

RSU/MSAD 64
P O Box 279
Corinth ME 04427
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facsimile transmittal

To: <i>Diana Dairon</i>	Fax: <i>1-877-227-9838</i>
From: <i>Rhonda Sperrey@RSU/MSAD 64</i>	Date: 10/2/2014
Re: <i>PBD Extension Application</i>	Pages: <i>28</i> , including this page



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 6

At the time of the extension application the SAU will:

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

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

Submittal Window**1. Indicate the submitting date.**

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

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

Aroostook	<input type="checkbox"/>
Cumberland	<input type="checkbox"/>
Hancock	<input type="checkbox"/>
Kennebec Valley	<input type="checkbox"/>
Midcoast	<input type="checkbox"/>
Penquis	<input checked="" type="checkbox"/>
Washington	<input type="checkbox"/>
Western Maine	<input type="checkbox"/>
York	<input type="checkbox"/>

3. School Administrative Unit: RSU/MSAD 64

4. High School(s): Central High School

5. Name and title of person completing the extension request:
Jennifer Tabor, Curriculum Coordinator

6. Superintendent's name, address, phone number and email:
Rhonda Sperrey
PO Box 279/408 Main St.
Corinth, ME 04427
207-285-3334
rsperrey@rsu64schools.org

Evidence of Preparedness

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

Criteria:

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

Strengths

RSU 64 has undergone substantial change in the past two years. This year alone has seen the hiring of a High School Principal, Director of Special Education, and Superintendent. Leadership has been expanded to include a Curriculum Coordinator, a position that had previously been combined with the Director of Special Education. As this team comes together with the other principals at the K-2, 3-5, and Middle School levels, all are acutely aware of the need to align the curriculum to standards and performance indicators to create a cohesive system of education K-12. Additionally, the team embraces the idea of proficiency based learning (PBL) and has an entry level idea of the framework of such a system. During various brainstorming sessions around implementation of a PBL system it has become evident that the team is willing to explore every option and is deeply concerned with their professional growth, as well as, their teachers.

Within the District there are many aspects of a PBL program currently in place, especially at the K-5 level. At this level, English/language arts (ELA) and mathematics curriculums are based on the CCSS standards, utilizing the Lucy Calkins writing and Fountas and Pinnell literacy programs, as well as, enVision for mathematics. Data collection from these programs, and other screenings, are widely used to aid teachers in identifying areas of student weakness and substantial support is available. The support at the K-5 level includes 2 Reading Recovery teachers, 12 educational technicians, 1 literacy coach, 1 literacy interventionist, and 2 math interventionists. These teachers are able to use classroom data, work with small groups of students, and provide basic skill remediation. Data collection continues at the middle school, although on a smaller scale. Sources include NECAP, AIMSWeb, and Fountas and Pinnell literacy scores. Additionally, the middle school's PBIS program, which has received regional recognition, collects and tracks student behavior. (*Evidence 1: Curriculum Expectations K-5; Evidence 2: Summary of Support System*)

Another strength of the District is its concerted effort to allow professional learning communities (PLC) time within the school day to meet. The PLCs at the middle school meet as grade level teams on a monthly basis, and are adding meetings by department this year as well. These department meetings will be examining student assessment data, identifying trends, and adjusting curriculum as necessary. At the high school, the PLCs meet by content area since teachers have common planning time daily and use this time to meet at least twice per month. The elementary level is challenging as there are 5 elementary schools. The three K-2 schools operate on different schedules, putting a considerable constraint on common time. The 3-4 and 3-5 schools have found time to meet on a monthly basis and have begun those meetings this year. These meetings K-5 are an example of one of the ways the principals of those schools are working to bring the five schools together as the District is in the process of building a new elementary school, opening in the fall of 2016. (*Evidence 3: PLC Meeting Schedule*)

A unique project the District engaged in was the Future Search Conference. This took place in 2011

and brought together a large group of stakeholders from all 5 towns in the District. This group “dived into the history of MSAD/RSU No. 64 and its schools and communities, various influences on educational programming and ongoing challenges, current perceptions on the strengths of and challenges facing the District and a vision of what we desire for our schools, students, and communities in the future” (Future Search Document). At the conclusion of this event, a District vision and mission emerged, as well as, goal areas for the District to work on. All of the elements identified during this process continue to support the District’s move to PBL. Specifically, the teams created to work on each goal area have created initiatives such as: the creation of a Educational Engagement Coordinator position, 1-to-1 technology devices, the building of a new elementary school, a cohesive curriculum K-12 across all content areas, and expanding the PBIS system, which the middle school has done a commendable job implementing. Leadership from each of the teams meets quarterly to discuss progress and trouble shoot areas of concern. (*Evidence 4: Vision, Mission, Strategic Plan*)

Challenges

With the new leadership that came on board in the summer of 2014, a new energy and commitment to PBL has come to the District. However, since previous leadership was aware of the change in personal, little work has been done in regards to implementing PBL practices. Therefore time is the biggest challenge RSU 64 faces.

Starting at square one, the curriculum needs to be examined and aligned K-12. Faculty members need to select graduation standards and performance indicators. Units will then be developed, along with assessments and rubrics, learning targets, and appropriate instructional activities. Faculty will need support and professional development, as well as time, to complete each of these facets of PBL. Alternative assessments, creating opportunities to meet standards in courses outside the ‘core four’, and flexible grouping/scheduling of students are additional aspects need to be examined.

Another challenge the District faces is the absence of an electronic reporting system designed to be used in a PBL system. Furthermore, issues around a change in grading structures need to be examined. Specifically, there are concerns about the awarding of scholarships in the absence of GPA and developing community support and engagement when long standing traditions, such as Valedictorian and Salutatorian, are no longer in place.

Finally, the District is involved in many other initiatives happening concurrently:

- the Performance Evaluation and Professional Growth (PE/PG) team has just been approved and will meet later this month to begin work
- the elementary school construction beginning in November 2014
- the high school will be starting their NEAS&C accreditation self-study in 2015.

While all of these initiatives support PBL, they will considerably impact the amount of time available to focus specifically on the District’s transition plans.

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

2014-2015

QUARTER 1

- Develop common language around PBL
- Grow data usage in grades 3-5 and at the middle level
- Grow PBIS system to K-5 Level
- Continue to provide professional development to faculty on elements of PBL- seminars, workshops, book studies, etc
 - Begin designing standards based units of study
 - Adopt/use instructional practices that support PBL
 - Adopt/use assessment types and scoring practices that support PBL

BENCHMARK: Professional Development for teachers around learning targets and the use of rubrics
Metric: Faculty survey of their understandings and needs, informal Administrative observations/support, PLC agenda item

QUARTER 2

- Continue to develop Graduation Standards and Performance Indicators for all current courses/grade levels K-12
- Engage Future Search Steering Committee where it makes sense
- Examine structure and schedule of grades 6-12, ensure support of alternative grouping/intervention
- Develop a communications plan
 - Engage parents through seminars, website, mailings, flyers
 - Engage local media: BDN, The Weekly

BENCHMARK: Develop and Implement a communications plan

Metric: At least 2 parent/community evenings will have taken place by the end of quarter 2

Quarter 3

- Refine Graduation Standards and Performance Indicators for all current courses/grade levels K-12
- Engage students in self reporting strategies such as self assessment and monitoring of their learning progressions
- Explore the use of SWIS to support data management of PBIS system
- Find expert/consultant to assist in our transition (DOE, GSP, etc)

BENCHMARK: Implementation of PBIS at the K-5 Level
Metric: Teacher and Administration survey/reflection

Quarter 4

- Finalize Graduation Standards and Performance Indicators for all content areas K-12
 - Determine which courses/classes/content areas will provide opportunities for students to demonstrate proficiency.
 - Design units K-12 using common framework where it makes sense
 - Develop rubrics and assessments for performance indicators
- Define what proficiency level constitutes “passing”, i.e. 2, 3, 2.5. Do we average across performance indicators to arrive at a score for the standard, weighted average, “pass” all?
- Engage Board of Directors in Policy Work
 - Review existing policies
 - Revise/Draft/Adopt new policies
- Revise/Finalize structure and schedule of grades 6-12, ensure support of alternative grouping/intervention

BENCHMARK: Finalize Graduation Standards and Performance Indicators for all content areas K-12
Metric: Submitted to building Administration and Curriculum Coordinator

2015-2016

- All grading practices 6-12 will separate student achievement and habits of work
- Develop a record keeping system/report card/transcript
- Employ an Community Engagement Coordinator to facilitate the meeting of performance indicators through alternative means
- Implement lesson plans aligned to units created in quarter 4
- Determine Cross Curricular Standards and Performance Indicators
 - Develop a curriculum or way for students to meet these
 - Develop rubrics and assessments for performance indicators
- Determine how students with special needs will be accommodated for
- Expand data collection and use

BENCHMARK: Determine Cross Curricular Standards and Performance Indicators
Metric: Policy created for student achievement of identified Performance Indicators

2016-2017

- Proficiency Based Reporting system in place K-8
- Examine the use of Extended School Year opportunities, specifically summer school
- Develop student transition plans for grades 5→6, 8→9, and 12→college/career/workforce
- Enhance the system of support for students who are not meeting proficiency

BENCHMARK: Pilot Proficiency based reporting system K-8
Metric: Stakeholder Surveys (Teacher, Parent/Student)

2017-2018

- Create a PBL System tool to identify barriers to lack of proficiency, readjust

- Proficiency Based Reporting system in place K-12
- Develop 4th year courses for math and science and technology

BENCHMARK: Create and use a Proficiency Based Learning System Tool
Metric: Embedded in the tool

2018-2019

BENCHMARK: Implement 4th year math and science courses
Metric: Unit reflections by teachers, survey of students

2019-2020

BENCHMARK: Full district implementation of Proficiency Based Learning System
Metric: PBL System Tool analysis

2020-2021

BENCHMARK: Issuing of PBL Diplomas to the class of 2021
Metric: PBL System Tool analysis

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

While extensive support is available for students K-5, explained above in the district's strengths, that support diminishes at the 6-12 level. Each school, Central High School and Central Middle School, offer Guided Study/RTI Lab periods. These periods are in addition to any study hall the students may have and the intent of these periods is to give students an opportunity to receive additional support in areas they are struggling. However, practice does not currently reflect this intent in all areas. After school time is also used by teachers and students. At the high school level "triple A's" or Academic Assistance Appointments are scheduled by the teacher and allow students the opportunity to complete missing or overdue assignments. The middle school also has after school assistance appointments. These are scheduled by the students and run from 3-4:30. A late bus is provided for these students at both schools Tuesday-Thursday. (*Evidence 5A & 5B: HS and MS Bell Schedule*)

There is one math interventionist at the middle level and one English interventionist/Literacy coach for grades 6-12. Each works with students individually, providing Tier 2 RTI support, but is trying to 'push-in' to classrooms in order to aid a larger number of students. Data for selection of middle level students includes AIMSWeb®, NECAP scores, and end of previous year cumulative tests. No formal screener is used for students in grades 9-12, although PSAT and SAT data is available to staff. (*Evidence 6: Intervention Parent Letter*)

Additionally, there is a need to develop consistent practice for providing classroom feedback and interventions. As the curriculum develops and teachers begin to record data based on demonstrated proficiencies, the practices surrounding feedback and intervention will become more defined.

The district does have an extensive summer school program which offers extended learning opportunities for all students grades K-12 who have not meet grade level or course benchmarks during the school year. At the close of a school year, classroom teachers grades K-8 identify students and develop a curriculum for each student. These plans are then enacted by the summer school teachers who are highly qualified teachers employed by the district, but not necessarily the student's school year teacher. High School students participate in an online credit recovery system called Keystone. The district contracts this service and it is overseen by district teachers as well. (*Evidence 7: Summer School Teacher Participation Form*)

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: 0%**
- **Community Engagement: 0%**
- **One-year Carry Over: 100%**

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**

Transition funds will be used in the following manner ($\pm 5\%$)

- **Policy: 10%**
- **Practice: 70%**
- **Community Engagement: 20%**

Specific Expenditures by Area

- **Policy:**
 - Develop understanding of state mandate
 - Consult and review of current policy supporting/impeding transition
- **Practice:**
 - PD costs for curriculum development-release time, learning resources, post work day costs per contract, summer academies
 - Consultant
 - Reporting system training and customization. Ready for K-8 by 6/30/16
- **Community Engagement:**
 - Quarterly parent forums- learning resources, advertisement, refreshments, teacher representation

School Board Vote and Approval of the Extension Request

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

The Board of Directors voted to approve the filing of extension request number 6 on August 18, 2014. Evidence of this can be seen on page 3 of the enclosed agenda and minutes.

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 64
Bradford Corinth Hudson Kenduskeag Stetson

REGULAR MONTHLY MEETING

BOARD OF DIRECTORS

August 18, 2014

The members of the Board of Directors of RSU/MSAD No. 64 met in the Central High School cafeteria at 7:00 p.m. on Monday, August 18, 2014 in response to posted notice and agenda dated August 15, 2014. The agenda was distributed to members electronically.

Members Present: Rhonda Williams, James Connolly, Jodi Brasslett, Nicole Kelley, Peggy Nevells, Dale Hersey, Durand Mailman, Jaimie Dunfee, Wanda St. Peter, Jeannie McAlpine, Marcie Grant, Theresa Voisine, Suzanne Chasse-Davis, Kim Hikel, Amy Bean

Members Absent: Jessica Verrill, Tyler Grant, Kristen Dorey

Others in Attendance: Superintendent Rhonda Sperrey, CHS Principal Brent Slowikowski, KES/SES Principal Dawn Nickerson, HES/MMS Principal Kerri Wyman, BES Principal Kristina Dumond, Curriculum Coordinator Jennifer Tabor, Director of Special Education Riley Donovan

MINUTES

The meeting was called to order by Chair Rhonda Williams at 7:06 p.m. A roll call and check of attendance found a quorum of 15 members present, 3 members absent, and 2 student vacancies.

Upon the motion of Kim Hikel and second of Jeannie McAlpine, the Board voted to amend the agenda as follows as recommended by the Superintendent:

Amend Item I., C., 2 – Finance Committee Meeting Minutes (July 29, 2014)

Amend Item VI., A, B, C, D & E by adding the following names:

Item VI., A., 1. – Ginna Thomas, KES Grade 1 Teacher

Item VI., A., 2. – Perry Boudreau, CHS Special Education Teacher

Item VI., B., 1. – Sean Duffy, KES Special Education Teacher

Item VI., C., 1. – Dan Moors, Special Services Driver

Item VI., D., 1. – Karen Ward, CHS Ed Tech III, Special Education

Item VI., D., 2. – Barbara Rozelle, CHS Ed Tech III, Special Education

Item VI., D., 3. – Jean Arno, MMS Ed Tech I

Item VI., D., 4. – Hope Buswell, MMS Ed Tech I

Item VI., D., 5. – Lindsey Ruggeri, MMS Ed Tech III

Item VI., D., 6. – Milo Campbell, KES Ed Tech I PCA

Item VI., D., 7. – Kati Grant, KES Ed Tech I PCA

Item VI., D., 8. – Dawn LePage, KES Ed Tech III

Item VI., D., 9. – Cindy McKay, Special Services Driver

Unanimous

Upon the motion of Wanda St. Peter and second of Jodi Brasslett, the Board voted to approve the Minutes of the Finance Committee Meeting (July 29, 2014) and Regular Monthly Board Meeting (July 28, 2014), as presented and to place the minutes on file as part of the permanent Board records.

Unanimous

Petitions and Communications

Chair Williams informed members of letters of resignation from Amanda Cobb, CHS Ed Tech III, and Kerri Booker, KES Ed Tech III.

Chair Williams called for Public Forum items. No items were presented.

Reports

Superintendent of Schools Sperrey:

- Reported that preparations for the first staff and student days are being finalized. Several staff members have been back in their rooms for the past couple of weeks and school secretaries are back on a daily basis beginning today.
- Administrators are taking final steps in the employment screening process to ensure all vacancies are filled as soon as possible. Having had no response from advertisements for the .5 FTE School Nurse position on servingschools.com, an ad was placed in the Bangor Daily News for this past weekend.
- The first staff days will be Monday and Tuesday August 25 and 26. Students in Grades K-6 and Grade 9 will begin on Wednesday the 27th. All students will be back in session on Thursday the 28th.
- During the fiscal year 2014, a decision was reached within the Rural Schools Partnership to dissolve the organization and distribute the per-student contributed funds back to the partnership schools. The District received a check in July reimbursing partnership fees for the RSP in the amount of \$8,004.33
- Superintendent Sperrey has joined the 2014-15 New Superintendent Cohort Workshop Series through Maine School Management. The group will meet periodically throughout the school year.
- Distributed beneficiary forms for members.
- Distributed Board Member Directory for the purpose of gathering revisions.
- Distributed information relative to an upcoming presentation sponsored by Penobscot River Educational Partnership (PREP) entitled, "Leading in a Time of Change – Proficiency Based Education." Members are invited to attend the presentation on September 23, 2014 at EMCC, Rangely Hall at 5:30 p.m. DOE representatives will be on site to answer questions.
- Reminded Finance Committee members to sign warrants.

CHS Principal Slowikowski – Reported on hiring progress and maintenance issues. Mr. Slowikowski also reported that pre-season high school athletics began today with 8-10 students in Cross Country, 23 students in Girls Soccer, 28 in Boys Soccer, and 19 in Field Hockey. Only 2 students expressed an interest in golf.

CMS Principal Perry – Reports on summer work and Grade 6 First Day Schedule were distributed electronically.

HES/MMS Principal Kerri Wyman – Reported on Open House date (August 26) for HES and MMS. Ms. Wyman also reported that five teachers are attending a writing workshop this week. She has also been actively involved in the elementary principal team working together to unify the student handbook in preparation for one handbook in the fall of 2016 with the new school opening.

KES/SES Principal Dawn Nickerson – Reported on Kindergarten Open House date (August 25) for Stetson and Kenduskeag. Early education assessments will begin on the second day of school. These assessments include the Observational Survey (Ob Survey) and Early Prevention of School Failure (EPSF). Data will be used to place students for appropriate programming. Mrs. Nickerson also reported

on clean up around the Stetson Elementary School in the removal of trees next to the building that were contributing to rot and mold growth.

BES Teaching Principal Kristina Dumond – Reported that all but one teacher has returned to the building to ready their classrooms for next week. Mrs. Dumond also shared about her efforts to communicate professional development opportunities to her staff. A focus has been around opportunities PREP will be offering.

Curriculum Coordinator Jennifer Tabor – Shared items from her report to include several professional development opportunities she has attended with teachers. A timely focus during one of these workshops was centered on the impact of consistency on a school culture. Mrs. Tabor has also been actively engaged in the preparation of the NCLB grant application.

Old Business

New Business

Election of Board Representative to District Drop-Out Prevention Committee

Upon the motion of Jodi Brasslett and second of Durand Mailman, the Board voted to elect Nicole Kelley as Board Representative to the District Dropout Prevention Committee for the 2014-15 school year.

14 yea

0 nay

1 abstention (Nicole Kelley - Subject of vote)

Brief Presentation of Extension Request on Proficiency-Based Diploma

Superintendent Sperrey distributed handouts and provided members with a brief update on the status of the Maine Department of Education's (DOE) mechanism for extension requests for the proficiency-based diploma requirement.

Upon the motion of Wanda St. Peter and second of Kim Hikel, the Board voted to approve Superintendent Sperrey filing extension request Option #6.

Unanimous

Community Engagement Coordinator Discussion

After much discussion a motion was made by Jim Connelly and seconded by Jodi Brasslett to table the discussion to the January meeting of the Board of Directors.

12 yea

3 nay

Updated Emergency Response Plan

Superintendent Sperrey informed the Board of Directors that the only revisions to the District Emergency Management Plan are in the form of staff and personnel changes.

Upon the motion of Jim Connelly and second of Durand Mailman, the Board voted to approve the RSU/MSAD No. 64 Emergency Management Plan with revisions as presented for the 2014-15 school year.

Unanimous

Review Board of Directors Standing Committees

Upon the motion of Wanda St. Peter and second of Amy Bean, the Board voted to approve the RSU/MSAD No. 64 Standing Committees with no revisions.

Unanimous

Discussion and Appointment of Selection Panel for Student Representation on the Board of Directors

Upon the motion of Durand Mailman and second of Theresa Voisine, the Board voted to approve the appointment of Rhonda Williams, Wanda St. Peter, and Jessica Verrill for Selection Panel for Student Representation on the Board of Directors.

13 yea

0 nay

2 abstentions (subjects of vote)

Construction Update

Superintendent Spetrey distributed copies of the Construction Update and provided a brief status update. Included in the update was:

- Since the last update, the Construction Building Committee has not met. Their next meeting is scheduled for August 27.
- The District has secured a contract with Allied Engineering for a Commissioning Agent and their services. This contract came in slightly under the \$75,000 budgeted.
- Similar to the process the District went through to interview and select a Commissioning Agent, the District will also select a consultant to assist in selecting, specifying and bidding for office equipment and furniture. This process will not formally begin until the fall of 2015 however, the District is already in conversation about prospective opportunities.
- The Department of Health and Human Services have received and reviewed the water test results and completed an inspection of the well that will serve the new school. The well has been approved with sampling conditions that are typical once the well goes online.
- The District received the final review copies of project drawings, specifications and budget documentation on August 13, 2014. These documents are housed at the Superintendent's Office should anyone wish to review them.
- The next formal steps/milestones in the project are:
 - August 20, 2014 - Final Review Meeting with the Department of Education and the Bureau of General Services.
 - August 20, 2014 - Review Meeting with local officials.
 - August 27, 2014 - Construction Building Committee Meeting.
 - September 2, 2014 – Final State Construction Committee Review Meeting.
 - September 10, 2014 - State Board Meeting to approve project.
 - Mid-September 2014 - Project out to bid.
 - Mid-October 2014 – Bids opened.
 - Early November 2014 – Groundbreaking

No action was taken.

Personnel nominations and confirmations

The Board acknowledged the Hiring Committee's approval on behalf of the Board of Directors, the following appointments:

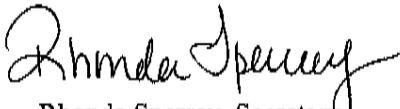
KES Grade 1 Teacher - Ginna Thomas
CHS Special Education Teacher - Perry Boudreau
KES Special Education Teacher – Sean Duffy
Special Services Driver – Dan Moors
CHS Ed Tech III, Special Education – Karen Ward
CHS Ed Tech III, Special Education – Barbara Rozelle
MMS Ed Tech I – Jean Arno
MMS Ed Tech I – Hope Buswell
MMS Ed Tech III – Lindsey Ruggeri
KES Ed Tech I PCA – Milo Campbell
KES Ed Tech I PCA – Kati Grant
KES Ed Tech III – Dawn LePage
Special Services Driver – Cindy McKay
CHS Advisor/Advisee Program Advisor – Heidi Conroy
CHS Junior Class Advisor – Stachia Randall

Upon the motion of Wanda St. Peter and the second by Theresa Voisine the Board voted to authorize the Hiring Committee to act on the Board's behalf during the month of September, 2014.

Unanimous

Having no further business, the meeting was adjourned at 8:35 P.M.

Respectfully submitted,


Rhonda Sperrey, Secretary

Option 6 Authorization Page

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

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

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

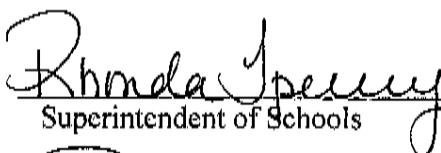
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

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

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

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


Superintendent of Schools

9/30/14
Date


Chair of School Board

10/1/14
Date

Reading	Beginning of the Year Data	The data shows level of the reading assessment given, accuracy, fluency, self correction rate, oral comprehension and written comprehension when applicable.
	Fountas and Pinnell Benchmark Assessment	It is expected that each teacher will use the appropriate leveled assessment to give to each student at the end of each quarter. <i>Please give your results to the principal as soon as the assessment is completed. Written comprehension should be scored and recorded at all grades, three through five, all quarters.</i>
	Workshop Model	It is expected that all classrooms, K-5, will use the Workshop Model to teach reading, writing and math for 90 minutes each day. Daily lessons will include a specific mini-lesson, small group work and independent work including reading logs.
	Reading Notebook (Literacy Guide)	Each teacher has a Reading Notebook that further details reading expectations across elementary grades.
	Lucy Calkins Units of Study for Teaching Reading	Teachers will be expected to read and use Lucy Calkins Units of Study for Teaching Reading during the 2012-2013 school year. Please see the overview to this series (in your binder) for the sequence of units to be taught.
Writing		
	Beginning of the Year Data	Ending Calkins data is in each student portfolio.
	Lucy Calkins Units of Study for Teaching Writing	Each teacher should have a complete kit. This will be used during the 2014-2015 school year. This should be taught in its entirety and writing will be assessed using the Calkins model.
	Fountas and Pinnell Word Study / Spelling	It is expected that grade two will use Sitton spelling until professional development can be provided with Words Their Way, third grade will use the Fountas and Pinnell Word Study program with students. Fourth and fifth grade will use Words Their Way.
	Words Their Way Spelling Inventory	It is expected that all teachers, K-5, will administer the Words Their Way Spelling Inventory at the beginning of the year and at the end of the school year. Word study lessons will be taught according to Words Their Way data. <i>Please give results to your principal as soon as the assessment is completed.</i>
	High Frequency Words	Third grade is responsible for assessing and teaching the first 50 words, Fourth grade is responsible for teaching and assessing the first 100 words and Fifth grade is responsible for the complete list.

Evidence #1	
Mathematics	Pearson Envision Math (CCSS)
	It is expected that teachers will work towards completing ALL topics for their grade level. Pacing adjustments may need to be made depending on individual needs.
	It is also expected that all teachers will set up the online parent/home component of Envision Math.
	Teachers should use the quick checks or other formative assessments as well as, topic tests, and benchmark assessments from this program. Teachers should also use the timed multiplication assessments with students.
	All students should complete the placement test at the beginning of the year (first 7 days) and the Cumulative Test at the end of the year. <i>Please submit data to the principal after each test is complete.</i>
TEST PREP	All grades should integrate test skills preparation throughout the school year, leading up to the Smarter Balance Assessments.
Quarterly Data (Submitted to building principal within one week after the closing of the quarter.)	Quarterly Data Sheet should be given to the principal at the end of each quarter. This data is taken from the Fountas and Pinnell reading assessment. Fluency is determined using NAEP and WPM.
	Quarterly Data for writing should be collected and recorded.
	Quarterly data collected in math includes the placement test, topic tests, benchmark tests, end of the year cumulative test and multiplication proficiencies.
	Spelling inventory data (beginning and end of year) should also be collected.
Digital Citizenship	Digital Citizenship Curriculum
	All grades K-12, will utilize and teach the digital citizenship lessons that were developed and assigned to your grade level before the end of the school year. Teachers will record student proficiency of each lesson.

Evidence #2
Summary of Support System

RTI Screeners	K-5	6-8	9-12
	K- Quarterly Data Sheet 1- Observation Survey K-5 Reading Fountas and Pinnell Benchmark Assessment K-5 Writing Lucy Calkins Writing Prompts K-5 Math enVision Pre-Test	AIMS Web Reading and Math Quarterly Data- Reading, Writing, and Math NECAP SRSS Behavior Screening Holt-McDougal Mathematics Assessment	Grade 9- AIMS Web Reading Grade 9- SRSS Behavior Screening
Tier One Support	Workshop Model Ed Tech Support Teacher Training Math Recovery Differentiated Instruction	Guided Study RTI Labs Kurzweil (text to speech) Differentiated Instruction	Differentiated Instruction Guided Study
Tier Two Support	Reading Recovery Interventionists Math Recovery Extended School Year	After School Tutoring Math Intervention Check In- Check Out Extended School Year	Academic Assistance Appointments ELA Intervention Extended School Year

Evidence #3

Professional Learning Communities District Schedule

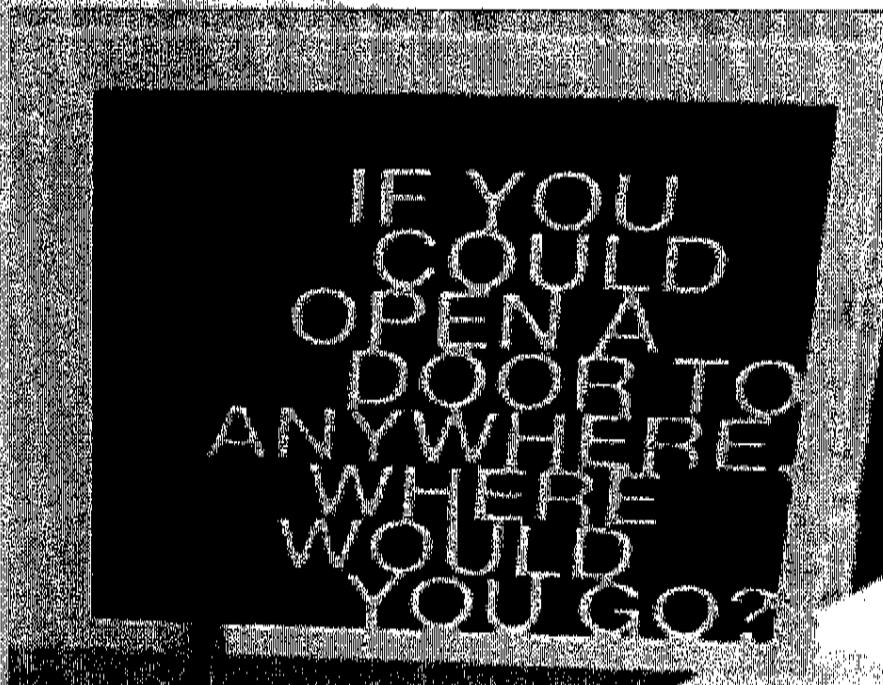
K-2	Monthly meetings set by Administration Kindergarten: Monday Grade 1: Wednesday Grade 2: Tuesday			
3-5	Grade 3: 2nd Thursday of the month Grade 4: 3rd Thursday of the month Grade 5: 4th Thursday of the month School Wide Leadership PLC: 1st Thursday of the month (One member from each grade level.)			
6-8	Grade 6: 2 nd and 4 th Wednesdays of the month Grade 7: TBD Grade 8: 4 th Monday of the month English Data Team: First Thursday of the month (teachers from grades 6-8) Math Data Team: Second Thursday of the month (teachers from grades 6-8)			
9-12	Twice monthly meetings set by PLCs			
	Period 1: Science	Period 2: English	Period 3: Mathematics	Period 4: Physical Education/ Health
	Period 5: Special Education	Period 6: World Languages	Period 7: Social Studies	Allied Arts meets Thursday mornings before school.

RSU/MSAD No. 64

Bradford Corinth Hudson Kenduskeag Stetson

RSU/MSAD No. 64 Vision, Mission, and Strategic Plan

August 27, 2012



Recognizing the challenges we face and envisioning the possibilities for the students and communities of RSU/MSAD No. 64, how do we build a school system that is responsible to the current and future needs of our children?

Vision and Mission

DISTRICT VISION

INSPIRING ALL STUDENTS TO EXCELLENCE

MISSION STATEMENT

RSU/MSAD No. 64

**Provides a Safe, Respectful, and Positive Learning Environment
That Supports Life Long Learners
Who Leave Our Schools College and Career Ready**

GUIDING BELIEFS

The District's vision and mission are grounded in the following beliefs:

- All students can learn to their potential;
- Education is a shared responsibility of the whole community;
- Our schools are a safe, respectful, and positive learning environment;
- All relationships within the school community are based on mutual respect, trust, honesty, and personal responsibility;
- Educational opportunities are designed to recognize student abilities, passions, interests and learning styles and to reflect desired learning outcomes;
- All school community members understand, respect, value, and actively engage in the learning process;
- Technology is an integral part of the learning environment;
- Students will develop the necessary skills, knowledge, and attitudes to be successful, productive, and contributing citizens.

The revised Mission Statement and Guiding Beliefs were developed using data obtained during the Future Search Conference held in October of 2011. A representative group of over fifty stakeholders participated in the conference. From the data obtained, the District's Planning Committee reviewed and revised the Vision, Mission, and Guiding Belief statements into draft format. The revised draft was shared with staff members and feedback was requested. The version above is the final draft and is representative of the outcomes of the 2011 conference and feedback.

Major Goal Areas and Initiatives

Formal Goal Area Statements evolved from the five Major Goal Areas identified at the October 2011 Conference. The Planning Team reviewed data obtained from the Executive Summary and developed the statements that would guide the work of the Goal Area Teams. Following are the five identified Major Goal Areas and representative Goal Area Statements:

Educational Program Delivery

Design educational opportunities that reflect desired learning outcomes, recognizing student abilities, passions, interests, learning styles, and aptitudes, and are designed to align with national standards to help students become successful, productive, contributing citizens.

Technology

In order to equip students with 21st century digital citizenship skills, RSU 64 will make current technologies available (integrated with the curriculum) for both students and teachers, along with ongoing training for staff and students.

Facilities

Devise a comprehensive plan that ensures our facilities inventory supports/enhances effective teaching and learning practices and the District Mission/Vision for education. Note: Development of short-term initiatives that will support this goal area will be greatly influenced by the progress on initiatives in the other four Goal Areas and by progress on the pending Department of Education supported Major Capital Construction project

Learning Environment

To consistently teach, create, and enhance a school community where mutual respect is present and celebrated.

Community Partnerships

To create a network of people and organizations that can provide experiential opportunities to foster, support, and broaden the aspirations of our school community.

Central High School
Bell Schedule

Evidence #5A

	Monday	Tuesday	Wednesday	Thursday	Friday
8:13-8:59	Period 1	Period 1	Period 1	Period 1	Period 1
9:03-9:50	Guided Study	Period 2	Period 2	Period 2	Period 2
9:54-10:40	Period 3	Period 3	Period 3	Period 3	Period 3
10:44-11:32	Period 4	Period 4	Guided Study	Period 4	Period 4
11:36-11:56	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:47	Period 5	Period 5	Period 5	Period 5	Period 5
12:51-1:38	Period 6	Period 6	Period 6	Period 6	Guided Study
1:42-2:29	Period 7	Period 7	Period 7	Period 7	Period 7

Example of High School Schedule with 3 Guided Study Periods and B
Lunch

Central Middle School
Bell Schedules

Evidence #5B

Grade 6 M-W-F	
Pd. 1	8:00-8:50
Pd. 2	8:53-9:52
Pd. 3	9:55-10:54
Lunch	10:57-11:22
RTI Lab I	11:25-11:49
RIT Lab II	11:52-12:15
Pd. 5	12:18-1:17
Pd. 6	1:20-2:19

Grade 6 T-Th	
Pd. 1	8:00-8:50
Pd. 2	8:53-9:52
Pd. 3	9:55-10:54
Lunch	10:57-11:22
Pd. 5	11:25-12:24
Pd. 6	12:27-1:26
Guided Study	1:29-2:19

Grade 7 M-W-F	
Pd. 1	8:00-8:59
Pd. 2	9:02-9:52
Pd. 3	9:55-10:54
RTI Lab I	10:57-11:21
Lunch	11:24-11:49
RIT Lab II	11:51-12:15
Pd. 5	12:18-1:17
Pd. 6	1:20-2:19

Grade 7 T-Th	
Pd. 1	8:00-8:56
Pd. 2	8:59-9:49
Pd. 3	9:52-10:52
Pd. 5A	10:55-11:25
Lunch	11:28-11:53
Pd. 5B	11:56-12:26
Pd. 6	12:29-1:30
Guided Study	1:33-2:19

Grade 8 M-W-F	
Pd. 1	8:00-8:46
Pd. 2	8:49-9:35
RTI Lab I	9:38-10:02
Pd. 3	10:05-10:55
Pd. 4	10:58-11:44
RIT Lab II	11:47-12:12
Lunch	12:15-12:40
Pd. 5	10:43-1:29
Pd. 6	1:32-2:19

Grade 8 T-Th	
Pd. 1	8:00-8:53
Pd. 2	8:56-9:46
Pd. 3	9:49-10:39
Pd. 4	10:42-11:27
Pd. 5	11:30-12:14
Lunch	12:17-12:42
Pd. 6	12:45-1:30
Guided Study	1:33-2:19

Evidence #6

R.S.U. #64
Bradford Corinth Hudson Kenduskeag Stetson

Dear Parents/Guardians of: _____

Your child has been selected to receive Intervention services. The District's Intervention program offers supplemental literacy and/or mathematics instruction for children who qualify according to teacher recommendation and assessment results. Intervention services are provided by the Intervention staff in the R.S.U. #64 elementary and middle schools and overseen by the classroom teacher.

The Intervention staff looks forward to working with you, your child, and your child's classroom teacher to improve his/her literary and/or mathematics skills.

Please call your child's principal or classroom teacher if you would like to discuss his/her particular instructional program. Principal names and contact numbers are listed below. If you would like more information about the Intervention program as a whole, I can be reached at 285-4341 or jennifertabor@rsu64schools.org.

Sincerely,

Jennifer Tabor
Curriculum Coordinator

Kerri Wyman
Morison Memorial School (285-3301)
Hudson Elementary School (327-1444)

Jon Perry
Central Middle School (285-3177)

Supplemental Area(s) of focus is/are:	Date Initiated	Date Discontinued
Reading		
Writing		
Math		

Cc: cumulative file
9/15/14

Evidence #7

To: RSU #64 Educators K-12

Fm: Jennifer Tabor

Re: Summer Programs

We will be providing four different Summer School options for students during the months of July and August.

1. There will be a Title IA summer school for students in grades 1 & 2 who need to continue to learn forward in reading, writing and math. Teacher's schedules will be 7:30-12:30. This summer school program will take place at Kenduskeag Elementary School.
2. On Tuesday and Thursday from 8-12:00 the special education program will take place in two hour blocks and focus on reading, writing and math. The IEP goals will be the areas to be supported.
3. The middle school program will take place at KES on Tuesday & Thursday in two hour blocks, from 8-12:00. Students will participate in a math block and/or a reading/writing block as recommended by their teachers/principal.
4. Finally, the credit recovery program will be offered to high school students on Tuesday & Thursday for those who need to recover content area credit. This program will be based on 10 sessions of 4 hours each (8-12:00). Students must receive a passing grade in order to recover credit.

If you are interested in returning to teach at one or two of the programs or perhaps in joining returning teachers this year if additional teachers are needed, please return the sheet below indicating your interest as soon as possible. A letter of agreement will be provided once the number of teachers needed is determined, usually around the week following the close of school.

I am interested in teaching at the summer school indicated below:

- Monday, Wednesday Title 1A Summer School
- Tuesday, Thursday Special Education ESY Services
- Tuesday, Thursday CMS Math Sessions
- CMS Reading/Writing Sessions
- Tuesday, Thursday CHS Credit Recovery

Signature

Date

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: 0%**
- **Community Engagement: 0%**
- **One-year Carry Over: 100%**

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**

Transition funds will be used in the following manner (±5%)

	2013-2014 Funds to be spent by June 30, 2015	2014-2015 Funds to be spent by June 30, 2016
Policy	\$1,045.83	\$1,111.42
Practice	\$7,320.84	\$7,779.91
Community Engagement	\$2,091.67	\$2,222.83
TOTAL	\$10,458.34	\$11,114.16

Specific Expenditures by Area

- **Policy:**
 - Develop understanding of state mandate
 - Consult and review of current policy supporting/impeding transition
- **Practice:**
 - PD costs for curriculum development-release time, learning resources, post work day costs per contract, summer academies
 - Consultant
 - Reporting system training and customization.
- **Community Engagement:**
 - Parent forums-learning resources, advertisement, refreshments, teacher representation