

To: Diana Doiron
From: Sally Laughlin
Date: Wednesday, Oct 22, 2014
RE: Resubmission* of
MSAD #51's Extension Application
Option 5

Pages

- 1-4 Extension/Waiver Template
- 5-7 Evidence of Preparedness
- 8-11 Multi-Year Implementation Plan
- 12-13 Systems of Support for Student Learning
- 14 Budget
- 15-16 Board Agenda
- 17-24 Board Minutes (Vote is on page 24-e)

Proficiency Based Diploma Extension/Waiver Plan

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

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

- 3. **School Administrative Unit:** MSAD #51
- 4. **High School(s):** Greely High School
- 5. **Name and title of person completing the extension request:**
Sally Loughlin
Director of Curriculum, Assessment, Instruction and Professional Development
- 6. **Superintendent's name, address, phone number and email:**
Jeff Porter
MSAD #51
357 Tuttle Road
Cumberland, Maine 04021
829-4800 jporter@msad51.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

7. Link to Evidence of Preparedness pages 5-7

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

8. Link to Multi-year Implementation Plan pages 8-11

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

9. Link to System of Supports for Student Learning

pages 12+13

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: 12%
- Community Engagement: 4%
- One-year Carry Over: 84%

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

11. Link to budget

page 14

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 #51 School Board Agenda for Monday, October 6, 2014. Vote is found under Items for Action, item e, on page 2.

pages 15 +16

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.

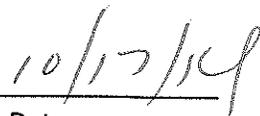
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

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:

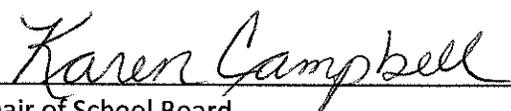
- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results 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.



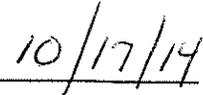
Superintendent of Schools



Date



Chair of School Board



Date

7. MSAD #51 Evidence of Preparedness

Past History - We've been preparing for a long time

Before Maine Learning Results adoption in 1997, MSAD #51's commitment to ensure all students become proficient was underway. MSAD #51 faculty had created their own standards for learning. Staff became experienced with articulating the knowledge and skills all students must demonstrate and valued the opportunity to develop a K-12 perspective of learning.

The District approached Local Assessment System development methodically and deliberately. By creating high value, common assessments, using information to inform learning and teaching, the District's approach increased ownership and commitment to this critical work.

Elementary began reporting student progress by standards. Standards-based grading and reporting was piloted at middle level. GMS teachers used a standards-based grading approach until around 2007. Though not continued, it left GMS with a system of common assessments for each subject at grades 6, 7, and 8 and the District learned about challenges providing workable standards-based grading system. Greely High School (GHS) sought to ensure students would be engaged and challenged by adding Advanced Placement courses and an International Baccalaureate Diploma Program. Then GHS focused on assessing the performance of students in all course levels. Over the past few years, GHS determined that most students in lowest course level, college prep 2 (cp2), did not become proficient. GHS will be merging its cp and cp2 courses beginning this fall.

Identified District infrastructure needs

System to access and analyze curricula and assessment plans

In 2012, the District identified lack of infrastructure to share and analyze course curricula and assessments. In 2012-2013, Atlas Rubicon curriculum-mapping system purchased; schools started implementation. In 2013-2014 each school increased the number of courses accessible through Atlas.

System for standards based grading and reporting

The District needs adequate systems for standards-based grading and reporting (works effectively for teachers, students and parents, with PowerSchool, doesn't require "double-entry" for teachers). By June 2014 district and school administrators attended regional and state symposiums and national training for evaluating and developing management systems for standards-based grading and reporting. (JumpRope, PowerSchool U, MCLA regional workshops)

7. MSAD #51 Evidence of Preparedness

Proficiency-based education work in 2013-2014

6-12 school leaders, technology director, and curriculum director attended MSSA's workshop covering Standards Based Learning. (August 8, 2013)

Board retreat included a review of comprehensive self assessment. One response was to begin public engagement work (Strategic Planning Committee assigned task). (August 29, 2013)

GHS departments identified professional learning needs to prepare for merging of cp and cp2 courses in 2014-2015 (redesigning courses, differentiation, standards-based grading are topics addressed). Staff worked together, attended conferences and workshops, and redesigned or mapped courses as summer work.

GHS enhanced RTI system 2013-2014, adding after-school credit recovery program, additional literacy support through in-class coaching for teachers and direct support for students. GHS plans for 2014-2015 include a writing lab, RTI communication protocols, new screening assessment, and additional learning lab.

GMS teachers began mapping courses and aligning assessments. All students experienced common assessments per subject per semester.
(2013-2014 school year)

Greely high and middle school and district leadership participated in regional meeting to share understandings and concerns about state expectations, implementation strategies, and questions to be addressed. (January 10, 2014)

School Board meeting presentation (televised) an overview on LD 1422. Board informed of confusion about implementation timeline options (extension options unclear). (January 21, 2014).

Derek Pierce, principal Casco Bay High School, met with GHS faculty, sharing his experiences developing standards-based grading systems. (January 29, 2014)

District-wide professional development day, in small groups K-12 faculty reviewed and discussed key aspects of LD 1422. Their feedback informed work of district-wide group, formed, April of 2014. (February 14, 2014)

Several GHS staff attended Casco Bay High School's Standards-Based Grading Workshop. (March 26, 2014)

District-wide advisory group formed to guide planning for proficiency based diplomas. Initial meeting reviewed staff questions and concerns and focused on creating the plan for implementation. (April 7, 2014)

7. MSAD #51 Evidence of Preparedness

Presentation to School Board and community (televised) on proficiency based learning by J. Duke Albanese, Senior Policy Advisor, and Angela Hardy, Senior Associate, Associate, of Great Schools Partnership. Video of presentation is available on District website, a resource to educators and community members. (April 10, 2014)

MSAD #51 began 14 month agreement with Great Schools Partnership for thirty days of support. (May 2014)

GHS's School Leadership Team (SLT) met with Mark Kostin from GSP to discuss options for creating an implementation plan. (May 2014)

Superintendent, MS and HS principals, and Board chair attend MCLA workshop on community engagement. (May 28, 2014)

SLT began to adapt a draft implementation plan with known extension options. (June 2014)

GHS staff (principal, assistant principal, three teachers) and curriculum director attended three day workshop (MPA and GSP) in June to refine and work on implementation plan. They created Proficiency Based Learning Talking Points and FAQs for teachers. Intended purposes include sharing with K-12, School Board, and at parent conferences, fall of 2014. (June 2014)

SLT assessed progress on curriculum alignment work, revised implementation plan and finalized plans for working in committees on standards-based assessment practices, differentiation strategies, and inclusion of the Guiding Principles. (August 6 and 7, 2014)

In August and September Reed Dyer, our GSP coach met with GHS principal and curriculum director, advised department chairs on their plans to finalize graduation standards, observed classes, and attended a faculty meeting. Each department is identifying and scheduling the support they need. Greely Middle School has asked for GSP coaching support for their curriculum alignment work.

Proficiency Based Learning Advisory Group met, received an update on the work underway, discussed the extension options and planned to assist with the extension process. (September 15, 2014)

Superintendent, curriculum director, high school principal and Mark Kostin from GSP discussed the District's plan to proceed with extension option #5 and adjustments for that timeline. (September 25, 2014)

Request PBD timeline extension from ME DOE; Board approval October 6 meeting. (October 6, 2014)

8. MSAD #51 Multi-Year Implementation Plan

In spring of 2014, MSAD #51 engaged into a contract with Great Schools Partnership. One of the first areas for support was guidance on how to think about creating a plan for implementation. The first plan that was reviewed by GHS's School Leadership Team (SLT) focused on a one-year implementation timeline. This first attempt occurred prior to the State's publication of the Waiver/Extension options.

The SLT then proceeded to ask how additional time would improve their process. The SLT was very clear that additional time would allow staff members to learn more about strategies to ensure all students have access to proficiency (Understanding By Design, Universal Design for Learning, proficiency based assessment practices). In addition, this would give departments greater opportunity to make informed decisions in the area of curriculum alignment and review of course assessments, consider how to articulate and assess the Guiding Principles, and develop plans for all teachers to implement proficiency based assessment practices in the 2015-2016 school year.

The District has been struggling with identifying an effective standards-based grading and reporting system that works seamlessly with PowerSchool; additional time will allow the District to select the best system for GHS and GMS.

Year two of the extension will see all GHS teachers implementing proficiency based assessment practices in the 2015-2016 school year. Also during year two, the District will define Guiding Principles and develop a system for assessing them, beginning with grades 6-12. Graduation policies will be revised in year two. By spring of 2016, the District will select a standards-based grading system; pilots will be supported in 2015-2016.

Year three of the extension will involve all teachers at GHS using the new standards-based grading system, a year in advance of the class of 2021's entrance into GHS. The Board will revise all other proficiency related policies.

Context:

MSAD #51 will be involved in Strategic Planning in 2014-2015. This may influence how we define our Guiding Principles.

Greely High School has merged College Prep and College Prep 2 courses in 2014-15. To help with this change, GHS is implementing several new supports and interventions and is providing professional learning for differentiation and Universal Design for Learning.

Greely High School is involved in NEASC Accreditation (visit 2017) and International Baccalaureate Evaluation (2014-2015).

8. MSAD #51 Multi-Year Implementation Plan

In our elementary schools, Greely Middle School 4-5 and Mabel I. Wilson, it has been an established practice to communicate student progress through standards-based reporting.

In addition to this work plan, as part of our new performance evaluation and professional growth system, teachers will need to be involved in developing and using SLOs.

2014-2015	2015-2016	2016-2017	2017-2018
<p>Board: Discuss and begin to revise graduation policy.</p> <p>District: Continue research of standards-based grading systems.</p> <p>GHS: Define graduation standards and begin to align courses.</p> <p>GHS: Provide professional development to support differentiation and proficiency based assessment.</p> <p>GHS: Staff develops proficiency based grading principles and define common approaches.</p>	<p>Board: Revise graduation policy.</p> <p>Board: Develop Strategic Plan goals to support proficiency based learning.</p> <p>District: Explore/ pilot proficiency-based grading options. Select option for use 6-12 to be used with PowerSchool.</p> <p>GHS: Following District strategic planning process, define Guiding Principles and begin planning to assess.</p> <p>GHS: Pilot proficiency based grading practices in each core class.</p> <p>GHS: Pilot multiple units in each Core class.</p> <p>GHS: Continue to provide professional development to support differentiation</p>	<p>Board: Revise all other policies related to proficiency based learning.</p> <p>Board: Continue Strategic Plan goals to support proficiency based learning.</p> <p>District: Implement proficiency-based grading system grades 9-12 and pilot in grades 6-8.</p> <p>GHS and GMS teachers develop assessments aligned with the Guiding Principles.</p> <p>GHS and GMS teachers implement proficiency-based assessment practices.</p> <p>GHS teachers implement proficiency based grading practices, using the new proficiency-based grading system.</p>	<p>Board: Continue Strategic Plan goals to support proficiency based learning.</p> <p>District: Implement proficiency-based grading system 6-8.</p> <p>GMS 4-5 and MIW teachers develop assessments aligned with the Guiding Principles.</p>

8. MSAD #51 Multi-Year Implementation Plan

<p>GHS: Completion of one proficiency based unit in all 9th grade classes - not including proficiency based grading.</p> <p>GMS: Continue to map and analyze courses and assessments.</p> <p>GHS: Implement new supports for students (Literacy / Writing? Lab, Learning Center) Review feedback on student supports and recommend changes for 2016 as needed.</p> <p>GMS: Review feedback on system of supports (nested classes, RTI teacher, after school support, etc.) and recommend changes for 2016 as needed.</p> <p>GMS: Professional development on differentiated instruction and UDL practices.</p> <p>GMS: Review existing grading practices, retake protocols, and</p>	<p>and proficiency based assessment.</p> <p>GMS: Implement revised practices around retakes and work habits grading.</p>	<p>GHS: Develop materials, plan, and provide orientation for the class of 2021.</p>	
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8. **MSAD #51 Multi-Year Implementation Plan**

<p>work habits grading. Make recommendations for revisions for 2015-2016.</p>			
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2014 - 2015

Q1: Defining graduation standards for the eight content areas will be near completion by the end of the first quarter.

Metric: GHS School Leadership Team (SLT) audit of standards alignment status, minutes from first December SLT meeting.

Q2: All graduation standards for the eight content areas will be completed. Protocol and plans for alignment of core courses will established.

Metric: GHS School Leadership Team (SLT) minutes from January meeting, protocol and plans/timeline for aligning courses materials developed.

Q3: Teachers at GHS receive professional development to support differentiation and proficiency based assessment.

Metric: Follow up survey on teacher understanding of differentiation and proficiency based assessment.

Q4: All 9th grade classes have piloted one revised proficiency based unit not including proficiency based grading.

Metric: In each 9th grade class the revised proficiency based unit will be identified in the Atlas curriculum mapping program. Minutes from SLT will review feedback from 9th grade teachers following the implementation of the new unit.

Q4: GHS Committee develops proficiency based grading principles and define common approaches.

Metric: Follow up survey on teacher understanding of proficiency based grading principles and common approaches.

9. MSAD #51 Systems of Support for Student Learning

MSAD #51's system of supports for student learning is a work in progress. In advance of the Response to Intervention mandate, the high school employed a Student Assistant Team (SAT) system and provided supports for students through either the Learning Lab or Math Lab

Over the years, the high school has employed a variety of measures for screening students to determine those at risk of not meeting proficiency. Focusing on students in grades 9 and 10, they have used NWEA, STAR and new this year is USATestPrep. All ninth and tenth graders not involved in honors courses are screened twice yearly. In addition to these assessments for reading and mathematics, high school students in grades 10 and 11 have participated in PSAT testing. Historically, the faculty use results from these assessments to inform instruction and set goals for improvement with individual students.

This year, the English and math department leaders, along with the assistant principal and literacy teacher analyze the results and determine which students will benefit from additional targeted instruction. In past years there was an SAT structure. This year the high school is working to redefine its leadership and approaches to overseeing RTI as additional staff have been added and roles have changed.

Last year, the high school identified the need to share current data and document the impact of the interventions being provided to students. They created a RTI Communication Log system for identified students which is being piloted this year. In addition, GHS faculty have participated in K-12 discussions about how to use the District's data management system, Inform. Students entering 9th grade this fall who have participated in RTI supports at the middle level have records of their interventions and results.

The high school has been using Plato as an option to provide additional targeted curricula for students where appropriate. These curricula are made available for students needing additional practice for a concept or skill. Students may access this through the Math Lab or Learning Lab. In addition to providing targeted math support and additional help with assignments, last spring, the high school created an after-school credit recovery program for students in need. Staffed by faculty members, it was viewed as a model with merit and is being continued this year. This after-school program uses a variety of resources for students including Plato.

Options for addressing identified student needs are being updated each year as the School Leadership Team analyzes impact and researches models used in other high schools. We have a well established Learning Lab where students receive ongoing support for work completion as an alternative to a study hall. Last year, the high school added a part time literacy teacher. Her responsibilities included providing in-class support for such needs as strategies for reading the science text. With the merging of College Prep and College Prep 2

9. MSAD #51 Systems of Support for Student Learning

course levels, there is an increase in demand for literacy differentiation support in many classes. This year the literacy teacher is full time. Her role has expanded to providing in-class literacy coaching for teachers across the content areas.

For several years, GHS has provided a Math Lab for students seeking support. In previous years, the Math Lab has been accessed by students during study halls in order to receive extra assistance with a particular homework question or assignment. The Math Lab is staffed by math teachers. They analyze the needs presented by the students and share strategies among teachers. It is still available for students to access during their study halls. Starting last year, the Math Lab added the role of proactively engaging students who were in need of additional support. In addition to the drop-in model, students are now assigned to attend the Math Lab instead of a study hall and targeted instruction is provided.

The high school received additional resources to support students through the budget process for this year. There now is a second Learning Lab, this one focuses on students with needs in the area of math and science. In addition, the former Writing Lab, formerly available as an alternative to study hall a few class periods each day, has been replaced by a full time English Lab where identified students receive additional targeted instruction as an alternative to study hall. In previous years, the Writing Lab was an option. This year, the English Lab is an assigned class in a student's schedule. The English Lab is staffed by English teachers and is ideally kept at a 5 to 1 ratio of students to teachers .

This year we have a committee studying how we organize the school day to ensure access for all students. The SLT has been learning about effective practices in other schools and trying to determine if there could be a dedicated support period included in the school schedule. In addition, the notion that the current organization of the school day may not serve all students (55 minute class periods in a schedule that rotates) is part of the impetus for the schedule committee this year.

11. Proficiency Based Diploma Transition Funds Budget

	Transition Funds	Use of Funds
2013 - 2014	\$23,549.15	<p>These funds were used to fund part of the Great Schools Partnership 30 day contract.</p> <p>Total of commitment for April 1, 2014 through June 30, 2015 = \$28,900.</p>
2014 - 2015	\$23,975.07	<p>Before we decide to commit to an additional year of coaching support, we will need to evaluate this year's experience and our needs for the coming year.</p>

12.

MSAD #51 School Board Vote

MAINE SCHOOL ADMINISTRATIVE DISTRICT #51
CUMBERLAND / NORTH YARMOUTH

P. O. Box 6A
Cumberland Center, ME 04021
Web site: www.msad51.org - Phone: 829-4800
Board of Directors

Agenda

Date: October 6, 2014
Time: 7:00 PM
Location: Greely High School Library
303 Main St.
Cumberland, ME 04021

1. **Call To Order - by MSAD #51 Board of Directors Chairperson, Karen Campbell ___ PM.**
2. **Approval of Minutes**
3. **Recognition**
 - Legislative Sentiment presented by Steve Moriarty and Anne Graham, State Representatives, to 2013-2014 championship teams
4. **Public Comment**
5. **Superintendent's Report**
6. **Presentations**
 - a) Proficiency Based Diploma Waiver - Sally Loughlin
7. **Committee Reports**
 - a) Finance
 - b) Policy
 - c) Communications
 - d) Negotiation
 - e) Facilities
 - f) Strategic Planning Committee
 - g) PATHS
 - h) Student Reports
8. **Communications**
 - a) MSMA Conference
 - b) School Board calendar
 - c) Regional Legislative Candidates' Night
9. **Items For Action**
 - a) Vote to approve reimbursement resolution for lease purchase of technology equipment
 - b) Vote to authorize lease purchase of technology equipment in principal amount of \$100,000
 - c) Vote to authorize reimbursement resolution for lease purchase of photocopier equipment
 - d) Vote to authorize lease purchase of photocopiers in principal amount of \$59,850

- e) Vote to approve MSAD #51's request of the Maine Department of Education to grant 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.
- f) Vote to appoint a Maine School Board Association Board Delegate for the MSBA fall conference
- g) Vote to enter into executive session pursuant to Title 1, Section 405 (6)(C) to discuss the condition, acquisition and use of real property.

10. Adjourn meeting _____PM

MAINE SCHOOL ADMINISTRATIVE DISTRICT #51
CUMBERLAND / NORTH YARMOUTH

P. O. Box 6A
Cumberland Center, ME 04021
Web site: www.msad51.org - Phone: 829-4800
Board of Directors

Minutes

Date: October 6, 2014
Time: 7:00 PM
Location: Greely High School Library
303 Main St.
Cumberland, ME 04021

*for vote
see page 24
Items for Action
- e -*

1. Call To Order - by MSAD #51 Board of Directors Chairperson, Karen Campbell 7:01 PM.

Attendance

Board of Directors present: Vickie Bell, Karen Campbell, Kevin Cass, Virginia Dwyer, Bethany Hanley, Martha Leggat, Jim Moulton, Gigi Sanchez, John Simpson, Zach Theriault, Pete Wilson

Administrators: Karen Bubar, Sally Loughlin, Carol MacArthur, Kim MacDonald, Dan McKeone, Julie Olsen, Jeff Porter, Scott Poulin, Susie Robbins, David Shapiro, Mar-E Trebilcock, Dirk Van Curan

2. **Approval of Minutes** of the Board of Directors meeting held on September 15, 2014. The September 15, 2014 minutes will be approved at the next Board meeting.

3. **Recognition**

Steve Moriarty, State Representative, on behalf of himself, representative Anne Graham and the 126th State Legislature, presented a legislative sentiment to the Greely Rangers 2013-2014 championship teams. Members of the boys baseball, girls tennis team, coaches and the athletic director were present for the recognition. Mr. Moriarty congratulated the athletes, coaches, parents and community for their achievements and their support of student athletes in their achievements.

Vickie Bell, Communications Committee Chair, noted Carol MacArthur, GMS 4-5 Principal, completed the Maine Marathon in under four hours this past weekend.

4. **Public Comment**

5. **Superintendent's Report**

Jeff Porter reported the annual Greely college fair was held last week and was well attended. He thanked the GHS Guidance Dept for their hard work coordinating the event. Members of the Guidance Department are Melissa Fowler, Guidance Director, Travis Roy and Johnna Mulligan, Guidance Counselors, and Kelly Irving, Administrative Assistant. He recognized the Transportation Dept who once again were ranked highly by the Maine State Police inspection of school district bus fleets. He thanked Phil Blake, Transportation Supervisor, and Larry Lare, Mechanic, who maintain the bus fleet. He discussed his entry plan meetings and he has met with over half of the various employee groups and is enjoying the discussions and feedback. He thanked Seacoast Swim Club for their generous donation of \$3,000. The donation will be used for pool maintenance. He thanked the Cumberland Congregational Church for a donation of \$150. The church made the donation for MIW students who might not have snacks. He announced the Community Dialogue event will be held on November 10, 2014, 5:15pm - 8:00pm, at Greely

Middle School. The Community Dialogue is part of the Strategic Plan process and is an RSVP event. Details are on the website and invitations will be e-mailed to the community in the next few days. He read an e-mail from a parent regarding the GHS school open houses. The parent shared it is one of her favorite nights and permits her to get a glimpse of her son's world. She feels fortunate to live in a community where education is highly valued and thanked MSAD #51 teachers and staff who make her job easier and with whom she considers to be in partnership in the education of her child.

6. Presentations

a) Proficiency Based Diploma Waiver - Sally Loughlin

Sally Loughlin, Director of Curriculum, Instruction, Assessment and Professional Development, provided a summary of the proficiency based diploma waiver. She noted the Board's vote tonight to approve the district's application for an extension is an essential part of the PBD process over the next three years. She provided the context of the law. The law was passed in 2012 and requires that students not pass courses by seat time or courses attended, but by evidence of proficiency of the standards of the state of Maine. Implementation of the law is a three-pronged process and includes practices, policy and community engagement. She provided history of the law and details about each part of the process. A Proficiency Based Diploma Committee was formed. The district contracted with Great Schools Partnership to assist the committee in developing a process and understanding of the law and its requirements.

The work of the PBD committee was outlined. The waiver application process includes an action plan and this year the high school is working on graduation standards, a pilot unit designed for proficiency based learning and redefining grading and assessments and reporting practices for 2015-2016. The waiver application process requests school districts to primarily look at what are conditions at the high school level, but the process has initiated dialogue at the high and middle school levels. Year two work will include GHS and GMS following school-wide expectations for assessment and grading, define K-12 Guiding Principles, Board approval of graduation requirements, and identifying a standards-based grading system grades 6-12. By 2015-2016, the third year, the district should pilot a new grading system and assessment of K-12 Guiding Principles. Other year three goals are the Board's work revising PBD policies, continue to align courses, revise units of study and align and update assessments. The committee will continue refining the application and PBD work. The application is due October 17, 2014. The presentation ended and a Board discussion followed.

The Board discussed the 3-year implementation period and why some districts are not applying for a waiver. Great Schools Partnership work and the allocation of dollars to their contract was reviewed. Board members expressed their appreciation for the work staff has committed and will commit to the success of PBD. In response to a question about what grading will look like at the high school in three years, Mrs. Loughlin responded she and the PBD committee will recommend Brewer's dual credit graduation system. If adopted by the community and the Board, it would allow the transcript sent to colleges flexibility. The law does not require a multi-detailed transcript be sent to a college who does not want one. The Board noted the PBD law is being implemented in a deliberate and understandable way at MSAD #51 because of the committee's, staff's and Mrs. Loughlin's work. PBD is being implemented because it is good for students and students' success as life-long learners.

Karen Campbell summarized by saying the PBD work last year and this year has been substantial and she and the Board appreciate Mrs. Loughlin's detailed report. The Board discussed PBD at the 2013 Board Retreat and considers it part of their work plan. The district is developing high level of PBD implementation to ensure supports are in place and to ensure proficiency for all students. The law requires a public PBD process and requires the Board to formally approve and vote on the waiver. In closing this portion of the meeting Mrs. Campbell moved to *Items For Action (e)* and called for a vote.

7. Committee Reports

Finance

Gigi Sanchez reported the committee met for over two hours on September 30th. They discussed the Central Office construction and Stephen Blatt from Blatt Architecture joined the meeting. Details are available in the minutes taken by Martha Leggat and posted on the Finance Committee website. The work will be done in phases. She discussed the bid process and policy DJ. The decision was made to do a

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Request for Qualifications. The RFQ has minimum qualifications and provides facilities oversight. It is hybrid approach involving facilities and finance. Scott Poulin added the process is a construction management process and the savings realized using this process go back to the district vs a request for bid where the savings are realized by the contractor. This is not a major renovation and will be approximately \$100,00 spread over three years to a building that has not been updated in 20 years.

Mrs. Sanchez reported on assessments and broke out assessments from the towns and Chebeague Island. \$100,00 from the contingency fund was reallocated to charter school tuition. Encumbrances, photocopiers, the energy contract and warrants were discussed and details are provided in the Finance Committee September 30th minutes.

Policy

Virginia Dwyer reported the committee met prior to the Board meeting and discussed four policies. They discussed harassment and sexual harassment of students and employees and the related procedures. The student Board rep policy and the employee internet and computer use policies were also discussed. They anticipate bringing the policies to the October 20th Board meeting for first reading. Athletic policies will be discussed at the next meeting and Eliza Miller, Athletic Advisory Board Chair, and David Shapiro, Athletic Director, will attend the meeting.

Communications

Vickie Bell reported the committee is supporting and working on the Community Dialogue event. The committee has advertised a call for a committee member to add a North Yarmouth resident to the Communications Committee. Anyone interested should contact Vickie Bell.

Facilities

Jim Moulton reported the committee met on September 29th and he thanked Scott Poulin and Don Foster for collecting information prior to the meeting. The meeting began with a tour of the facilities. They will continue to review the 5 year capital plan and other information. Scott Poulin reported a hot water tank split at GHS necessitating a new tank. The Finance Committee responded quickly and he appreciates their quick response. The pool water sampling device broke and a new unit had to be installed. Don Foster deserves an incredible amount of credit for working with the contractors to implement the repairs with minimal or no disruption to students and staff during the school day or participants of the swim meet. He noted the repairs took place quickly because of preferred vendor relations. Preferred vendor replacements provides access to timely and cost effective maintenance and repairs.

Bethany Hanley thanked Scott and Don for their work in having the pool device replaced in less than day and in time for a Seacoast Swim Club meet involving surrounding districts. The meet took place and it was an opportunity to showcase the district's swim facility.

Strategic Planning Committee

Martha Leggat reported the committee has had two meetings. The committee is made up of Board members, administrators, teachers, community members and the two town managers. The committee is focusing on the Community Dialogue event. The event will be a data gathering meeting and they are working to make it as efficient as possible. The Community Dialogue is November 10th and information is on the website.

PATHS

Jeff Porter reported the common calendar was discussed at the last meeting. Area school districts cannot have more than five dissimilar calendar days with PATHS. They discussed a calendar that would eliminate the dissimilar days and meet the requirement over the allotted days. They received a letter from the Maine Education Commissioner, Jim Rier, saying the sending districts did a good job managing the dissimilar days to keep them to a minimum. Jeff thanked everyone involved from neighboring districts who helped in the process.

Student Reports

Zach Theriault reported he discussed weighted grades with Mrs. Fowler, GHS Guidance Director, and Board Minutes October 6, 2014

it is his impression that she believes it would not be difficult to do weighted grades with a computer program. They discussed it being optional. The student could select submitting weighted or unweighted grades to a college. He discussed his research on weighted grades and he will share the information with the Board

Kevin Cass reported he met with Mr. Porter and Mrs. Hanley to discuss substance abuse. He is gathering information and data with Mr. Scott, GHS Social Worker, and Eric McKeone, a student, and he will develop a presentation.

8. Communications

a) MSMA Conference

Karen Campbell reported the Maine School Management Conference for superintendents and Board members will be October 23 & 24, 2014 in Augusta. The conference is helpful to Board members and she encouraged participation for those who could attend. Board delegates vote on resolutions at the conference and the delegate will be approved by Board vote at this Board meeting.

b) School Board calendar

Alternative dates for the summer Board Retreat are being reviewed by Mr. Porter and Mrs. Campbell.

c) Regional Legislative Candidates' Night

Mrs. Campbell, Mr. Wilson and Mr. Porter attended a Regional Candidates Night in Gorham hosted by MSMA for area superintendents and School Board members. The event was approximately two hours long. Candidates for the upcoming elections had a chance to speak as well visit tables and discuss school district concerns with those who attended. Mr. Porter added it was well attended and an opportunity to discuss the overwhelming amount of legislative requirements coming from the Legislature over the past two years, many of which have been unfunded mandates.

9. Items For Action

a) Vote to approve reimbursement resolution for lease purchase of technology equipment

Gigi Sanchez made a motion to approve reimbursement resolution for lease purchase of technology equipment and Bethany Hanley seconded the motion. **The motion carried 9-0.**

MOTION: I move that the resolution entitled, "Reimbursement Resolution for Lease Purchase of Technology Equipment," be adopted in form presented to this meeting and that an attested copy of said Resolution be filed with the minutes of this meeting.

REIMBURSEMENT RESOLUTION FOR LEASE PURCHASE OF TECHNOLOGY

BE IT RESOLVED by the School Board of Maine School Administrative District No. 51 (the "SAD") as follows:

That the SAD hereby resolves and declares its official intent pursuant to Section 1.150-2(e) of the Treasury Regulations that the SAD reasonably expects to use the proceeds of a lease purchase agreement to reimburse certain original expenditures from the SAD's general or other fund, paid not earlier than 60 days prior to adoption of this Resolution or to be paid, which original expenditures have been or will be incurred in connection with costs of the acquisition of technology equipment (the "Equipment"); and that the SAD reasonably expects that the maximum principal amount that the SAD will issue to finance the Equipment is

\$100,000.00; and further that an attested copy of this declaration of official intent be kept in the permanent records of the SAD; and

That the Secretary file an attested copy of this Resolution with the minutes of this meeting.

b) Vote to authorize lease purchase of technology equipment in principal amount of \$100,000

Gigi Sanchez made a motion to authorize lease purchase of technology equipment in principal amount of \$100,00 and Vickie Bell seconded the motion. **The motion carried 9-0.**

MOTION: I move that the vote entitled, "Vote to Authorize Lease Purchase of Technology Equipment in the Principal Amount of \$100,000," be adopted in form presented to this meeting and that a copy of said Vote be filed with the minutes of this meeting.

**VOTE TO AUTHORIZE LEASE PURCHASE OF TECHNOLOGY EQUIPMENT
IN PRINCIPAL AMOUNT OF \$100,000**

The School Board of Maine School Administrative District No. 51 hereby votes as follows:

That Superintendent of Schools (the "Superintendent") is authorized to accept a proposal of Androscoggin Bank to provide tax-exempt lease purchase financing for technology equipment (the "Equipment") in the principal amount of \$100,000;

That under and pursuant to the provisions of Title 20-A M.R.S. sections 1001 and 105, the Superintendent is authorized to execute and deliver a lease purchase agreement with Androscoggin Bank, or its nominee, in the name and on behalf of Maine School Administrative District No. 51 (the "District") for technology equipment, with an aggregate purchase price of \$100,000, in such form and on such terms not inconsistent herewith as the Superintendent may approve (the "Lease");

That no part of the proceeds of the Lease shall be used, directly or indirectly, to acquire any securities and obligations, the acquisition of which would cause the Lease to be a "private activity bond" or an "arbitrage bond" within the meaning of Sections 141 and 148, respectively, of the Internal Revenue Code of 1986, as amended (the "Code");

That the Lease issued pursuant hereto is designated as a qualified tax-exempt obligation within the meaning of Section 265(b)(3) of said Code;

That the Superintendent is authorized to covenant on behalf of the District to file any information report and pay any rebate due to the United States in connection with the issuance of the Lease, and to take all other lawful actions necessary to insure the interest portion of the rental payments under and pursuant to the Lease will be excluded from the gross income of the owners thereof for purposes of federal income taxation and to refrain from taking any action which would cause such interest portion of the rental payments to become includable in the gross

income of the owners thereof;

That the appropriate officials of the District are authorized to execute and deliver such other documents and certificates as may be required in connection with the Lease; and

That the District hereby resolves and declares its official intent pursuant to Section 1.150-2(e) of the Treasury Regulations that the District reasonably expects to use District's general or other fund, paid not earlier than 60 days prior to adoption of this Resolution or to be paid, which original expenditures have been or will be incurred in connection with costs of the Equipment; and that the District reasonably expects that the maximum principal amount that the District will issue to finance the Equipment is \$100,000, and further that an attested copy of this declaration of official intent be kept in the permanent records of the District;

That an attested copy of this Vote be filed with the minutes of this meeting.

c) Vote to authorize reimbursement resolution for lease purchase of photocopier equipment

Gigi Sanchez made a motion to authorize reimbursement resolution for lease purchase of photocopier equipment and Vickie Bell seconded the motion. **The motion carried 9-0.**

MOTION: I move that the resolution entitled, "Reimbursement Resolution for Lease Purchase of Photocopier Equipment," be adopted in form presented to this meeting and that an attested copy of said Resolution be filed with the minutes of this meeting.

REIMBURSEMENT RESOLUTION FOR LEASE PURCHASE OF PHOTOCOPIER EQUIPMENT

BE IT RESOLVED by the School Board of Maine School Administrative District No. 51 (the "SAD") as follows:

That the SAD hereby resolves and declares its official intent pursuant to Section 1.150-2(e) of the Treasury Regulations that the SAD reasonably expects to use the proceeds of a lease purchase agreement to reimburse certain original expenditures from the SAD's general or other fund, paid not earlier than 60 days prior to adoption of this Resolution or to be paid, which original expenditures have been or will be incurred in connection with costs of the acquisition of photocopier equipment (the "Equipment"); and that the SAD reasonably expects that the maximum principal amount that the SAD will issue to finance the Equipment is \$59,850; and further that an attested copy of this declaration of official intent be kept in the permanent records of the SAD; and

That the Secretary file an attested copy of this Resolution with the minutes of this meeting.

d) Vote to authorize lease purchase of photocopiers in principal amount of \$59,850.

Gigi Sanchez made a motion to authorize lease purchase of photocopiers in principal amount of \$59,850 and Bethany Hanley seconded the motion. **The motion carried 9-0.**

MOTION: I move that the vote entitled, "Vote to Authorize Lease Purchase of Photocopiers in the Principal Amount of \$59,850," be adopted in form presented to this meeting and that a copy of said Vote be filed with the minutes of this meeting.

VOTE TO AUTHORIZE LEASE PURCHASE OF PHOTOCOPIERS IN
PRINCIPAL AMOUNT OF \$59,850

The School Board of Maine School Administrative District No. 51 hereby votes as follows:

That Superintendent of Schools (the "Superintendent") is authorized to accept a proposal of Androscoggin Bank to provide tax-exempt lease purchase financing for photocopiers (the "Equipment") in the principal amount of \$59,850;

That under and pursuant to the provisions of Title 20-A M.R.S. sections 1001 and 105, the Superintendent of Schools (the "Superintendent") is authorized to execute and deliver a Lease Purchase Agreement with Androscoggin Bank, or its nominee, in the name and on behalf of Maine School Administrative District No. 51 (the "District") for photocopiers, with an aggregate purchase price of \$59,850, in such form and on such terms not inconsistent herewith as the Superintendent may approve (the "Lease");

That no part of the proceeds of the Lease shall be used, directly or indirectly, to acquire any securities and obligations, the acquisition of which would cause the Lease to be a "private activity bond" or an "arbitrage bond" within the meaning of Sections 141 and 148, respectively, of the Internal Revenue Code of 1986, as amended (the "Code");

That the Lease issued pursuant hereto is designated as a qualified tax-exempt obligation within the meaning of Section 265(b)(3) of said Code;

That the Superintendent is authorized to covenant on behalf of the District to file any information report and pay any rebate due to the United States in connection with the issuance of the Lease, and to take all other lawful actions necessary to insure the interest portion of the rental payments under and pursuant to the Lease will be excluded from the gross income of the owners thereof for purposes of federal income taxation and to refrain from taking any action which would cause such interest portion of the rental payments to become includable in the gross income of the owners thereof;

That the appropriate officials of the District are authorized to execute and deliver such other documents and certificates as may be required in connection with the Lease; and

That the District hereby resolves and declares its official intent pursuant to Section 1.150-2(e) of the Treasury Regulations that the District reasonably expects to use the proceeds of the Lease to reimburse certain original expenditures from the District's general or other fund, paid not earlier than 60 days prior to adoption of this Resolution or to be paid, which original expenditures have been or will be incurred in connection with costs of the Equipment; and that the District

reasonably expects that the maximum principal amount that the District will issue to finance the Equipment is \$59,850, and further that an attested copy of this declaration of official intent be kept in the permanent records of the District;

That an attested copy of this Vote be filed with the minutes of this meeting.

- (e) Vote to approve MSAD #51's request of the Maine Department of Education to grant 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. ←

Virginia Dwyer made a motion to approve MSAD #51's request of the MDOE to grant an Option 5 Extension through July 2, 2020 for the requirement the students demonstrate proficiency in the standards of the eight content areas and the standards of the Guiding Principles in order to receive a diploma. Vickie Bell seconded the motion. **The motion carried 8-0-1, 8 in favor and 1 abstain.**

Jeff Porter added to Mrs. Loughlin's answer to the question why are surrounding district's proceeding without a waiver. He noted GHS is set apart from surrounding districts because it is an International Baccalaureate school. The IB program is still fairly new in the history of the district and was implemented in the past four or five years. The IB program will be reviewed next year, New England Association of Schools and Colleges is reviewing GHS over the next two years and the district is implementing PBD. IB, AP, NEASC, the collapse of CP/CP2, and PBD in all that it involves, need to be integrated into a proficiency system. Great Schools Partnership has been asked to help develop the system that includes all the components. He asks for the PBD waiver for this reason as well as the reasons explained in Mrs. Loughlin's presentation. The waiver allows for a thoughtful process and a PBD model that is strong.

- f) Vote to appoint a Maine School Board Association Board Delegate for the MSBA fall conference

Virginia Dwyer made a motion to appoint Karen Campbell MSBA fall conference Board Delegate and Martha Leggat seconded the motion. **The motion carried 9-0.**

- g) Vote to enter into executive session pursuant to Title 1, Section 405 (6)(C) to discuss the condition, acquisition and use of real property.

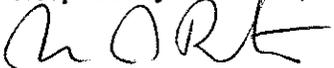
Jim Moulton made a motion to remove the executive session from the agenda and Gigi Sanchez seconded the motion. **The motion carried 9-0.**

Voted: To remove the executive session.

10. Adjourn meeting 9:10 PM

Jim Moulton made a motion to adjourn the meeting and Gigi Sanchez seconded the motion. **The motion carried 9-0.**

Respectfully submitted,



Jeffrey J. Porter
MSAD #51 Superintendent of Schools

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