

## Directions for submitting an extension application

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.

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	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	X

3. School Administrative Unit: RSU#57 - Massabesic
4. High School(s): Massabesic High School
5. Name and title of person completing the extension request:  
Lori Lodge, Curriculum Coordinator, John A. Davis, Superintendent
6. Superintendent's name, address, phone number and email:  
John A. Davis, Superintendent  
RSU#57 - Massabesic  
86 West Rd, Waterboro, Maine 04087  
(207) 247-3221  
johndavis@rsu57.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

RSU#57 - Massabesic began exploring proficiency-based education along with RSU#2 and RSU#15 during the introduction of this work under Commissioner Gendron. Subsequently, RSU#57 joined several other districts and founded the Maine Cohort for Customized Learning (MCCL). From the beginning we have relied on a network of experienced professionals, cooperative efforts with other school districts, the Re-Inventing Schools Coalition (RISC) and the skills and abilities of our own staff to lead us in this work. The training, coaching, and ongoing guidance have helped us to make significant progress toward the creation of a proficiency-based system for all students.

The development of a proficiency-based system in RSU #57 began with work and training by the Department of Education, State of Maine. This work continued as a result of the RSU #57 School Board endorsing this work and culminated in the vision work completed by and with community, parents, staff and student input in November 2011. Since that time, the district staff have continued to work and refine their understanding and their implementation of Performance-based education. This work has remained a priority of the School Board and district administration.

RSU #57 has worked closely with the RISC, MCCL and others using the work of Marzano Associates to help transform our culture and climate. All staff K-12 have been trained in Classroom Design and Delivery. This training shows teachers how to create a learning environment in which students know the learning target, get the instruction and support they need to reach proficiency, and have the structures in place that allow them to truly take control of their learning. This district-wide work has included explicit training and instruction, frequent reflection by staff as they implement new strategies, a coaching and feedback loop, and opportunities for teachers to get customized professional development to further their learning. RSU #57's intentional focus on building a strong foundation of change has led to widespread evidence of a shifting climate and culture. Students expect and rely on standard operating procedures (SOPs), want their voice to be heard in the classroom, and can articulate what they are learning, not just what they are doing. Classrooms across the district are unpacking district standards to create classroom and/or building wide Codes of Cooperation. The high school created a school wide Code of Cooperation with input from staff and students. This code now serves as the guiding expectations for all members of the learning community, creating a culture based on what students and staff value. (See Appendix B – Massabesic High School Code of Cooperation)

Massabesic High School continues to add component to prepare for the proficiency-based diploma. The staff have been defining and developing learning targets to courses and all but the newest hires have been through significant staff development helping them understand effective Instructional Design and Delivery, Habits of Mind and Complex Reasoning. The staff and school have made great strides in moving away from letter grades and working with students to work at levels of proficiency. Parallel work is taking place in the five elementary schools and at the middle school.

#### 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

RSU #57 has been transitioning to a K-12, Proficiency Based System since 2009-10. (See Appendix: Transitioning to a Proficiency Based System-RSU #57) With much deep, transformative work to be done, the decision was made to gradually implement proficiency-based expectations. The Class of 2020 will be required to demonstrate proficiency in the 8 content areas of math, ELA, science and technology, physical education, health, visual performing arts, and career education as well as the Guiding Principles.

We have developed Graduation Standards for each content area aligning learning targets, measurement topics and strands required to define proficiency expectations. (See Appendix: MHS Social Studies Graduation Standards)

Requiring proficiency for all students in world languages will mean additional resources are necessary. The additional time will allow MHS to design a program to meet the requirement. In addition there is further work to be done to align current Habits of Mind, Work Habits and Complex Reasoning into the Guiding Principles, including the design of rubrics to measure proficiency.

In order to meet our projected timeline, we have included the work plan for the 2014-15 school year. (See Appendix: MHS 2014-15 Work Plan) Some of the work defined in this plan includes: engaging stakeholders in conversation and planning for the transition to proficiency-based grading, unpacking the guiding principles and planning the implementation of them into content, developing initial multiple pathways and a plan for meeting the World Language requirement.

As a district we have several systemic components in place, such as, a strategic plan currently being reviewed as part of our Model of Continuous Improvement, curriculum targets defined and transparent for students and parents, multiple opportunities for student support and enrichment, a mission and a vision for the district developed by multiple stakeholders.

Annual benchmarks have also been established for the additional years of the extension. This progression of work includes: planning and implementing World Languages for all students, fully implementing the use of Educate/Empower with staff, students, and parents, establishing a system for ongoing input from parents and other stakeholders, continuing the work of aligning the curriculum targets to the Smarter Balanced Assessment, expanding and redefining student support structures, and developing rich, authentic, multiple pathways to proficiency. For full details on the annual benchmarks, see Appendix F – Annual Benchmarks for Ongoing Work.

### **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**

Massabesic High School has a variety of timely, coordinated, layered and directive intervention plans & strategies for all students, including identified and at-risk students. (Please refer to the Course Recovery Options document) This system supports each student's achievement of our school's 21<sup>st</sup> century learning expectations along with the State's Guiding Principles. The entire MHS Intervention Plan is attached. (Please refer to document titled RTI Final Document)

Before interventions are needed or implemented classroom teachers give students' choice in activities. Students are also allowed to develop and design their own methods of demonstrating proficiency. In many classes, this takes the form of options where students are encouraged to connect projects to their personal lives. Students are also presented the opportunity to choose projects based on their learning styles and to demonstrate their knowledge through kinesthetic, artistic, or linguistically appropriate means. As part of getting to the need before there is a need, students are given the opportunity to self-assess and reflect regularly through the use of formative assessments. Some teachers purposefully use casual formative assessment such as answer sticks, questions and observation to guide daily instruction, while other teachers use the "fist to five" technique, where a quick visual survey lets the teacher know if the last piece of instruction was effective, along with exit cards to assess students' learning as they leave the room.

In point of fact student summative assessments also serve as a form of formative assessment as students are allowed to Redo & Retake all summative assessments if they have not met needed benchmarks and/or want to demonstrate increased understanding by following the MHS "Redo & Retake" Contract. Since student grades are not averaged multiple opportunities are offered to students to master the required skills and thus be given a true assessment of what they know and can do when their class is completed.

The expectation of and for the entire staff of Massabesic High School is to be involved! Staff is expected to assist in the coordination of student academic intervention, support and services in the form of RtI Teams. These teams represent coordination between regular education teachers, a student's Advisor, our guidance office and Special Ed when and if required. When there is an academic concern, these staff members meet either in person or by email to determine next steps.

Some of our specific practices, protocols & programs include the following:

- Students who arrive at MHS as freshmen and are behind pace on their grades 6-8 Standards/Learning Targets, are automatically assigned to Intervention Classes, as part of their regular schedule in the four core content areas. After receiving individualized support and demonstrating proficiency, students are dismissed from the class and placed in elective courses. (Please refer to the Intervention Dismissal Form)
- Freshmen who fall behind pace in the four core content areas are evaluated and then assigned to Intervention Classes. (Please refer to the Freshmen Intervention Reassignment Process attachment)

- Students who are considered to be at-risk and/or not at teacher pace or faster can receive additional assistance and support in the general education setting during our Activity Block, which runs 4 times per week. Activity Block is considered part of the Response to Intervention (RtI) plan.
- Course Success Data is collected on each course taken by each and every student at MHS so as to assist teachers in evaluating student success and for the Dept. Head and MHS Leadership Team to evaluate. (Please refer to the End of Course Success Data Form)
- Credit Recovery School Classes are provided at the end of each Trimester to enable students to redo standards, make up missed or non-proficient work so as to graduate on time. CRS is a 10-Day after school Intervention program (up to 20 hours of extended learning time), that has been set up to assist students who have failed a course, because they have multiple Learning Targets, which they have not yet demonstrated proficiency in, from at least one previous course. Usually, students take CRS right after a Trimester ends.
- MHS augments student learning with a daytime and after school APEX Learning Lab. Students are given an individualized computer-based curriculum plan enabling them to revisit Learning Targets they are not yet proficient at within their own pace.
- MHS has successfully implemented a "Redo & Retake" practice and planning document, which offers students the opportunity to improve their proficiency. (Please refer to the "Redo & Retake" Planning Document – Contract)
- The Success Program at MHS is an academic program that serves students identified as "at risk". This program serves both special education and regular education students through Personalized Learning Plans and with some individual students throughout our school. ILPs are used to outline specific learning goals, based on demonstrating proficiency on district Learning Targets.
- Between trimesters MHS implements intervention days to allow students more time to successfully demonstrate proficiency in standards/Learning Targets. (Please refer to the "Redo & Retake" Release Form)

#### **Proficiency-Based Diploma Transition Funds**

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:
  - Policy: 0%
  - Practice: 65%
  - Community Engagement: 5%
  - One-year Carry Over: 30%
  
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:





## ***RSU 57's Vision for Educational Success***

***RSU 57 is a leader on the forefront of education where all individuals\* are involved in high quality learning for the future.***

### **RSU 57's vision of Learning is:**

- Each individual is a critical and innovative thinker who adapts to new ideas
- Each individual can learn at different times, in different places, in different ways, in our flexible learning environment
- Each individual has voice and choice within a comprehensive, rigorous, and relevant curriculum
- Each individual applies a solid foundation in learning to real world situations and uses a strong work ethic for success

### **RSU 57's vision of Respect and Responsibility is:**

- Each individual shares in the accountability for his/her learning
- Each individual accepts differences of others
- Each individual contributes to a safe learning environment

### **RSU 57's vision of A Collaborative Environment is:**

- Each individual contributes multiple resources in building a strong educational community
- Each individual is a partner in learning through continuous and open communication
- Each individual recognizes his/her role and participates in the educational community

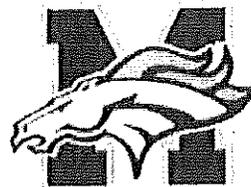
### **RSU 57's vision of Technology is:**

- Each individual determines the accuracy and credibility of information to make informed decisions and produce quality work
- Each individual uses technology to communicate respectfully, both locally and globally
- Each individual has access to technology in applied learning

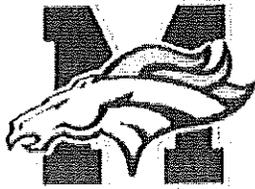
***RSU 57 creates unique educational experiences for all individuals. We value and support customized learning toward the achievement of personal success.***

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*\* Individual refers to student, staff, parent and community member*



January 24, 2012



## **A Vision for RSU #57's System of Learning**

*Clearly defined content learning goals, complex reasoning skills and habits of mind make up the RSU #57's system of learning, instruction, curriculum and assessment.*

### **Comprehensive system of learning in RSU 57:**

- Clearly defined learning goals for students
- Student engagement in relevant, authentic learning experiences
- Demonstration of proficiency as students progress through levels of learning goals while tracking their learning
- Opportunities to learn at different times, different ways, inside and outside of the classroom
- Students are grouped and regrouped based on learning goals and interest, not grade level
- Students are invested in their learning through engaging, meaningful, and enjoyable learning experiences

### **Instruction:**

- Includes meaningful/relevant use of technology
- Is student centered, ensures student choice and voice, a variety of research based strategies
- The use of common language among students, teachers and parents
- Includes flexible grouping and regrouping of students around a learning goal, not time based or grade based
- Learning goal are clearly stated and demonstration of proficiency is transparent for students and parents

### **Curriculum:**

- Guaranteed and viable for all students
- Includes clearly defined learning goals in all content areas, complex reasoning skills and habits of mind
- Defines levels of proficiency clear to students incorporating choice
- Defines multiple pathways for students to demonstrate proficiency
- Defines anytime, anywhere learning with the relevant use of technology

### **Assessment and Reporting:**

- Assessment of learning includes frequent focused feedback on a learning goal
- Student progress toward proficiency is available through an electronic data management system
- Assessment is aligned to learning goals
- Assessment includes multiple ways for students to demonstrate proficiency
- Assessment measures student progress through a progression of learning goals

## **A Vision for RSU #57's Management of Resources**

### **Technology & Financial:**

- Learning can happen anytime, anywhere through the appropriate use of technology
- Technology will increase access to learning opportunities
- District curriculum will be accessible online
- Students and teachers will use technology to track learning
- Students will be informed digital citizens
- Technology provides for easy, effective communication between teachers and parents
- Financial resource allocation demonstrates fiscal responsibility and supports the vision of a proficiency based learner centered system

**Personnel:**

- Staff hiring and evaluation processes are aligned with the district's vision for learning
- Staff view reflection on practice and advancement of knowledge as an integral part of meaningful and continuous professional growth
- All staff are highly qualified
- Staff are caring and competent and develop positive, appropriate relationships with students and colleagues
- Students and learning are at the center of professional growth and collaboration
- Staff recognize students learn in different ways at different times and provide students with voice and choice in learning

**A Vision for RSU #57's Parent and Community Engagement**

- High quality education of all RSU 57 learners is recognized to be a shared responsibility among families, community & the school system.
- Parents are partners with learners & staff in developing & supporting quality learning experiences for their children
- Many diverse members of our community contributed to the RSU 57 mission, values, vision.
- All community stakeholders understand, and support our vision for customized learning for all learners
- Businesses & other community organizations provide real-world learning experiences & valuable mentoring for our learners.
- Continuous communication maintains the bonds between the school system and its community

**A Vision for RSU #57's Continuous Improvement**

- Change for improvement is a constant in our system
- Reflection on practice based on learner success is ongoing
- We have formal systematic feedback cycles made up of processes and tools we use to assess practice, measure results & plan for improvements at frequent, planned intervals of time.
- All decisions about improvements to the system are based on data and current research about learning.
- Innovation to achieve ever greater excellence is encouraged through our system of continuous improvement

## **RSU 57 CORE BELIEFS**

**We believe:**

**All students can learn.**

**Students learn in different ways, in different settings,  
and at different rates for different futures.**

**Successful student learning is meaningful and relevant  
to the learner.**

**Clear learning targets and continuous reflection are  
essential to successful learning.**

**Students learn best in a safe environment  
characterized by positive relationships with caring,  
competent individuals.**

**High standards of performance are expected of all.**



# **Massabesic High School**

## **Code of Cooperation**

### **Respectful**

- Bring a positive, can-do attitude
  - Be polite: avoid interruptions and distractions, use appropriate language
  - Act and dress appropriately: our school is a workplace for learning
  - Be an active listener: stay on topic, maintain eye contact, and give full attention
  - Take pride in your learning and consistently give your best effort
  - Value and protect our school and all personal property
  - Share your expertise: work with peers to solve problems independently
  - Considers others' ideas and contributions
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### **Responsible**

- Act with integrity: be honest, trustworthy, and reliable
  - Be on time: in the room when the bell rings, not walking through the door
  - Be prepared for class: present, organized and ready to learn
  - Follow directions
  - Turn OFF (not on silent) all personal electronic devices before the start of class
  - Manage your time: get the most out of your school day, in and out of class
  - Be a team player: do your share, be present and prepared when needed
  - Obey safety rules
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### **Creative Thinker**

- Be resourceful and innovative: use available tools for problem solving
  - Make an effort to engage in and enjoy the learning process
  - Ask probing questions
  - Accept all challenges (in learning)
  - Develop personal learning goals with implementation plans and timelines
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## RSU #57's Transitioning to a Proficiency Based System

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
20 Strategic Planning	Development of Shared Vision with students & staff Staff Pre-assessment of PBE components	Community Forum (using a Future Search Format) School Board - Adopt vision & strategic plan	Revise strategic plan (check & adjust for continuous improvement)	Revise strategic plan (check & adjust for continuous improvement)	Revise strategic plan (check & adjust for continuous improvement)	Community Forum w/facilitator to revisit District Mission & Vision
Curriculum and Instruction		Cohort Curriculum Work-Version #1 (ELA, Math, Science, Social Studies)	Cohort Curriculum Work - Version #2 (ELA, Math, Science, Social Studies) Health/PE, Career & Ed Prep	Cohort Curriculum Work - Version #3 (ELA, Math, Science, Social Studies) Health/PE, Career & Ed Prep Version #1 Habits of Mind	Cohort Curriculum Work - Version #4 (ELA, Math, Science, Social Studies) Health/PE, Career & Ed Prep Version #2 Habits of Mind	Adjustment of Curriculum Maps  Updating the 2.0 Foundational Knowledge
<b>Curriculum Work is ongoing as Learning Targets are mapped in progressions K-12, assessments are created and Instructional Units are designed to meet District Unit Plan Criteria</b>						
Training	RISC Symposium Training  RISC Beacon Teacher Training (CDD)	Continued Symposium Training  RISC Classroom Design & Delivery Training (formerly Beacon)  RISC Instructional Design & Delivery Training (Adv. Beacon)	PBE Guide Training  Continued CDD & IDD Training  Student Leadership Training  Initial training for Educate	Continued IDD Trainings  Becoming a Reflective Teacher Training (Art & Science)  Complex Reasoning Training  Student Leadership Training	Collaborative Unit Planning  Technology Integration Training/focus  Becoming a Reflective Teacher Training (Art & Science)  Complex Reasoning Training	Collaborative Unit Planning  Technology Integration Training/focus  Empower/Educate Training - Update to the new platform
		Formally a member of MCCL	Adopt - Art & Science of Teaching as the Instructional Model		Formation of Parent Advisory Group	

## MHS Social Studies Graduation Standards

### Social Studies: Strand 1- Civics and Government

*Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world. And, apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need.*

Measurement topic	Learning Targets
<p><b>Rights &amp; Responsibilities of Citizenship</b> Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p>	<ul style="list-style-type: none"> <li>• Understands challenges &amp; conflicts inherent in exercising one's rights and responsibilities of citizenship</li> </ul>
<p><b>US Constitution &amp; the Legal System</b> Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p>	<ul style="list-style-type: none"> <li>• Understand how principals and ideals of the framers influenced the structure of the government laid forth in the US Constitution.</li> <li>• Understands the concept of limited government in the US Constitution.</li> <li>• Understands the Constitution is a living document that can be changed through the amendment process.</li> <li>• Understands the basis for and significance of major US Supreme Court decisions</li> </ul>

### Social Studies: Strand 2- Economics

*Understand and apply the concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the United States and the world.*

Measurement topic	Learning Targets
<p><b>Functional Economics</b> Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p>	<ul style="list-style-type: none"> <li>• Understands the concept of a free market economy.</li> <li>• Understands how entrepreneurs and other producers of goods and services respond to consumers' wants and needs.</li> <li>• Understands how government, taxation, and trade impact the market economy</li> <li>• Understands various economic indicators and how they represent and influence economic activity.</li> </ul>

## MHS Social Studies Graduation Standards

<p><b>Personal Economics</b> Students understand the impact of reliable information and systematic decision-making on personal finance, the necessity of a budget to organize personal finances and various investment strategies.</p>	<ul style="list-style-type: none"> <li>• Understands factors that contribute to personal spending and savings</li> <li>• Understands different ways of investing and managing money.</li> <li>• Understands the impact using credit can have on individual finances.</li> </ul>
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<p><b>Social Studies: Strand 3 – Geography</b> <i>Analyze the physical, human and environmental geography of Maine, the United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future.</i></p>	
<p style="text-align: center;"><b>Measurement topic</b></p>	<p style="text-align: center;"><b>Learning Targets</b></p>
<p><b>World Geography</b> Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and the future.</p>	<ul style="list-style-type: none"> <li>• <b>This topic and strand are currently aligned to the middle level</b></li> </ul>
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<p><b>Social Studies: Strand 4 – History</b> <i>Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.</i></p>	
<p style="text-align: center;"><b>Measurement topic</b></p>	<p style="text-align: center;"><b>Learning Targets</b></p>
<p><b>Globalization</b> Students understand globalization and the impact it has on social, political and economic aspects of society.</p>	<ul style="list-style-type: none"> <li>• Understands the impact of globalization on people and societies.</li> <li>• Understands why countries isolate or cooperate internationally.</li> </ul>
<p><b>Social, Political &amp; Economic Reform</b> Students understand social, political and economic reforms and their impact on contemporary society.</p> <ul style="list-style-type: none"> <li>• Understands the major US social, political, and economic reforms on society during a specific time period.</li> <li>• Understand the impact of social, political, and economic reform on US history over time.</li> <li>• Understands how social, political, and economic reforms of the past impact current events in the US.</li> </ul>	



**MHS Social Studies Graduation Standards**

<p><b>Popular Culture in History</b> Students understand the interrelationship between history and popular culture.</p>	<ul style="list-style-type: none"> <li>• Understands how the specific aspect of popular culture has evolved.</li> <li>• Understands how popular culture brings about societal change.</li> <li>• Understands the current impact and importance of innovation on popular culture.</li> <li>• Understands the current impact and importance of popular culture on politics and policy.</li> </ul>
<p><b>Technology &amp; Innovation in History</b> Students understand the impact technology has on society.</p>	<ul style="list-style-type: none"> <li>• Understands how technology and innovation impacts societal change.</li> <li>• Understands the need for continual technological innovation for growth</li> </ul>
<p><b>Social Studies: Strand 6 – Application of 21<sup>st</sup> Century Skills</b> <i>Apply critical thinking, a research process, and discipline-based processes and knowledge from civics government, economics, geography, and history in authentic contexts</i></p>	
<p align="center"><b>Measurement topic</b></p>	<p align="center"><b>Learning Targets</b></p>
<p><b>Writing</b> Students are able to effectively communicate in writing.</p>	<ul style="list-style-type: none"> <li>• <b>Common Core Content Literacy Standards will be aligned to these topics</b></li> <li>• <b>Guiding Principles will be aligned to these topics</b></li> </ul>
<p><b>Presentation Skills</b> Students are able to clearly and effectively communicate to an audience.</p>	

Annual Benchmarks for Ongoing Work in RSU #57

(Appendix F)

SCHOOL YEAR	BENCHMARK	EVIDENCE
2015-16	Proficiency requirements for graduation set in all content areas and Guiding Principles	Document stating the essential graduation requirements.
	Proficiency-based units (Playlists) and assessments for 9 <sup>th</sup> grade courses.	Playlist entry into Empower, including 4 level learning opportunities
	Playlist/Unit development training, including instructional strategy training	A calendar for staff training will be developed to reach all staff with the Instructional and Unit design training by teacher leaders within the district.
	Plan for implementing proficiency in World Languages is prepared	Plan for World Languages presented to School Committee for consideration
	Parents actively engaged in the transition	Parent advisory group meetings (2-3 times during the school year)
	Students actively engaged in the transition	Student leadership team meetings (3-4 per year)
	Provide student/parent access to Empower	9 <sup>th</sup> grade students and parents have Empower access for all content areas.
	Students and parents are provided training on Empower	Parent and student training sessions held
	High school transcript revised	New high school transcript in place for 9 <sup>th</sup> graders
	Possible support needs identified	Fall 2015 Data on 9 <sup>th</sup> grade students in proficiency-based content areas analyzed for support needs
2016-17	Increased engagement with businesses	Partnerships created for development and implementation of outside learning opportunities
	Ongoing staff training: Instructional Design & Unit Development	Calendar of staff trainings developed by Teacher Facilitators
	Continued parent and student engagement	Meetings of parent advisory group and student leadership team (2-3 times per year)
	New student supports in place	Student support structures currently providing remediation are redesigned to provide additional learning time for students

	Empower data drives instruction	Teachers use Empower data to design instruction based on needs of students
	Curriculum for diploma endorsements established	Written curriculum for diploma endorsements
<b>2017-19</b>	Ongoing curriculum review and revision	District wide committees meet to review and revise curriculum as needed
	Ongoing review and revision of student support systems	Student support needs identified and support systems revised as needed
	Expanded outside learning opportunities	More students participate in outside learning opportunities
	Ongoing engagement	Continued meetings of parent advisory group and student leadership team
<b>2019-20</b>	Ongoing continuous improvement	Strategies and structures reviewed and revised as necessary
	Review of Vision 2020	Assessment of level of success in achieving Vision 2020 AND Review and revision of Vision 2020 as necessary to guide ongoing district work

**MHS**  
**2014-15 Work Plan**

***A Standards-Based Diploma meeting schedule will be sent out to parents & guardians in grades K-9 before Thanksgiving. This will include meetings at all district schools and in all communities to discuss ideas and to collect regular parent/guardian feedback over the next 5 months. This info along with staff feedback will be used for final recommendations to the Curriculum Committee and school board.***

Action	Evidence
Establishing Proficiency Scores for Class of _____	Recommendation by December 3, 2014
Initial Empower rollout	9 <sup>th</sup> grade core teachers will implement and become trainers for MHS staff
Discussion: transitioning the high school from traditional grading to proficiency-based grading	<b>Recommendation:</b> convert to a college honor system (Suma, Magna, Cum Laude in all subject areas (8)
Alignment of Habits of Mind, MHS Work Habits to Guiding Principles	<b>Recommendation:</b> convert from the three MHS Work Habits to the five Maine State Guiding Principles <b>Recommendation:</b> each course to report progress in meeting all 5 each principles each trimester/semester <b>Recommendation:</b> Guiding Principle Score will be determined at the end of each school year
Continued interdisciplinary unit planning aligned to learning targets.	Coaching and feedback data shows evidence of implementation by new staff. Continue collaboration with Kevin Perks from West Ed and Becky Wilusz, Great Maine Schools Coach
Proficiency requirements for graduation confirmed and policies revised to align to proficiency-based system developed and approved.	Document stating the proficiency expectations for policy development Revised policies approved by School Board
Increase ELA, math, and science staff understanding of Marzano's Taxonomy	Ongoing training and meeting within PLCs to build understanding of targets and rigor level
Explore and review options for report cards and transcripts	Multiple versions of proficiency-based report cards and transcripts collected and reviewed
Establish plan for meeting World Language Proficiency Requirement	Collect feedback from stakeholders to inform district plan
Increased stakeholder engagement	Facilitation of parent meetings, creation of a parent advisory group, creation of student leadership group, completed district strategic planning document
Develop extended learning options for students	Collect feedback from stakeholders to inform district plan

## Course Recovery Options

### Incomplete

Student and original teacher develop a plan outside of the scheduled class to complete coursework to earn a numeric grade for the course.

### Credit Recovery School

Student may earn a PASS for the course, converting the original numeric grade to a P, working with a core intervention teacher in the 10-day after school program.

### Daily Intervention Block

Student may earn a PASS in the intervention class to receive the course credit, however, the original grade in the course remains on the transcript.

### Block 6 Intervention

Student may earn a PASS in the intervention class to receive the course credit, however, the original grade in the course remains on the transcript.

### Summer School

Student may earn a PASS in the summer school class to receive the course credit, however, the original grade in the course remains on the transcript.

### APEX

Student may earn a PASS in a blended classroom experience combining on-line course work with individualized classroom activities to receive the course credit, however, the original grade in the course remains on the transcript.

## Freshman Intervention Reassignment Process

The student assignment/ reassignment process from electives to Core Meeting the Standards Time for the remainder of the trimester will work as follows:

- 1) At the first progress report per trimester
- 2) At the 2<sup>nd</sup> progress report if you are failing the elective that you would be reassigned from (student's transcript will say WF)
- 3) Students who are failing a core class at the 2<sup>nd</sup> progress report and do not earn credit at the end of the trimester will be assigned to Core Intervention at the beginning of the next trimester
- 4) Students who are failing a core class at the 2<sup>nd</sup> progress report and do earn credit at the end of the trimester will be assigned to their regularly assigned electives during the next trimester.

**\*Students are not reassigned from an elective they are passing at the 2<sup>nd</sup> progress report**

Reassignment benchmark for being assigned to Core Intervention Time:

- a. First Progress Report - If they are behind pace on 50% of their learning targets.
- b. Second Progress Report - If they are behind pace on 50% of their learning targets and they are not passing their elective course.

**Our "NEW" Reassignment Process ("Now written out") is as follows:**

- As prescribed through both good instructional practice and our RTI expectations classroom teachers will have been in good contact with the parents and guardians of students who struggle
- A letter will go home to all freshman parents/guardians from me about the above process (done)
- Teams will contact the guidance counselor for each student who needs to be reassigned to let them know that the student needs to be reassigned
- The guidance counselor will check to see if the student is failing their elective
- **\*The guidance counselor will let the team know if the change will work, will call home to let parent/guardian know of the change, will let elective teacher know that the student is to be reassigned and that the elective teacher needs to assign the student a WF so that the counselor can then change the student's schedule**
- A team teacher will meet with the student and let them know of their schedule change.

## MHS INTERVENTION DISMISSAL FORM

Date:

Students Name:

Grade Level:

Student's Guidance Counselor:

Student's Assistant Principal:

Student's Teacher:

Intervention Class/Program:

Reason(s) for Dismissal (attach any pertinent information):

Dates Student & Parent/Guardian were notified of concern(s):

Action Taken:

Date Parent/Guardian notified:

Dismissed & Added to Waiting List Date:

Updated 9-28-14



**MASSABESIC HIGH SCHOOL**

PREPARES RESPECTFUL, RESPONSIBLE AND CREATIVE THINKERS  
FOR SUCCESS IN THE GLOBAL COMMUNITY

**MHS Redo/Retake Planning Document (8-28-14)**

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Assessment/Project: \_\_\_\_\_ Current Assessment Grade: \_\_\_\_\_

	<p align="center"><b>Task Menu</b> (Check those agreed upon by teacher and student)</p>	<p align="center"><b>Date to be completed</b></p>
	<p>Coming in for extra support (Before School, After School, Activity BLK) (Circle those that apply) *Extra help sessions should not occur on the same day/right before retake.</p>	
	<p>Submit new notes on learning target</p>	
	<p>Complete all formative work not yet completed related to the assessment being revised</p>	
	<p>Submit new piece of evidence about learning target</p>	
	<p>Submit revised piece of evidence on learning target</p>	
	<p>Submit revised assessment/project (either on a different piece of paper or in different colored pen)</p>	
	<p>Complete an alternative assessment</p>	
	<p>Other (Please specify)</p>	

*If work is not completed by the agreed upon due date, the student will be given the opportunity to make-up work during Credit Recovery School or an Intervention Class.*

Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## MHS Release from Redo and Retake Days (Grades 10 – 12)

MHS redo and retake days for students in grades 9 – 12 are scheduled to begin on Thursday, December 4<sup>th</sup> and end on Friday, December 5<sup>th</sup> with five make-up blocks each day. ***Students who have a grade below 70 in one or more classes DO NOT QUALIFY FOR RELEASE and are expected to attend all of the scheduled redo and retake days or must attend until they are released by their parents and teachers upon passing.*** If we lose a day for some reason such as inclement weather, the days will be moved back so that time lost will begin the day we return.

Students who are passing all their classes and do not wish to take advantage of the redo and retake opportunity are excused from attending school on these two days. Students who are passing all classes but choose to improve a grade or move to a level of mastery are encouraged to attend.

I give my permission for my son/daughter to be excused from the redo and retake days for Trimester 1 on December 4<sup>th</sup> and 5<sup>th</sup>, 2014. I release MHS from responsibility for the safety and supervision of my son/daughter for these times when they do not have to be in attendance.

Parent Name (Please Print) \_\_\_\_\_ Parent Signature \_\_\_\_\_

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

My signature below indicates the above student is in good standing for Trimester 1 and does not need to attend the redo and retake days for my class scheduled for December 4<sup>th</sup> and 5<sup>th</sup>, 2014

Block	Course	Approx Grade	Teacher	Signature
1				
2				
3				
4				
5				

**THIS FORM MUST BE TURNED INTO THE STUDENT'S ADVISOR by 12/2/2014.**



**MHS Academic  
Intervention Program:  
2014-2015**

**MHS Academic Intervention Program**

Academic Intervention is an extension of the Massabesic High School (MHS) Instructional program. The goal of our program is to support every MHS student earning a 21<sup>st</sup> century diploma by demonstrating proficiency in meeting district, state, and national standards. In response to academic difficulty, MHS "At-Promise" students will receive support through intensifying levels of intervention managed by the student's guidance counselor, classroom teacher, and advisor. The interventions used to do this work fall under one of the following categories:

- a. **Universal Intervention (U):** Universal Intervention refers to the core instruction and behavior support (class and school wide systems), delivered to all students. Classroom teachers accept responsibility for this level of intervention through means such as, but not limited to the following:
  - i. Research-based instructional and curriculum "best practices"
  - ii. Differentiated instruction
  - iii. Ongoing communication with parents and students
  
- b. **Targeted Intervention (T):** Targeted intervention refers to specialized, supplemental interventions for "At-Promise" students who are not succeeding with universal interventions alone. These intervention services are provided by classroom teachers with the assistance from case manager/ counselor.
  
- c. **Intensive Intervention (I):** Intensive intervention refers to specialized, supplemental and alternative interventions and instruction for "At- Promise" students who are not succeeding with universal and targeted interventions alone. Intensive interventions include "special education" but are not reserved only for students receiving special education services.

**Program Goal:** To create an intervention system for students not yet showing proficiency on required course standards. This includes but is not limited to

students' who:

- Are making progress but need more time to complete all required course standards
- Are making a concerted effort in their studies and have not demonstrated proficiency
- Are not making needed individual efforts and need to refocus on their learning with additional staff support.

**Program Objective:** To provide organized "best practice" intervention options for students in academic difficulty. These options, which take place both during and upon the scheduled conclusion of a trimester course, act as a "road map" to support a student's return to being on track for earning their diploma. Students with difficulty in a particular course may:

- Be on the verge of being successful and have a limited number of standards to complete.
- Need an alternative environment, which provides additional time and individual attention to demonstrate proficiency on multiple standards.
- Be disenfranchised (variety of potential factors) and have not bought into the options, opportunities, and interventions being offered by the classroom teacher.

## **Response To Intervention's (RTI) Role in the MHS**

## **Academic Intervention Program**

MHS academic intervention options include those that take place while a student is enrolled in a course working towards proficiency and those that take place after a course's scheduled ending. Intervention is for those students who have either received an incomplete or a grade of less than 70 in a particular class. Our three tiers of interventions, what is commonly referred to as Response to Intervention (RTI), is a series of opportunities for a student to earn lost credit based on previous course performance. It provides students additional opportunities to demonstrate proficiency when, at a course's scheduled end, the student has yet to show proficiency in required standards despite all the interventions implemented by the classroom teacher.

### **MHS Academic Tiered Intervention Options:**

Our expectation is that when a student is in difficulty a majority of these interventions will be attempted, followed-through with, and documented. The documentation of a student's academic need is a federal requirement, a key factor in determining the level of intervention the student requires and provides data should a 504 or Special Education (SPED) referral be necessary.

If a student chooses not to meet the expectations of interventions offered by the classroom teacher and/or school, the classroom teacher must contact the parent/guardian, intervention coordinator, and assistant principal. A student's academic defiance could result in an MHS Disciplinary Referral.

### **Tier I Intervention Options:**

Tier I interventions are generally considered the "best management" practices by which teachers teach. They are implemented by the classroom teacher with assistance from department heads, other teachers, special education and guidance as needed. Tier I Interventions occur throughout the trimester the student is enrolled in the class and are important for keeping the student on track for course completion and ultimately graduation. Tier I Intervention Program at MHS is for seniors, sophomores and juniors. Freshmen academic assistance is provided as part of each team's scheduled *Meeting the Standards* time. The following procedures for Tier I Intervention include, but are not limited to:

1. Contact with parents/guardians to inform them that their student is experiencing difficulties and outlining a plan for Tier I Intervention. Provide parents/guardians with the proper information to access Infinite Campus and teacher emails. Consult with home on a regular basis, as needed, during the intervention process. Document all correspondences home. (U)
2. Initiate the on-line Tier I Intervention Form (see Appendix 1 for directions).

- Document all interventions used during the trimester to assist the student.
3. Differentiate learning with classroom students based on individual abilities/skills. (U)
  4. "Group and regroup" as necessary, supporting students with like standards/skill deficiency needs. (T)
  5. Provide one-on-one assistance during class, either at the beginning to review homework questions or at end of class for check-in, review, and practice. (T)
  6. Require the student attend Activity Block Assistance one or two activity blocks per week, making a schedule with the student's activity block teacher to confirm attendance. Email activity teacher if student does not show up for scheduled activity intervention. (U)
  7. Re-assign student to the Activity Block of the teacher whose class they are having continuous difficulty in. (T)
  8. Require before or afterschool assistance at least one day a week to help with catch up/make up work, before a quiz, test, major presentation or project is due. (U)
  9. Administer different options for assessments using differing metric types (multiple choice, short answer, project etc.). (T)
  10. Modify a student's course workload based on their need to complete previously not passed and/or overdue assignments. (T)
  11. Consult the student's current teachers and previous subject area teacher to discuss academic strengths and weaknesses, other concern and what interventions/strategies were attempted (successfully or not) to better support student learning. (T)
  12. Consult with other department members to see how they have supported students with similar academic needs – share "best practices." (U)
  13. Consult with student's counselor to discuss student and complete a cumulative record review. (T)
  14. Ask counselor to set up a meeting with the student, parent/guardian and the teachers the student presently has to discuss a plan of action. (T)
  15. Email parent/guardian on a regular basis at first and then on an as needed basis, when specific learning needs are identified for those students in difficulty and interventions are determined and implemented. (T)
  16. Invite another teacher (regular or special education) to observe the student, review their work, and give you feedback. (T)
  17. Contact National Honor Society for availability of student tutors. (U)
  18. Require failing students to stay with teachers during exam study-time along with the remainder of the day after trimester exam administration. (T)
  19. Freshman Academic Assistance will be included as part of the students scheduled *Meeting the Standards* time. Freshman not assigned to *Meeting the Standards Classes* at the beginning of Trimester 1 will be assigned to these classes as they are identified. (T)
  20. Use Reading Process Approach (RPA) strategies across all subject areas for students on freshman teams. (U)

The roles and responsibilities of the classroom teacher, guidance counselor,

classroom intervention teacher, department head and intervention coordinator are stated in their respective Standard Operating Procedure (SOP) in Appendix 1.

**Tier I Attendance and Progress Requirements** - Attendance requirements, for Tier I intervention are the same as all MHS courses. The classroom teacher monitors individual student progress through assessments including quizzes, tests, projects, modules, etc. that have been assigned by the classroom teacher. She/He also implements and documents all Tier I intervention strategies used throughout the trimester.

### **Tier II Intervention Options:**

Tier II interventions are options available to students after the conclusion of the original course. Tier II Intervention is for students who have a class average less than 70 OR who have received an incomplete for a particular course. At the end of the trimester, the classroom teacher makes the decision regarding the appropriate Tier II intervention option suitable for each student. Intervention classes have strict attendance and progress requirements, and students participating in Tier II interventions must submit a signed contract agreeing to adhere to these requirements. **Signed contracts must be returned within the allotted time or the student will receive an in-school suspension.** Any student failing to meet the attendance and progress requirement outlined below will have their Tier II intervention postponed. (The Intervention/PLATO contracts are included in Appendix 2). The Tier II process ensures that students who enter the intervention program meet their course and graduation requirements as follows:

1. At the conclusion of the trimester, the classroom teacher makes a recommendation for Tier II Intervention for each student who has a class average less than 70 OR an incomplete grade. Incomplete grades are given at the classroom teachers' discretion to those students who have met most of the standards for a particular class AND who also have work habits grades of two or better.
2. Students who are identified as requiring Tier II Intervention have three (3) trimesters in which to complete their intervention requirements (the summer is considered a trimester). If a student fails to meet this requirement, the student will be required to re-take the course.
3. Priority for Tier II intervention is given to students as follows:
  - a) Senior students requiring intervention to meet graduation requirement.
  - b) Students requiring intervention to meet the "three trimester" requirement (only if they have tried and failed to get in to intervention sooner)
  - c) Senior student
  - d) Junior students

- e) Sophomore students  
\* (Freshman students receive academic assistance as part of their *Meeting the Standards* time within the school day.)

The following is a list of Tier II intervention options:

1. Intervention Classes - are for students receiving a grade of less than 70 or an incomplete. These classes meet during the regular school day OR during Block 6.
2. Credit Recovery School - are for students working with a core intervention teacher in the 10-day after school program.
3. Summer School - is part of the Intervention Class Program and meets during the summer trimester. Summer school is considered a trimester for purposes of the three trimester time requirement.
4. APEX - is for students who have a class average of less than 40 and who need to make up a majority of the class standards.
5. Course Retake - is for students who have a class average below 40 and have not shown proficiency in the majority of the course standards. Course Retake is also for students who fail to meet the three-trimester time requirement.
6. Entering Part B of a course before passing Part A - is for students who are close, but have "not yet" met proficiency in the Part A section of the course. This option is available to students who have been making steady progress and are attending the corresponding intervention for Part A. If students fail to maintain sufficient progress in the intervention class and/or their present corresponding class, the student will be removed from Part B class participation.

Other actions that may be taken as part of Tier II Intervention include but are not limited to:

- Honors pullout - May occur if a student fails to show progress in the Honors class. The student will be assigned to the College Prep section of the same course.
- Professional Tutors may be hired by a parent/guardian to assist their student in meeting course standards.

**Tier II Attendance and Progress Requirements - Attendance**  
requirements for Tier II intervention are as follows:

- a. After the first unexcused absence the student is warned by the intervention teacher and reminded of the attendance policy stated in the signed contract.
- b. After the second unexcused absence the student meets with the intervention

- coordinator who also contacts the student's parent/guardian and counselor.
- c. After the third unexcused absence the student meets with the intervention coordinator, the student's assistant principal and counselor.
  - d. After the fourth unexcused absence the student is removed from the intervention class. The student is eligible to reenter intervention by being placed on the waiting list.

Student's progress in Tier II intervention will be tracked to ensure sufficient progress is being made. The intervention teacher will provide needed support to the student to help ensure success. However, if sufficient progress is not being made, by the student (i.e., completion of standards, modules or projects, assessments), the student will be removed from Tier II intervention and moved to the bottom of the waiting list for reinstatement when space is available.

**Tier II Grading** - Grading for each of the Tier II intervention options is as follows:

- Incompletes - Must be made up within the first 30 calendar days of the next trimester (summer school is considered a trimester), for a completed grade and credit. In order for the student to be eligible for an incomplete student's must have earned Work Habit Grades of two or better.
- Intervention Classes, APEX, or Summer School
  - a) Students will receive the grade previously earned and then a "P" for the course once the intervention is completed ("P" earns a credit).
  - b) Both grades will appear on the student's transcript.
- Course Retakes
  - a) The grade previously earned and the new course grade will both appear on the student's transcript.
  - b) Both grades will be used in a student's GPA calculation.

### **Tier III Intervention Options:**

Tier III intervention is for students who may require an alternative educational plan and/or environment to be successful and eligible for graduation. Students participating in Tier III interventions must submit a signed contract agreeing to certain attendance and progress requirements. **The signed contract must be returned within the allotted time or the student will receive an in-school suspension.** Any student failing to meet the requirements outlined below will have their Tier III intervention postponed.

The options for Tier III Intervention include, but are not limited to:

1. 504 Referral (I) - for students requiring a specialized instructional program to assist with specific learning difficulties (long and short term). If the student qualifies for a 504 Plan their academic interventions are included as part of that plan.
2. Special Education Referral (I) - for students who show a discrepancy in their academic, social/emotional, behavioral, and/or physical ability. Special Ed services may become a component of the identified student's academic Intervention.
3. SUCCESS Team (I) - for students who are having across the board difficulties in their course work. Students apply for admission into SUCCESS and are expected to follow SUCCESS Contract expectations. Students who fail to meet these expectations will be removed from the SUCCESS program, returned to the regular educational setting and placed at the bottom of the waiting list to reapply for reentry.

### ***Summary of Response to Intervention***

The following section summarizes the Response to Intervention (RTI) program implemented at MHS. There are three Tiers to the RTI as follows:

Tier I - Tier I Intervention is for sophomore, junior and senior students as freshmen academic assistance is provided as part of the student's scheduled *Meeting the Standards* Time. Tier I Interventions occur throughout the trimester the student is enrolled in the course and are important for keeping the student on track for course completion and ultimately graduation. A list of suggested actions for the classroom teacher is included as part of the *Classroom Teacher Tier I Intervention - SOP* in Appendix 1.

Tier II - Tier II Intervention is for students who, after numerous universal and targeted interventions, need to make up core standards and whose class average is below a 70 OR who have received an incomplete for a particular class. Options for students eligible for Tier II include:

- a. Intervention Classes - offered during Blocks 1 through 6.
- b. Summer School
- c. Course Retake - offered during the regular school day (Blocks 1 through 5).
- d. APEX- classes held during Blocks 2 through 6.

Students receiving an incomplete in a course have 30 calendar days in which to make up course requirements.

Students who meet the requirements for Tier II Intervention must complete their

course requirements within three (3) trimesters of the time they failed the original class (the summer counts as a trimester.)

Students participating in Tier II interventions must submit a signed contract agreeing to certain attendance and progress requirements. Signed contracts must be returned to the classroom teacher within the allotted time or the student will face in-school suspension. Any student failing to meet these requirements will have their Tier II intervention postponed.

Attendance Requirements – students who accrue four unexcused absences during their Tier II intervention will be removed from the intervention program and placed on the waiting list for reinstatement into intervention when space is available.

Progress Requirements – student progress in Tier II intervention will be monitored to ensure sufficient progress is being made. If sufficient progress is not being made students may be removed from Tier II intervention and placed on the waiting list for reinstatement. \* Based on individual progress, students may be reassigned from Honors class to the College Prep level of the same course.

As part of Tier II Intervention, students may enter Part B of a course without being proficient in Part A. This option is only available to students that are concurrently enrolled in Part A intervention and are making progress in both classes. If progress is not being made the student will be removed from the Part B portion of the course.

Grading for the various Tier II options are as follows:

- Students who have an incomplete in a course will receive the grade earned after meeting proficiency if the intervention is completed within 30 calendar days of the end of the trimester.
- Intervention Class, Summer School and APEX – the original grade and a “P” for Pass will be entered on the student’s transcript after successfully completing the Tier II intervention. The original grade from the trimester course will also be included.
- Course Retake – the original and retake grade will both appear on the student’s transcript.
- Students entering Part B without proficiency in Part A of a course MUST demonstrate proficiency in Part A to earn Part A credit even if they have successfully passed Part B.

Tier III – Tier III Intervention is for those students who may require an alternative educational plan and/or environment to be successful and eligible for graduation. Options for Tier III intervention include but are not limited to the following:

- 504 Referral
- Special Education
- SUCCESS Team

**APPENDIX 1**

**INTERVENTION**

**SOP'S**

## **APPENDIX 1 STANDARD OPERATING PROCEDURES**

**Teacher Tier I Intervention SOP**

**Tier II Intervention Class Teacher SOP**

**MHS Intervention Coordinator SOP**

**Guidance Intervention SOP**

**Department Head Intervention SOP**

**Overview of the Tier I and Tier II Process**

**Documenting and tracking all Tier I and Tier II Interventions requires close coordination among classroom teachers, intervention teachers, guidance and the intervention coordinator. It is suggested that the SOPs for these positions be reviewed to understand the overall process being implemented during the 2014-2015 school year.**

## **Classroom Teacher - Tier I Intervention – SOP**

The classroom teacher implements a Tier I screening of all his/her students as part of the regular trimester teaching. Students considered to be "at risk" and in need of additional intervention are identified and their interventions documented on the on-line Tier I Intervention Forms. Initiating and updating these forms are the responsibility of the classroom teacher as follows:

1. At the first sign a student is struggling to learn (behavioral issues, failing the first few formative assessments, not completing homework etc.), refer to the *Suggested Tier I Options* included below, and implement those that are appropriate.
2. Start a Tier I Intervention Form if the initial interventions are not being successful OR if guidance identifies students that the parent/guardian has expressed concern. Report (email) the name of the student(s) to the student's guidance counselor and the intervention coordinator as the forms are initiated. The guidance counselor will make the initial contact with the student's parents/guardians and document the contact on the Tier I Intervention Form. The intervention coordinator will enter the student(s) name(s) into a Master List of students requiring Tier I Intervention. Intervention strategies must be implemented and documented at the first sign the student is struggling, do not wait until the first progress report to initiate Tier I Forms.
3. Documenting Tier I interventions is critical to meeting Federal Regulations and providing data about students learning and behavior. As such classroom teachers will document all intervention implemented and/or attempted and all communications with parents/guardians throughout the trimester on the Tier I Intervention Forms.
4. The classroom teacher continues to implement and document intervention strategies. If the student's performance is not improving consider a meeting with the student's guidance counselor to review the student's cumulative file for academic information and previous RTI referrals.
5. If no improvement is noted, the teacher, counselor and/or team of teachers (if multiple concerns with student exist), may meet to review the interventions attempted to see what the data shows. The teacher/team may suggest other universal and targeted Tier I Interventions or additional strategies for assisting the student. If this meeting occurs it must be documented on the Tier I form and a copy mailed home to the parent/guardian by the classroom teacher.
6. Approximately, every two weeks thereafter, the classroom teacher will initiate communication with the intervention coordinator, guidance counselor and/or parent/guardian if progress is not being made with planned interventions.

7. If the classroom teacher is implementing the intervention(s) and the student is still struggling; the student, teacher/team of teachers (needed or requested) and guidance counselor may meet to discuss and plan for other intervention options. The counselor may also set up a team meeting with all of the student's present teachers to collect further support and ideas. New interventions may be added to the Tier I Intervention Form and monitored similarly until the end of the trimester.

8. If at the end of the trimester the student has successfully completed the course, the classroom teacher completes the Tier I Intervention Form and saves the file on the server. The guidance counselor will download and place a hard copy of the Tier I Intervention Form in the student's cumulative file. The classroom teacher also notifies the department head who compiles a list from all department teachers of students successfully completing Tier I Intervention. The list is provided to the intervention coordinator who includes this information on the Master List.

9. If at the end of the trimester the student has failed the course, the classroom teacher makes a recommendation for Tier II Intervention options. Students with a class average of less than 40 will be placed in either PLATO or be required to re-take the course. Students with a class average greater than 40 will have an option of either an Intervention class or PLATO based on scheduling needs. This information is recorded on the Tier I Intervention Form.

10. The classroom teacher will provide a list of all the students who have failed the class to the department head. The department head compiles a list from all department teachers and provides the list of all students from the department who have failed to the intervention coordinator. The intervention coordinator will take all the information provided from all department heads and enter it into the Master List.

11. The classroom teacher will initiate the Tier II Intervention Form for all students who have failed the class. It is important to include as much information as possible on the Tier II Form as it will be used by the intervention classroom teacher to assist the student in achieving mastery of missing standards.

12. The classroom teacher will fill out the *MHS End of Course Success Form with RTI Information* based on the final grades of all students in the course. These forms are returned to the department heads.

**OTHER:**

- Completed RTI forms will be kept in the student's cumulative file until the student graduates.
- Academic teams working with students who are experiencing similar difficulties across disciplines may choose to fill out a single form to coordinate the application of interventions.

**APPENDIX 2**

**SCHOOL WIDE**

**FORMS**

## **APPENDIX 2 SCHOOL FORMS**

Intervention Contract

MHS Tier I Intervention Form Grades 9-12

Example of Tier II Evaluation Form

## MHS INTERVENTION CONTRACT

Dear Parent/Guardian

Your student is being considered for enrollment in the Massabesic High School (MHS) Intervention Program to earn credit for a class he/she previously did not complete. Intervention classes are held at MHS during the traditional school day and during Block 6 (2:10 to 3:30). The Intervention teacher will work closely with your student to provide assistance and guidance during the Intervention process. Once the student has completed his/her requirements a grade of "P" will be assigned to their transcript and credit will be awarded.

Your student's progress will be monitored during the Intervention Class to ensure that s/he is on track for passing the class and receiving credit. Insufficient progress may result in removal from the class. Unexcused attendance in Intervention Classes will also be monitored. Anyone accruing four unexcused absences will be removed from the class. Specific requirements of the Intervention Programs offered at MHS, including the Intervention Classes, are available for review in the *Response to Intervention Manual* available through your student's guidance counselor. We at MHS will do all that we can to ensure that your student is successful. We ask in return that the student take an active role in their education and therefore require all students sign a contract agreeing to the strict guidelines we have developed. A student who does not follow through on their commitment may be dismissed from the class.

Please review the attached Intervention contract with your student, sign and return the contract to me. The intervention teacher, student's counselor and I will also sign the contract. The contracts will be kept on file.

Please feel free to contact me with any questions or concerns. I can be reached at Massabesic High School (247-3141) or through e-mail. I am committed to helping your student earn credit through the Intervention Program and will do all that I can to ensure success.

Sincerely,

Intervention Teacher

## MASSABESIC HIGH SCHOOL INTERVENTION CONTRACT

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_

1. I understand that my progress in MHS Intervention options will be monitored and agree to remain "on-task" during class time.
2. I agree to attend afterschool intervention if I am enrolled in Block 6.
3. I agree it is my responsibility to make sufficient and continuous progress. If I do not complete the required work, I will not earn credit.
4. I understand that all MHS classroom expectations are enforced for Intervention.
5. I agree to be in attendance and completing work to receive credit and continue in the Intervention program. I understand that after four (4) unexcused absences per term I will be withdrawn from the Intervention program and placed at the bottom of the waiting list and re-enrolled once space is available.
6. I understand that electronic devices (i.e., i-Pods, phones etc) are a privilege to have in class and may be used for music only. If I misuse them in any fashion (websites, Facebook, texting etc.), I will lose my privilege to have them in class.
7. I understand that the Intervention Program is provided to me as a privilege through MHS and that I may be asked to leave the program if I do not adhere to the above expectations.

I understand that if I do not comply with the above expectations, I will not receive credit and will be asked to leave the program.

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Signature

\_\_\_\_\_  
Intervention Teacher Signature

\_\_\_\_\_  
Counselor Signature

**PARENT CONTACT INFORMATION – INTERVENTION**

Students Name: \_\_\_\_\_

Guidance Counselor : \_\_\_\_\_

Intervention Teacher: \_\_\_\_\_

**Parents Contact Information:**

Daytime phone number: \_\_\_\_\_

Cell phone number: \_\_\_\_\_

Evening phone number: \_\_\_\_\_

e-mail address: \_\_\_\_\_

## MHS TIER I INTERVENTION FORM GRADES 9-12

Please note that this is a four-page form. Scroll down to ensure that all appropriate sections are completed.

Student:

Date:

Teacher:

Grade:

Guidance Counselor:

Trimester: 1 2 3

Date:

Form #101

Student Case Manager (If there is an IEP or 504 plan)

### I. Area(s) of Concern:

#### Behavior/Emotional

- Social Skills
- Impulsivity
- Aggression
- Attention
- Emotional Outbursts
- Nurse Visits
- Emotionally Shuts Down
- Self regulation
- Other

#### Work Habits

- Organization
- Prioritizing
- Attendance
- Initiates Questions
- Classroom Work Completion
- Prioritizing
- Time Management
- Works with others
- Collaborative
- Independent
- Other

#### Academic

- Content Area
- Literacy (Area \_\_\_\_\_)
- Practices Revision
- Computational Skills
- Grade Level Comprehension
- Test Taking Readiness
- Writes according to task
- Other

- Participation, Or Lack There Of, Is A By-Product Of All Three Areas Above

### II. Supporting Assessment Data

Examples: Progress Reports, Curriculum Based Measures (CBM), NWEA, Unit Assessments, Accuplacer, PSAT, SAT, Behavior Plans, Observations, etc...



**VI. Communications**

Date of Initial Parent/Guardian contact between:

Outcome of discussion:

**Additional communications with Parent/Guardian**

Date/MHS Personnel	Person Spoken To	Discussion

Other correspondences with Parent/Guardian and Date:

**VII. End of Trimester:**

Course Passed - Grade:

**Course Failed:** If a student fails the trimester course, the classroom teacher finalizes the Tier I intervention form and initiates a Tier II Intervention Form. The classroom teacher fills out the bottom of the Tier I Form recommending the appropriate Tier II intervention for the student. For students receiving a class average between 40 and 69 the options for intervention include intervention classes, summer school, and/or admission into part B of a course as long as the student is enrolled in intervention classes for Part A. For students receiving a class average of less than 40 the options are repeating the course or attending APEX. In all cases of Tier II intervention, the course and the standards that need to be completed must be clearly identified.

**Recommendation for Tier II:**

Credit Recovery School: Course

Intervention Class: Course

Repeat Class: Course

Summer School: Course

APEX Lab: Course

Other (please explain):

## MHS Chemistry B Tier II Intervention Form SAMPLE

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Referring Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Guidance Counselor: \_\_\_\_\_

Student's Case Manager (If there's an IEP or 504 plan): \_\_\_\_\_

Course taken during: school year \_\_\_\_\_ Trimester 1 2 3 (please circle) Ending grade: \_\_\_\_\_

**Chemistry B Unit(s) requiring intervention (check all that apply):**

(Teachers please check only those units necessary for a student to meet an overall proficiency level of 70% of course standards. Do not include all units and or those already satisfactorily completed.)

### Chemical Bonding Unit

\_\_\_ Section 1: Ionic Bonding (Cation, Anion, Polyatomic Ion, & Charges)

\_\_\_ Section 2: Naming and Formula Writing of Ionic Bonds

\_\_\_ Section 3: Covalent Bonding (Lewis Dot structures, Bond Polarity & Shapes of Molecules)

\_\_\_ Section 4: Naming and Formula Writing of Covalent Bonds

\_\_\_ Section 5: Identifying Ionic Compounds vs Covalent Molecules

### Chemical Reactions

\_\_\_ Section 1: Balancing and Writing Equations

\_\_\_ Section 2: Types of Reactions

\_\_\_ Section 3: Predicting Products of Reactions

### The Mole

\_\_\_ Section 1: The Mole, mole to mole and mass to mass reactions / conversions

\_\_\_ Section 2: Empirical formula and molecular formulas

\_\_\_ Section 3: Hydrates

### Stoichiometry

\_\_\_ Section 1: Stoichiometry, mole ratios

\_\_\_ Section 2: Limiting reactant, and excess reactant

\_\_\_ Section 3: Theoretical and actual percent yield

### Gas Laws

\_\_\_ Section 1: Boyle's Law

\_\_\_ Section 2: Charles Law

\_\_\_ Section 3: Gay-Lussac's Law

\_\_\_ Section 4: Combined Gas Law

\_\_\_ Section 5: Ideal Gas Law

### For intervention instructor:

\_\_\_\_\_ has successfully completed the unit(s) listed above as of: (Student Name)

Date

\_\_\_\_\_ (Intervention Instructor name)

**\*\*Please save on the server and provide the name of the student to the respective Guidance Counselor and Intervention Coordinator upon student's completion of requirements. -----**

### Guidance Counselor and/or Intervention Coordinator Comments:

\_\_\_\_\_  
Coordinator's name) (Guidance counselor's name) (Intervention

**REGIONAL SCHOOL UNIT NO. 57**  
**Office of the Superintendent**  
**Waterboro, Maine 04087**

District School Board Meeting Minutes  
December 10, 2014

- A. Call to Order**  
Chair Bergeron called the meeting to order at 7:02 PM on Wednesday, December 10, 2014 at Line Elementary School.
- B. Pledge of Allegiance was recited.**
- C. Roll Call and Declaration of Quorum**  
Quorum was declared with 16 Directors and 1 Student Representative in attendance as follows:
- |                  |                       |                  |                   |
|------------------|-----------------------|------------------|-------------------|
| *Arral, Sierra   | Beane, Donald         | Bergeron, Karla  | Brunton, Anthony  |
| Carpenter, Bryan | Crowley-Colwell, Tina | Galbraith, David | Laine, Jodi       |
| Lantagne, Paula  | LePage, Thomas        | Mayo, Jennifer   | Ross, Mary        |
| Roux, Jennifer   | Silva, Heather        | Vasalle, Judith  | Vermette, Dominic |
| Woodward, Bruce  |                       |                  |                   |
- \*Student Representatives  
Excused Absences: \*Shayna Davis  
Unexcused Absences: John Flagler, Craig Parker
- D. Adjustments to the Agenda**  
Remove Item 4 from the Superintendent's Report.
- E. Approval of Minutes from November 12, 2014**  
Approved as read
- F. Hearing of Delegations**  
None
- G. Superintendent's Report**
- Student Report**
    - Redo & Retake Days had over 800 MHS students complete their permission forms having their teacher sign off that they were all caught up and had successfully completed their studies for the end of Trimester 1. This allowed staff to work with those students who needed much more individualized support and multiple interventions.
    - Jack Melanson was chosen by the Town of Waterboro to take part in the Waterboro Business Summit to Fridays ago. All reports are that Jack was a very involved citizen during the summit.
    - Alyssa Wardwell was chosen as January's A+ Athlete for WGME! This program celebrates outstanding student athletes who also excel academically. Filming took place at MHS last week and the public service announcement will be on during the month of January.

- Student and staff Engagement & Motivation is an area of focus for the staff of MHS. The staff of MHS will be starting to read “Motivation to Learn” as a Leadership Team in January and as a staff in February.
- Financial Aid Night for seniors was held on Thursday, December 4<sup>th</sup> from 6:30 PM to 8:00 PM in our auditorium. The Assistant Financial Aid Director for USM was our guest speaker. Unfortunately, even with multiple emails and a call home, we had our lowest turnout in years. About 40 families altogether. Guidance is looking at what else we could do and what other schools are doing.
- For the first time, MHS hosted the All State Band & Chorus Festival on Friday and Saturday, November 21<sup>st</sup> and 22<sup>nd</sup>. Over 30 schools from across the state were at MHS. Several Chorus and band teachers said our student volunteers were the best they have had in years!
- The end of the Trimester Band and Chorus Concerts went extremely well. Our students, once again, gave us several pieces of music to enjoy! Special thanks go to Mr. Goad and Ms. Guilfoyle for their leadership of these programs!

2. **Staff Updates**

<b>Name</b>	<b>Position</b>	<b>School</b>
<b>New Hires</b>		
Susanne Herrin	Food Service Assistant	Alfred
Kimberly Twomey	Food Service Assistant	MHS
Casey Dunn	Title I - Ed. Tech. III	Line
<b>Resignations</b>		
Beth Walter	Science Teacher	MHS

3. **Field Trips**

Superintendent Davis reviewed the field trips that were in the Board Packet.

4. **State of the Schools- Line School**

While Line Principal, Tim Stinson was setting up his presentation; Superintendent Davis presented gifts of Maple Syrup to the Board from Hilltop Boilers, a local company owned by the Bryant family of Newfield.

Principal Stinson presented Line Elementary State of the Schools.

School Goals: set by staff for this school year

- Curriculum – create and use vertical target alignment documents for Math, ELA, Science, and SS that will be used to guide instruction
- Instruction – Implement a consistent, systemic approach to writing (and spelling) instruction that is in alignment with district initiatives that are in development
- Technology- Increase use and effectiveness of technology as a learning tool
- Assessment – Create a plan for review and practice of Smarter Balanced Assessment

State Assessment – Principal Stinson reviewed Line School State Assessment Performance

Celebrating Student Success

- School Spirit Days
- Bucket Filler – School and class citizenship recognition
- End of year awards assembly

Community and School Relations

- PTC
- Collaboration between school and home

Principal Stinson introduced Mitchell Thayer, a student at MHS who had attended Line School. Mitchell presented his proposal for his Eagle Scout Badge. He is renovating the Nature Trail behind the Line School. He shared his plans, pictures, and notes. Chair Bergeron asked that the Board be made aware when the project is complete so they can walk it.

Improving Instruction Through Increased Technology Access

- Increased access for students – Grades 3-5 one-to-one access is coming soon
- Classroom technology upgrade – Apple TV w/LCD in each classroom
- Principal Stinson introduced grade 5 student, Broden Martin, to demonstrate what “transformational use” of technology looks like in the classroom. Broden gave a demonstration of the app “Showbie” and discussed the beginning use of “Google Classroom”.

Summer Reading and Math Program

- Principal Stinson went over the gains made by Line students during the Summer Reading and Math Program
- He went over the plan to apply for a grant for the coming summer program. If Line School is not awarded a grant, he will return to the Board during Budget time to request funding.

Principal Stinson went over completed building projects and projects to be requested in the future.

**H. Standing Committees**

**1. Finance/Building & Maintenance Committee**

Finance met prior to the Board meeting. All numbers are on pace. Update on ACA, how they will comply with new laws in January. Update on the boiler at WES. Finalized the Budget Calendar – they will focus on special projects at each school.

**2. Curriculum Committee**

Heather Silva reported that they met on Monday. They discussed the proficiency diploma and Educate. They will meet on January 12<sup>th</sup> at 6:00 PM. They decided to meet on the 2<sup>nd</sup> and 4<sup>th</sup> Monday of each month.

3. **Negotiations**  
Karla Bergeron was happy to report that the Board and the Ed Tech's had reached an agreement. Each party will report back to their group.
4. **Policy Committee**  
David Galbraith reported that they met prior to the Board meeting and were finalizing J policies. Will be presenting First Readings and Second Readings tonight.
5. **Public Relations Committee**  
Bryan Carpenter reported that they met December 2<sup>nd</sup>. They discussed the websites, also discussed looking into a company to host, not feasible at this time.
6. **Transportation Committee**  
Jennifer Roux reported they had not met, will meet Monday, December 15<sup>th</sup> at 5:00 at Central Office.

I. **Old Business**  
None

J. **New Business**

1. **Resignation**  
Superintendent Davis reported that he had received a letter of resignation from Karen Utgard, Massabesic Middle School Nurse.

Motion by Roux, seconded by Ross to: Accept the Resignation with regret.

**No discussion.**

**Vote – unanimous. Motion carried.**

2. **Leave of Absence Request**  
Superintendent Davis reported that he received a request for leave of absence from Laurel Richards.

Motion by Ross, seconded by Roux to: Grant the Leave of Absence.

A question was asked about Insurance Coverage during this leave. Superintendent Davis stated he was looking into it.

**Vote – 16 in favor, 1 abstention (Silva). Motion carried.**

3. **First Reading**

- a. **IJOC – School Volunteers**

David Galbraith stated that Principals have requested that they have discretion to allow parents to come into the school during special occasions without doing background checks. There was some discussion on this. Chair Bergeron explained to new members the process on Policies. Superintendent Davis explained background checks.

4. **Second Reading**

a. **IJOAA – Foreign Travel**

David Galbraith reported that the change would be that the Superintendent would approve, and then report to the Board.

Motion by Roux, seconded by Beane to: to approve IJOAA with changes.

No discussion,

Vote – unanimous. Motion carried.

b. **IJOA – Field Trips**

David reported that the change would be that out of state travel would be approved by the Superintendent and reported to the Board.

Motion by Roux, seconded by Beane to: approve IJOA with changes.

No discussion.

Vote unanimous. Motion carried.

5. **Nomination**

a. **Teacher**

Superintendent Davis reported that he was adding one more teacher to be nominated. Andre Van Coesant to teach math at Massabesic H.S. He has a B.S. in Math and has 8 years experience. He had previously applied for a position last summer. When a vacancy became available, he re-applied.

Superintendent Davis recommended nominating Erica Fossett at Line Elementary School and Andre at Massabesic High School.

Motion by Woodward, seconded by Beane to: accept the nominations as presented.

No discussion.

Vote unanimous. Motion carried.

6. **Certificate Waiver for Proficiency-Based Diploma**

Superintendent Davis stated that while the District is working toward this goal, because of changes at D.O.E., they would like to request a two-year waiver, Option 5.

No discussion.

Motion made by Silva, seconded by Roux to: apply for a two-year waiver, Option 5.

No discussion.

Vote- 16 in favor, 1 opposed (Vasalle). Motion carried.

**7. Donation for Knights of Columbus**

Superintendent Davis asked the Board to accept a monetary donation from the Knights of Columbus.

Motion made by Beane, seconded by Carpenter to: accept the donation from the Knights of Columbus.

No discussion.

Vote unanimous. Motion carried.

**8. Executive Session**

Motion by Woodward, seconded by Roux: to enter into Executive Session to discuss a student matter pursuant to 1 MRSA § 405(6)(B)

No discussion.

Vote- unanimous. Motion Carried.

Board goes into Executive Session at 8:17 PM.

Board comes out of Executive Session at 8:39 PM.

Motion made by Silva, seconded by Galbraith to: Expel Student A.

Vote - 13 in favor, 4 opposed (Carpenter, Crowley-Colwell, LePage, Woodward). Motion carried.

**K. Calendar/Announcements.**

Happy Holidays

**L. Adjournments**

Chair Bergeron adjourned the meeting at 8:42 PM.

Respectfully submitted,

John A. Davis, Ed.D.  
Superintendent  
RSU # 57

**R.S.U. #57 BOARD OF DIRECTORS  
NOTICE OF REGULAR MEETING**

**January 14, 2015**

**7:00 PM**

**MASSABESIC EAST BUILDING**

**ATTENDANCE ROSTER:**

*Arral, Sierra	Beane, Donald	Bergeron, Karla	Brunton, Anthony
Carpenter, Bryan	Crowley-Colwell, Tina	*Davis, Shayna	Flagler, John
Galbraith, David	Laine, Jodi	Lantagne, Paula	LePage, Tom
Mayo, Jennifer	Ross, Mary	Roux, Jennifer	Silva, Heather
Vasalle, Judith	Vermette, Dominic	Woodward, Bruce	

\*Student Representatives

**AGENDA:**

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call and Declaration of Quorum
- D. Adjustments to the Agenda
- E. Approval of the Minutes from December 10, 2014
- F. Hearing of Delegations
- G. Superintendent's Report
  - 1. Student Report
  - 2. Staff Updates
  - 3. Field Trips
  - 4. Apple Distinguished Program
  - 5. State of the Schools – Adult Education
- H. Standing Committees
  - 1. Finance/Building & Maintenance Committee
  - 2. Curriculum Committee
  - 3. Negotiations Committee
  - 4. Policy Committee
  - 5. Public Relations Committee
  - 6. Transportation Committee
- I. Old Business
- J. New Business
  - 1. Approval of the Ed. Tech. Contract – action needed
  - 2. Executive Session – action needed
    - a. To discuss a student matter pursuant to 1 MRSA § 405(6)(B)
    - b. To discuss a negotiations matter pursuant to 1 MRSA § 405(6)(D)
- K. Calendar/Announcements
- L. Adjournment

John A. Davis, Ed.D.  
Superintendent

Mailed 01/09/15  
All Directors

Continued on next page

**REGIONAL SCHOOL UNIT NO. 57**  
**Office of the Superintendent**  
**Waterboro, Maine 04087**

District School Board Meeting Minutes  
January 14, 2015

**A. Call to Order**

Chair Bergeron called the meeting to order at 7:01 PM on Wednesday, January 14, 2015 at Massabesic East Building.

**B. Pledge of Allegiance was recited.**

**C. Roll Call and Declaration of Quorum**

Quorum was declared with 15 Directors and 1 Student Representative in attendance as follows:

Beane, Donald	Bergeron, Karla	Brunton, Anthony	Carpenter, Bryan
Crowley-Colwell, Tina	*Davis, Shayna	Flagler, John	Galbraith, David
Laine, Jodi	Mayo, Jennifer	Ross, Mary	Roux, Jennifer
Silva, Heather	Vasalle, Judith	Vermette, Dominic	Woodward, Bruce

\*Student Representatives

Excused Absences: \*Sierra Arral, Paula Lantagne, and Tom LePage

**D. Adjustments to the Agenda**

None.

**E. Approval of Minutes from December 10, 2014**

Approved as read

**F. Hearing of Delegations**

None

**G. Superintendent's Report**

Superintendent Davis welcomed the two new Board members, Jodi Laine from Newfield, and Anthony Brunton from Limerick.

**1. Student Report**

Shayna Davis reported on the following:

- Last Friday was Law Enforcement Appreciation Day. Special thanks go out to Deputy Solomon for all his efforts in our school and district.
- Crisis Response Services of York County, who recently redeveloped their crisis protocols, sent a note to Mr. Elkington saying, "Thank you for all your involvement in this work. The Massabesic project has served as a template for all of York County."
- Hot water issues are being rectified at MHS during the weekend of January 16<sup>th</sup>-19<sup>th</sup>. There will be no hot water on Friday during the school day. Lunch will still be served.
- Congratulations to Chris Estes, English Teacher at MHS for having the folks at AP give their signature of approval through the AP Audit Process to our AP English Curriculum.

Apple reached out to schools internationally to apply for this recognition. Alfred Elementary went through a six-week application process where they had to create an iBook along with a video as part of the process.

Ms. Drouin stated that Alfred has had incredible success with the 1-1 Technology Program due to the diligence of her staff and the technology devices that the Board granted the school to work with. The iPads stay at the school, but the Kindles can go home with the students for homework.

Video presentation was shared with the Board.

Students from grades 4 and 5 went to UNUM to participate in a code writing session, team building project and application design activity designed for high school students. They were so successful that UNUM sent a representative to our school to observe how we are using technology on a daily basis in our classrooms. As a result, they are now redesigning their high school program to include elementary level students and have invited us back this year.

Ms. Drouin stated that she would be working with the principal at Waterboro Elementary to support them with the 1-1 Technology Program in their school.

**6. State of the Schools - Adult Education**

Barbara Gauvin, Adult Education Director, shared a PowerPoint presentation with the Board members on the following topics:

- CASAS (Comprehensive Adult Student Assessment System) – Over time, most learners gain as long as they persist; math is an area that needs a lot of skill building and additional math instruction as been added 4 evenings a week.
- Career Pathways – Learners participated in activities to determine their next steps after meeting HSD requirements.
- Barriers for Learners – Work ethic; reading and/or writing; lack of confidence; math anxiety; transportation; childcare; encouragement and support; willingness to persist; information about options and financial aid.
- College & Career Standards for Adult Education – Standards cover ELA/Literacy and Math; are based on complexity, evidence and knowledge; Complexity includes regular practice with complex text and academic language; Evidence involves showing how reading, writing and speaking are grounded in evidence from text; and Knowledge indicates building knowledge through content-rich informational texts.
- Bridges Out of Poverty – A professional development opportunity presented the causes of poverty and examined the lens of economic class as it pertains to building relationships of mutual respect.

Marty Roberts talked about how to set goals and keep them.

**H. Standing Committees**

**1. Finance/Building & Maintenance Committee**

Dominic Vermette reported that Finance met prior to the Board meeting. Started the budget process and heard from administrators from the elementary schools, middle school, and transportation.

Next Finance/Budget meeting will be Wednesday, January 21<sup>st</sup> at 5:30 pm at the East Training Room.

Respectfully submitted,

John A. Davis, Ed.D.  
Superintendent  
RSU # 57