



# Eastern Aroostook Regional School Unit

Caribou, Limestone, Stockholm

Lois Brewer, Assistant Superintendent  
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Caribou, Maine 04736

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207-496-6311 (Phone)  
207-498-3261 (Fax)

October 16, 2014

Dear Diana,

This packet is the RSU 39 Application for an Extension of the awarding of Proficiency Based Diplomas to students in our high schools.

We chose Option 5, which is related to our being a partner in an educational collaborative (in our case, Northern Maine Educational Collaborative - NMEC).

The RSU 39 School Board has reviewed this entire packet and has certified that this application "accurately reflects our current status of our implementation of proficiency-based diplomas".

I am very proud of the earnest work our district has completed over the past few years and as I prepared these documents, I was pleased to note that I believe we have authentic and strong evidence of that work and our plans to move forward.

I will look forward to your questions and feedback.

Thank you for your consideration of this application.

Sincerely,

Lois Brewer  
Asst. Supt.  
RSU 39

## 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	<input checked="" type="checkbox"/>
Cumberland	<input type="checkbox"/>
Hancock	<input type="checkbox"/>
Kennebec Valley	<input type="checkbox"/>
Midcoast	<input type="checkbox"/>
Penquis	<input type="checkbox"/>

Washington	
Western Maine	
York	

3. School Administrative Unit: **RSU 39**
4. High School(s): **Caribou High School and Limestone Community High School**
5. Name and title of person completing the extension request: **Lois Brewer, Asst. Supt. RSU 39**

6. Superintendent's name, address, phone number and email:

**Susan White**

**75 Bennett Drive, Suite 3**

**Caribou, Maine 04736**

**496-6311**

**swhite@rsu39.org**

#### Evidence of Preparedness

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

#### Criteria:

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

**\* See the following attached evidence:**

**1. "Our Story" narrative**

**2. Charter for Northern Maine Educational Collaborative (NMEC)**

**3. NMEC event flyer**

**4. "Aroostook Plan" Calendar**

5. Vision and Core Beliefs

6. Timeline and Benchmarks

### 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

\*See the following attached evidence:

1. Vision (provided in #7)

2. RSU 39 Strategic Planner

3. The District Leadership Team work

4. Timelines for each building

5. Documentation of work with MCCL curriculum

6. Documentation of consideration of graduation by standards aligned with MCCL curriculum

### 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

**\*See the following attached evidence:**

**1. High School RTI documents**

**2. Empower and MCCL curriculum of learning targets**

### 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:

**\*See the following attached evidence:**

**1. Budget and Detail for Proficiency Based Transition Funds**

**2. Chart of Areas of Expenditures**

11. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

- Clear description of intended impact for your use of transition funds

- Budget aligns to intended impact

\*See the following attached evidence:

~Budget and Detail for Proficiency Based Transition Funds

~"Narrative of Intended Impact of Transition Fund Expenditures"

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

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

\*See the following attached evidence:

~Board Agenda and Minutes (pg. 24, item 4)

**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.



10-15-2014

Superintendent of Schools

Date



10-15-2014

Chair of School Board

Date

Evidence of Preparedness - #7

*The evidence which aligns with the criteria includes:*

1. "Our Story" - a narrative description of the work that has been undertaken in RSU 39 that has moved us forward toward full implementation of Proficiency Based Education. In the narrative, (which was shared with all citizens in all three communities of the RSU), please note the books cited, the District Leadership Team, the school visits and the work with NMEC as key points.

2. A copy of the Charter for the Northern Maine Educational Collaborative, of which RSU 39 is a member. The mission of this collaborative is "to lead the development, implementation and promotion of learner-centered proficiency based learning".

3. A NMEC Flyer sample of topics.

The work inherent in both #2 and #3 directly correlates with Extension Option 5 / "The SAU is an active member of a proficiency-based education collaborative".

4. A copy of "The Aroostook Plan" calendar - an outline developed with NMEC to provide a capacity building model of professional development for its members.

5. A copy of our Board approved (June 2013) Proficiency Based Education District Vision and Core Beliefs that guide the work and decision making in the RSU. The work and Vision has been shared with the communities of Caribou, Limestone and Stockholm through Community Connections (school newspaper) and is also posted on our website and our schools. The opening days of school and the subsequent workshop days this year (2014-15) were and will be dedicated to PBE work in the buildings and district, (unpacking the Vision, working with Marzano's framework for instruction, digging into the Core Beliefs, creating timelines for PBE at each level and working with the new Empower Digital Database and the new curriculum of learning progressions from the Maine Cohort for Customized Learning). These workshop days have been commonly planned based on the thinking of the District Leadership Team.

6. A working document of a Timeline/Benchmark history used with staff that shows points on the journey toward Proficiency Based Education - This piece has been used on multiple occasions to remind staff of how far we've come and of all that has been accomplished. We still have far, especially with communities, families and students but do not want to lose sight of all that has been gained.

## Our Story

### RSU 39

Over the past few years, RSU 39 has been on a learning journey to improve teaching and learning. Near the beginning of the journey we held a Vision Café at Caribou Middle School in the Spring of 2012. Over one hundred community members, staff and students came together from our three communities (Caribou, Limestone, Stockholm) to spend the day answering the question "What would education look like in RSU 39 if we developed a Pre-K 12 system that is responsive to the current and future needs of our children?" It was a great day with good conversations and lots of ideas captured on charts for future reflection. And reflect, we did! All of the charts and thinking from that day were brought back to the District Leadership Team (DLT) (administrators and teachers representing every building in the RSU) and were discussed, digested and funneled into the beginnings of a Vision and Strategic Plan for the district.

The DLT used multiple resources to help inform their thinking, the information from the Vision Café, feedback from staff, West Ed. School Planning Guides, Global Best Practices, and Great Maine Schools. As the team worked, thought and planned, we became more aware of other shifts in education taking place around the state of Maine and across the country. The idea that education could meet the needs of its current and future students while continuing to be virtually the same "stand and deliver", "sort and rank" delivery system as it had been in 1892 was crumbling. Educational reform ideas were coming at us from big thinkers like Bea McGarvey (Inevitable), Carol Dweck (Mindset), Daniel Pink (Drive). We were also learning from other schools in Maine that were embracing change, schools based on the RISC model (Reinventing Schools Coalition, Delivering on the Promise) and MCCL Schools (Maine Cohort for Customized Learning). Our purpose and vision for our students and our schools grew from a deepening belief that providing multiple opportunities and a more customized approach to learning and success for ALL students was our guiding force. We knew that changing a deeply traditional system of education would not happen quickly or easily but we also knew that we were on the right path.

Interestingly, as we were immersed in this work at the local level, the Maine Legislature passed into law *LD 1422, An Act to Prepare Maine People for the Future Economy* (Maine Revised Statutes, Title 20-A, section 4722-A). The cornerstone of this law was the requirement that Maine transition to a proficiency-based system in which graduation from a Maine high school after Jan. 1, 2018 would be based on students demonstrating proficiency in meeting Maine's learning standards in all eight content areas and the guiding principles.

In 2012, our RSU joined with twelve other school units in Aroostook County and created the Northern Maine Educational Collaborative (NMEC) to support each other in this time of learning, growth and change for education. This group wrestled with how to describe the work - many called it Standards Based Education (all students having to show mastery of standards as opposed to "seat time", "passing grades" and "credits"). A number of schools in the Southern part of the state are using the term Mass Customized Learning. Some schools have referred to the new initiative as Learner Centered Education. The law refers to the expectation that all students be able to demonstrate mastery of learning as Proficiency Based Education - that's what NMEC and local school departments are using as a common descriptor.

Our work continued. School teams were going to see, listen and learn from Bea McGarvey (a Senior Associate for Dr. Robert Marzano) who paints a vision for education that has inspired many to try new strategies in their classrooms. Some schools engaged in book studies of the books Mindset and Inevitable. We had teams of teachers travel to visit schools in other parts of the state, schools who were trying new things and were willing to share. The Art and Science of Teaching and Becoming a Reflective Teacher by Robert Marzano have served as resources as we've begun the work of creating an instructional framework in our district - a framework that would be common to all schools. The initial work has involved teachers creating and sharing "Learning Targets" with students to ensure that the learning objective for the day/lesson/unit is transparent. Research shows that when learners are clear about what they're expected to be **learning** (as opposed to just "doing" assignments), achievement improves. That has been a prime focus in the district this year (2013-14) and has been highly successful.

All along the way, the Superintendent and the Assistant Superintendent along with representatives from the District Leadership Team have been updating, informing and sharing with the Members of the RSU 39 Board of Education. The Board listened, asked probing questions and thoughtfully constructed their own understanding of the work. When the DLT took the new Vision for Proficiency Based Education to the Board in June of 2013, they unanimously approved and adopted the Vision for education for our students, educators, schools and communities.

As the work continues, some of the large tasks ahead of us are to continue to align our strategic plan and action steps with our Vision and the state's timeline and to ensure appropriate, timely and affordable professional development for teachers facing these dramatic changes in education.

The most exciting part of this work is that it is centered on improving learning and individual achievement for every student that we serve - that is the best inspiration for anyone in education.

## ARTICLE 2 MEMBERSHIP

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

Membership consists of the following:

Easton School Dept.

Madawaska

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

MSAD 14- Danforth

MSAD #20 Fort Fairfield

MSAD 24-Van Buren, Hamlin, Cyr Plantation

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

MSAD 29 - Houlton, Littleton, Monticello, Hammond

MSAD 33 - St. Agatha, Frenchville

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

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

MSAD 42 - Mars Hill, Blaine

MSAD 45- Perham, Washburn, Wade

RSU 39 - Caribou, Limestone, Stockholm

Caswell

Union 122 - Woodland, New Sweden, Westmanland

## **NMEC PBE DIPLOMA BOOT CAMP**

**January 15 (8:30-3:00\*)**

\*Please note this new time frame only  
for this boot camp session

**Kelly Commons – UMPI**

### ***Special Leadership Team Development*** **Boot Camp Session Devoted to PBE Diploma Work**

*Recommended Participants: 4-6*

*Central Office Leaders, HS Principal, MS Principal, HS Teacher Leaders,  
and/or other PBE Leadership Team Members*

#### **Agenda to Include:**

**Sharing PBE First Steps Across Systems**

**Brief Legislative History and Update**

**Setting the Context for the SBE Diploma**

**Special Guests via Tandberg**

- **Linda Laughlin, Asst. Supt. RSU 18**
- **Matt Shea, Coordinator of Student Achievement, RSU 2**
- **Todd West, HS Principal from Deer Isle Stonington HS**

**Plenty of Team Conversation and Action Planning Time**

**Diploma Matrix, Planning Template, and Other Resources**

Please note: For this session all **HANDOUTS** and other information must be printed **BEFORE YOU ARRIVE**. NMEC will not be providing copies of any handouts. All handouts can be accessed one week before the training at the CACE site

at [http://www.cacepartnership.org/index.php?option=com\\_content&view=article&id=52&Itemid=97](http://www.cacepartnership.org/index.php?option=com_content&view=article&id=52&Itemid=97)

**AROOSTOOK PLAN Final Draft April 7**  
**Calendar for Professional Development 2014-2015**

**NMEC Aroostook Plan CALENDAR**  
**2014**

Linda Laughlin: April 28 MCCL Curriculum intro (8:30 am)  
Stacy Penna May 13 AM iObservation (9:00 am)  
Cutis Jack May 13 PM Suggestions for Marzano observation  
implementation (after lunch around 12:25).  
June 10 Board business meeting??  
Linda Laughlin: Sept. 12 Curriculum (circles)  
Bea McGarvey: Oct.. 28-29 Art and Science of Teaching  
Linda Laughlin: Nov. 14 Last day of curriculum presentation  
Bea McGarvey Dec 9-10 Second day place-held for the diploma/grading  
conversation.

**2015**

Deborah Pickering: Jan. 21-22 ( Snow date Jan. 28-29) Complex Reasoning  
Deborah Pickering: Feb. 25 & 26 (Snow date March 3 & 4)  
Bea McGarvey: April 28 TBA



Eastern Aroostook Regional School Unit 39  
(Caribou, Limestone, Stockholm)



## VISION

### *“Preparing Today’s Learners for Tomorrow’s World”*

RSU 39 recognizes that in order for students to meet the ever changing demands of the 21st Century, we need to move away from the traditional model of education, toward a model that supports a student centered proficiency based education. By partnering with local and global communities RSU 39 will provide innovative, dynamic and future focused learning opportunities for all students.

The Vision of RSU 39 is to be a student centered, proficiency based educational system where:

#### Rigorous Standards

- ◆ All learners demonstrate readiness for future success by meeting rigorous and relevant standards and expectations.
- ◆ The learning environment will support student achievement of academic expectations through a well organized and comprehensive curriculum that is research based and where the learning goals are clear to everyone.

#### Individualized Learning

- ◆ All learners are involved in planning their personal learning pathways for success and have ownership of their learning.
- ◆ Individual learning pathways are developed for each student through collaborative relationships with school staff and other supportive adults.

#### Assessment Guides Learning

- ◆ All learners will demonstrate proficiency of the standards through a collection of assessments and other forms of evidence that monitor and document their progress over time.
- ◆ Staff will utilize this evidence to support student learning, advise next steps, and adjust learning pathways accordingly.

#### Staff Committed to Supporting All Students

- ◆ All learners are supported by knowledgeable, committed and caring staff.
- ◆ The staff of RSU 39 engage in reflective practice and seek opportunities for continuous professional growth in order to support student learning.

## Core Beliefs

### **RSU 39 Believes That:**

- + All students can learn, given appropriate amounts of time and support.**
- + Student ownership of learning is important and powerful.**
- + Each student deserves a student-centered, individualized pathway that prepares them for different futures.**
- + Students learn best in a safe environment characterized by positive relationships with caring, competent individuals.**
- + Students learn best when instruction is relevant and engaging.**
- + Student learning is enhanced when staff collaborate and are provided with support and professional development.**
- + Clear learning targets, continuous reflection, and timely feedback are essential to successful learning.**
- + Effective, research based instructional practices are the foundation of student success.**
- + Learning is a shared responsibility of students, parents, community and school staff.**

Based on work and good thinking from all staff in the RSU - March 2014  
Visited and Revised by the District Leadership Team - April / May 2014

Timeline / Benchmarks for Change to Proficiency Based Education

March 2014	RSU 39 Adopted Marzano Teacher Evaluation Model based on <u>The Art and Science of Teaching</u> framework
March 2014	RSU 39 in conjunction with NMEC embraced The Aroostook Model for PD to support PBE to include the MCCL curriculum
March 2014	Provide information about PBE to all taxpayers in the form of our RSU newspaper
March 2014	Provide update for all staff on initiatives to include the teacher evaluation system, The Aroostook Model, and the MCCL curriculum (newsletter and CPAC presentation)
April 2014	All educators in all classroom settings in RSU are using Learning Targets with students on a daily basis
April 2014	Each Content Area at Caribou High School has begun the process of selecting graduation standards for their content
April 2014	Content Leaders meet with building principal and curriculum director to rough out the plan for meeting the proficiency diploma law (?)
April 2014	District Leadership Team and Curriculum Leaders from CHS attend MCCL training with Linda Laughlin (NMEC at UMPI)
April 2014	Provide all staff with update on Teacher Evaluation Model and core tenets of <u>The Art and Science of Teaching</u>
April - June 2014	Four teachers in RSU pilot Educate / Software program to house curriculum and track learning targets for individual students
May 2014	Make decisions about MCCL Curriculum Implementation Timeline and Educate and iobservation
June 2014	Provide all staff with copy of pilot Model for Teacher Evaluation (based on Marzano model) and copy of <u>Becoming a Reflective Teacher</u> which provides teaching strategies for all 41 elements outlined in the Model (expectation to participate in mandatory book study groups in their buildings in the fall)
June - August 2014	Provide all <u>evaluators</u> with copy of <u>Coaching Instruction in the Classroom</u> (Marzano)(expectation to participate in mandatory book study group at summer retreat)
August 2014	All schools work to unpack PBE Vision Statement and Core Beliefs and begin to study elements in Marzano's Framework for Instruction
August - October 2014	Pilot for Teacher Evaluation begins - Study Groups focused on <u>Becoming a Reflective Teacher</u> begin
September 2014	District goes live with Educate Software populated with MCCL curriculum
By the end of October 2014	All content areas at CHS and LCS have identified Graduation Reporting Standards

## Multi-Year Implementation Plan - #8

*The evidence which aligns with the criteria includes:*

1. The Vision (already included under Evidence of Preparedness) is our guiding document along with....
2. The Strategic Planner.

The Vision addresses four key components of our move toward full implementation of PBE:

Rigorous Standards, Individualized Learning, Assessment Guides Learning and Staff Committed to Supporting Students - and it is a Vision - we are not there yet but we do have a Vision of where we want to evolve to.

The Strategic Planner was first developed after our Community Vision Café in 2012 and has truly been a living and evolving document. It was designed to NOT be a linear plan but a true "capturing" of ideas, professional development, and action steps that we didn't want to lose. Some have been implemented simultaneously, some are completed and some continue to be on our "to - do" list. The Strategic Planner is managed, reviewed and updated monthly by:

3. The District Leadership Team, a team that is comprised of representation of teachers and administrators from every building in the RSU (Hilltop Elementary, Teague Park Elementary, Caribou Middle School, Caribou High School, Limestone Community School and The Learning Center - Alternative Ed. and Adult Ed.) The District Leadership Team (DLT) acts as a clearinghouse for ideas and initiatives for the district as well as a "Think Tank" as we move forward and "cook" new thinking. The DLT is also our vehicle for designing structured learning sessions and protocols to ensure that staff meetings, Professional Learning Communities and workshops have common themes, activities and events to move Proficiency Based Education forward in the buildings.

### 4. Timelines for Implementation of Proficiency Based Education (for each building in the RSU) with Benchmarks and Metrics

These timelines (only high school included, others upon request) have been developed by all staff with leadership of the building principals and are evolving documents that draft our plans for moving forward with Proficiency Based Education. While the District Leadership Team manages the overall thinking, planning and action steps for the district, we also recognize and honor that each building is in its "own place" with regard to next steps. To encourage staff buy-in and ownership, we have used workshop time to have staff work collaboratively to build their timelines. The measurement of these action steps that are outlined under years on the timelines will be done by the Building Leadership Teams. Those teams will report to the District Leadership Team, whose job it will be to oversee the progress of the whole district. This multi-layered approach holds us all accountable to meet our benchmarks and meet our goal of being prepared to award diplomas on student proficiency for students graduating after July 1, 2020. The benchmarks are included on the timeline document.

5. Documentation of work with MCCL curriculum - This evidence is to support completion of one of our action steps, which is to adopt the Maine Cohort for Customized Learning curriculum of learning progressions for all 8 content areas of the Maine Learning Results. We are also hoping to embrace the full curriculum model which includes the content, complex reasoning skills and habits of mind that when taught and mastered result in students being proficient in the Maine Learning Results Guiding Principles. It is our belief that adoption of this curriculum will support teachers, learners and families in understanding proficiency and will push the needed shifts in classroom instruction to align with PBE teaching and learning. We have adopted this curriculum this year and members of our District Leadership Team are participating in training as part of our Aroostook Plan

through NMEC. We released this curriculum to all teachers (K-12) in the RSU on Sept. 17th this year and are dedicating workshop time to train and investigate this new curriculum model.

6. Documentation of consideration of graduation by standards - aligned with MCCL curriculum - We have included a draft of a reporting document that is currently under consideration by RSU 39. We have looked at multiple "reporting out" methods and have been unsuccessful in determining exactly what that might look like at the high school level. This draft, which we recently received from the cohort, shows promise as it aligns with the curriculum and philosophy of the MCCL approach to proficiency based education in content and guiding principles. No decisions have been made yet, but we continue to engage in professional conversations around this piece.

# *RSU 39 Strategic Planner for Implementing Proficiency Based Education and Plan for Transitioning to Proficiency Based Diploma*

<u>Identifier</u>	←← 2012 ----- Actions ----- 2018 ▶▶▶					
➤ <b>Climate Supportive of Change</b>	♦ Form DLT	♦ Engage DLT in Concept Understanding	♦ Articulate Vision and Mission and Core Beliefs	♦ Engage Faculty in Concept Understanding	♦ Engage School Board in Concept Understanding	Engage Community Address Rituals and Traditions
➤ <b>Continuous Professional Growth</b>	♦ Engage Faculty in Concept Understanding	♦ Develop a Professional Development Framework that Supports Standards Based Education e.g. Marzano's <u>The Art &amp; Science of Teaching</u> DLT	♦ Implement study groups <u>The Art and Science of Teaching</u> with all Staff	♦ Plan to support all new staff with Marzano's <u>The Art and Science of Teaching</u>	♦ Explore Teacher Evaluation System tied to Marzano model	
➤ <b>Student Centered Learning</b>	♦ Use Learning Targets to Guide Student Learning Encourage/Support Trials and Pilots	♦ Implement Best Practices (Marzano framework)	♦ Support Individualized Learning Within Grade Level	♦ Support Student Centered Habits of Mind Curriculum Support and Guiding Principles	♦ Support Individualized Learning in Multiple Grades	♦ Support Individualized Student Learning using Multiple Pathways
➤ <b>Rigorous and Relevant Academic Expectations</b>	♦ Unpack Learning Standards	♦ Identify Power Standards Identify Graduation Standards	♦ Align Curriculum with Learning Standards Create a plan to meet Proficiency Based Diploma Law	♦ Develop Learning Targets in Student Friendly Language	♦ Identify Extra Time and Support / Interventions for Student Learning	
➤ <b>Standards Based Assessment for Student Learning</b>	♦ Review Current Assessments	♦ Promote Use of Effective Formative Assessments	♦ Design Prof. Based Grading System	♦ Pilot Prof. Based Grading System	♦ Implement Prof. Based Grading System	♦ Develop Assessment Verification Process
➤ <b>Infrastructure for Student Learning</b>	♦ Review & Update Tech Plan	♦ Identify and Examine Policies that Support or are Barriers to Prof. Based Education	♦ Draft / Revise / Approve Necessary Policies	♦ Review & Update Capital Improvement Plan	♦ Review & Update Facilities Plan	♦ Examine the Use of Educate (Software Program)

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This is plan is an evolving document and will be changed and modified by the DLT periodically as we stop, check and adjust.  
"We will go as far as we can see and then we will go as far as we can see..."

***This document has been designed by and will be overseen by the District Leadership Team in RSU 39***

## Proposed District Leadership Team Dates for 2014-15

### District Leadership Team Meetings:

*Thursday, September 18 (due to harvest)*

Monday, October 20

Monday, November 17

Monday, December 15

Monday, January 26

Monday, February 23

Monday, March 16

Monday, April 27

Monday, May 18

Monday, June 15

Timeline for Moving To a Proficiency Based Diploma at the High School Level

2014 - 2015	2015 - 2016	2016 - 2017	2017-2018	2018-2019	2019 - 2020
Identify Graduation Standards ** Talk with other districts in Aroostook County to determine if they would like to pursue this work together to develop commonality * consider global standards vs. content standards - we are open to what might work best	All Freshman at CHS will be held accountable for proficiency on identified standards in all content areas	All Freshman and Sophomores are held accountable for proficiency on identified standards in all content areas	All Freshman, Sophomores and Juniors are held accountable for proficiency on identified standards in all content areas	All Freshman, Sophomores, Juniors and Seniors are held accountable for proficiency on identified standards in all content areas	We would like to consider that we use 2014-15 and 2015-16 as learning years and that we be prepared to graduate the first PBE cohort in 2020
Every dept. examine their current work and move their content area work toward PBE	Begin implementation of the MCCL curriculum and Educate as a management tool for tracking and reporting progress	Implement Habits of Mind curriculum and assessment	Reporting out on proficiencies on Sophomores	Reporting out on proficiencies on Juniors	Reporting out on proficiencies on Seniors
Design interventions and time to support learners who don't meet the standards	Begin Habits of Mind work	Reporting out on proficiencies on Freshman			2021 - Graduating first cohort of students with a proficiency based diploma
Purchase Educate, populate with MCCL curr. Provide training to develop understanding	CHS begins Accreditation Self-Study				
Examine and identify structures (time blocks, etc.) that need to be addressed before '15-'16	Continue to work with and expand Stakeholders Group				
Begin more parent education- Stakeholders Group to support this change and a website					
Develop a plan for how we will address having dif. levels of learners (Fresh., Soph., etc.) in same classrooms					
Have a "big conversation" about grading	Benchmarks for each year identified by underlines	Benchmarks will be revisited, checked and adjusted as our plan evolves			

Our Best Thinking on May 12, 2014

**Benchmarks for 2014 - 15**

By October, we will have created Empower accounts for each teacher and have it populated with all 8 content areas of the MCCL Curriculum, Habits of Mind and Complex Reasoning

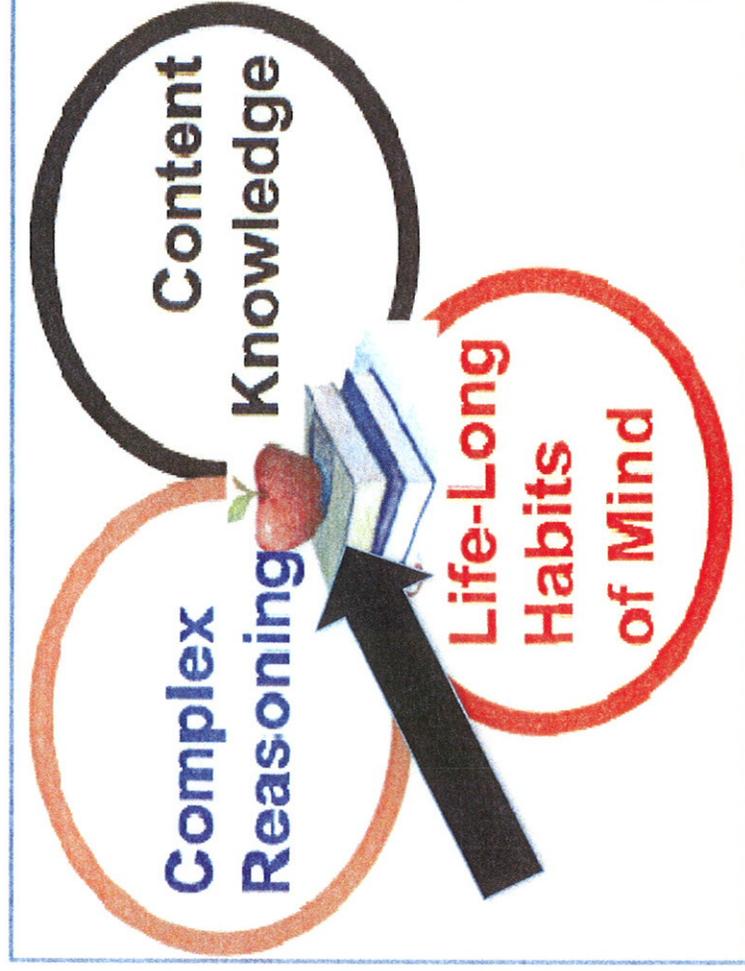
By December - We will have begun planning and identifying members of our Stakeholders Group -

By March - We will have identified any structural changes to be made for 2015-16 school year -

By May - We will have held our first Stakeholders meeting

Building Leadership Teams and District Leadership Team will be responsible for measuring these benchmarks and outcomes and reporting out at the building and district level

# Maine Cohort for Customized Learning Curriculum Training (Day1)



Linda Laughlin: Co-Chair MCCL  
[lindaflaughlin@gmail.com](mailto:lindaflaughlin@gmail.com)

XXX High School  
XXX, Maine

Student name: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_

Birth Date: \_\_\_\_\_  
Graduation Date: \_\_\_\_\_

Content Area	Course Name	Score	Credit	S
English Language Arts:	Creative Writing	3.0	1.0	
	Compositional Writing	2.75	1.0	
	American Literature	3.5	1.0	
	Humanities	3.25	1.0	
	Research	3.0	1.0	S
Social Studies	World Studies	2.5	1.0	
	Humanities	2.75	1.0	
	A.P. United States History	3.0	1.0	S
	American Government	3.25	1.0	
	Economics	2.80	1.0	
Mathematics	Algebra 1	3.25	1.0	
	Geometry	3.5	1.0	
	Algebra 2	3.0	1.0	
	Calculus	3.0	1.0	
	Engineering	3.0	1.0	S
	College Algebra (Dual Enrollment)	2.80	1.0	
Visual Performing Arts	Graphic Arts	2.75	0.5	
	Pottery	3.0	0.5	
	Band	3.25	0.5	S
	Chorus	3.25	0.5	S
	Music Production	3.25	0.5	S
	Theater	2.75	0.5	
Science	Biology	3.5	1.0	
	Earth Science	2.75	1.0	
	Chemistry	3.25	1.0	
	A.P. Chemistry	2.75	1.0	S
	Anatomy & Physiology	3.0	1.0	
	Environmental Science	2.75	1.0	
World Language	Latin	2.75	1.0	
	Spanish	3.0	1.0	
Health & Physical Education	Wellness	3.25	0.5	
	Fitness	3.5	0.5	
	Dance	2.75	0.5	
Technology	Web-Based Design	2.75	0.5	
	Computer Programming	3.25	0.5	
Career Technical Education	Machine Tool	3.5	1.0	S
College & External Courses	English Composition	2.75	1.0	S

"S": Scholar Achievement defined as receiving more than 20% of the Score 4 options available in that course.

Grade Point Average: The result of averaging all the overall measurement topic scores. See back of transcript for more information.		<b>3.25</b>
<b>Scholar Recognitions</b>		
English Language Arts	Summa Cum Laude	
Mathematics	Cum Laude	
Visual Performing Arts: Music	Summa Cum Laude	

Proficiency-based Learning Scale	
Level 4	In addition to a score 3.5, the learner demonstrates in-depth inferences and applications that go beyond the targeted proficiency level.
Level 3.5	In addition to a score 3.0, the learner has demonstrated evidence toward moving to a level four.
Level 3.0	The learner has met the expected target at a proficient level of complex knowledge.
Level 2.5	In addition to score 2.0, the learner has demonstrated evidence of completing aspects (partially meeting) the learning target.
Level 2.0	The learner is proficient in the foundational knowledge with no major errors or omissions regarding simpler details and processes.
Level 1.5	In addition to a score 1.0, the learner (independently) possesses some but not all of the simpler details and processes.
Level 1.0	With help, the learner has a partial understanding of some of the simpler details and processes.
<p>A 3.0 score represents proficiency on a complex learning expectation. It represents the expected level of performance. A score of a 4.0 should not be equated as an "A" in a traditional grading system. A score of a 4.0 represents a performance that goes above &amp; beyond what is expected of all learners and is not offered for all learning expectations. High performance is defined by a combination of 4.0 scores on some learning expectations and 3.0 scores on learning expectations beyond what is required for graduation.</p>	

Scholar Recognition Key	
<b>Summa Cum Laude</b>	No overall measurement topics below a 2.5, X% or more of scores greater than 3.0, and demonstrated proficiency in X% of the learning expectations beyond essential graduation requirements.
<b>Magna Cum Laude</b>	No overall measurement topics below a 2.5 and between 20-30% of the overall measurement topics scored greater than 3.0, and/or demonstrated proficiency in X% of the learning expectations beyond essential graduation requirements.
<b>Cum Laude</b>	No overall measurement topics below a 2.5 and between 10-20% of the overall measurement topics scores greater than 3.0, and/or demonstrated proficiency in X% of the learning expectations beyond essential graduation requirements.
<b>Diploma</b>	No Overall measurement topic scores below 2.75.
<b>Certificate of Attendance</b>	Below Diploma Requirements

System of Supports for Student Learning - # 9

*The evidence which aligns with the criteria includes:*

1. The High School RTI document - While we have documented what we currently have in place, we also recognize this is a crucial area that is far from fully developed at our high schools. You will see it highlighted as an action step in the high school timeline to be addressed this year as staff and leadership know that interventions for the students when proficiency is not demonstrated is a key component that needs to be dealt with in the immediate future. Some examples of remediation that staff are familiar with and are being considered and in some cases trialed, are listed below:

~Using a teacher pace in the classroom, with an intervention period or Saturday school option to bring students to proficiency with additional targeted learning

~Addressing the schedule, creating hour blocks of time with instruction ranging around 45 minutes with a 15 minute immediate intervention session built in

~Flipped Classrooms where students access the instruction at home and utilize teacher time the next day for remediation, deepening understanding or extension of learning

~Changing our whole high school dynamic and courses to a more fluid approach of teaching "math" or "history" to allow more movement, learning and growth based on meeting learning targets rather than course requirements

~Allowing multiple opportunities to show mastery of standards with more formative assessment, retakes of summative assessments based on improved and new learning and capstone projects

~Increased technology - going to a 1:1 model at our high schools to allow students more access to content and more time in-class for learning that is higher on the taxonomy and needs expert teacher instruction and facilitation

~Internships and outside, community based learning opportunities that help students meet standards and show proficiencies in new ways

We are fortunate to have departments that are led by Curriculum Leaders so there is a structure at the school level to have these conversations.

2. Empower and MCCL curriculum of Learning Targets - We believe that embracing this curriculum which is build on progressions of learning and is housed in Empower, the digital data base, has the possibility of being a "game changer" for our PBE work. It is going to support teachers and push their understanding of learning targets vs activities and will support them as they identify where students are in their learning and what their next step needs to be. This is not going to happen overnight but we have the system in place for all teachers and they are beginning the work of cross walking it to their own curriculum and resources and beginning to see the potential of Empower, especially when it becomes transparent for students and families. We see this as a strong support as we build the interventions and supports necessary to support student success.

Caribou High School

**Tiered Response to Intervention Academic Plan**

<p><b>Tier III</b></p> <p><b>Intensive Interventions</b></p> <p>5-10 % of our students may need these intensive supports in order to meet success</p>	<ul style="list-style-type: none"> <li>• Credit Recovery</li> <li>• Off Site Alternative Education Program</li> <li>• Summer School</li> <li>• Modified Day or Modified Schedule</li> <li>• One on One Tutoring in Transitions</li> </ul>
<p><b>Tier II</b></p> <p><b>Interventions</b></p> <p>10-15 % of our students may need an additional level of support in order to meet success</p>	<ul style="list-style-type: none"> <li>• Transitions Center Support</li> <li>• Peer Tutoring</li> <li>• Support Through Counseling Services</li> <li>• Personal Learning Plan</li> <li>• Parent Contacts</li> <li>• Modifications for Test Taking</li> <li>• Freshman Seminar</li> </ul>
<p><b>Tier I</b></p> <p><b>Interventions</b></p> <p>80 - 85% of our students should be meeting success with supports and interventions from their classroom teachers</p>	<ul style="list-style-type: none"> <li>• Relevant Core Curriculum that includes AP, Honors and Vocational Opportunities</li> <li>• Content Literacy Strategies</li> <li>• Support for Literacy Success for All Through Janet Allen's Plugged In Series and Power Strategy Instruction</li> <li>• Modified Assignments</li> <li>• Coordinated Transitions Plan between Middle and High School</li> <li>• Extensive Variety of School Activities</li> <li>• Home Room for 4 years</li> <li>• One on One Classroom Teacher Support (before, after school, study hall time, etc.)</li> <li>• Differentiated Instruction</li> <li>• Communication with Parents (Power School, email, phone calls, P/T conferences)</li> </ul>
<p><u>Processes for Collaborative Problem Solving:</u></p> <p>Student Support Team          Guidance          Child Study Team</p> <p><u>Data Based Decision Making:</u></p> <p>NWEA</p>	

## Using these critical thinking skills



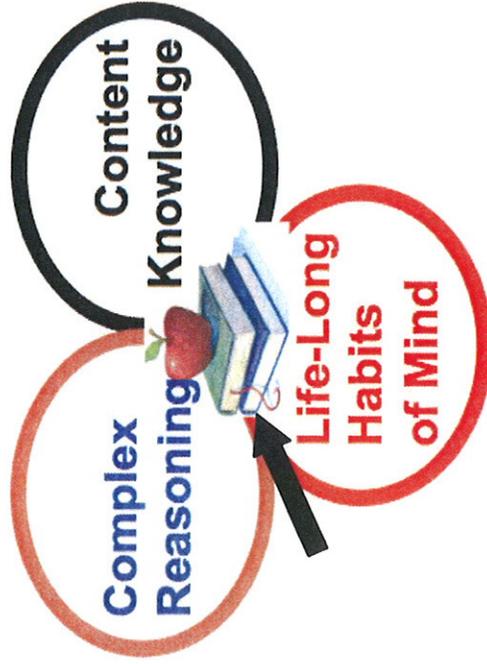
with this knowledge

### 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

Transition Funds #10

*The evidence which aligns with the criteria includes:*

1. Budget and Detail Expenditures for Transition Funds - this is a copy of the financial detail that shows the expenditures of those funds.

2. Chart of Funds dedicated to the following areas: 2013-14

Policy	0
Practice	\$8,372 - dues to NMEC
Community Engagement	\$6,940. - Community Connections Newspaper with focus on PBE to all citizens in 3 communities
One- year Carry Over	0
Total=	\$15,207.15 - (\$660. transferred out to general fund)

Description of the Intended Impact of Transition Funds #11

*The evidence which aligns with the criteria includes:*

1. - Reference to Budget Detail provided as evidence in #10

2. Chart of Funds dedicated to the following areas: 2013-14

Policy	0
Practice	\$8,372 - dues to NMEC
Community Engagement	\$6,940. - Community Connections Newspaper with focus on PBE to all citizens in 3 communities
One- year Carry Over	0
Total=	\$15,207.15 - (\$660. transferred out to general fund)

Intended outcomes for expenditures in 2013-14 for Practice - professional growth for teachers and administrators through participation in Northern Maine Educational Collaborative. Teachers and administrators participated in 12 workshop (Hot Topics) events sponsored by NMEC and held at the local university (UMPI) with teachers and administrators from all over Aroostook County. Judy Enright facilitated all of those events connecting attendees with PBE practitioners from all over the state.

The outcomes were to raise awareness of PBE for some and to support staff during the transition phase of this work. We believe that both outcomes were met as measured by feedback forms collected at all events by the Executive Director of NMEC, Dave Ouellette.

Intended outcome for expenditures in 2013-14 for Community Engagement / "Community Connections Newspaper" for all RSU citizens was to begin to build a climate supportive of change in our communities. There were multiple positive articles about all of the good things going on in all of our schools and the 2 lead articles were about our move toward proficiency based learning and what proficiency based education is all about. We did receive positive feedback from our constituents about the paper, news, and PBE articles so we believe our

intended outcome was met. We found it expensive and are moving to utilization of a Facebook page for our district this year as another medium to reach out and inform our communities about our work.

Chart of funds dedicated to the following areas: 2014-15

Budgeting for: \$15, 207.15 (anticipated in October)

Policy	
Practice	\$3,100. - Empower
Community Engagement	\$3, 100. - Empower
One- year Carry Over	
Remaining =	\$9,007.

This year, our expenditures thus far, have been to purchase Empower (formerly known as Educate) through the company ThreeShapes LLC. The intended outcomes for that expenditure are to change educational practice through providing a digital tool for teachers to use to manage the MCCL curriculum and ensure proficiency of learning targets and standards. The other intended outcome is to eventually utilize the option in Empower to make learning more transparent to families and students by opening the data base to them so they can track their own learning.

We have yet to determine how we will expend the remaining funds. They may be utilized for dues for NMEC again near the end of the fiscal year. That expenditure's outcome would again be to provide professional development in Aroostook County through a regional, capacity building model.

# RSU 39

## STATE & PRIVATE FUNDS EXPENDITURES

Report # 40075

Statement Code: STATE EXP

	Revised Budget	Reported Period	Encumbrances	Amount Remaining	
Account Number / Description	7/1/2013 - 6/30/2014	7/1/2013 - 6/30/2014	7/1/2013 - 6/30/2014	7/1/2013 - 6/30/2014	
<b>2232 TRANSITION GRANT PROF BASED ED</b>					
<b>2210 IMPROVEMENT OF INSTRUCTION</b>					
<b>0000 OVERHEAD</b>					
2232-0000-2210-553500-900 Student Software Licensing (Online)	0.00	0.00	0.00	0.00	
<b>TOTAL 0000 OVERHEAD</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>TOTAL 2210 IMPROVEMENT OF INSTRUCTION</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>2320 SUPT'S OFFICE</b>					
<b>0000 OVERHEAD</b>					
2232-0000-2320-530000-900 TRANSITIONS GRANT-PROF BASED ED	0.00	5,948.25	0.00	(5,948.25)	
<u>Reported Period</u>					
<b>Posting Date</b> <b>Batch #</b> <b>Document Type</b> <b>Document #</b> <b>Doc. Code</b> <b>Reference</b> <b>Debit</b> <b>Credit</b>					
03/13/2014 6656 Voucher COMMUNITY CO 773				5,048.00	0.00
04/10/2014 6809 Voucher 402801-02 1106				900.25	0.00
				<u>5,948.25</u>	<u>0.00</u>
2232-0000-2320-553000-900 TRANSITIONS GRANT-PROF BASED ED	0.00	440.00	0.00	(440.00)	
<u>Reported Period</u>					
<b>Posting Date</b> <b>Batch #</b> <b>Document Type</b> <b>Document #</b> <b>Doc. Code</b> <b>Reference</b> <b>Debit</b> <b>Credit</b>					
03/13/2014 6656 Voucher POSTAGE 258				440.00	0.00
				<u>440.00</u>	<u>0.00</u>
2232-0000-2320-560000-900 TRANSITIONS GRANT-PROF BASED ED	15,207.15	8,818.90	0.00	6,388.25	
<u>Reported Period</u>					
<b>Posting Date</b> <b>Batch #</b> <b>Document Type</b> <b>Document #</b> <b>Doc. Code</b> <b>Reference</b> <b>Debit</b> <b>Credit</b>					
04/10/2014 6809 Voucher March reimburseme 258				551.75	0.00
06/30/2014 7156 Voucher NMEC DUES 243				8,372.00	0.00
06/30/2014 7290 General Journal 153604				0.00	104.85
				<u>8,923.75</u>	<u>104.85</u>
<b>TOTAL 0000 OVERHEAD</b>	<b>\$15,207.15</b>	<b>\$15,207.15</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>TOTAL 2320 SUPT'S OFFICE</b>	<b>\$15,207.15</b>	<b>\$15,207.15</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>TOTAL 2232 TRANSITION GRANT PROF BASED ED</b>	<b>\$15,207.15</b>	<b>\$15,207.15</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>GRAND TOTAL</b>	<b>\$15,207.15</b>	<b>\$15,207.15</b>	<b>\$0.00</b>	<b>\$0.00</b>	

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# RSU 39

## STATE & PRIVATE FUNDS EXPENDITURES

Report # 40074

Statement Code: STATE EXP

Account Number / Description	Revised Budget	Reported Period	Encumbrances	Amount Remaining			
	7/1/2014 - 6/30/2015	7/1/2014 - 6/30/2015	7/1/2014 - 6/30/2015	7/1/2014 - 6/30/2015			
<b>2232 TRANSITION GRANT PROF BASED ED</b>							
<b>2210 IMPROVEMENT OF INSTRUCTION</b>							
<b>0000 OVERHEAD</b>							
2232-0000-2210-553500-900 Student Software Licensing (Online)	0.00	6,200.00	0.00	(6,200.00)			
<u>Reported Period</u>							
<b>Posting Date</b>	<b>Batch #</b>	<b>Document Type</b>	<b>Document #</b>	<b>Doc. Code</b>	<b>Reference</b>	<b>Debit</b>	<b>Credit</b>
09/12/2014	7419	Voucher	317	1015	1015-THREESHAPES.COM LLC	6,200.00	0.00
						<b>6,200.00</b>	<b>0.00</b>
<b>TOTAL 0000 OVERHEAD</b>	<b>\$0.00</b>	<b>\$6,200.00</b>	<b>\$0.00</b>	<b>\$(6,200.00)</b>			
<b>TOTAL 2210 IMPROVEMENT OF INSTRUCTION</b>	<b>\$0.00</b>	<b>\$6,200.00</b>	<b>\$0.00</b>	<b>\$(6,200.00)</b>			
<b>2320 SUPT'S OFFICE</b>							
<b>0000 OVERHEAD</b>							
2232-0000-2320-530000-900 TRANSITIONS GRANT-PROF BASED ED	0.00	0.00	0.00	0.00			
2232-0000-2320-553000-900 TRANSITIONS GRANT-PROF BASED ED	0.00	0.00	0.00	0.00			
2232-0000-2320-560000-900 TRANSITIONS GRANT-PROF BASED ED	15,207.15	0.00	0.00	15,207.15			
<b>TOTAL 0000 OVERHEAD</b>	<b>\$15,207.15</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$15,207.15</b>			
<b>TOTAL 2320 SUPT'S OFFICE</b>	<b>\$15,207.15</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$15,207.15</b>			
<b>TOTAL 2232 TRANSITION GRANT PROF BASED ED</b>	<b>\$15,207.15</b>	<b>\$6,200.00</b>	<b>\$0.00</b>	<b>\$9,007.15</b>			
<b>GRAND TOTAL</b>	<b>\$15,207.15</b>	<b>\$6,200.00</b>	<b>\$0.00</b>	<b>\$9,007.15</b>			

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# Eastern Aroostook RSU 39

## School Board Meeting

### DRAFT MINUTES

October 15, 2014

A regular Board Meeting of the Eastern Aroostook RSU 39 School Board was held in Room 1 at the Caribou Learning Center on October 15, 2014. Present were Board Members John Sjostedt, Tanya Sleeper, Clifford Rhome, Dale Gordon and Mary White. Board Members Michelle Albert and Kent Forbes were absent (excused).

1. Board Chair, Clifford Rhome, called the meeting to order at 7:03 P.M.
2. A motion made by Mary White, seconded by Dale Gordon to approve the minutes from the October 1, 2014 meeting passed unanimously.

3. Public Comment

There were no public comments.

4. A motion made by Mary White, seconded by Tanya Sleeper to approve the Eastern Aroostook RSU 39 Proficiency-Based Diploma Extension Application passed unanimously.

5. Superintendent's Report

**Hires:**

Hank King: Boys Varsity Basketball at Limestone Community School

Jill Plante: Certification Committee Rep for Limestone Community School

Deavin Gustafson: Ed Tech III Limestone Community School

Katie McGough: Middle Level Girls Basketball Coach Limestone Community School

**Nomination:**

A motion made by Dale Gordon, seconded by Tanya Sleeper to hire Carrie Reed for Grade 2 at Limestone Community School passed unanimously.

**Major Capital Improvement Project:**

Superintendent White updated the Board on the DOE's visit to tour the RSU 39 facilities.

**Board Representation on Dropout Prevention Committees at CHS and LCS:**

Tanya Sleeper will represent the Board on the Dropout Prevention Committee at Caribou High School and Michelle Albert will represent the Board on the Dropout Prevention Committee at Limestone Community School.

***Other:***

Superintendent White informed the Board that we are going to move forward with the Pre-K Grant that was discussed and voted on during the September 17, 2014 Board Meeting.

6. Administrative Updates:

Administrators from Teague Park School, Caribou Middle School, and Limestone Community School updated the Board on recent activities at their respective buildings.

7. Other Matters:

Superintendent White informed the Board that the Limestone Community School School-wide Title I Application was approved by the DOE. She acknowledged Mrs. Brewer's diligence in working cooperatively with LCS staff and administration to complete the application process.

8. At 7:35 a motion to adjourn made by Dale Gordon, seconded by Tanya Sleeper passed unanimously.

Respectfully Submitted,

Susan R. White