded by David Morneault and so passed 5-0-0.

Time In: 5:28 p.m.

Time Out: 6:05 p.m.

Keith Theriault moved to exit executive session. Seconded by David Morneault and so passed 5-0-0.

POST EXECUTIVE SESSION:

Keith Theriault moved to hire Paul Michaud for the Bus Driver/Custodian position. Seconded by Roger Thibodeau and so passed 5-0-0.

XII. Adjournment.

Keith Theriault moved to adjourn meeting at 6:07p.m. Seconded by David Morneault and so passed 5-0-0.