

**Maine School Administrative District 70**

Amity, Cary Plantation, Haynesville, Hodgdon, Linneus, Ludlow, New Limerick

OFFICE OF SUPERINTENDENT OF SCHOOLS  
175 HODGDON MILLS ROAD, HODGDON, ME, 04730  
TELEPHONE: (207) 532-3015; FAX: (207) 532-2679**Fax Cover**

<b>Date</b>	October 15, 2014		
<b>To:</b>	Diana Dioron	<b>From:</b>	Scott Richardson
<b>Phone:</b>		<b>Phone:</b>	207-532-3015
<b>Fax:</b>	877-227-9838	<b>Fax:</b>	207-532-2679
<b>Re:</b>	MSAD #70 PBE Extension	<b>Pages:</b>	32 Including cover sheet

Please see the following Extension Application for MSAD #70

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

#### **Directions for submitting an extension application**

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

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

## Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

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

### Submittal Window

1. Indicate the submitting date.

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

### Superintendents Region

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

Aroostook	MSAD #70
Cumberland	
Hancock	

Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	

3. School Administrative Unit: MSAD #70
4. High School(s): Hodgdon High
5. Name and title of person completing the extension request:  
Scott Richardson, Superintendent of Schools
6. Superintendent's name, address, phone number and email:  
Scott Richardson 175 Hodgdon Mills Road Hodgdon, ME 04730  
532-3015 scottrichardson@msad70.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 documents(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.

MSAD #70 has been a part of the Northern Maine Educational Collaborative (NMEC) from its inception. We have been active participants at all of the professional development opportunities provided through NMEC during the 2013-2014 school year and are continuing that involvement during 2014-2015. All of the Professional Development at NMEC has

centered around the Proficiency Based Education Initiative and has assisted our school district in knowing what we need to do to be ready for this initiative. Our personal assessment of the outcome from the offerings last school year is that it assisted the NMEC partners to better understand what Proficiency Based Education is and what they had to do to prepare for its implementation in the future. This year's offerings are more focused and speak directly to the need for improved curriculum, instruction and assessment.

The learnings at NMEC were used by the MSAD #70 Leadership Team to plan for and execute the professional development workshops and early release days at the local school level. The main focus of the local professional development was the unpacking of the Maine Learning Results and the choosing of essential learnings for each content area at each grade level. The Leadership Team has also led the whole staff through a re-evaluation of the district Mission/Vision Statement which has been reduced to a more succinct document that can be easily read and understood by staff, parents, students and community members.

**Evidence: NMEC Charter and Plan**  
**Leadership Team Meeting Agenda**  
**Early Release Day Agendas**  
**Mission/Vision Statement**  
**2013-2014 Calendar w/Early Release Days**

#### 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.

All outcomes and plans are the result of much thought and work by the teachers and administration of MSAD #70 under the guidance of the District Leadership Team with the support of the School Board. History shows that MSAD #70 was immersed in the Dimensions of Learning and effective teaching strategies beginning in the late 1990's and has continued that journey over the last fifteen years. Bea McGarvey not only helped us to know and understand DOL but also

helped us unpack the Maine Learning Results so they were more organized and understandable and certainly measurable.

Currently, we are excited to adopt the Maine Cohort for Customized Learning (MCCL) Curricula of learning progression for all eight content areas of the Maine Learning Results. This model includes the content; the complex reasoning processes and habits of mind that when mastered by students will mean that they are proficient in both content standards and Guiding Principles.

**2014-2015 Outcomes:**

- \*English Language Arts, Math, Science and Social Studies will be aligned with Common Core PK to 12 with clear essential learnings at each grade level.
- \*Guiding Principles PK to 12 will become clear to teachers as they review the MCCL Curricula.
- \*Pilot of Physical Education/Health and Visual/Performing Arts Standards at Grades 9-12.
- \*Pilot Writing and Math Standards at Grades PK-5.
- \*Pilot Subject taught by classroom teacher at Grades 6-8.
- \*Complete study of Art and Science of Teaching PK-12.
- \*Pilot use of Educate for Standards-Based Education PK-12.
- \*Review ten Policies related to PBE.
- \*Pilot an Alternative Education Program within the existing High School.
- \*Create a Communication Plan.
- \*Pilot, Develop, and Adopt appropriate Rubrics and Assessments for ELA, Math, Science, Social Studies PK to 12 and Physical Education/Health and Visual/Performing Arts 9-12.

**Year One: 2014-2015 Quarterly Benchmarks**

**First Quarter: (BY 11/01/2014)**

- \*Introduce teachers Grades PK through 12 to Teacher Plus and Educate which are the new progress reporting systems that will be able to do standards based reporting to students and parents. (All teachers will have accounts and will have an introductory workshop on its use)
- \*Identify five policies to be reviewed/updated through Policy Committee.  
(List of Policies reviewed)
- \*Teachers and Administrators will study Chapters 1 and 6 of A Handbook for The Art and Science of Teaching. (All teachers will participate in a Book Study Discussion utilizing a specific protocol)
- \*Introduce iObservation to teachers Grades PK to 12. (All teachers will have accounts and an introductory workshop on its use)
- \*Write up the RTI/Multiple Pathways options for both Mill Pond School (PK to 8) and Hodgdon High School (9-12). (Plans will be completed and reviewed at Administrative Meetings)

**\*Begin pilot Alternative Ed Program at Hodgdon High School. (Schedule will be developed and students enrolled in appropriate classes)**

**Second Quarter: (BY 01/25/2015)**

**\*Guided practice for Teacher Plus and Educate. (Specific workshop time will be scheduled for practice with mentors to assist all teachers)**

**\*Take five policies to Policy Committee and School Board for review and adoption. (List of Policies Adopted)**

**\*Teachers and Administrators will study Chapters 2, 3, and 4 of A Handbook for the Art and Science of Teaching. (Schedule of all teachers participating in discussion groups for the quarter)**

**\*Review RTI/Multiple Pathways Options for effectiveness and make adjustments. (High school Leadership Team and Administrative Team will review and update plan)**

**\*Pilot iObservation with volunteer teachers. (At least five teachers involving all grade spans and some specialty areas will be observed)**

**Third Quarter: (BY 04/01/2015)**

**\*Independent use of Teacher Plus and Educate at 9-12 and voluntarily at Grades PK - 8. (List of teachers and classes utilizing Educate)**

**\*Choose five more policies to review/update through policy committee. (List of Policies to be reviewed)**

**\*Teachers and administrators will study Chapters 5, 7, 8, and 9. (Schedule of book discussions and protocols for the quarter)**

**\*Review RTI/Multiple Pathways options based on integration of Educate and make adjustments. (Look at classes utilizing Educate to better determine how we are tracking student progress and offering support in a standards-based reporting program)**

**\*Continue pilot of iObservation. (List of teachers and observations done)**

**Fourth Quarter: (BY 06/15/2015)**

**\*All teachers in Grades PK through 12 will utilize Educate at least for one class or one grade level so they understand how to use the program for progress reporting. (List of teachers and classes utilizing Educate)**

**\*At least five more policies will be reviewed and adopted by the School Board for a total of ten policies. (List of Policies adopted)**

**\*Teachers and administrators will complete study of A Handbook for the Art and Science of Teaching by completing Chapter 10. (Schedule of final book discussions and protocols utilized)**

**\*Re-evaluate RTI/Multiple Pathways effectiveness and look at new options that could be initiated in the next school year. (Evaluation of plan for the year and recommended changes as the result of evaluation)**

**2015-2016 Outcomes:**

- \*Physical Education/Health, Visual/Performing Arts, Career Preparation and World Languages will be aligned with Maine Learning Results through MCCL Standards 9 through 12 with clear essential learnings at each grade level.
- \*Pilot integration of Social Studies and Science at Grades PK -2.
- \*Pilot Science and Social Studies Standards at Grades 3 -5.
- \*Science and Social Studies Standards at Grades 6 - 8 will be fully integrated.
- \*English Language Arts, Math, Science, and Social Studies will be fully aligned and integrated at Grades 9 - 12.
- \*Educate as a system of progress reporting of Standards will be fully operational at Grades 9-12.
- \*Educate as a system of progress reporting of Standards will be available for use/pilot at Grades PK - 8.
- \*Guiding Principles will be completed Grades PK to 8 including Rubrics, Assessments and Progress Reporting through the use of MCCL Standards Curriculum.
- \*All policies related to PBE will be reviewed and updated appropriately.
- \*Rubrics and Assessments for ELA, Math, Science, Social Studies, Physical Education/Health and Visual/Performing Arts will be completed at Grades 9 - 12 and will be ready for pilot at Grades PK - 8.

**2016-2017 Outcomes:**

- \*Pilot Career Preparation and World Languages in Grades PK - 12.
- \*All other content areas and guiding principles will be completely aligned to Maine Learning Results and ready for total implementation in Grades PK - 12.

**Evidence:**

- Calendar with Early Release/Workshop Days
- Leadership Team Members/Schedule
- MCCL Curriculum Model (Three Circles)
- Adopted Policies
- iObservation Contract
- Educate/Empower Contract

**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.

**Focused Learning Groups:** The High School has set aside a period each day for all students to focus on receiving extra support in targeted areas. Teachers utilize an interactive system whereby students are requested on a daily basis for extra teaching/support. Support will vary from reaching proficiency in a standard to exceeding proficiency in the standard.

**21st Century Community Learning Center:** Hodgdon High is a new recipient of a grant to support a Before School and After School Program that focuses on Low Performing Students but is open to all students. In addition to assisting the students in achieving standards, the program also offers enrichment activities that enhance wellness, culture and the arts.

**Summer School:** Students who have not met standards to a significant degree are encouraged to attend Summer School to focus on standards in one content area that is especially difficult for that student and requires individualized attention.

**Alternative Education:** In addition to our current program which is to tuition students to the Carleton Project in Houlton, we are piloting an in-house program where a small class of students struggling in a content area are grouped together and given extra support at a slower pace. It is hoped these students, who often attend school and attempt to do well, will be encouraged to master the standards with better support.

**Educate/Empower:** This technology program will give teachers, students, and parents the capacity to track progress on standards. This will give everyone the capacity to know exactly where they are and where they need to go to be proficient in all areas of the Maine Learning Results and Guiding Principles.

**Evidence:**

High School Schedule-Focus Learning Group  
 Before and After School Grant  
 Alternative Education Course Offerings

### Proficiency-Based Diploma Transition Funds

**10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures**

**in the following areas:**

- **Policy:**
- **Practice:**
- **Community Engagement:**
- **One-year Carry Over:**

All transition funds were given to NMEC for our dues to provide our district with the Professional Development and support needed to implement a Proficiency Based Education system for Grades PK through 12.

**Evidence:** Invoice

**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:**
- **All transition funds for 2014-2015 will be utilized to pay dues for NMEC to provide Professional Development and support the district's implementation of Proficiency Based Education.**
- **Evidence: Invoice**

### School Board Vote and Approval of the Extension Request

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

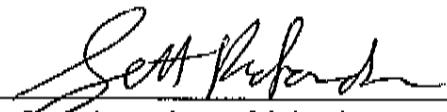
**Option 5 Authorization Page**

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

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

We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas. We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;
- C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

  
 \_\_\_\_\_  
 Superintendent of Schools 10/14/14  
Date

  
 \_\_\_\_\_  
 Chair of School Board 10/14/14  
Date

*Evidence  
Section 7*

# **Charter (With Proposed Amendments)**

**Northern Maine Educational Collaborative**  
**Approved October 8, 2013 with proposed amendments from June 10, 2014**

## **ARTICLE 1 NAME, PURPOSE, OUTCOMES**

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

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

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

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

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

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

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

### **3. Overall Outcomes:**

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

# The Aroostook PD Plan 2014-2015: Strategic Direction & Alignment

<p><b>Curriculum</b>  <b>MCCL Curriculum Model Trainings</b></p> <ul style="list-style-type: none"> <li>• <b>Overview Training:</b> 1 day - Linda Laughlin</li> <li>• <b>Planning within the 3 Circles of the Model:</b> 1 Day - MCCL Implementers</li> <li>• <b>Pathway Development:</b> 1 Day - Linda Laughlin</li> </ul> <p>Added Benefit: NMEC Access to MCCL Curriculum</p>	<p><b>Instruction</b>            Marzano's Art &amp; Science Instructional Framework Trainings</p> <ul style="list-style-type: none"> <li>• <b>Art &amp; Science Consortium:</b> 3 days - Bea McGarvey</li> <li>• <b>Reasoning Processes:</b> 4 days - Debra Pickering</li> </ul> <p>Added Benefit: Foundation for Teacher Effectiveness Process</p> <ul style="list-style-type: none"> <li>• <b>Potentially Add on Support For Teacher Eval Process:</b> see Curt Jack's Proposal</li> </ul>	<p><b>Assessment &amp; Grading</b></p> <ul style="list-style-type: none"> <li>✓ <b>Included in Marzano's Art &amp; Science Instruction Framework Training</b></li> <li>✓ <b>Included in MCCL Consortium</b></li> <li>✓ <b>Included in Curriculum Training</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Formative Assessment &amp; Standards-Based Grading:</b> 1 day - Debra Pickering</li> </ul>	<p><b>Reporting</b></p> <ul style="list-style-type: none"> <li>Purchase • <b>Educate -</b> Scott Bacon</li> <li>• <b>Purchase</b> <b>iObservation</b></li> <li><b>Software -</b> Learning Sciences</li> <li>• <b>Online Resources:</b> Ex. Julie Mathieson</li> <li>• <b>Ex. Leadership -</b> Apple, Mary Callan</li> </ul>
<p><b>A Capacity Building Model</b></p>			

*A.Hoe/Student*

*cheaper*  
*as*  
*McClintock*

*Section 7*

*18 chapters - budget*

UMPI Partnership for PD and Coursework?

Foundational Work Continues with NMEC Change Partner J. Enright & Leadership Work Continues with CACE and Administrator Groups

*David will backup a budget*

Target Achievement  
"Standard"

(Customized Learning)

Section 7

Hallowell

Measurement  
Topic

District Level Shared Leadership Team  
for PBE  
11/21/2013

Projects

Direct Instruction

8:15 - 10:15

Hallowell

- Outcomes - a) build a shared vision and vocabulary for the district work
- b) define the reasons WHY this change
- c) determine what the group wants to do next and when

1. Introductions - time frame

5 min

2. Norms - What works and doesn't work for you for meetings.

5 min

3. KWL activity - What do you already Know about student centered proficiency-based education. (Have small sticky notes to post on a larger piece of paper on wall). Use verbal process about what the group knows.

10 min

3. What does it look like in action? Watch videos from Maine schools who have been doing this for 3-4 years.

1. Small groups - what was interesting in these videos (Pair and Share) and then large group process

30 min

4. What compels us to do this? Why change what has been around since the 1850's - the Industrial Age? Watch Sir Ken Robinson's "Changing Education Paradigms". Activity - everyone list their top three compelling reasons.

Report out. Scribe keeps track on large paper.

30 min.

5. What kind of school district do we hope to be? Brainstorming activities  
What do we need to do differently to achieve this vision?

10 min

6. What have we learned? What do you want to learn?

20 min

7. What worked today? What did not? Outcomes? Next date? 10 min.

Relay to parents - { extras }  
Proficiency based

trans. diploma

Alert Now  
News Article  
Papers

Simply

Prof. Based -> Explain what it means - read it  
Letter Home to all parents - Small pieces -

Who is in charge

Evidence  
Section 7

MSAD # 70

Release Day 09/26/13

**Reminders: we will be working on Common Core – it may be easier for you if you bring a copy of the CC that connects to your grade level, or curriculum group, the MLR if you are social studies and the Next Gen if you are science. You must bring a charged laptop and please plan on staying at the high school building.**

**1:40** High School Commons – *“Videos by Sara”*

**1:50 – 2:10** – Small Group Feedback from last assignment - *“Feedback by Kara”*

**2:10 – 3:50** – Grade level for K-8; curriculum groups for high school - *“Directions by Regina”*

**3:50 – 4:00** - Evaluation completion and *“Assignment by Loreen”*

Evidence  
Section 7

**Early Release Day  
October 08, 2013**

**1:45 - 2:15**

***Six Shifts* - 7 min webinar from govt website**

**Watch video and examine the list of shifts that were sent out by Regina.**

**Pair and Share - turn to a neighbor and discuss what *changes will have to happen in the classroom and in instruction* in order for these shifts to occur. Report out to general groups.**

**2:15 - 4:00**

**Working in grade level or curriculum groups - in your own buildings - continue the work of unpacking the common core. In this unpacking it will be important to name what "you", your grade level, or your group, will be responsible for.**

**As you unpack, keep in mind the shifts that will have to take place in order for the standards to be learned with proficiency. You should make mention of these shifts as they occur to you.**

**Specials - can you find your place in the literacy piece? the speaking and listening standards?**

**HS math - and HS Eng...as we move ahead with the class of 2018 in mind, you will be responsible for bringing forth what you believe to be the most important standards, the essential standards, in order for students to receive their diplomas. If you believe you have unpacked to your satisfaction, please begin this process.**

**Everyone needs to submit a short statement of work completed to the Mary or Loreen before leaving for the day.**



## Maine School Administrative School District 70

175 Hodgdon Mills Road, Hodgdon, ME 04730

*Evidence  
Section 7*

### *"Access to Success"*

#### Mission Statement

The mission of MSAD #70 is to provide each student with quality instruction, positive learning opportunities and a safe educational environment which ensures every student graduates as a responsible citizen who has achieved proficiency in state/district approved standards.

#### Vision Statement

We envision:

- ◆ A standards-aligned curriculum with a plan for regular updating.
- ◆ A proficiency-based education for all students.
- ◆ Challenging and relevant lessons for all students.
- ◆ Shared leadership that acknowledges the opinions and feelings of administration, staff, students, and the community.
- ◆ Professional development that supports all staff in its effort to meet the educational needs of students no matter their background, learning style, or ability.
- ◆ Full funding for superior teaching and learning.
- ◆ Well-maintained facilities and technology infrastructure.
- ◆ A balanced academic program that recognizes the importance of all kinds of learning including the arts and athletics.

#### Goals

- ◆ We will improve student achievement for all students by:
  - Implementing a proficiency based curricula that is viable, measurable, and focused on essential learnings.
  - Aligning instructional practices to the framework of Marzano's Art and Science Teaching to provide student-centered, proficiency-based instruction.
  - Creating a system of learning that is engaging and personalized to each student's need.
- ◆ We will maintain a positive and safe environment for all by:
  - Reviewing, updating, and posting district policies and procedures as well as applicable training.
  - Monitoring, addressing and/or celebrating student behavior to reinforce appropriate actions
  - Modeling professionalism that exhibits respect for self and others.
- ◆ We will provide adequate resources to achieve our goals by:
  - Developing a fiscally responsible budget.
  - Maintaining and upgrading facilities, technology, and curricula.
  - Supporting quality professional development opportunities.







*Evidence  
Section 8*

**MSAD #70  
Leadership Team  
2014-2015**

Bernadette Willette, Guidance Director/Curriculum Coordinator  
Mary Harbison, High School Principal  
Loreen Wiley, Elementary school Principal  
Regina McCombs, K-12 Librarian  
Nanette Mills, HS English Teacher  
Kara Wright, MS/HS Social Studies Teacher  
Linda Garcia, HS English Teacher  
Tina Burrill, Grade 3 Teacher  
Sonya Swallow, Grade 5 Teacher  
Aimee Goff, Grade 4 Teacher  
Sara Deveau, Elementary Literacy Specialist  
Rachael Upton, MS Math Teacher  
Scott Richardson, Superintendent of Schools

Leadership Team meets at least two times per month from 2:45-4:00.  
They always meet prior to Early Release Days and Workshop Days to ensure that the days are organized and profitable to all teachers PK-12.

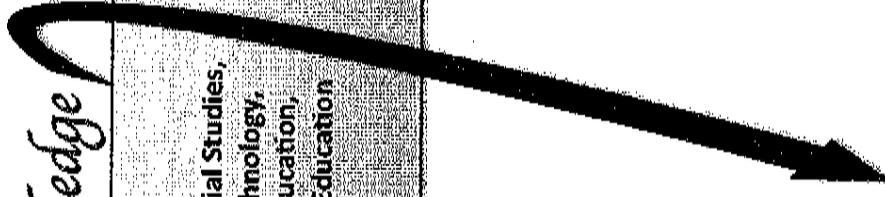
*Section 8*

### MCCL CURRICULUM MODEL

*Using these critical thinking skills*



*With this knowledge*



**Reasoning Processes**

**Using Knowledge:** Decision Making, Problem Solving, Invention, Experimental Inquiry, Investigation, & Systems Analysis

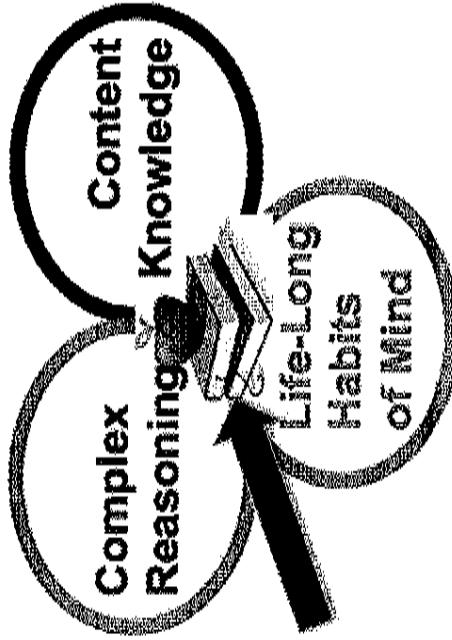
**Analyzing Knowledge:** Comparing, Classifying, Analogical Thinking, Analyzing Perspectives, Constructing Support, Analyzing Errors, Deductive & Inductive Reasoning

**Comprehending Knowledge:** Symbolizing & Integrating

**Retrieving Knowledge:** Recognizing, Recalling, & Executing

**Content Knowledge**

English Language Arts, Mathematics, Social Studies, Science, World Languages, Industrial Technology, Career Development, Health, Physical Education, Visual & Performing Arts, & Technology Education



*to practice getting better at being a reflective, & self directed learner, & a collaborative worker*

**Reflective Learner:** (Understanding Oneself): Understanding One's Learning Style, Cultivating Creativity & Imagination, Maintaining a Growth Mindset, Responding Appropriately to Feedback

**Self-Directed Learner:** (Improving Oneself): Meeting Quality Standards, Persevering, Setting & Monitoring Goals, Managing Impulsivity

**Collaborative Worker:** (Working With Others): Working Toward Team Goals, Listening With Understanding/Empathy, Seeking To Be Understood & Seeking to Resolve Conflicts

Evidence  
Section 8

**MSAD #70 Board of Directors  
School Board Meeting Minutes  
Sept 8, 2014**

The MSAD #70 Board of Directors held a regular board meeting on Monday, September 8, 2014 in the Central Office Board Room. Board Chair, Estela Lane called the meeting to order at 7:00 p.m.

**Members Present:** Jared Carter, Lisa Dangerfield, Maureen Friel, Mark Ganzel, Tom Horton, Estela Lane, Gordon Ledger, Joel Oliver, Darlene Theriault

**Members Absent:** none

**Members Excused:** Angela Howland,

**Also Present:** Scott Richardson, Lori Lenentine

**Staff Present:** Peter Loiselle, Bernadette Willette, Mary Harbison, Loreen Wiley, Diane Jurson

**Audience Present:** Joe Cyr, Kevin Kimball

**Agenda Order and Adjustments:**

Information Items:

10. Resignation – Linda Callnan

Action Item:

5. Approve overnight trip for JMG – October 7<sup>th</sup> & 8<sup>th</sup>

**Consider approving agenda adjustments**

It was moved by Maureen Friel and seconded by Lisa Dangerfield to approve agenda adjustments

Motion carries – unanimously

**Presentations:** none

**Information Items:**

1. Financials
2. Committee Meetings
  - a. Policy – October 14<sup>th</sup> at 6 p.m.
  - b. Technology – September 18<sup>th</sup> at 6 p.m.
  - c. Facilities – Sept 10<sup>th</sup> at 6 p.m.
  - d. Region Two Board – September 23<sup>rd</sup> at 6 p.m.
  - e. Transportation Committee - TBD
3. Resignation – Vicky Edwards
4. Proficiency-based diploma extensions - Draft
5. Workshop days
6. MSMA Conference – October 23<sup>rd</sup> & 24<sup>th</sup>

**Public Comment:** none

**Approval of Minutes:** Consider minutes of August 18, 2014

It was moved by Gordon Ledger and seconded by Jared Carter to approve the minutes of August 18, 2014

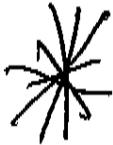
Motion carries – unanimously

**Action Items:**

**Approve the nominations of Special Ed Teacher – Diane Jurson, Technology Administrator – Kevin Kimball, and Bus Driver – James Blois**

It was moved by Tom Horton and seconded by Joel Oliver to approve the nominations of Special Ed Teacher – Diane Jurson, Technology Administrator – Kevin Kimball, and Bus Driver – James Blois

Evidence  
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Motion carries – unanimously

Approve first reading of Policy ADA – School District Goals and Objectives, ADF – School District Commitment to Learning Results, JKAA – Use of Physical Restraint and Seclusion, and JKAA-R – Procedure on Physical Restraint and Seclusion

It was moved by Joel Oliver and seconded by Tom Horton to approve the first reading of Policy ADA – School District Goals and Objectives, ADF – School District Commitment to Learning Results, JKAA – Use of Physical Restraint and Seclusion, and JKAA-R – Procedure on Physical Restraint and Seclusion

Motion carries – unanimously

Approve nomination of School Board Vice-Chair

It was moved by Maureen Friel and seconded by Mark Ganzel to nominate Tom Horton for School Board Vice-Chair. Nomination was declined by Mr. Horton and motion was withdrawn.

It was moved by Darlene Theriault and seconded by Lisa Dangerfield to nominate Joel Oliver for School Board Vice-Chair.

Motion carries – unanimously

Approve JMG overnight trip for October 7<sup>th</sup> and 8<sup>th</sup>

It was moved by Gordon Ledger and seconded by Tom Horton to approve the JMG overnight trip for October 7<sup>th</sup> & 8<sup>th</sup>

Motion carries – unanimously

**Administrator Reports:**

**Executive Session:**

Meeting adjourned at 8:12 p.m.

Respectfully Submitted,

Scott Richardson  
Superintendent

Winnice  
Section 8

**MSAD #70 Board of Directors  
School Board Meeting Minutes  
October 14, 2014**

The MSAD #70 Board of Directors held a regular board meeting on Tuesday, October 14, 2014 in the Central Office Board Room. Board Chair, Estela Lane called the meeting to order at 7:00 p.m.

**Members Present:** Jared Carter, Lisa Dangerfield, Maureen Friel, Tom Horton, Angela Howland, Estela Lane, Gordon Ledger, Joel Oliver, Bradley Fink, Ronald Silliboy, David Harris

**Members Absent:** none

**Members Excused:** Mark Ganzel, Darlene Theriault

**Also Present:** Scott Richardson, Lori Lenentine

**Staff Present:** Peter Loiselle, Bernadette Willette, Mary Harbison, Loreen Wiley,

**Audience Present:**

**Agenda Order and Adjustments:**

**Presentations:** none

**Information Items:**

1. Financials
2. Committee Meetings
  - a. Policy – October 14<sup>th</sup> at 6 p.m.
  - b. Technology – October 22<sup>nd</sup> at 6 p.m.
  - c. Facilities – October 14<sup>th</sup> at 5 p.m.
  - d. Region Two Board – October 21<sup>st</sup> at 6 p.m.
  - e. Transportation Committee – October 20<sup>th</sup> at 6 p.m.
3. MSMA Conference – October 23<sup>rd</sup> and 24<sup>th</sup>
4. Early Release Days – Sept 24<sup>th</sup> and October 9<sup>th</sup>
5. Workshop day – October 10<sup>th</sup>
6. District Goals
7. Freedom of Access Training for new Board Members

**Public Comment:** none

**Approval of Minutes:** Consider minutes of September 8, 2014

It was moved by Angela Howland and seconded by Gordon Ledger to approve the minutes of September 8, 2014

Motion carries – unanimously

**Action Items:**

Approve the nomination of Jacob Tidd for Middle School Boys Basketball Coach

It was moved by Angela Howland and seconded by Jared Carter to approve the nomination of Jacob Tidd for Middle School Boys Basketball Coach

Motion carries – unanimously

Approve the first reading of Policies: AD – Mission and Vision Statement, ADC – Tobacco Use and Possession, JRA – Student Education Records and Information, JRA-E – Student Education Records and Information Rights, JRA-R – Student Education Records and Student Information Administrative Procedure

It was moved by Joel Oliver and seconded by Tom Horton to approve the first reading of Policies: AD – Mission and Vision Statement, ADC – Tobacco Use and Possession, JRA – Student Education Records and Information, JRA-E – Student Education Records and Information Rights, JRA-R – Student Education Records and Student Information Administrative Procedure

Motion carries – unanimously



Approve second reading of Policies: ADA – School District Goals and Objectives, ADF – School District Commitment to Learning Results, JKAA – Use of Physical Restraint and Seclusion, and JKAA-R – Procedure on Physical Restraint and Seclusion

It was moved by Jared Carter and seconded by Joel Oliver to approve the second reading of Policy ADA – School District Goals and Objectives, ADF – School District Commitment to Learning Results, JKAA – Use of Physical Restraint and Seclusion, and JKAA-R – Procedure on Physical Restraint and Seclusion

Motion carries – unanimously



Approve the Proficiency –Based Diploma extension Option 5

It was moved by Angela Howland and seconded by Gordon Ledger to approve the Proficiency –Based Diploma extension Option 5

Motion carries – unanimously

Administrator Reports:

Regular meeting adjourned at 8:04 p.m.

Executive Session:

It was moved by Angela Howland and seconded by Tom Horton to enter Executive Session under 1 M.R.S.A § 405 (6)(D) – Teamsters Union Negotiations.

Executive Session entered at 8:08 p.m.  
Executive Session exited at 8:30 p.m.

Meeting adjourned at 8:30 p.m.

Respectfully Submitted,

Scott Richardson  
Superintendent

*Evidence Section 8*

**Learning Sciences International**  
LEARNING AND PERFORMANCE MANAGEMENT  
*(i observation)*

**Quotation**

<b>Company Address</b>	Learning Sciences International 175 Cornell Rd., Suite 18 Blairsville PA 15717 US	<b>Quote Number</b>	Q-02963
		<b>Expiration Date</b>	8/31/2014
<b>Program Partner Phone</b>	Stacy Penna (603) 397-9880	<b>Payment Terms</b>	Net 30
<b>Implementation</b>	Evaluation	Make checks payable to: Learning Sciences International	
		Fax Signed Quote to: (724) 299-8133	
<b>Bill To Name</b>	MSAD 70/RSU 70	<b>Contact Name</b>	Scott Richardson
<b>Bill To</b>	175 Hodgdon Mills Road Hodgdon, ME 04730 United States	<b>Phone</b>	(207) 532-3015
		<b>Email</b>	scottrichardson@msad70.org

QTY	PRODUCT	CODE	DESCRIPTION	UNIT PRICE	DISC (%)	TOTAL PRICE
1	Full Package Marzano Protocol + Library	IO300-M1	iObservation Full Package Marzano Protocol + Library for 50 teachers and 5 administrators	USD 1,250.00		USD 1,250.00
1	Teacher Online Study Courses- Building Subscription (iOb)	MEV10-999	Teacher and administrators online study course for iObservation customer; one year subscription for 10 participants	USD 375.00		USD 375.00
<b>SUBTOTAL:</b>						USD 1,625.00
<b>TOTAL:</b>						USD 1,625.00

**Notes:**

None

**Learning Sciences International Terms & Conditions**

**Customer Acknowledgment**

Customer acknowledges agreement with these Terms & Conditions of Sale by placement of an order to purchase products or services from Learning Sciences International, LLC.

**Prices**

Prices quoted are good for 30 days from the date of proposal or quote, unless otherwise stated in writing. All prices stated in USD unless otherwise noted.

**Payment**

Purchase order or payment is required prior to order fulfillment. Make checks payable in USD to "Learning Sciences International" and submit to 175 Cornell Road, Suite 18, Blairsville, PA 15717.

**Purchase Orders**

Evidence  
Section 8

Purchase orders should be sent to Learning Sciences International, 175 Cornell Road, Suite 18, Blairsville, PA 15717 or faxed to (724) 299-8133 or emailed to: orders@learningsciences.com

**Terms**

Standard payment terms are net 30 from date of invoice. Seller reserves the right to charge interest at the rate of 0.5% per month on past due balances. Seller also reserves the right to submit invoices greater than 90 days past due to a third party agency for collection.

**Scheduling**

On-site training and professional development sessions requires 30 days advance notice. Purchase order or payment must be received before training dates can be reserved. Trainings scheduled at the Customer's request with less than 30 days advance notice are subject to availability and a \$500 expediting fee.

**Cancellation**

On-site training and professional development sessions may be rescheduled prior to 30 days in advance without penalty. Districts who cancel / reschedule within the 30 day window will be charged a \$500 fee + travel expenses incurred (including cancellation and airline booking fees.)

**Shipping and Handling**

Shipping and Handling for print materials shown at standard ground rates. Please allow 7-10 business days for order processing and delivery. Expedited or overnight shipping available for some items. Additional fees may apply.

LSI will fulfill your order based on the quantity of materials shown on your purchase order. Should you request additional copies of materials, you will be invoiced for the materials plus shipping and handling. Expedited or overnight shipping may apply.

**Sales, Use, Value Add and other Taxes**

Customers exempt from sales taxes must provide a copy of their current exemption certificate, if applicable. LSI reserves the right to charge sales, use, and/or value added tax in addition to quoted product prices as required by taxing authorities, if applicable. Actual sales tax billed will be based on Seller's sales tax collection requirements and Customer's current jurisdiction rates in effect on the date of invoice.

**Materials Reprint Licenses**

Professional development sessions and related materials are revised periodically to reflect most current research and provide the best possible experience for the learners. Updates to materials covered under reprint licenses will be provided free of charge upon request during the terms of the license. Customers are advised to print only sufficient quantities to cover their immediate training needs.

**Recording of Presentations**

All audio and video recording is prohibited without written consent from Learning Sciences International, LLC.

**Observation Terms of Use**

Observation terms of use can be found at [www.effectiveeducators.com](http://www.effectiveeducators.com).

Signature: 

Effective Date: 07/17/14

Name (Print): Scott Richardson

Title: Supt. of Schools

Please sign and return with Purchase Order.

THANK YOU FOR YOUR BUSINESS!



Threeshapes.com LLC  
317 W 4th St  
Greenville, OH 45331

(727)373-2552  
scott@3shapes.com

# Threeshapes.com LLC

*(Educate / Empower)*

*Evidence Section 8*

## Invoice

Date	Invoice No.
07/27/2014	309
Due Date	
	08/26/2014

**Bill To**

MSAD 70  
175 Hodgdon Mills Road  
Hodgdon, ME 04730

Activity	Amount
• Student Licenses for School Year 2014-2015, 500 @ \$4.00	2,000.00
<b>Total</b>	<b>2,000.00</b>

*Evidence  
Section 9*

## Hodgdon High School Bell Schedules 2014-2015

For all schedules there will be a 4 min break between blocks

### Regular Day:

 <b>Block 1</b>	<b>69 min</b>	<b>08:00:00 AM</b>	<b>09:09:00 AM</b>
<b>Focused Study</b>	<b>35 min</b>	<b>09:13:00 AM</b>	<b>09:48:00 AM</b>
<b>Block 2</b>	<b>69 min</b>	<b>09:52:00 AM</b>	<b>11:01:00 AM</b>
<b>Advisory</b>	<b>25 min</b>	<b>11:05:00 AM</b>	<b>11:30:00 AM</b>
<b>Lunch</b>	<b>29 min</b>	<b>11:30:00 PM</b>	<b>11:59:00 AM</b>
<b>Block 3</b>	<b>69 min</b>	<b>12:03:00 PM</b>	<b>01:12:00 AM</b>
<b>Block 4</b>	<b>69 min</b>	<b>01:16:00 AM</b>	<b>02:25:00 AM</b>

Advisory – Mondays and Fridays are Advisory; Tuesday and Thursdays are SSR.  
Wednesday – SSR rotates by block. Block 1 week one, block 2 week two, etc.

### Early Release Day:

<b>Block 1</b>	<b>69 min</b>	<b>08:00:00 AM</b>	<b>09:09:00 AM</b>
<b>Block 2</b>	<b>69 min</b>	<b>09:13:00 AM</b>	<b>10:22:00 AM</b>
<b>Block 3</b>	<b>69 min</b>	<b>10:26:00 AM</b>	<b>11:35:00 AM</b>
<b>Lunch</b>	<b>29 min</b>	<b>11:35:00 AM</b>	<b>12:04:00 PM</b>
<b>Block 4</b>	<b>69 min</b>	<b>12:08:00 PM</b>	<b>01:15:00 AM</b>

No advisory and no focused study on early release days.

Section 9

Alternative Ed Options

MASTER SCHEDULE 2014-2015 HODGDON HIGH SCHOOL 08/01/14								
Dorr, S (107)	Health	PE/Gym	PE/Gym	PREP	PE/Gym	PIT/103	PE/Gym	PE/Gym
	PE/Gym		PE/Gym		Health		PE/Gym	Health
Fagnant, J (101)	PIT/204	JMG 9-11	MidSch	JMG 12	JMG 9-11	PREP	JMG 12	JMG 9-11
Fitzpatrick, B (207)	SocStud 1	PREP ?	SocStud 3	AltEdUSH	SocStud 3	AP USH	SocStud 1	PIT / 207
Garcia, L (206)	PIT/204	Am Lit 2	AltEd Eng	SAT Prep	PREP	Am Lit 2	SAT Prep	AP ENG LIT
Griffin, L (104)	Chem	Int Sci I	Int Sci I	PREP	Chem	Int Sci I	PIT/103	VHS
Hare, M (110)	Wrld Lang	Wrld Lang	Wrld Lang	WrldLang	PREP	Wrld Lang	Wrld Lang	Wrld Lang
Howard, J (201)	SrReMath	Geom	Alg I	PREP	Geom	Alg I	PIT	SrReMath
Lannon, S (102)	Int Sci 2	AltEd Alg2	PREP	Env Sci	Int Sci 2	Int Sci 2	PIT/103	Anatomy
Lyons, S (203)	PIT/204	Wrld Lit 1	Wrld Lit 1	Lang & Writ	Lang & Writ	Lang & Writ	PREP	G/T Wrld Lit
Mills, N (204)	PIT/204	Wrld Lit 2	Brit Lit	YearBook	PREP	Brit Lit	Wrld Lit 2	Wrld Lit 2
Music (stage or at Mill Pond)				Walker, Band				Walker - Chorus
Quint, R (shop)					ArtTch 1	ODSafety	ArtTch 1	TechEd 1
					ArtTch 2	Survival	ArtTch 2	
Ramsey, S (202)		Art 1				Art 1		
		Art 2				Art 2		
Robertson, B (109)	Assist Lrn	Assist Lrn	Assist Lrn	PREP	Assie Lrn	Assist Lrn	PIT	Assist Lrn
Sjoberg, F (205)	Physics	ColSrMath	Alg 2	PREP	Pre-Calc	Alg 2	PIT	Alg 2
Smith, R (108)	LearnCtr	LearnCtr	LearnCtr	LearnCtr	LearnCtr	LearnCtr	LearnCtr	LearnCtr
Stewart, R (106)	RTI Math	RTI Math	RTI Math	SAT Prep/203	PIT/201	RTI Math	SAT Prep/206	RTI Math
Wright, K (208)	Mid Sch/Prep	Mid Sch/Prep	SocStud 2	SocStud 2	Mid Sch/Prep	Mid Sch/Prep	SocStud 2	PIT / 207
Young, D (111)	Assist Lrn	203	201	PREP	Assist Lrn	203	PIT	Assist Lrn

Evidence  
Section 9

**The Goals of the 21<sup>ST</sup> Century Community Learning Center Program**  
Mill Pond Elementary School  
Hodgdon High School

**MSAD 70/Mill Pond School and the Maine Family Resource Center** in Danforth are partnering to provide quality afterschool and summer programs with a focus on project-based learning and positive youth development. Federal funds were awarded by the State of Maine DOE June 1, 2014. This program will target 107 low-performing students as determined by standardized assessments. Programs will provide hands-on, engaging, relevant activities designed to help low-performing students meet Common Core/Maine Learning Results standards. All students are welcome to attend, but special emphasis will be given to academic enrichment programming for those low-performers. Although homework time will be provided, this is not a homework help program.

The total **MPS** grant award is \$100,000 for each of three years, \$75,000 for year 4 and \$65,000 for year 5, providing that the school meets attendance and other program requirements.



**MSAD 70/Hodgdon High School and the Maine Family Resource Center** are partnering to provide afterschool and summer programming targeting 91 low-performing students. In addition to programs described for the elementary school, the high school afterschool program will provide vocational programs, career and college skill building programs, and credit recovery programs.

The total **HHS** grant award is \$77,000 for each of three years, \$57,750 for year 4, and \$50,050 for year 5, providing that the school meets attendance and other program requirements.

The following are the **Federal and State Goals** with some of the activities planned locally to help students achieve the goals:

**Goal 1-Academic Improvement:** To improve academic performance in reading/language arts & math of students who are low performing/failing or at high risk of failure based on standardized assessments: 21<sup>st</sup> CCLC will:

- Collaborate with math and reading teachers, extend student intervention to afterschool; provide student learning stations with math and reading learning stations expanding day school curriculum; expand library hours; provide tutors for small groups;
- Provide summer programs with science, math, technology hands-on programs such as geocaching, projectlogin .com, Project Wet;
- Provide multiple strategies for literacy enrichment: presentations, journaling, blogging, research

**Goal 2- Health and Wellness:** To improve the health and wellness of students including nutrition, physical fitness, safety issues, social-emotional development, and substance abuse prevention: 21<sup>st</sup> CCLC will:

- Offer a variety of fitness activities such as yoga, dance, walking, and cross-country skiing; provide regular outdoor education activities
- Create opportunities to develop positive relationships with staff, volunteers, fellow students and mentors

## Evidence Section 9

**Goal 3- Cultural Enrichment:** To enhance students' cultural enrichment opportunities by providing a broad array of age appropriate, student-driven, high interest learning opportunities that might include but not be limited to visual and performing arts, and to also provide multicultural education opportunities that include exposure to information about other cultures and appreciation of cultural differences;

Provide field trips, speakers, local artists, opportunities to participate in a variety of performing and creative arts

**Goal 4-Parent Education and Family Engagement:** To develop and implement a plan in order to provide educational opportunities and activities for parents/caregivers and their families that will enhance academic and social-emotional development of students and also provide information about topics and resources that will promote overall family education, and could include opportunities and activities for adult parents/caregivers that will enhance their own educational development;

Provide regular multi-generational educational activities for families

**Goal 5- Sustainability and Collaboration:** To establish and maintain effective collaborations across school and community partnerships towards shared student outcomes and program sustainability which includes the formation and on-going development of an Advisory Board that meets regularly, successful implementation of strategies for generating program income including grant writing, fundraising, partners contributing toward program costs, and use of school district funds as well as utilizing other state and federal funding streams that the school district qualifies for such as Federal program funds; Title I, Title VI, IDEA (local entitlement) funds, etc.;

**Goal 6- Professional and Staff-Development:** To provide after school staff with shared professional development related to program content alignment, planning, and enhanced positive youth development practices and assessment and ongoing coaching toward continuous program improvement.

**Budget information:** As of June 9, 2014, no contract has been signed with the state. At this point it is not possible to announce the total amount available to each school. The state may decide that changes need to be made. All possible efforts will be made to share program expenses among the three schools.

- A full-time director and assistant director will be shared among Mill Pond School, Hodgdon High School and Houlton Southside School. (salaries and benefits)
- A site coordinator will focus specifically on Mill Pond School needs (salary and benefit)
- A site coordinator will focus specifically on Hodgdon High School needs (salary and benefit)
- After school teachers, tutors, activity providers (salaries and benefits)
- Staff professional development and training for special programs
- Special intergenerational activities
- Staff travel
- Supplies

Evidence Section 10 + 11

Central Aroostook Council on Education

CACE  
University of Maine Presque Isle  
181 Main Street  
Presque Isle, ME 04769

Phone: 207-768-9590  
Fax: 207-768-9608  
Email: david.w.ouellette@umpi.edu  
www.cacepartnership.org

Invoice

Bill To:  
Scott Richardson  
SAD #70  
175 Hodgdon Mills Rd.  
Houlton, ME 04730

Invoice Date: 6/12/14

Quantity	Item	Description	Unit Price	Total
		NMEC Dues		\$6,462
		All Transition Funds applied to NMEC plus \$1518 local monies.		

Subtotal	
Miscellaneous	
Balance Due	\$6,462

Purchase Order Number:  
Customer ID:  
Amount Due:  
Amount Enclosed:  
Date:

Handed Based  
4943.93  
1518.07  
School (duw) Sec (1518.07)