

**RSU #23**  
**28 Jameson Hill Road**  
**Old Orchard Beach, Maine 04064**  
**Tel (207) 934-5751**  
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Date: 10/16/14

To: \_\_\_\_\_ Attn: \_\_\_\_\_

Fax Number: 877-227-9838 Number of pages sent (including cover page): 24

**From:**

<input checked="" type="checkbox"/>	Lloyd Crocker, Superintendent
<input type="checkbox"/>	Pam Ouellette, Administrative Assistant to the Superintendent
<input type="checkbox"/>	Tim O'Connor, Special Services Director
<input type="checkbox"/>	Helene Stevens, Special Services Administrative Assistant
<input type="checkbox"/>	Cindy Cox, Business Manager
<input type="checkbox"/>	Cynthia Potenza Human Resources Specialist
<input type="checkbox"/>	Robert Stackpole, Technology Director
<input type="checkbox"/>	

**Special Remarks:**

Extension Application for Proficiency -  
Based Diplomas

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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	
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Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	x

3. **School Administrative Unit:** RSU 23
4. **High School(s):** Old Orchard Beach High School
5. **Name and title of person completing the extension request:**
  - a. Meghan Ward, Assistant Principal, Old Orchard Beach High School
6. **Superintendent's name, address, phone number and email:**
  - a. Lloyd Crocker, 28 Jameson Hill Road, Old Orchard Beach, ME  
04064  
207-934-5751

### Evidence of Preparedness

7. **Provide evidence of active participation in a proficiency-based system of supports to address identified critical areas of need, build capacity and build infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles. Include evidence showing the impact of participation on your district's preparedness. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).**

#### **Criteria:**

- **Clear description of the proficiency-based education work completed to date**
- **Clear connection between evidence and the work done**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear alignment to extension option**

### 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

### 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

### 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:

**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

### **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

10-16-14  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Chair of School Board

10-16-14  
 \_\_\_\_\_  
 Date

# Course Recovery Options

Credit Recovery  
Block



Student is assigned to a Credit Recovery Block when they have not passed a semester of a full year course. The student may stay enrolled in the class.

PLATO



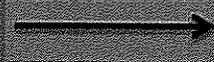
Student is assigned to PLATO for course recovery and/or course makeup. Enrollment is through the OOBHS RtI Coordinator.

Incomplete



Teacher gives student an incomplete when the teacher and student agree to continue to work together to improve the student's grade.

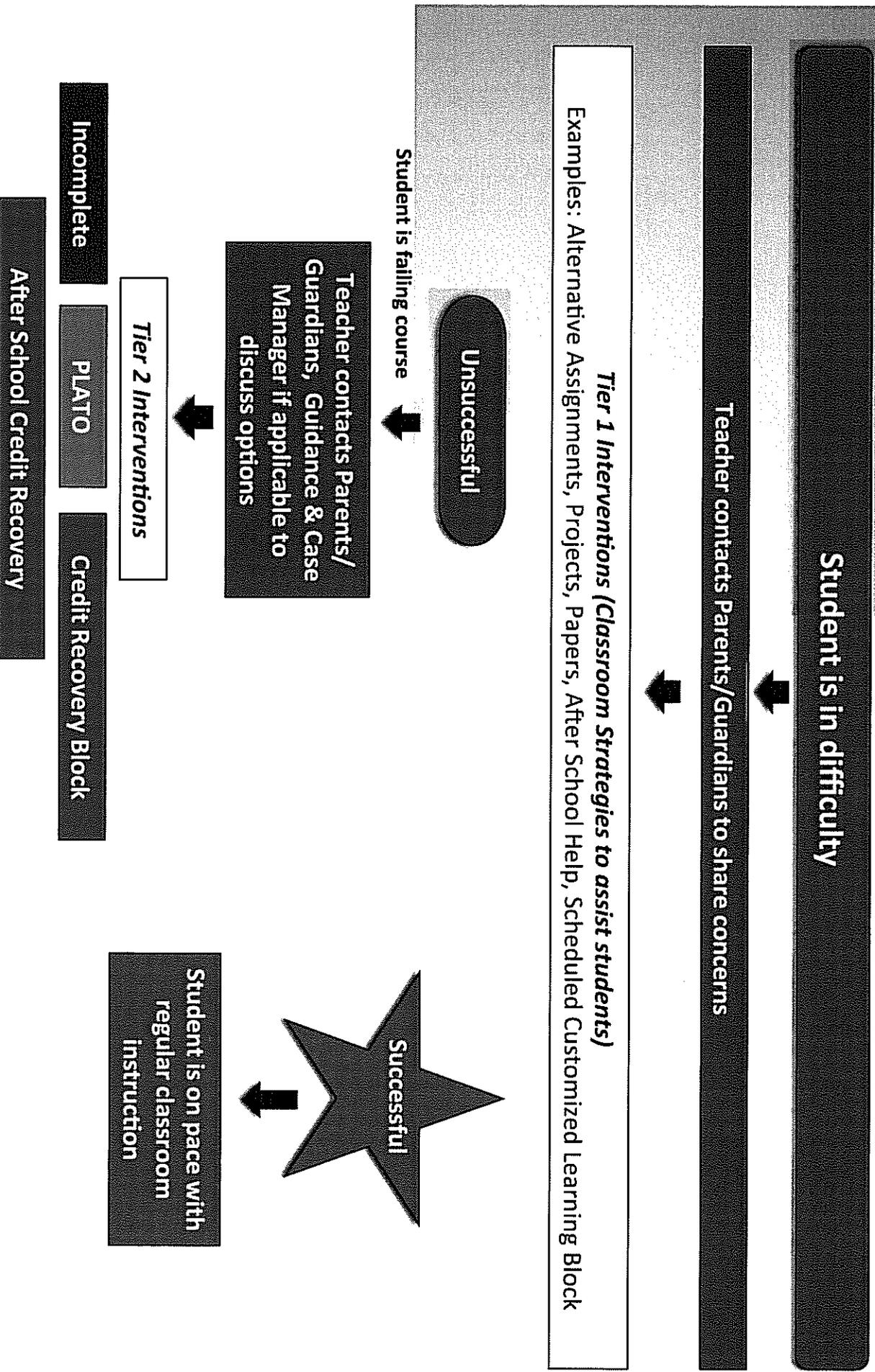
Credit Recovery  
After School



Student can be assigned to Credit Recovery after school once the teacher has communicated with home and guidance to make arrangements.

Future Options:  
Summer School, Blended Learning, Independent Study

# OOBHS Intervention Flow Chart



## Proficiency-Based Diploma Transition Funds

### 2013-2014 School Year

\$19,200	% of Funds Used	Description of Activity
<b>Policy</b>	N/A	
<b>Practice</b>	80%	Great Schools Partnership/MPA Proficiency Based Education Retreat June 2014 Power School University National Science Conference related to Next Generation Science Standards
<b>Community Engagement</b>	20%	Development of a Strategic Plan with input from community stakeholders
<b>One-year Carry Over</b>	N/A	

### 2014-2015 School Year

\$8,218.30	% of Funds Used	Description of Activity
<b>Policy</b>	20%	Professional Development Stipends to develop a district policy to be approved by the school board; Printing Costs
<b>Practice</b>	50%	Resources; Training; Professional Development Stipends; Continued contracted work with Great School Partnership to provide a school coach who will help guide the PBE work
<b>Community Engagement</b>	30%	Develop a manual/Pamphlet for distribution; Host parent forum events; Secure guest speakers to share expertise & provide guidance
<b>One-year Carry Over</b>	0%	No Carry Over Funds from 2013-2014

## **System of Supports for Student Learning**

Over the past two years a group of teachers at Old Orchard Beach High School has developed a comprehensive Response to Intervention plan to increase student learning and success at the high school level. While the plan was developed it was never fully implemented. The goal at the beginning of the 2014-2015 school year was to implement the RTI plan developed by teachers, the school social worker and guidance director. As a result an Intervention flow chart and Tier 2 intervention options were shared with teachers at the first faculty meeting of the school year.

A Student Assistance Team (SAT) has been developed, comprised of the principal, assistant principal, guidance director, guidance counselor, social worker and substance abuse counselor. Teachers, staff and/or other community members refer students to the SAT after significant strides have been taken at the classroom level to engage and assist students in need. A Tier 2 Referral Form was developed this year to facilitate this referral process.

Currently the schedule provides for a Customized Learning Block that meets 4 times each week for 35 minutes. During this time teachers have the opportunity to meet as grade level teams, content area teams as well as meet with students for extra help, acceleration or remediation. The Tier 2 Referrals are typically completed at the grade level team meetings once the teachers have strategized and developed a system of supports in the classroom that have not been successful and the student continues to struggle.

The development of a proficiency-based system of standards will further the RTI process at the high school. As teachers complete their referrals they will be able to comment as to which standards the students has reached proficiency and which standards the student will need to continue to work on. The system of supports will only be strengthened as the standards continue to be implemented.

Professional development on the Response to Intervention process and the 3 Tiers of supports will be ongoing. The focus of faculty meetings, leadership team meetings, and teacher workshop time will be on student-centered learning and individualized instruction. The October faculty meeting at OOBHS will focus on developing teachers proficiency in the Tier I system of supports, facilitating an understanding of formative and summative assessments and providing feedback for student learning.

As this model of meeting time continues it is the hope that RTI will become embedded in the school culture of OOBHS and that teachers and students will focus on the academic outcomes necessary for student success, thus increasing graduation rates while increasing and maintaining rigor in the curriculum.

## OOBHS PBE Action Plan 2014015

<b>Goal 1: Develop 21<sup>st</sup> Century Learning Standards (Cross Curricular Standards)</b>				
<b>Tasks</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Success Criteria</b>
Attend June 2014 MPAL High School teachers PBL Retreat	High School teachers and administrators	June 2014	Great Schools Partnership seminars	Development of a glossary and clear expectations for PBE work at OOBHS
Prepare OOB Staff for Professional Development on 21 <sup>st</sup> Century Learning Standards	Ali Gamache Cynthia Nye Meghan Ward Barbara Fletcher	August 2014	PBE Glossary Deep Dive ABC Nightline	
OOB Staff Professional Development	Ali Gamache Cynthia Nye Meghan Ward Barbara Fletcher Lloyd Crocker Jon Ingram	August 2014	Bloom's New Taxonomy Webb's Depth of Knowledge Marzano Taxonomy PBE Glossary	Development of 4-6 21 <sup>st</sup> Century Learning Standards for the district and the definitions
<b>Goal 2: Develop 21<sup>st</sup> Century Learning Performance Indicators</b>				
<b>Tasks</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Success Criteria</b>
Instruct Teachers on 21 <sup>st</sup> Century Performance Indicators	Meghan Ward OOBHS Teachers	September 2014	Chapter 2 Learning and Leading with Habits of Mind, Arthur Costa P21 Framework Definitions	Teachers identify preliminary Performance Indicators
Teachers determine Performance Indicators for 6 21 <sup>st</sup> Century Learning Standards	OOBHS Staff and Department Leaders	September 2014	Performance Indicators Google Doc	Teachers continue to add and comment on PI Google Doc

Finalize 21 <sup>st</sup> CLS Performance Indicators	Meghan Ward Department Leaders as liaisons to depts. John Suttie	January 2015	Leadership Meeting Time Department Meeting Time CLB Meeting Time	Teachers and administration determine final draft of Performance Indicators
Pilot 21 <sup>st</sup> Century Learning Standards in the Classroom	OOBHS Teachers	April – June 2015	21 <sup>st</sup> Century Learning Standards Rubric	Reporting on PowerSchool
<b>Goal 3: Develop 21<sup>st</sup> Century Learning Standards School-wide Rubric</b>				
<b>Tasks</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Success Criteria</b>
Convert 21 <sup>st</sup> CLS to scoring rubric for instructional use and measurement	Meghan Ward Department Leaders John Suttie	September 2014	Work Habits Rubric Area school exemplars	1-4 level rubric created to measure student demonstrations of proficiency on 21 <sup>st</sup> CLS
Re-evaluate 21 <sup>st</sup> Century Learning Standards for alignment to guiding principles and purpose	John Suttie Meghan Ward All Staff k-12	December 2014 - February 2015	Work Habits Rubric Area school exemplars	Standards have been aligned and have a clear purpose aligned to work habits.
<b>Goal 4: Determine the Content Area Standards &amp; Performance Indicators</b>				
<b>Tasks</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Success Criteria</b>
Departments will meet to choose Content Area Standards	Core Department Members Department Leaders Meghan Ward John Suttie GSP	October 2014	National Standards by Subject Area: CCSS, C3, NGSS Department Release Time	Departments will decide on their 5-8 Content Area Standards

Core Area	Core Department Members		National Standards by Subject Area: CCSS, C3, NGSS	Departments will determine/create 2-4 Performance Indicators for each content area standard
Departments will meet to determine Content Area Performance Indicators	Department Leaders Meghan Ward John Suttie CSP	October 2014	Department Release Time	
Remaining Departments will meet to determine Content Area Performance Indicators	Core Department Members Department Leaders Meghan Ward John Suttie CSP	November 2014	National Standards by Subject Area: CCSS, C3, NGSS Department Release Time	Departments will determine/create 2-4 Performance Indicators for each content area standard
<b>Goal 5: Alignment and development of curriculum to chosen standards and performance indicators</b>				
Tasks	Staff Responsible	Timeline	Resources	Success Criteria
All HS Departments will overlay curriculum on standards work	Meghan Ward Department Chairs Department Members	January - March 2015	Current Curricula New Standards Framework Supervision & Evaluation Rubrics	Curriculum has been realigned
Identify specific skill outcomes according to grade level and content area	Meghan Ward Department Chairs Department Members Cross-Curricular Teams	January - March 2015	Reading, Writing, Math skill outcome resources Department Meeting Time	Skills are identified and scaffold for all students
<b>Goal 6: Piloting of 21<sup>st</sup> Century Learning Standards Framework and Rubric</b>				
Tasks	Staff Responsible	Timeline	Resources	Success Criteria
Setup Powerschool grade book for 4 <sup>th</sup> quarter to accept scores for 21 <sup>st</sup> Century Learning Standards	Karen Murphy Mark Nadeau Paul Mondor Meghan Ward John Suttie	March 2015	Powerschool Resources Sample report cards & transcripts	Fields are populated for Quarter 4 in Power School for 21 <sup>st</sup> Century Learning Standards
<b>Goal 7: Professional Development on Standards Based Assessment</b>				
Tasks	Staff Responsible	Timeline	Resources	Success Criteria

<p>On going PD Standards Based Instruction, Assessment and Grading</p>	<p>Meghan Ward</p>	<p>Throughout 2014-2015 School Year</p>	<p>Great Schools Materials RTI Materials Common Core Standards Marzano Tomlinson Danielson</p>	<p>Teachers are beginning to implement PBE with validity, integrity &amp; rigor</p>
<p>Goal 8: Development of Curriculum &amp; Assessment Aligned to Standards June 2016</p>				
<p>Goal 9: Validation of Common Assessments Aligned to Standards June 2016</p>				
<p>Goal 10: Pilot Scoring and Reporting of Standards in Power School June 2017</p>				

## **Evidence of Preparedness**

Old Orchard Beach High School is currently in the fourth year of a contract with Great Schools Partnership. The focus of the first three years of the contract was on the development of the Culinary Academy at the high school. While most schools that have invested in the development of clear and effective standards have left the development of Extended Learning Opportunities (ELOs), Alternative Pathways and endorsements until standards have been developed, Old Orchard Beach began with these strategies. The forethought in thinking of students first and the focus on creating relevant and engaging pathways should be commended. However, the development of the Culinary Academy has come at the expense of clear and effective standards.

The Culinary Academy is a career pathway for students who would like to pursue employment in the culinary industry. Students can complete 3 years of culinary classroom experiences and enroll in a dual enrollment program with Southern Maine Community College as well as participate in a school-sanctioned internship.

While the Culinary Program is a component of Proficiency Based Education (PBE), the standards and performance indicators necessary to create a holistic standards-based diploma have not been developed and are far from implementation. While the culinary program provides an alternative pathway to traditional electives for some students it does not reach the number of students originally intended.

A new principal and assistant principal have been tasked with the migration to a standards-based diploma and the institution of proficiency-based education. While the original belief of the new administrative team, given the three years under Great Schools Partnership was that the district would have made considerable progress toward PBE, this is simply not the case. What were first posed as graduation standards at the 9<sup>th</sup> grade level are in reality 9<sup>th</sup> grade performance indicators. Upon further review the indicators chosen must be reassessed for alignment to the Common Core State Standards, Maine Learning Results, C3 Framework and the Next Generation Science Standards.

An action plan has been included for the 2014-2015 school year, which lays out a framework for the development of a comprehensive system of standards across 8 content areas. By utilizing department release days and the valuable input from Great Schools Partnership RSU 23 is

confident the content area standards and 21<sup>st</sup> learning standards will be developed by June 2015. The RSU has developed a K-12 Proficiency-Based Education Committee to include all stakeholders: students, community members, Board of Education members, teachers and administrators.

Over the summer the administrative team analyzed the current system of education at Old Orchard Beach High School and determined that an action plan was necessary given the lack of standards and rooting of teachers in the traditional framework of classroom instruction, lesson design and adherence to inflexible teaching practices. A team of teachers, the school social worker and guidance counselors have been working on a Response to Intervention plan over the last two school years. Though the plan was developed it was never implemented. Upon further review of the plan, the administrative team realized further supports were necessary for student success.

The PLATO online learning platform was purchased to facilitate a blended learning experience for all students while also facilitating an option for credit recovery for some students. Additionally, the current schedule provided for a Customized Learning Block (CLB), which was originally intended to foster student connections with the school community by offering enrichment activities such as yoga, knitting and sports talk opportunities. These activities have been replaced by interventions that are necessary for student academic success.

The administrative team adjusted the use of the 35-minute Customized Learning Block 4 days each week for use as an intervention block for students and a planning block for teachers. The CLB allows students to schedule appointments with their teachers for either enrichment or acceleration opportunities. Additionally, OOBHS has scheduled students for Tier 2 interventions in either a Guided Study or Study Support Block for remediation opportunities with an RTI Coordinator.

With the development of standards the current RTI process will only be strengthened. As teachers complete their Tier 2 referral form they will be able to reference specific standards students may have missed or failed to reach proficiency so that they may be retaught or reassessed after being taught in a different method than was previously available in their mainstream course.

**RSU#23 Old Orchard Beach  
21<sup>st</sup> Century Learning Standards**

**Communication**

An effective communicator exchanges ideas using oral, written, non-verbal and listening skills across multiple settings and to a variety of audiences.

**Collaboration**

A collaborative learner has the ability to work effectively and cooperatively in partnerships and groups to achieve a common goal.

**Problem Solving**

A problem solver will find solutions to difficult and complex issues.

**Citizenship**

The ability of a student to participate actively, respectfully & positively in his/her local, regional and global community in an informed, thoughtful and socially responsible manner.

**Perseverance**

The ability to demonstrate continued effort when faced with obstacles.

**Lifelong Learner**

A lifelong learner is a self-motivator who will continually strive for knowledge and experience to enhance personal and professional growth.

<b>Effective Communicator</b>
<ul style="list-style-type: none"><li>• Demonstrates organized and purposeful communication using evidence and logic based on audience awareness.</li><li>• Uses a variety of modes of expression (spoken, written, visual and performing) including the use of technology to create and share ideas.</li><li>• Listens effectively to decipher meaning and formulate a response.</li></ul>
<b>Skilful Collaborator</b>
<ul style="list-style-type: none"><li>• Participates positively in a community environment.</li><li>• Shows consideration and respect for all members of the school community.</li><li>• Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</li></ul>
<b>Lifelong Learner</b>
<ul style="list-style-type: none"><li>• Demonstrates ethical behavior and accepts responsibility for personal decisions and actions.</li><li>• Identifies and asks significant questions to clarify various points of view and lead to better solutions.</li><li>• Generates a variety of solutions, builds a case for best response and critically evaluates the effectiveness of the response.</li><li>• Demonstrates the ability to continually revisit the work for validity and a concern for quality and task completion.</li></ul>

	4	3	2	1
<b>Effective Communicator</b>		<p>Demonstrates organized and purposeful communication using evidence and logic based on audience awareness.</p> <p>Uses a variety of modes of expression (spoken, written, visual and performing) including the use of technology to create and share ideas.</p> <p>Listens and reads effectively to decipher meaning and formulate a response.</p>	<p>Demonstrates the ability to communicate effectively, but may neglect organization, logic and/or audience.</p> <p>Uses a limited number of modes of expression with limited use of technology to create and/or share ideas.</p> <p>Listens and/or reads effectively to decipher meaning but may struggle to formulate an appropriate response.</p>	<p>Struggles to communicate effectively neglecting organization, logic and audience.</p> <p>Uses a single mode of expression with little to no use of technology to create and/or share ideas.</p> <p>Listens and/or reads when asked however struggles to decipher meaning and formulate an appropriate response.</p>
<b>Skillful Collaborator</b>		<p>Participates positively in a community environment.</p> <p>Shows consideration and respect for all members of the school community.</p> <p>Exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.</p>	<p>Participates in a community environment.</p> <p>At times the student may struggle to show respect with various members of the school community.</p> <p>Struggles in making effective compromises for own goals or the goals of others.</p>	<p>Declines opportunities to participate in community environment</p> <p>Various members of the school community are consistently shown disrespect.</p> <p>Declines invitation to work through compromise for the sake of own goals and the goals of others.</p>
<b>Lifelong Learner</b>	<p>Demonstrates ethical behavior and takes responsibility for personal as well as group decisions and actions.</p> <p>Identifies and develops essential questions to clarify various points of view that lead to better solutions.</p> <p>Generates a variety of</p>	<p>Demonstrates ethical behavior and accepts responsibility for personal decisions and actions.</p> <p>Identifies and asks essential questions to clarify various points of view that lead to better solutions.</p> <p>Generates a solution, and can support the reasoning for the response and critically evaluates the effectiveness of the response.</p> <p>Demonstrates the ability to continually revisit the work for validity and a concern for quality and task completion.</p>	<p>Demonstrates appropriate behavior however may struggle to accept personal responsibility.</p> <p>May struggle to identify and/or ask significant questions.</p> <p>May develop a solution and/or struggle with the critical evaluation and effectiveness of the solution.</p> <p>May revisit the work, but the quality and/or goal of task completion may not be a priority.</p>	

# RSU 23 Board Minutes

**RSU #23 Board Meeting held at Old Orchard Beach Town Hall on  
October 14, 2014 at 6:00 p.m.**

## **Meeting Called to Order**

School Board Chair, Gary Curtis, called the meeting to order at 6:07 p.m. Present: Gary Curtis, Jerome Plante, Carol Marcotte, Peter Flaherty, Stuart Hogan, and Superintendent Lloyd Crocker.

## ***The Pledge of Allegiance was recited***

## **Special Presentation**

Old Orchard Beach High School Principal John Suttie presented Jessica Greenleaf a Letter of Commendation from the National Merit Scholarship committee for achieving a score in the top 5 % of the nation on her PSAT's.

## **Approval of Minutes**

A motion was made by Peter Flaherty and seconded by Stuart Hogan to accept the minutes from the August 12, 2014 Board meeting with correction. Voted unanimously. Motion approved.

## **Adjustments to the Agenda**

None

## **Correspondence**

A motion was made by Jerome Plante and seconded by Peter Flaherty to accept letter of resignation from Sarah Gaetani. Voted unanimously. Motion approved.

## **Public Session**

None

## **Superintendent's Report**

Proficiency Based Diploma and Extension application is in progress. We are selecting Option 5 of the 7 possible extension options that is for a SAU transitioning to a Proficiency Based Diploma. John Ingram has been coaching and Meghan Ward has been assisting.

Chairman Curtis stated that Charter schools and 60/40 schools are not going to be held to the same standards and we should be letting our legislators know that the schools should be.

A motion was made by Peter Flaherty and seconded by Carol Marcotte to endorse the application for extension for Proficiency Based Diplomas with Option 5. Voted unanimously. Motion approved.

Teacher Educator Effectiveness Staff Mandate needs to be in place and in order to do so we much have a stakeholder group convened that is were voted on almost unanimously

# RSU 23 Board Minutes

by the teachers at the association vote are: OOB HS – Melisa Mowery and Mark Knowles, LMS – William Corcoran and Barbara Roberg, and Jameson - Sue Falvey and Sue Gallant. A motion was made by Jerome Plante and seconded by Carol Marcotte to approve the following teachers to the stakeholder group: OOB HS – Melisa Mowery and Mark Knowles, LMS – William Corcoran and Barbara Roberg, and Jameson - Sue Falvey and Sue Gallant, Voted Unanimously. Motion approved.

## **Chairperson's Remarks**

### **Announce Election**

There is one seat on the school board and one seat on the town council opening up. The election is at OOB HS on November 4, 2014 from 8am to 8pm. You can complete an absentee ballot if you are not here for the election.

### **Candidates Night**

The OOB High School will be hosting a Candidates night on October 28 at 7PM for Michelle Violette and David Boudreau at the Town Hall. It will be shown on channel 3.

### **Scholarship Committee**

Carol Marcotte was appointed as a member of the Board of Trustees to the Scholarship Committee.

### **Safety Committee**

Chairman Curtis requested that Superintendent Crocker and the Safety Committee convene in regards to procedures if in the rare event that an infectious disease outbreak would happen.

Superintendent Crocker mentioned that there was a notice provided in the board packets in regards to contract negotiations. Chairman Curtis suggested waiting until a new board member was elected prior to appointing someone.

Chairman Curtis thanked the members of the community for his time on the board.

### **Board Presentation**

None

### **Old Business**

None

### **New Business**

None

### **Committee Reports (all minutes included in Board packet)**

#### **Finance Committee Meeting**

None

# RSU 23 Board Minutes

**Executive Session**

None

**Adjournment**

A motion was made by Chairman Cutis to adjourn the meeting. Voted unanimously.  
Motion approved.

Minutes prepared by:



Pam Ouellette,  
Transcriber

Respectfully submitted by:



Lloyd Crocker,  
Superintendent