

MSAD NO. 33
DR. FERN DESJARDINS
SUPERINTENDENT OF SCHOOLS
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TO: Diana Doiron Dept. of Education	FROM: Jackie Collin Administrative Assistant	DATE: 10/09/14 NUMBER OF PAGES INCLUDING THIS ONE: 37
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REMARKS:



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: MSAD #33

4. **High School(s):** Wisdom Middle/High School
5. **Name and title of person completing the extension request:**
Fern Desjardins, Superintendent of Schools
6. **Superintendent's name, address, phone number and email:**
Fern Desjardins
431 US Route 1
P.O. Box 9
Frenchville, ME 04745
207-543-7334
fdesjardins@msad33.org

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**

May 20, 2013 – Aroostook County administrators approved the Northern Maine Educational Collaborative (NMEC) Charter. MSAD #33 administrators have attended all Board meetings and trainings of NMEC (see Attachment 7-1, NMEC Charter, pp. 1, 2).

Summer 2013 – All District teachers read Mindset: The Psychology of Success by Carol S. Dweck.

August 15, 16, and October 7, 2013 – Three full-day workshops in MSAD #33 with Linda Laughlin on *Standards-Based Education: Mass Customized Learning – Proficiency Based Learning: A Consortium* (see Attachment 7-2, PowerPoint, pp. 1, 2).

September 12, October 8-9, and November 12-13, 2013; January 14-15, February 11-12, March 11-12, April 28, May 13, and June 10, 2014 – Attendance by MSAD #33 administrators and teachers at all NMEC Professional Development (see NMEC activities for 2013-2014 at http://www.cacepartnership.org/index.php?option=com_content&view=article&id=59&Itemid=114).

September 23, 2013 – School Visits to RSU 18 (Belgrade, China, Oakland, Rome, and Sidney) by Pre-K-6 teachers.

November 25, 2013 – MSAD #33 held its first Leadership Team Meeting with the task of developing a Learner-Centered Proficiency-Based Model of Education (see 7-3, minutes). Committee members completed the District Self-Assessment and used it to develop the District's Action Plan (see 7-4, *MSAD #33 Proficiency-Based Education Action Plan 2013-2014*). Leadership Team meetings were held 11/25/2013, 12/16/2013, 2/3/2014, 2/24/2014, 3/24/2014, 4/29/2014, and 5/19/2014.

September 9, 2013, November 25, 2013, February 3, 2014, and March 10, 2014 – Information presented to MSAD #33 Board members about a PBE model of education (see 7-5, Board minutes, pp. 1, 3).

January 21, 2014 – All District teachers and administrators attended a standards-based education presentation by Don Siviski, MDOE consultant, at Madawaska High School.

March 14, 2014 – EDUcadia workshop at UMFK (see 7-6, agenda, p. 1). Duke Albanese was keynote speaker. The workshop led to two teachers piloting *Educate*.

April 15, 2014 – School visit to RSU 2, Hall-Dale Elementary School, by Grade 1-6 teachers.

April 16, 2014 – PBE workshop. PK-6 teachers analyzed student test data to develop skill-specific reading and math seminars and they assigned students to the seminars. They also looked at NECAP student performance to revise the curriculum.

At the middle/high school, teachers reviewed the components of the MCCL curriculum. Teachers were also engaged in actively breaking down curriculum in all content areas, and they began to create and define pathways. Being able to focus in content groups about what is essential knowledge and the development of student learning goals versus activities was an important accomplishment. Teachers were able to understand the move to increase rigor and students' motivation to perform and learn in a proficiency-based model of education. The focus on curriculum and instruction forced them to begin asking what evidence is needed to show proficiency. Teachers explored how to move from retrieving knowledge to comprehending, analyzing, and using knowledge.

May 14, 2014 – Stakeholder Task Force Meeting (with parents, students, and community members – see 7-7, agenda).

Summer 2014 - The elementary school teachers and principal read *The Daily 5: Fostering Literacy in the Elementary Grades* and *The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction* by Gail Boushey. This fall, they have had book conversations about

how to implement these strategies in the classroom. Staff members who are "stronger" in the implementation of the concepts accepted to be mentors to those who need more support.

2014-2015 school year - The elementary school teachers will read A Handbook for the Art and Science of Teaching by Robert Marzano. The principal will lead the book study by using iObservation as a vehicle to host discussions.

Dr. Levesque Elementary School teachers were released from their classrooms in 2013-14 to map out ELA and math standards using the MCCL curriculum. Once the mapping was done, the principal transferred data to a one-two page document. This information will be used in the 2014-2015 school year with the intent of "tweaking" the curriculum to meet students' needs. On October 6, 2014, the elementary school teachers and principal will have a Tandberg session with Linda Laughlin to further explore the curriculum, delve into the higher thinking skills of the taxonomy, and seek out further guidance for the implementation of the curriculum.

The work done thus far at the elementary school has forced the staff to look at how instruction can be delivered and reported differently. Specifically, they have placed the student at the center of all learning and empowered students to take control of their academic growth. Teachers unpack the standards with students, visibly display the standards in classrooms, and they have students track their own progress toward the learning goal. Teachers are doing this at their individual comfort levels. Most are attempting this in both language arts and math.

The work is helping teachers and students understand the difference between activities and learning goals. Students are encouraged to take charge of their learning by either asking for tutoring sessions or self-referring to one of two after-school study halls. Students are beginning to understand that they can achieve mastery of a standard using different pathways.

At Wisdom Middle/High School, teachers and the principal have participated in book readings of How to Grade for Learning, Mindset, inevitable, Being a Reflective Teacher, and Designing and Teaching Learning Goals and Objectives. They have also completed all activities in Customized Teaching and Learning: A Fieldbook for and from the Field.

The impact PBE has had on students at that level is emerging. Teachers have shifted from having learners focused on number grades to actually meeting standards. They now see the purpose in learning through customization. Students have tracked their progress, and they are more motivated to succeed. They have been asked to challenge themselves until they meet the standard, and school-wide reassessment procedures are in place to demonstrate proficiency.

The impact of PBE on staff is also emerging. Teachers have aligned their professional development growth plans with NMEC activities using iObservation. Teachers support multiple pathways in which to showcase learning. Data drives instruction, grouping and regrouping is utilized to maximize instructional time, parents are kept informed early and often, and interventions/supports are provided for learners who need help meeting the standards.

The impact of middle/high school PBE on the community is beginning to surface. Parents are seeing the changes in grading policies, student engagement, improved performance on assessments, and an increase in college/career readiness options. Community stakeholders are beginning to see that what used to work in education may no longer work for learners of the 21st century.

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**

MSAD #33's plan toward awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles is to work with 15 other Aroostook County school systems as a member of NMEC "to lead the development, implementation and promotion of learner-centered proficiency based learning" (see Attachment 8-1, *Aroostook Plan: Calendar for Professional Development 2014-15*). Our local endeavors toward developing a proficiency-based model of education are guided by NMEC's work. That is accomplished through the MSAD #33 Leadership Team. The Leadership Team is comprised of teachers and administrators from the three schools in the District (Dr. Levesque Elementary School, Wisdom Middle/High School, and the St. John Valley Technology Center). The team develops an annual plan (see Attachment 8-2, *MSAD #33 Proficiency-Based Education Action Plan 2014-2015*) toward meeting the diploma requirement by July 1, 2020 by drawing from NMEC's activities and other professional development activities that teachers and administrators attend. The team meets monthly and they plan for local professional development that will move PBE forward in all three schools.

The District bought Empower licenses (a data management system) for all K-12 students in September 2014. With Empower, teachers decided to work with the MCCL curriculum for all eight content areas of the Maine Learning Results. The full curriculum model includes the Content Knowledge, Complex Reasoning, and Life-Long Habits of Mind that, when taught and mastered, results in students being proficient in the Maine Learning Results Guiding Principles (see Attachment 8-3, p. 1, *The Maine Learning Results Guiding Principles are aligned with the MCCL Curriculum Model*). With limited staff and capacity in our District, it is our belief that

adoption of the MCCL curriculum will guide and support our teachers well, support our learners and our families in understanding proficiency, and it will push the needed shifts in classroom instruction to align with PBE teaching and learning.

Linda Laughlin made the MCCL curriculum available to District teachers after her two workshop days in the District on August 15 and 16, 2013. Teachers have since attended three more sessions with Linda, and the high school staff had an additional Tandberg session with Linda on April 16, 2014. With Empower as a data management system and more training through NMEC this year, we are committed to working more deeply with the curriculum.

At the EDUcadia workshop with Duke Albanese on March 14, 2014 and at the September 11 and 12, 2014 sessions with Linda Laughlin, District administrators and teachers saw different PBE reporting systems. They have not selected a "best" tool, yet. We have discussed the fact that the system presented by Linda is aligned with the MCCL curriculum and approach to proficiency-based education in the eight content areas and five guiding principles. That may be a good tool for us to start with and then "tweak" as the staff feels the need to make changes to adapt it to local needs. Staff meetings and discussions at the Leadership Team level will guide our final adoption.

There are only 27 teachers and four administrators in MSAD #33. To move ahead more effectively and efficiently with the District's Action Plan, the Leadership Team decided at their August 25, 2014 meeting to form subcommittees (see Attachment 8-4, Leadership Team minutes and Attachment 8-5, *MSAD #33 Leadership Team Subcommittees for Accomplishing 2014-15 Action Plan*). With a different Chairperson on each subcommittee, the work becomes more manageable. It is also empowering for teachers to lead some of this work.

The District is working toward full PBE implantation one year at a time. We may be ready to make a multi-year plan in the latter part of 2014-15, but we are not ready at this time. This year's Action Plan has not been broken into quarterly benchmarks, but the Leadership Team could take action on that at their next meeting.

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**

Practices for improving student performance, providing feedback, and monitoring progress are in place for learners in grades 7-12 at Wisdom Middle/High School. To improve performance, STAR assessments are administered monthly and quarterly to all learners, including special education learners. Content area staff work with special educators and administrators in reviewing data to determine next steps in supporting student learning. IXL is used for both ELA and math to improve on standards that students have demonstrated to be in need of improvement. APEX is also available as a supplement to customize learning.

Power Goal blocks are provided for middle school learners to assist with growth based on student instructional planning data from STAR assessments. Growth targets are monitored by learning coaches and created by learners via student tracking forms (see Attachment 9-1, *Tracking My Own Progress*).

All learners have access to Independent Learning Times throughout the day with a learning coach who tracks their progress and provides academic supports. Afterschool options are also available, as well as vacation school periods.

Learners are permitted to reassess for full credit until they meet the standard (see *Grading Procedures* at www.msad33.org/wisdom/pdfs/WisHandbook_2014_15.pdf pp. 9, 10). Summer programs have changed from the completion of "seat time" or "credits" to learners being able to work on standards missed throughout the year in preparedness for starting new learning plans in the fall.

The principal and teachers have explored and tried options for seminars, and they continue to research, explore, and plan school visits to revamp the "bell schedule" that ties their hands in fully implementing proficiency-based learning structures. They have begun to customize learner schedules by exploring internship options and seminars.

By introducing iObservation and Empower this year, the plan at the middle/high school is to reflect on instructional practices and to provide support for learning coaches that will bring more focus to their work of shifting to a standards-based model of education. With only 12.5 teachers on staff to work on multiple committees, they just recently began their work on cross-curricular standards, graduation standards, and the guiding principles.

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: 0%

- Practice: 98%
- Community Engagement: 2%
- One-year Carry Over: 0%

Total Expended: 100% or \$2,679.25 (see Attachment 10-1, PBE – Fund 2232 – Summary of Expenditures)

- 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

No transition funds were carried over from 2013-14. All funds were expended as described in Number 10.

2014-15 Budget for PBE Transition Funds: These funds will be used to support activities with the Northern Maine Educational Collaborative and the MSAD #33 Leadership Team.

Activity	Timeline	2014-15 Budget
Attendance at NMEC Board Meetings and at Professional Development Activities under the Aroostook Plan (see Attachment 8-1, <i>Aroostook Plan</i>). Expenses include travel and lunches.	2014-15 School Year	Fuel expense when using the District van or \$0.44/mile reimbursement when using private vehicles. Lunches capped @ \$12.50 (usual cost is \$6.94/lunch at UMPI) Total: \$450.00
Leadership Team Meeting Supplies/Refreshments	2014-15 School Year (usually meet once monthly)	~10 team or subcommittee meetings @ \$14.00/meeting = \$140.00
Obtain Empower licenses as a standards-based learning management system	Install in September 2014	246 K-12 student licenses @ \$4.00/student = \$984.00 Yearly service fee = \$187.50
Release time for teachers to work on PBE practices/curriculum/assessment/data management	2014-15 School Year	10 days @ \$75/day for substitutes = \$750.00

Open – Stipends to teachers for PBE services. Any balance left will be used to pay NMEC dues/activities.	Nov-June	\$221.06
		Total: \$2,732.56

The license and service agreement for Empower, a digital tool for teachers to use to manage the MCCL curriculum and to ensure proficiency of meeting learning targets and standards, is our biggest expense this school year (43% of our budget). If this data management system works well for our teachers, we hope to make learning more transparent to students and parents by opening the database for them to track their learning.

The rest of the money (57%) will directly or indirectly financially support expenses incurred with NMEC or District Leadership Team activities. The purpose of both groups is "to lead the development, implementation and promotion of learner-centered proficiency based learning."

School Board Vote and Approval of the Extension Request

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

See MSAD #33 agenda (Attachment 12-1, p. 1) and draft minutes (Attachment 12-2, pp. 1, 2) for October 6, 2014.

Option 5 Authorization Page

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

- classroom visits
- evidence of progress toward quarterly benchmarks for the year
- goals and quarterly benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles
- a budget for use of additional proficiency-based diploma transition funds.

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

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

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

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

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

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



 Superintendent of Schools

10/6/14
 Date



 Chair of School Board

10/6/14
 Date

Charter (With Proposed Amendments)

Northern Maine Educational Collaborative

Approved October 8, 2013 with proposed amendments from June 10, 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.

ARTICLE 2 MEMBERSHIP

Each member must commit to sharing the mission of the organization which is "to lead the development, implementation and promotion of proficiency based learning." Members must also commit to sharing development and implementation costs (including payment of annual dues), and access to previous development work. Members are expected to participate in monthly Northern Maine Educational Collaborative meetings, and to partner in the planning of future development and implementation work. All additional members will be selected and approved by consensus/majority vote of the membership.

Membership consists of the following:

Easton School Dept.

Madawaska

MSAD 1 - Presque Isle, Mapleton, Chapman, Castle Hill, Westfield

MSAD 14- Danforth

MSAD #20 Fort Fairfield

MSAD 24-Van Buren, Hamlin, Cyr Plantation

MSAD 27 - Fort Kent, Eagle Lake, New Canada, St. Francis, St. John Plantation, Wallagrass, Winterville Plantation

MSAD 29 - Houlton, Littleton, Monticello, Hammond

MSAD 33 - St. Agatha, Frenchville

MSAD 70 - Hodgdon- Amity, Cary Plt, Haynesville, Hodgdon, Linneus, Ludlow, and New Limerick

MSAD 32- Ashland, Masardis, Garfield Plantation, Oxbow Plantation

MSAD 42 - Mars Hill, Blaine

MSAD 45- Perham, Washburn, Wade

RSU 39 - Caribou, Limestone, Stockholm

Caswell

Union 122 - Woodland, New Sweden

Attachment 7-2



Standards-Based Education

MASS CUSTOMIZED LEARNING

Proficiency-Based Learning

A Consortium

August 15, 16 & October 7, 2013

Facilitator: Linda Laughlin
Assistant Superintendent, RSU 18
lLaughlin@rsu18.org

PARKING LOT

<p>Things That Are Making Sense....</p> 	<p>Ideas You Have....</p> 	<p>Questions You Have....</p> 
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AGENDA

Days 1 & 2

- I. INTRODUCTION**
 - Outcomes and Agenda
 - My Assumptions
 - Roles: Yours & Mine
 - Resources
 - Packet & Readiness "Survey"
- II. FOUNDATIONAL PIECES (Shifting Mindset & Some First Steps)**
 - Components of Effective Schools
 - Mission & Vision & Learner Outcomes
 - Guiding Principles
 - Research & Evidence Based
 - Problem Solving & Invention Reasoning
 - The Research on Motivation and Engagement
 - Your Mindset
 - Second Order versus First Order Change
 - Learning Goals versus Activities/Assignments: THE DEAL BREAKER!

- III. CURRICULUM WORK (It's never done!)**
 - Our Model of Curriculum
 - Unpacking the Standards into Measurement Topics
 - Two Breakthroughs
 - Scope (Progression) of Measurement Topics
 - MTs in Marzano's Scoring Scale (Rubric) Form A DEFINING FEATURE
- IV. MASS CUSTOMIZED LEARNING (It's Inevitable!)**
 - A Paradigm Shift: The Rationale
 - Mass Customized Learning: The Vision
 - Mass Customized Learning: The Picture (just a glimpse)
- V. STRUCTURE WORK (THIS is essential....and now doable!)**
 - Voice and Choice for Learners
 - Online Learning Resources for Level 2 Learning Goals/Targets
 - Integrated "Seminars" for Level 3 Learning Goals/Targets
 - MCL: At the Secondary Level
 - MCL: At the Elementary Level
 - Work This Far

Days 1 & 2

Day 3

- VI. ASSESSMENT WORK (A Resource Library!)**
 - Marzano's Taxonomy of Learning
 - The Taxonomy and The Scales
 - The Taxonomy and Verbs
 - Writing Assessment Items for Levels 4, 3, 2 targeted knowledge in the scales
- VII. GRADING WORK (Can no longer avoid it!)**
 - Track Progress/Provide Feedback on Specific Criterion (Learning Goals)
 - Separate out Academic and Non-Academic Feedback
 - Use a Formative Approach to Calculate Grades/Progress
 - Rubrics versus Points and Percentages

Day 4

- VIII. INSTRUCTION WORK (Always...Always...Always!)**
 - Model of Instruction: Criterion for Effective Instruction
 - Rubrics for the Criterion
 - Feedback to Teachers on the Criterion
 - Improvement Plans for Teachers
- IX. TEAM PLANNING – IMPLEMENTING – ASSESSING – ADJUSTING**
 - Throughout the 4 Days!
- X. TESTIMONIALS**
 - From Maine Learners
 - From Maine Learning Facilitators
 - From Maine Leaders

MY ASSUMPTIONS

ABOUT YOU:

- You see the need to get smarter about teaching for learning.
- You want to get smarter about teaching for learning.
- You think critically...You are a problem-resolver.
- You are comfortable with disequilibrium.
- You are a reflective practitioner.
- You marry best past practices with best new practices.
- You monitor the effectiveness of your actions...and adjust.



<p>ABOUT YOUR CULTURE:</p> <ul style="list-style-type: none"> • Results & Continuous Improvement • Responsibility & Efficacy • Collaboration & Teaming • Research-Based & Future-Focused • Innovation & Change 	<p>ABOUT STUDENTS:</p> <ul style="list-style-type: none"> • They can learn. • They like to learn. • They want to learn.
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Attachment 7-3

MSAD #33 Leadership Team Meeting
For
Learner-Centered Proficiency-Based Learning
11/25/13 – MINUTES

In attendance: Fern Desjardins, Lisa Bernier, David Morse, Lynn Ouellette, Vicki Deschaine, Charles Michaud, Larry St. Peter, Liza Pelletier, Tammy LeBlanc, Marie May Chasse, Theresa Cercio, Amy Pelletier.

1. Fern shared that Proficiency-Based Learning is very important to the Dept. of Education right now, so they have put many resources on the Department website (www.maine.gov/doe/proficiency/).
 - Students must meet minimum expected standards, and do not move forward in their education until they satisfactorily meet these standards.
 - Two resources for our district are:
 - a. The Northern Maine Education Collaborative
 - b. This leadership team
2. Developed norms and guidelines for our meetings, which will be placed on tables at each future meeting.
3. The DOE's Center for Best Practices web page was reviewed. This page has many resources available. The address is: <http://www.maine.gov/doe/cbp/index.html>.
4. Reviewed flow chart of Planning for Proficiency-Based Learning which mapped 3 areas: policy, practice, and community engagement.
5. Discussed Northern Maine Education Collaborative's desired outcomes for 2013/14 along with the NMEC calendar for 2013-14. Also reviewed components of the NMEC charter and looked at the resource at www.cacepartnership.org which keeps a log of all topics NMEC covers.
6. Considered evidence of change readiness that exists in our district for proficiency-based education. The general consensus was that as a district we are functioning at the very early stages of this initiative.
7. Team members were asked to complete a self-assessment by December 11. Fern will send us an invitation and link to the website. Members will take the survey labeled *Proficiency-based 6/24/13*. Results of the survey will lead to the development of an action plan.
8. Fern informed the team that we will be developing a one-year plan at a future meeting(s).
9. Teachers were encouraged to try strategies and approaches in their classrooms as they learn about them, and to not wait for the entire district to be on-board with the approach.
10. Team members were notified that all committee meetings are open to anyone on staff who wishes to attend.
11. The next meeting is Monday, December 16, 2013. The January meeting date was determined. It will be Monday, January 27, 2014.
12. Viewed the following video: <http://maine.gov/doc/cbp/videos/wmed2.html> *One Conversation at a Time: Getting the Message Out*.
13. The meeting adjourned at 4:37 pm.

Respectfully submitted,
David Morse

Attachment 7-4

MSAD #33 Proficiency-Based Education Action Plan 2013-2014

Action	Initiation Date	Resources Handouts, Agendas, NMEC & MDOE Guidance & Materials	Person(s) Responsible	Date to be Completed	Comments
1. Formation of a District Leadership Team	August 16, 2013	NMEC & MDOE Guidance & Materials	Supt. Desjardins	Nov. 25, 2013	Work of the Leadership Team is on-going
2. Leadership Team completes the MDOE Self-Assessment	Nov. 25, 2013	MDOE Self-Assessment	Supt. Desjardins	Dec. 16, 2013	
3. Using Self-Assessment & District data, Leadership Team develops Action Plan.	Nov. 25, 2013	MDOE Guidance & Materials for Using the Self-Assessment	Leadership Team	February 24, 2014	
4. Inform local school board of PBE through presentations & the sharing of resources.	Sept. 9, 2013	MDOE resources @ <i>Getting to Proficiency</i> ; NMEC resources @ cacepartnership.org ; Presentations by Leadership Team members	Supt. Desjardins & Leadership Team	On-going	
5. Review/Revise district vision to include a proficiency-based model of education	February 2014	NMEC materials; Samples from other SAUs; DOE consultant	Leadership Team	Fall 2014	

<p>6. Formation of an advisory committee to develop cross-curricular graduation standards that describe how students demonstrate proficiency in Maine's Guiding Principles</p>	<p>March 24, 2014</p>	<p>*Call, ask community members to be on committee (teachers, students, parents, business owners, college representatives, board members, administration) *Community Stakeholder Survey *Website Google Group *Look at examples choose 5-8 school-wide standards *Community Information night</p>	<p>*Leadership Team Identifies 1-2 people *Survey Monkey Supt. Desjardins *Charles Michaud *Leadership Team *Supt. Desjardins</p>	<p>*May 28, 2014, on-going *complete survey April 18, 2014 *on-going *on-going monthly meetings with 1st meeting end of April 2014 *June 2014</p>	
<p>7. Clearly identify 5-8 graduation standards for each content area that align with the Common Core and state learning standards</p>	<p>March 2014</p>	<p>*Grade level cluster meetings *Instructor groupings *Google Group *NMEC *workshops ½ days</p>	<p>Leadership Team</p>	<p>June 2015</p>	

8. Staff members visit or participate in Tandberg sessions with MCL schools & "A" schools	September 2013	School Websites & guidance from Linda Laughlin & Don Sivinski	School Principal	On-going	Different groups visiting is ongoing
9. Explore Educate as a curriculum guide	March 2014	NMEC collaboration for Aroostook schools	Supt. Desjardins & Principal	June 2014	NMEC trying to get "pilot" for the program for Aroostook schools

Attachment 7-5

MAINE SCHOOL ADMINISTRATIVE DISTRICT #33**P.O. BOX 9****FRENCHVILLE, ME 04745****MINUTES****MEETING NO. 931****REGULAR MEETING OF THE SCHOOL DIRECTORS OF M.S.A.D. #33****DATE: MONDAY, SEPTEMBER 9, 2013****PLACE: WISDOM MIDDLE/HIGH SCHOOL****TIME: 6:30 PM****MEMBERS PRESENT:****MEMBERS ABSENT:**

Rose McQuarrie, Vice-Chairperson
Niklas Berce
Norman Cyr
Scott Gagnon
Bernard Nadeau
Sheila Ouellette
Melissa Paradis
Ryan Pelletier

OTHERS PRESENT:

Fern Desjardins, Superintendent of Schools
Lisa Bernier, Principal, Dr. Levesque Elementary School
Tammy LeBlanc, Principal, Wisdom Middle/High School
David Morse, Director, St. John Valley Technology Center
Carol Boynton, Vince Sirois, and Angela Theriault

I. CALL TO ORDER

Chairperson McQuarrie called the meeting to order at 6:33 p.m.

II. APPROVAL OF THE MINUTES OF MEETING NO. 930

Moved by Sheila Ouellette and seconded by Niklas Berce to approve the minutes of meeting number 930. Unanimous vote.

III. AGENDA ADJUSTMENTS

None

IV. PERIOD OF PUBLIC PARTICIPATION

None

E. 2013-2014 Wisdom Middle/High School Handbook

Moved by Ryan Pelletier and seconded by Niklas Berce to approve the 2013-2014 Wisdom Middle/High School Handbook. Unanimous vote.

F. Student-Centered, Proficiency-Based Education

Superintendent Desjardins reported on District activities in moving toward a student-centered, proficiency-based model of education. Teachers and administrators have read and discussed books/articles, visited schools that have implemented proficiency-based learning, attended workshops/conferences/consortiums on the topic, and the District has joined the newly formed Northern Maine Educational Collaborative with other County schools to facilitate the implementation of a proficiency-based model of education. Shifting to proficiency-based education is not mandatory. The law simply requires that beginning January 1, 2018, a diploma indicating graduation from high school must be based on student demonstration of proficiency of the Maine *Learning Results* standards. How that is achieved is determined locally by each school system.

Director Sheila Ouellette volunteered to be on the District-wide proficiency-based committee.

VI. PRINCIPALS', DIRECTOR'S, & SUPERINTENDENT'S REPORT

Board Members received in their packets reports from Principal Bernier, Principal LeBlanc, Director Morse, and Superintendent Desjardins.

By consensus, the board agreed that it would be helpful to conduct exit interviews and to refer the matter to the P & P Committee for implementation.

VII. COMMITTEE REPORTS

A. Finance Committee

1. Approval of the July & August Expenditure Reports

By consensus, the Board reviewed and accepted the July and August Expenditure Reports.

B. Negotiations

1. MSAD #33 Education Association Support Staff Unit Notice to Negotiate Health Insurance Benefit

The Board accepted notification from Marie May Chasse, President of the MSAD #33 Education Association, of the Association's intent to negotiate the health insurance benefit for the support staff contract.

Attachment 7-6

EDUcadia March 14, 2014 Workshop - Learner Centered Teaching Strategies

Location: UMFK and Community High School, Fort Kent

Parking: All participants must park at FKCHS or in UMFK Guest Parking Only

8 - 8:40 am	<u>Registration</u>	UMFK Cyr Hall Lobby
	Coffee and Refreshments	Nadeau Teleconference
8:40 - 10:40 am	<u>Keynote: Duke Albanese (Great Schools Partnership)</u> Competency Based Transcripts and Grading	UMFK Fox Auditorium
10:40 - 10:50 am	<u>Break - Transition</u>	
10:45 - 11:30 am	<u>PK-12 Grade</u> Educate Presentation: (CHS Gym) or itsLearning Presentation (UMFK Nadeau Hall)	
11:30am - 12:15pm	<u>Lunch</u>	CHS Cafeteria
12:30 - 1:30	<u>Break Out Session</u>	CHS Classrooms

Workshops and Roundtables Learner Centered Teaching Strategies - Participants can pick a workshop or roundtable of their subject interest and/or grade level.

Prompt for Roundtable discussions: What learner-centered teaching strategies are being used in your classroom or school?

1. **Classroom Economy (Gr K-6) - Rory Collings/Cassie Roy**
CHS Room 102 Classroom Economy is an exciting curricular and classroom management system that is downloadable and free to use off the Internet. Students practice financial literacy, math concepts, writing for a purpose, responsibility and citizenship through this program. These real life skills are engaging and motivating. Come and learn how to set up a classroom economy in your class.
2. **Math "Power Hour" (PK-6) - Missy Morneault/Jenn Sirois**
CHS Room 114 An explanation of how students are grouped according to their NWEA RIT scores to better meet their learning goals and needs in the area of math will be presented. As well as how power standards were selected for each targeted math concept. Formulated for teachers and students to be able to successfully implement mass customized learning into the schools through "Power Hour."
3. **One School's Response to the State of Maine Report Card - (PK - 6) - Lisa Bernier/Meranda Castonguay**
CHS Room 112 This workshop will highlight what has been done at Dr. Levesque Elementary School to help improve student success. A number of initiatives and techniques will be discussed.

Attachment 7-7

MSAD #33 Stakeholder Task Force

For the development of Habits of Work and Mind

St. John Valley Technology Center

May 14, 2014 @ 6:00 PM

Agenda

Team Members:

1. Overview of the structure of the task force.
2. Introductions
3. Overview of the purpose of the task force.
4. Discussion of criteria for Habits of Work and Mind
 - a. Must apply to all subject areas
 - b. Must be an essential life skill or work habit
5. Break-out session: Brainstorming a wish list of habits of work and mind.
6. Collect list of ideas, and compare with the state's Guiding Principles.
7. Plan for future meeting

AROOSTOOK PLAN (Draft 9/4/14)
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)

Linda Laughlin: Feb. 26 Topic TBA (25th space was unavailable)

Feb 27 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

Attachment 8-2

MSAD #33 Proficiency-Based Education Action Plan 2014-2015

Action	Initiation Date	Resources Handouts, Agendas, NMEC & MDOE Guidance & Materials	Person(s) Responsible	Date to be Completed	Comments
1. Maintain an active District Leadership Team	August 16, 2013	NMEC & MDOE Guidance & Materials	Supt. Desjardins	On-going	
2. Using District data & the Aroostook Plan, Leadership Team develops 2014-15 Action Plan.	May 19, 2014	NMEC Professional Dev. Plans & MDOE Website	Leadership Team	June 19, 2014	
3. Inform students, parents, School Board, & community members of the PBE initiative	May 20, 2014	MDOE resources @ <i>Getting to Proficiency</i> ; NMEC resources @ cacepartnership.org ; Presentations by Leadership Team members	Supt. Desjardins & Leadership Team	On-going	
4. Review/Revise district vision to include a proficiency-based model of education	October 2014	NMEC materials; Samples from other SAUs; DOE consultant	Leadership Team	Winter 2015	

5. Develop cross-curricular graduation standards that describe how students demonstrate proficiency in Maine's Guiding Principles	May 2014	Website Google Group Look at examples; choose 5-8 school-wide standards Community Information Night(s)	Charles Michaud Leadership Team & District Teachers Supt. Desjardins & Leadership Team	On-going On-going June 2015	
6. Identify 5-8 graduation standards for each content area that align with the Common Core and State learning standards	March 2014	Grade level cluster meetings; Instructor groupings; Google Group; NMEC; Half-Day Workshops	Leadership Team	June 2015	
7. Staff members visit or participate in Tandberg sessions with MCL schools	September 2013	School Websites & guidance from Linda Laughlin & Don Sivinski	School Principals	On-going	Get different groups to visit schools
8. Pilot Educate as a curriculum guide	March 2014	NMEC collaboration of Aroostook schools	Leadership Team	June 2015	

<p>9. Form a Stakeholder Group & develop a plan for the implementation of the Educator Evaluation Rule - Chapter 180</p>	<p>May 2014</p>	<p>MDOE Website NMEC Chapter 180 Rule & Title 20-A, Chapter 508: Educator Effectiveness Statutes iObservation training - Stacy Penna & Curtis Jack</p>	<p>Supt. Desjardins</p>	<p>June 1, 2015</p>	
<p>10. Continue training in Proficiency-Based Learning through collaboration with other NMEC schools</p>	<p>April 28, 2014</p>	<p>Membership in NMEC & NMEC's Aroostook Plan Calendar Linda Laughlin Bea McGarvey Deborah Pickering</p>	<p>Leadership Team</p>	<p>On-going</p>	

The Maine Learning Results Guiding Principles are aligned with the MCCL Curriculum Model

Maine Learning Results Guiding Principles Diploma Standards

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.

1. Demonstrates organized and purposeful communication in English and at least one other language
2. Uses evidence and logic appropriately in communication
3. Adjusts communication based on the audience
4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

Complex Reasoning:

Constructing Support

Habits of Mind:

Seeking to be Understood

Responding to Feedback

Listening with Understanding & Empathy

Content Areas could include:

English Language Arts

Visual & Performing Arts

Social Studies

CrossWalk



Attachment 8-4

MSAD #33 Leadership Team Meeting
For
Learner-Centered Proficiency-Based Learning
8/25/14 – MINUTES

In attendance: Fern Desjardins, David Morse, Tammy LeBlanc, Lisa Bernier, Larry St. Peter, Marie May Chasse, Chris Haskins, Theresa Cerceo, Vicki Deschaine, Lynn Ouellette, Nick Textor, Denise Thibeault, Amy Pelletier, Charles Michaud.

1. Reviewed the minutes of the May 19, 2014 meeting.
2. Fern reviewed the Action Plan, and subcommittees were formed for working on Actions 3, 4, 5, 6, 8, & 9. Chairpersons for each subcommittee were identified as well.
3. NMEC Updates:
 - a. Team members reported out from the August 5 Educate/Empower training.
 - b. Team members reported out from the August 5-6 session on iObservation with Curtis Jack.
 - c. Attendance at 2014-15 Aroostook Plan activities was confirmed.
 - d. Fern asked for recommendations about the workshops that she can pass on to NMEC.
4. Each school reported out regarding content from their August 19 workshops.
5. Each school shared plans for the October 6 workshop.
6. The date for the next meeting is Monday, October 27, at 3:00 pm.
7. 2014-15 Leadership Team Meeting Dates were affirmed:
 - Monday, October 27
 - Monday, November 24
 - Monday, January 26
 - Monday, February 23
 - Monday, March 30
 - Monday, April 27
 - Monday, May 18
8. The meeting was adjourned at 4:22 pm.

Respectfully submitted,

David Morse

MSAD #33 Leadership Team Subcommittees for Accomplishing 2014-15 Action Plan

Action	Committee Members
#3 – Community Informational Evenings	David Morse, Chairperson Lisa Bernier Charles Michaud Tammy LeBlanc Amy Pelletier
#4 – District Vision	Fern Desjardins, Chairperson Lisa Bernier Marie May Chasse David Morse Tammy LeBlanc
#5 – Cross-Curricular Graduation Standards	Charles Michaud, Chairperson Tammy LeBlanc Larry St. Peter
#6 – Graduation Standards	Theresa Cerceo, Chairperson Tammy LeBlanc Charles Michaud Larry St. Peter Denise Thibeault
#8 – Educate/Empower	Nick Textor, Chairperson Vicki Deschaine Chris Haskins Tammy LeBlanc Lynn Ouellette Amy Pelletier Liza Pelletier Denise Thibeault
#9 – Educator Effectiveness	Lynn Ouellette, Chairperson Lisa Bernier Theresa Cerceo Marie May Chasse Vicki Deschaine Chris Haskins Tammy LeBlanc David Morse Liza Pelletier Nick Textor Denise Thibeault

Attachment 9-1

Tracking My Own Progress

Name: _____ Grade: _____
 School Year: _____
 Subject Class: _____ Teacher: _____
 My Starting Score: _____ My Goal Score: _____
 My Plan: _____

Graph of My Progress

Test Times: _____ My Plan for Next Year: _____

1100					
1000					
900					
800					
700					
600					
500					
400					
300					

Previous Spring **Fall** **Winter** **Spring** **Projected Score**

Grade Level: _____ Grade Level: _____ Grade Level: _____ Grade Level: _____

Comments: _____

Attachment 10-1

PBE – Fund 2232 – Summary of Expenditures

2013-14 \$2,679.25

Leadership Team meetings

Teachers @ \$25.00/meeting per contract; held 3:00-4:30 pm

11/25/2013, 7 teachers = \$175.00

12/16/2013, 7 teachers = \$175.00

2/3/2014, 8 teachers = \$200.00

2/24/2014, 8 teachers = \$200.00

3/24/2014, 8 teachers = \$200.00

4/29/2014, 7 teachers = \$175.00

5/19/2014, 7 teachers = \$175.00

Total \$1,300.00

MSRS

1/3/14 8.61

3/28/14 18.56

6/5/14 10.65

Total \$37.82

Unemployment

4/24/14 1.84 + 0.61 + 0.35 = \$2.80

Key Bank 12.32 + 7.27 = \$19.59

Total \$22.39

PBE Stakeholder Task Force Meeting

5/14/2014 Facilitator Stipend, Charles Michaud
(meeting with parents, students, & community members)

Total \$50.00

NMEC Dues

PB-12 Partial payment for 2014-15

Total \$430.72

Lunches @ NMEC

PB-03 1/15/14 42.50

1/14/14 Amy Pelletier 9.61

1/14/14 Vicki Deschaine 10.14

2/11/14 Robin Jandreau 7.27

1/27/14 Nick Textor 7.27

2/11/14 Lynn Ouellette 7.27

2/11/14 Theresa Cerceo 7.27

4/28-29/14 Lisa Bernier 14.51

4/28/14 Nick Textor 7.27

3/11/14, 3/12/14, 5/13/14 Fern Desjardins 21.81

Total 134.92

Travel

PB-11	Travel for training	86.71
	Travel to NMEC mtgs & training, Fern Desjardins	46.84
	Travel to NMEC + lunches, Tammy LeBlanc	94.03
	Travel to Conference + Meals, Fern Desjardins	90.03

Total 317.61

Leadership Team Meeting Supplies

PB-01	refreshments for meeting	13.27
PB-02	refreshments for meeting	12.78
PB-04	refreshments for meeting	17.85
PB-05	refreshments for meeting	12.17
PB-06	refreshments for meeting	10.72
PB-07	refreshments for meeting	28.85
PB-08	refreshments for meeting	5.69

Total \$101.33

Registrations

PB-09	Partial payment of conference, Supt.	100.00
TQ-32	Theresa Cerceo -NE Summit on Arts Ed	184.46

Total 284.46

Grand Total	2,679.25
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Attachment 12-1

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 33**P.O. BOX 9****FRENCHVILLE, ME 04745****A G E N D A****AGENDA NO. 945**

REGULAR MEETING OF THE SCHOOL DIRECTORS OF MAINE SCHOOL
ADMINISTRATIVE DISTRICT NO. 33

DATE: MONDAY, OCTOBER 6, 2014

PLACE: ST. JOHN VALLEY TECHNOLOGY CENTER

TIME: 6:30 P.M.

- I. CALL TO ORDER
- II. APPROVAL OF THE MINUTES OF MEETING NO. 944
- III. AGENDA ADJUSTMENTS
- IV. PERIOD OF PUBLIC PARTICIPATION
- V. NEW BUSINESS
 - A. Update on Development of Athletic Field
 - B. Proficiency-based Diploma Extension Option 5 Application
 - C. Field Trip Request
 - D. Appointment of Advisors & Coaches
- VI. PRINCIPALS' & SUPERINTENDENT'S REPORT
- VII. COMMITTEE REPORTS
 - A. Finance Committee
 1. Approval of the September Revenue and Expenditure Reports
 - B. Policies & Personnel Committee

Attachment 12-2

MAINE SCHOOL ADMINISTRATIVE DISTRICT # 33**P.O. BOX 9****FRENCHVILLE, ME 04745****MINUTES****MEETING NO. 945****REGULAR MEETING OF THE SCHOOL DIRECTORS OF M.S.A.D. #33****DATE: MONDAY, OCTOBER 6, 2014****PLACE: ST. JOHN VALLEY TECHNOLOGY CENTER****TIME: 6:30 PM****MEMBERS PRESENT:**

Rose McQuarrie, Chairperson
Norman Cyr
Jean Martin
Aubrie Michaud
Bernard Nadeau
Ryan Pelletier

MEMBERS ABSENT:

Sheila Ouellette
Melissa Paradis

OTHERS PRESENT:

Fern Desjardins, Superintendent of Schools
Lisa Bernier, Principal, Dr. Levesque Elementary School
Tammy LeBlanc, Principal, Wisdom Middle/High School
David Morse, Director, St. John Valley Technology Center
Kevin Lavoie

I. CALL TO ORDER

Chairperson McQuarrie called the meeting to order at 6:30 p.m.

II. APPROVAL OF THE MINUTES OF MEETING NO. 944

Moved by Ryan Pelletier and seconded by Norman Cyr to approve the minutes of meeting number 944. Unanimous vote.

III. AGENDA ADJUSTMENTS

None

IV. PERIOD OF PUBLIC PARTICIPATION

No one addressed the Board.

V. NEW BUSINESS

A. Update on Development of Athletic Field

Kevin Lavoie gave an update on the work completed by the Maine Army National Guard in developing a new soccer field on the land donated to the District by Richard Derosier. Over 25,000 cubic yards of gravel was hauled in from the pit behind Dr. Levesque School because of the elevation of the land and a water vein at the site. The National Guard will return next year to complete the soccer field, roadway, and parking lot. An easement from James Chamberland and the Daughters of Wisdom is needed to lay wiring under their property to bring electricity to the field. The soccer field should be finished in the summer of 2015 and ready for students to play on in the 2017-18 school year.

B. Proficiency-based Diploma Extension Option 5 Application

Moved by Ryan Pelletier and seconded by Jean Martin to request that the Maine Department of Education grant the District an Option 5 Extension through July 1, 2020 for the requirement that students demonstrate proficiency in the standards of the eight content areas and the standards of the Guiding Principles in order to receive a diploma. Unanimous vote.

C. Field Trip Request

Moved by Ryan Pelletier and seconded by Jean Martin to approve the Construction Trades field trip to the ABC Trade Show in Augusta on November 20-21, 2014. Unanimous vote.

D. Appointment of Advisors & Coaches

Moved by Aubrie Michaud and seconded by Jean Martin to approve the appointment of the following advisors and coaches:

Website Manager – Vincent Sirois
HOSA Advisor – Marie May Chasse
Skills USA Advisor – David Morse
DLES After-school Co-ed Soccer – Mark Sirois
DLES After-school Co-ed Basketball -- Mark Sirois
DLES After-school Co-ed Softball – Mark Sirois

Unanimous vote.

VI. PRINCIPALS' & SUPERINTENDENT'S REPORT

Board members received in their packets a report from Principal Bernier, Principal LeBlanc, and Superintendent Desjardins.

VII. COMMITTEE REPORTS