



**STEARNS JUNIOR-SENIOR HIGH SCHOOL
199 STATE STREET
MILLINOCKET, ME 04462**

**PRINCIPAL'S OFFICE: 207-723-6430
GUIDANCE OFFICE: 207-723-6435
FAX: 207-723-6437**

To: Diana Doiron

From: Debbie Levesque Principal

Number of pages (including cover): 19

Notes: resubmission of extension
for Proficiency-Based Diploma
Extension.

1-877-227-9838

Please call if you do not receive this fax in full.



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 6

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

Resubmitted following recommendation from DOE.

Superintendents Region

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

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	X
Washington	
Western Maine	
York	

3. **School Administrative Unit: Millinocket School Department**
4. **High School(s): Stearns High School**
5. **Name and title of person completing the extension request:**
Debbie Levesque; Principal

6. **Superintendent's name, address, phone number and email:**
Mr. Francis Boynton
199 State St.
PO Box 30
Millinocket, ME 04462
207 723-6400
fboynton@emmm.org

Evidence of Preparedness

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

Mathematics and English departments at Stearns High School have been working to align their curriculum with Common Core State Standards.

See Attachment #4

Teachers have been asked to develop their grading practices based on identified standards. This work is incomplete since graduation standards have not been identified as well as K-12 targets in any content area.

Challenge:

At the moment, we still are using a dual-reporting system based on numerical grades. Standards (ELA and Math) are identified but are graded on a 100 point scale. Formative assessments are used to drive instruction but not all are part of the standard grade. Summative assessments linked to the standard are used to report student progress towards attainment of the goal. Our grading software system has not been upgraded to allow standard reporting to occur in an efficient manner.

Seniors are presenting e-portfolios as a way to communicate their demonstration of standards prior to graduation. All students grades 7-12 are involved in this process so the

class of 2020 will be collecting evidence to include in their culminating portfolio.

Strength:

Habits of work have been identified and separated from the course grades in all areas.

See attached rubric #1

Students are held accountable for the Stearns PRIDE criteria in each class. Parents receive scores for these each quarter along with the report card. Punctuality, Respect, Involvement, Discipline, and Effort will provide a reference for us as we work to develop preparedness to implement the Guiding Principles for a proficiency-based system. It also serves as a means to transition staff into the rubric scoring concept.

A presentation by staff was made to the Millinocket School Board in 2013-14 with the progress that we were making towards proficiency-based grading. The board is aware that this is mandated by the DOE but cautioned us to move carefully due to failed effort from the past. Communication with parents and community has been identified as a focus for this school year...2014-15.

See Attachment #2 Action Plan

Criteria:

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

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**

Millinocket School Department's mission is to provide a world class education that is rigorous, relevant, and motivating to ensure that students reach their individual potential in an environment of continual learning for students and staff.

Professional development has been offered through a Teacher Incentive Fund Grant which directly relates to identifying content and process standards for courses. Teachers are responsible for developing (2) Student Learning Objectives based on student needs. As this is part of the evaluation process, teachers are held accountable for meeting rigorous but attainable student learning goals. This process has assisted in the staff in becoming more familiar not only with the standards but also strategies and methods of progress monitoring. The mathematics and English teachers are becoming more precise with their identification of standards that students need to demonstrate. This has increased their capacity to grade based on proficiency of standards.

A group of 8 staff members attended the Great Schools Partnership Retreat in June 2013 and June 2014. An Action Plan was created in conjunction with this conference. See Attached #2

January 2015-June 2015

- **Part of our plan this year is to communicate the proficiency-based diploma to staff, students, community members, and other stakeholders. (May 2015)**
- **Curriculum work for 2014-15 will include all content areas –working towards identifying standards for their content. (Content area groups established and working on graduation standards-Jan.-March 2015)**
- **By the end of 2014-15, clear standards necessary for graduation will be identified in all eight content areas(June 2015)**
- **PowerSchool will be aligned with standards based reporting and report card. (on-going discussion about when this should happen)**
- **New policy for Graduation Proficiency Based Diploma will be adopted.(discussion with school board later spring 2015)**
- **Investigation into new transcripts (on-going)**

School Year 2015-16

- **Continued communication about proficiency based diploma**
- **All content areas (8) identifying 5-8 graduation standards and work begun on aligning curriculum to match demonstration of proficiency in these areas; grade level targets in each area identified**

2016-2017 Class of 2020

- All students working towards a proficiency-based diploma in all eight content areas
- Continued communication among stakeholders: teachers, students, parents, community

Criteria:

- Overall 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

Supports for secondary students are an area of need at Stearns. At this point in time, there is no specific identifiable method for this provision. Much of this is left to individual teachers. There is an established Student Assistance Team which discusses referred students and what they might need to be successful academically and emotionally. Students may be referred by any staff member or parents. This usually doesn't occur unless there is a severe need. Teachers provide assistance to students as needed—either by reteaching or individual support. Many of the staff provides this during their academic lab time or planning blocks as well as before or after school. The Guidance Office sometimes coordinates these opportunities.

Student grades are monitored every 4 weeks for all students. Mid-term reports are mailed home each quarter to students who are not passing classes. Eligibility for sports and extra-curricular are monitored more frequently...every 2 weeks. See attached policy # 5. The principal and assistant principal also check on grades at random times.

All students are allowed to access supports for any class.

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: \$4475 from 2013-14

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

One area that appears to be impacting full implementation of standards based grading is our current PowerSchool capabilities do not allow for this. Upon researching the next step, it will be necessary for our system to have a 2 day training provided by technicians for PowerSchool. This will allow us to transform our grading and reporting system to be align with proficiency based diplomas. We have done professional development around the philosophy of this system but have not been able directly implement it. We plan to use our Transition Money to

pay for this training. Plans are being made to set this up 2015-16. Technical support and substitutes will need to be paid.

Mathematics and English teachers may need release time (substitutes) in order to identify standards and prepare for proficiency based diplomas. Transition money may be used to support this work. Teachers may also be paid \$20 per hour for work outside of the school year.

The Transition Money will also be used to pay for attendance at The Summer Retreat sponsored by Great Maine School Partnership in June 2015. This is approximately \$3000. The additional money will support attendance at other professional development opportunities that arise during the SY 2014-15.

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.

Option 6 Authorization Page

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

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

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

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

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

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

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

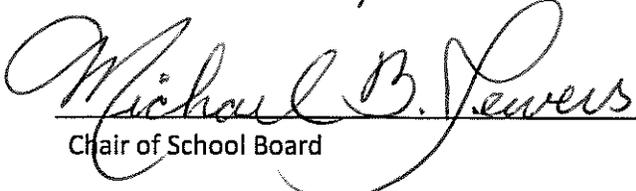
D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



 Superintendent of Schools

1-13-2015

 Date



 Chair of School Board

1-13-2015

 Date

Rubric #1

Stearns PRIDE		4	3	2	1
Punctuality	Always arrives to class on time prepared to learn.	Consistently arrives to class on time.	Usually arrives to class on time.	Rarely arrives to class on time.	
Respect	Always respects the rights of others. Is an upstander not a bystander.	Consistently respects the rights of others.	Usually respects the rights of others.	Rarely respects the rights of others.	
Involvement	Always participates in class/group activities and always brings the necessary tools for the class.	Consistently participates in class/group activities and brings the necessary tools for the class.	Usually participates in class/group activities and brings the necessary tools for the class.	Rarely participates in class activities and often is without the necessary tools for the class.	
Discipline	Always manages his or her own behavior. No disruptive, acting out, off task behavior.	Consistently manages his or her own behavior. No disruptive, acting out, off-task behavior.	Usually manages his or her own behavior. No disruptive, acting out, off-task behavior.	Rarely manages his or her own behavior. Multiple incidents of disruptive, acting out, or off-task behavior OR has been sent out of class multiple times.	
Effort	Always completes assignments on time and demonstrates high level of attention to detail, neatness and best effort. Uses feedback to improve upon previous effort.	Consistently completes assignments on time. Has no more than 1 missing assignment. Produces assignments which demonstrate high level of attention to detail, neatness, and/or best effort.	Usually completes assignments on time. Has 2 to 3 missing assignments. Produces assignments which demonstrate attention to detail, neatness, and/or best effort.	Rarely completes assignments on time. Has 4 or more missing assignments. Produces assignments which are incomplete, frivolous answers and/or illegible.	

Attachment #2 Action Plan

Action Planning Template Millinocket School Department

Goal: All PBL expectations are clearly and consistently communicated

Action Steps	Evidence	Timeline	Coordinator	Participants	External	Resources
Policy- To create a committee or task force to review, edit, present new policies to school board.	Policies created	Meet by Fall 2014 to begin process	Frank Boynton Superintendent	Members from the PBL committee	-School Board -MSM draft policies -GSP -Drummond and Woodsum	-MSM Draft policies -Priority Proficiency Policies -Other schools that have created new policies for this PBL system <i>North Wind</i>
Action Steps	Evidence	Timeline	Coordinator	Participants	External Support	Resources
Practice- Develop Graduation Standards	5-8 standards for each content area	End of 2014-2015 school year	Administration PBL Committee	Staff	-Time -Examples from around the state	-Samples from other school -Common Core Standards
Action Steps	Evidence	Timeline	Coordinator	Participants	External Support	Resources
Practice- Develop record keeping process, transcript and report card	Reporting System	Spring 2016	PBL Report Card Committee	HS Technology Committee	-Other schools and reporting from them.	Examples of other schools report cards and transcripts

Action Planning Template Millinocket School Department

Goal: All PBL expectations are clearly and consistently communicated						
Action Steps	Evidence	Timeline	Coordinator	Participants	External Support	Resources
Practice-Engage faculty and staff in PD on proficiency- based learning	Minutes, results, documentation of PD meetings	Spring 2015	PBL Committee Admin TIF facilitators	Faculty and Staff	-TIF grant -GSP -Time -Contact hours for hourly	TIF GSP website
Community Engagement- Create communications plan for proficiency- based learning	Finished communication plan	Operational plan ready for Fall 2014-with tweaking to follow	PBL Committee Admin	PBL Committee	-Other schools communications plan	-Greater School Partnership -Propaganda pamphlet -TIF -Steve Abbott

Action Planning Template Millinocket School Department

Goal: All PBL expectations are clearly and consistently communicated.

<p>Community Engagement- Use communications plan to engage students, parents, and the public about proficiency-based learning.</p>	<p>-Powerpoint to staff/community beginning of the school year -Newsletters -Feedback -Surveys</p>	<p>Ongoing starting July 1</p>	<p>PBL Committee</p>	<p>PBL Committee Staff Parents Public</p>		
Action Steps	Evidence	Timeline	Coordinator	Participants	External Support	Resources

Action Planning Template Millinocket School Department

Goal: All PBL expectations are clearly and consistently communicated

<p>Community Engagement- Use communications plan to engage local media.</p>	<p>-FAQ sheet -fact sheet -committee created articles for the paper</p>	<p>Ongoing starting July 1</p>	<p>PBL Committee Admin TIF facilitators</p>	<p>-PBL Committee -Media -KAT TV -Lincoln News -Bangor Daily News -School Website</p>	<p>-Technology</p>	
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Attachment #4

Pre-Algebra (Elective)

Equation Relationship

- Interpret the structure of expressions.
- Create equations that describe numbers or relationships.
- Solve equations and inequalities in one variable.

Linear/Exponential Relationships

- Extend the properties of exponents to rational exponents.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

Statistics

- Summarize, represent, and interpret data on a single count or measurement variable.
- Investigate patterns of association in bivariate data.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

Expressions/Equations

- Write expressions in equivalent forms to solve problems.
- Perform arithmetic operations on polynomials.
- Create equations that describe numbers or relationships.

Functions

- Use properties of rational and irrational numbers.
- Understand and apply the Pythagorean Theorem.
- Construct and compare linear, quadratic, and exponential models and solve problems.

Algebra

Number/Quantity

- Use properties of rational and irrational numbers.
- Reason quantitatively and use units to solve problems.

Algebra

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

Statistics/Probability

- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

Geometry

Number/Quantity

- Extend the properties of exponents to rational exponents.
- Use properties of rational and irrational numbers.
- Reason quantitatively and use units to solve problems.

Geometry

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions
- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangle
- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically
- Explain volume formulas and use them to solve problems
- Visualize relationships between two- dimensional and three-dimensional objects
- Apply geometric concepts in modeling situations

Algebra II

Number/Quantity

- Perform arithmetic operations with complex numbers.
- Represent complex numbers and their operations on complex plane.
- Use complex numbers in polynomial identities and equations.
- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in application.

Algebra

- Perform arithmetic operations on polynomials.
- Understand the relationship between zeros and factors of polynomials.
- Use polynomial identities to solve problems.
- Rewrite rational expressions.

Functions

- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of the context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.

- Construct and compare linear and exponential models and solve problems.
- Interpret expressions for functions in terms of the situation they model.

Statistics/Probability

- Summarize, represent, and interpret data on a single count or measurement variable.
- Understand and evaluate random processes underlying statistical experiments.
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
- Understand independence and conditional probability and use them to interpret data.
- Use the rules of probability to compute probabilities of compound events.
- Calculate expected values and use them to solve problems.
- Use probability to evaluate outcomes of decisions.

Trigonometry (Elective)

Functions

- Extend the domain of trigonometric functions using the unit circle.
- Model periodic phenomena with trigonometric functions.
- Prove and apply trigonometric identities.
- Use the definitions of the six trigonometric functions to find the values of them given an angle in standard position and a point on terminal side.
- Find value of the trigonometric functions both with and without a calculator.
- Given a trigonometric equation in standard form, identify the domain/range, determine the amplitude, period, phase shift, and vertical shift of the graph.
- Identify domain/range and restrictions of inverse trigonometric functions.
- Solve trigonometric equations.
- Identify, create, and solve practical problems involving trigonometry.

Pre-Calculus (Elective)

Number/Quantity

- The Real Number System

Algebra

- Seeing structure in expressions
- Arithmetic with polynomial and rational functions
- Creating equations
- Reasoning with equations and inequalities

Functions

- Interpreting functions
- Building functions
- Linear, quadratics, and exponential models

- Trigonometric functions

AP Calculus AB (Elective)

Functions

- Analysis of graphs
- Limits of functions
- Asymptotic and unbounded behavior
- Continuity as a property of functions

Derivatives

- Concepts of the derivative
- Derivative at a point
- Derivative as a function
- Second derivatives
- Applications of derivatives
- Computation of derivatives

Integrals

- Interpretations and properties of definite integrals
- Applications of integrals
- Fundamental Theorem of Calculus
- Techniques of antidifferentiation
- Applications of antidifferentiation
- Numerical approximations to definite integrals

AP Statistics (Elective)

Statistics/Probability

- Calculate expected values and use them to solve problems.
- Use probability to evaluate outcomes of decisions.
- Exploring data through describing patterns and departures from patterns.
- Sampling and experimentation through planning and conducting a study.
- Anticipation of patterns through exploring random phenomena using probability and simulation.
- Statistical inference through estimating population parameters and testing hypotheses.

Attachment 75

NEPN/NSBA CODE: JJ

game where the infraction occurred and the next countable game. Further disciplinary action may be taken at the discretion of the principal and/or the athletic director.

ELIGIBILITY

To compete in any interscholastic program, a student must be enrolled in a full time educational program.

- B. Students' grades will be monitored every 2 weeks. If at the end of this time, a student is failing or has not completed work, the student will be placed on probation as follows:
1. The student will be responsible for demonstrating to the AD that they have checked in and received help from the teacher at least 3 days per week. If this is occurring, the student can practice and play/perform.
 2. If after the 1st 2 weeks, the student continues to fail and has met the requirements outlined in B1:
 - a. They can practice but not play/perform.
 3. If after the 1st 2 weeks, the student continues to fail and has not met the requirements outlined in B1:
 - a. They may not practice or play/perform until they have brought up their grade (s).
 4. If at any time, the student is not fulfilling their responsibilities they may be removed from practice and play/perform.
 5. If at the end of a term where credits are awarded, the student passes the quarter but is not eligible for receipt of credit, the student will be placed on probation.
- C. Any student who misses practice to receive extra academic help will not be penalized with regard to participation in the extra/co-curricular event.
- D. Eligibility qualifications will carry over from season to season, quarter to quarter and year to year as stated in B above. The number of days between the end of school and the beginning of the next activity are not counted as part of the academic probation.
- E. Transfer students must meet all of the academic requirements as stated.

SEASON

The extra/co-curricular season begins with the first practice/rehearsal and will end at the conclusion of the awards banquet/last performance/playoff.

**MILLINOCKET SCHOOL COMMITTEE REGULAR MEETING
STEARNS JUNIOR-SENIOR HIGH SCHOOL LIBRARY
TUESDAY, JANUARY 13, 2015
4:00 PM**

AGENDA

REVISED

- I. Call to Order
- II. Adjustments to the Agenda
- III. Public Comment
- IV. Approval of Minutes
- V. Payroll Warrant
- VI. Payable Warrant
- VII. To see if the Board will approve a change of venue for the Prom on May 16, 2015
- VIII. To see if the Board will vote to accept the information from the Superintendent's meetings minutes with Li Ren in China
- IX. To see if the Board will approve the school using Extension Option 6 for the proficiency-based diploma.
- X. Review of Audit Report. (The Auditor will meet with the Board on January 27, 2015)
- XI. Student Representative Report
- XII. Administrative Reports
- XIII. Superintendent's Report
- XIV. Executive Session MRSA § 405(6)(D) International Program contract negotiations
- XV. Adjournment

ADA Notice: If you have special needs that must be met to allow you to fully participate in this meeting, please call the Superintendent of Schools' Office at 723-6400.

**MILLINOCKET SCHOOL COMMITTEE REGULAR MEETING
STEARNS JUNIOR-SENIOR HIGH SCHOOL LIBRARY
TUESDAY, JANUARY 13, 2015
4:00 PM**

Jeffrey Gordon	Present
Kevin Gregory	Present
Michael Jewers, Chair	Present
Margaret Manzo	Present
Warren Steward	Present
Francis Boynton, Superintendent	Present
Christopher Brown, Student Representative	Present
Desiree MacArthur, Student Representative	Present

I. Call to Order

The meeting was called to order at 4:00 PM by Michael B. Jewers, Chairperson.

II. Adjustments to the Agenda

IXa. To see if the Board will approve an early lock-in for a fuel bid through Maine Power Options

III. Public Comment

Richard Angotti stated that the information from economic development firm CZB is available on-line at the Town website and he encouraged the Board, students and citizens to read the document.

IV. Approval of Minutes

Motion: To approve the minutes of the School Board Meetings on December 2, December 16, and December 30, 2014, barring any errors or omissions.

Motion by: Jeffrey Gordon **Seconded by:** Margaret Manzo

Board Discussion:

None

Vote: 5 – Yes 0 – No 0 – Abs

V. Payroll Warrant

Motion: It was moved to direct the Superintendent of Schools to authorize payment by the Town Treasurer to each party listed herein, the sum set against each name contained in School Payroll Warrant #15-15 in the amount of \$152,169.79 on January 15, 2015.

Motioned by: Kevin Gregory **Seconded by:** Warren Steward

Board Discussion:

None

Voted: 5 - Yes 0 - No 0 - Abs

VI. Payable Warrant

Motion: It was moved to direct the Superintendent of Schools to authorize payment by the Town Treasurer to each party listed herein, the sum set against each name contained in School Payable Warrant #15-25 in the amount of \$138,131.75 on January 15, 2015.

Motioned by: Kevin Gregory **Seconded by:** Jeffrey Gordon

Board Discussion:

None

Voted: 5 - Yes 0 - No 0 - Abs

VII. To see if the Board will approve a change of venue for the Prom on May 16, 2015

Motion: To discuss changes in the Prom.

Motion by: Warren Steward **Seconded by:** Michael Jewers

Motion rescinded by Warren Steward and second rescinded by Michael Jewers.

Motion: To approve holding the Prom on May 16, 2015, at the River Driver's Restaurant.

Motioned by: Jeffrey Gordon **Seconded by:** Michael Jewers

Board Discussion:

Junior class officers and their advisor explained that they will save \$3,000 - \$4,000 by not having to decorate the gym for anything other than Grand March. The Junior Class has been surveyed and they are in favor of the change in venue. The students would stay at the River Driver's after the Prom and transition directly into Chem-Free.

There was discussion regarding the safety of the students traveling on the Lake Road. Options discussed were busing the students and also having the mini-bus there to transport students, should students have permission from the parents to leave the prom or Chem-Free. Another option was parents transporting the students.

Discussion regarding the need for a law enforcement officer to be hired. The Junior Class Advisor will pursue hiring a law enforcement officer.

Administration will formulate a transportation proposal to have ready in March for the Board to discuss.

Voted: 4 - Yes 1 - No (Margaret Manzo) 0 - Abs

VIII. To see if the Board will vote to accept the information from the Superintendent's meetings minutes with Li Ren in China

Motion: To accept the Superintendent's meeting minutes with Dual Diploma school Li Ren in China.

Motioned by: Margaret Manzo **Seconded by:** Jeffrey Gordon

Board Discussion:

None

Voted: 5 - Yes 0 - No 0 - Abs

IX. To see if the Board will approve the school using Extension Option 6 for the proficiency-based diploma.

Motion: To approve using Extension Option 6 for the proficiency-based diploma.

Motioned by: Warren Steward **Seconded by:** Jeffrey Gordon

Board Discussion:

Option 4 starts in 2018 in English and Math only. Because of TIF, there has not been enough time spent of proficiency-based diplomas, so the State suggested applying for Option 6, which begins in 2020. They will send a representative twice a year for help. It will be of benefit to the school department to apply for Option 6.

Voted: 5 - Yes 0 - No 0 - Abs

IXa. To see if the Board will approve an early lock-in for a fuel bid through Maine Power Options

Motion: To approve an early lock-in for a fuel bid through Maine Power Options.

Motioned by: Jeffrey Gordon **Seconded by:** Warren Steward

Board Discussion:

Locking in is always a risk, but we have the potential to save \$1.00 per gallon. The Superintendent requested the freedom to lock in early for the lowest potential price.

Voted: 5 - Yes 0 - No 0 - Abs

X. Review of Audit Report. (The Auditor will meet with the Board on January 27, 2015)

Motion: To table review of the audit report until January 27, 2015.

Motion by: Margaret Manzo **Seconded by:** Warren Steward

Board Discussion:

The auditor will be here on Tuesday, January 27, 2015, for a presentation.

Voted: 5 - Yes 0 - No 0 - Abs

XI. Student Representative Report

Chris Brown and Desiree MacArthur, Student School Board Representatives reported:

1. Christmas Dance
2. Christmas Coffee
3. District 5
 - 12 accepted band/chorus
4. All State
 - 2 accepted
5. Show Choir, One-Act and Jazz Band are going well

Board Discussion:

The Student Representatives will take turns giving the monthly report.

XII. Administrative Reports

Debbie Levesque, Principal of Granite Street School and Stearns Junior-Senior High School reported:

The first week of January has proven to be a busy one. Mr. Boynton and I attended a meeting at Region III to learn about how technical schools are providing verification of standards that their students are demonstrating. This will be essential as we move forward with a proficiency based diploma in the near future. Collaboration between Region III and Stearns will ensure that our students have opportunities to learn the skills necessary for graduation. How this will occur will be an ongoing discussion.

Millinocket has been encouraged to put off our certification of graduation standards until the class of 2020 enters the high school, upon review of our documentation. We had submitted a request for an extension (for the class of 2018) except for the areas of Math and English Language Arts. The approval of recommended Option #6 would allow the school time to make sure we have all aspects of this process in place and will also require site visits by state officials two times per year. We would have access to guidance from the Department of Education in order to implement the requirements as required. The School Committee would also meet with the officials once per year. This would fall in line with our efforts right now to work in content area groups to identify graduation standards.

Lynn Burnell (from Teachscape which is associated with Millinocket's TIF grant) spent the day on Friday January 9th with Mr. Boynton, Mr. Lazo, and me. She has been in our district three times this year to work with administrators to help increase the capacity for teacher observations. We look closely at the teaching standards and how they are demonstrated in classroom practice. As a team, we observe staff and discuss where their teaching practice aligns to the standards. One of the important aspects of this work is ensuring that observers are as consistent as possible when observing and evaluating teachers. Lynn will be in the district 3 more times this year providing support that we determine as needed.

The Early Release plan for Friday January 16th will focus on peer observations. TEPG leaders will provide the staff with more information about how to observe a peer and provide useful feedback. It is a requirement of the TIF grant that all staff observes one peer and receives feedback from one peer each year. Last year, this was identified as one of the most beneficial components of the grant.

Mr. Boynton and I will attend an initial meeting about the Early Childhood Grant on Friday January 23. At this time we should learn more details about how Millinocket will be able to provide for a pre-school program beginning in September 2015.

Another topic that will be upcoming in the next few weeks is regarding Granite Street Elementary Schools status as a Focus School based on Fall 2013 NECAP results. We were notified of this in late December and have an upcoming meeting with a support person later this week. It is my understanding that Granite was placed in this category based on the performance of subsets of the whole population. More information will be provided in February.

Board Discussion:

Pockets of students are identified for the Focus School status, not the students as a whole. It can be due to economically disadvantaged, English as a second language, etc.

Fredy Lazo, 7-12 Assistant Principal/AD reported:

Board Discussion:

We are now in the second half of the basketball season. The teams are working hard, but it is still unknown if they will make the tournament.

The Schenck School Board hasn't voted on cooperative tennis yet.

Louie DiFrederico, Facilities Director reported:

We are doing well on fuel consumption.

XIII. Superintendent's Report

Report of time:

Days Worked: 131/210

Vacation days remaining: 10/10

Sick Days remaining: 8.5/10

Days worked prior to 7-1-2014: 10

I have received a letter from the State which indicates that we have not completed our Maintenance of Effort for Special Education. In summary, the letter states that the reductions taken during the FY 13 school year and compared to the costs of the FY14 school year through budget cuts to special education staff and programs will result in the amount of \$338,304.58 to be withheld from our FY 16 subsidy. At this point, I requested a meeting in Augusta on Wednesday January 7, 2015 to review the status. The result of the meeting is that there was apparently a \$100,000 error in their calculation. The review of the cuts will permit us to justify the remaining \$238,000 to bring the subsidy reduction to zero. We expect to complete the justification this week and send to appropriate information to the State for review. We are on a time crunch for this. Characteristically this justification becomes more difficult, if not impossible to cut Special Education Programs without a substantial reduction in the student population.

The success of the China trip has become more evident as we have some contracts to review with regard to expanding the program. After Board review, the program has an excellent opportunity for expansion. I am starting to make plans for a second trip starting around April 17 and

through as many days as needed to provide all of the access required. This will be very important to our program.

The administrative team will be bringing forward in the coming weeks some proposals for adjusting programming and operations of the schools. We are taking a number of serious looks at ways to make the school more efficient and to improve on the quality and quantity of education.

We are requesting permission to sign the fuel bid for next year in the coming days. We have on the table an offer for fuel at approximately \$1.00 less than we presently pay. I strongly suggest that with the volatility of the market that we engage this bid at the most opportune time in the coming weeks. This will be important our budget.

Board Discussion:

The Superintendent will give a presentation to the Town Council on his trip to China.

Administration has seen some success with taking laptops away from students who are failing. The students are currently only allowed to use them during classes when they are required. Administration will have a clearer picture of the success with the end of the semester approaching.

We are on track with the budget percentage-wise. We are working to get all grant reimbursements in as soon as possible.

XIV. Executive Session MRSA § 405(6)(D) International Program contract negotiations

Motion: To continue Executive Session pursuant to 1 MRSA § 405(6)(D) International Program contract negotiations

Motioned by: Warren Steward **Seconded by:** Kevin Gregory

Board Discussion:

None

Voted: 5 - Yes 0 - No 0 - Abs

Time In: 4:55 PM **Time Out:** 5:35 PM

Result of executive session

Motion: To allow the Superintendent to sign contracts with Dual Diploma schools in China.

Motioned by: Warren Steward **Seconded by:** Jeffrey Gordon

Board Discussion:

None

Voted: 5 - Yes 0 - No 0 - Abs

XV. Adjournment

Meeting adjourned at 5:36 PM.

Motion by: Warren Steward **Seconded by:** Margaret Manzo

Voted: 5 - Yes 0 - No 0 - Abs

Upcoming Meetings:

Tuesday, January 27, 2015 – Warrant Meeting in Stearns Junior-Senior High School Library at 4:00 PM.

Tuesday, February 10, 2015 - Regular Meeting in Stearns Junior-Senior High School Library at 4:00PM.

Tuesday, February 24, 2015 – Warrant Meeting in Stearns Junior-Senior High School Library at 4:00 PM.

Respectfully submitted,



Francis N. Boynton
Superintendent of Schools