

FAX

Date:	10/07/2014
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Pages including cover sheet:	21
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To:	
Phone	
Fax Number	+1 (877) 227-9838

From:	MSAD 6 Central Office
	MSAD 6 Central Office
	94 Main St.
	Buxton
	ME 04093
Phone	+1 (207) 929-2327
Fax Number	(866) 646-9748

NOTE:

Please find attached MSAD 6's Proficiency-Based Diploma Extension application.



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

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

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

Aroostook	
Cumberland	XX
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	XX

3. School Administrative Unit:**MSAD 6****4. High School(s):****Bonny Eagle High School****5. Name and title of person completing the extension request:****Frank Sherburne, MSAD 6 Superintendent of Schools****6. Superintendent's name, address, phone number and email:****Frank Sherburne
94 Main Street
Buxton, ME 04093
1-207-929-2331****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**

The "5-Year Plan" (referred to as the multi-year plan in this document) attached with this extension should provide a profile of strategic steps the District has undertaken to move to a proficiency-based educational system. The work began in the spring of 2012 with teachers, support staff, and administrators reading and discussing Inevitable at the building level. Bea McGarvey then came to MSAD 6 for an all-day workshop in March to discuss "Mass Customized Learning." The multi-year plan was developed in the summer of 2012 and approved by the

MSAD 6 Board of Directors in the fall of 2012. This set the journey in full motion for the District. A review of the multi-year plan will give you an awareness of the specific steps the District has done even prior to legislation.

We began our focus on creating student-centered classrooms with a modified version of “Symposium” training using the foundational concepts from the Reinventing Schools Coalition. We hired leaders from RSU 57 to train staff during the summers, initially and now, MSAD 6 has its own district leaders. In the fall of 2012, MSAD 6 developed K-12 ELA and math teams to develop District standards in these content areas. The District used the Common Core State Standards as the foundation of its work. During the 2013-2014 school year, the team focused attention on proficiency-based assessments that aligned with standards. The team also aligned the programs used in these content areas and vertically aligned them to the standards. During the 2013-2014 school year, the K-12 science and social studies teams met to develop standards using the MLR, C3, UCLA History Standards, and NextGen Science Standards.

During the 2013-2014 school year, Great Schools Partnership was hired to begin working with the Bonny Eagle Middle School (BEMS) staff to develop leadership capacity and facilitate greater discussion and implementation of standards in the classroom as well as supporting the implementation strategies to create a student-centered classroom. Great Schools Partnership has been hired using the Transition to Proficiency-Based Program funds to support Bonny Eagle High School (BEHS) in the transition to a proficiency-based educational system, as well as building leadership capacity and identify how standards are used in a high school setting. The District has also purchased Atlas Curriculum Mapping software to warehouse content area units and proficiency-based assessments aligned with District standards. This software was also purchased using the Transition to Proficiency-Based Program funds. Great Schools Partnership will remain partners with the District until our work is complete and meets the requirements to issue proficiency-based diplomas.

At Bonny Eagle High School, the class of 2018 will begin the graduation Capstone process. The Capstone will be a proficiency-based project that will encompass standards and assessments will be based on criteria established in the student’s plan. A component of this project is a comprehensive research paper that the District is referring to as “the senior thesis.”

MSAD 6 will be developing K-12 standards using a similar model of development for health/physical education, visual and performing arts, and world languages during the 2014-2015 school year using state and national standards. The District also has set the goal of implementing Atlas, K-5, during this school year. Assessment tools will be developed during the 2015-2016 school year that align with the standards developed in these areas. Units and assessments that align with the standards will be warehoused in Atlas. During the 2015-2016 school year, MSAD 6’s Industrial Technologies and Computer Technologies Departments will develop standards for these areas using state and national standards. During the 2016-2017 school year, units and assessments will be developed using Atlas. Atlas will also be moved to the elementary level.

By the 2017-2018 school year, the District should have a comprehensive bank of units and assessments that align with our standards and can be used to demonstrate proficiency in order to issue a high school diploma.

At this time, the area of greatest weakness in meeting the proficiency-based diploma system is the assessment component. This will be the focus over the next two years so our assessment bank is in place, a model for review and revision is established, and assessments align with our District standards. Teachers and administrators will also be trained in assessment calibration using our District proficiency-based assessment tools.

The District is constantly reviewing assessment data at the classroom, administrative, and Board level to identify curriculum issues, student needs and interventions, and teacher professional development. A more comprehensive view of the steps can be identified through a review of the multi-year plan.

During the 2013-2014 school year, a broad-based stakeholders group was formed comprising of students, community members, parents, administrators, a USM representative, and other interested parties to determine the District's educational philosophy. This group met over the year and looked at current research and trends in education and recommended to the MSAD 6 Board of Directors a proficiency-based educational philosophy for the District. The Board approved this recommendation and approved the motion unanimously to adopt a proficiency-based educational philosophy.

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**

Attached is the full multi-year plan for MSAD 6. In this area, you will see highlights of the essential areas to be addressed to ensure compliance for issuing performance-based diplomas to the class of 2020.

2014-2015***Staff Reading:***

Continue work with The Arts and Science of Teaching (Marzano)

- Implementation of standards in ELA, math, science, and social studies; ongoing development of proficiency assessments.
- Symposium Phase I and II (100)/(100). Training of up to 200.
- Discussion of technology needs for data collection, reporting, and implementation of accountability. Software: Jump Rope; Infinite Campus; and other tools
- Vertical mapping of social studies and science standards; finalize for implementation in fall 2015.
- K-12 begin unpacking District standards horizontally (physical education, visual and performing arts, and world languages) and finalize alignment with current programs.
- K-12 begins development of rubrics for benchmarks and performances, formative/summative assessments for standards, benchmarks, and performances for physical education, visual and performing arts, and world languages. Begin the development of assessment bank (skill/concept and application).
- BEHS finalizes process of understanding performance-based design. Implementation of Capstone Project (graduation requirement for incoming 9th grade high school students, class of 2018). Reference Hall-Dale High School, Noble High School, Sacopee Valley High School. Consider and define implementation timeframe for fall 2015 and budget implications. This includes community internships and projects.
- BEMS begins discussion of understanding Performance-Based Design Capstone Project (8th grade standards/proficiency project for middle school students). Reference Bonny Eagle High School, Hall-Dale High School, Noble High School, Sacopee Valley High School. Consider and define implementation timeframe for fall 2015 and budget implications. This includes community internships and projects.
- BEHS begins the process of revising their advisor/advisee program. Every student is assigned an advisor that remains with them throughout their high school years. All certified staff has a group of advisees that they follow, support, and guide throughout their high school years.
- Freshman class (2018) is subject to proficiency-based diploma requirement (PL 699). Curriculum expectations must be implemented and data collected on proficiency in ELA, math, science, social studies, technology, visual and performing arts, health/physical

education, world languages, career, and technical education. Two-year extension is being sought.

- Continued discussion and determination of student reporting software.
- Proficiency-based assessment (formative and summative) training for teachers at BEMS and BEHS using Great Schools Partnership.
- BEHS and BEMS will begin use of Atlas software for unit design using standards in all content areas.
- Begin implementation of “pilot” Chapter 508 of Title 20-A of Maine Revised Statutes, Performance Evaluation and Professional Growth Systems. Final plan must be submitted to the Maine Department of Education (MDOE) in the spring of 2015 for full implementation in the 2015-2016 school year.
- Continue looking at and providing supports for students and staff regarding technology embedded in the curricula.
- Begin embedding/identifying Maine’s Guiding Principles into all proficiency-based assessments.
- Application to MDOE for 2-year extension for implementation of Maine Revised Statutes 20-A §4722-A, Proficiency-Based Diploma.
- Implementation of District philosophy regarding standards (fall).
 - Begin working on District reporting system depending on the District philosophy.
 - Student movement in the system by levels of learning through “meeting” standard requirements (skill and application).

2015-2016

District Reading/Book Talk:

Mindset

Administration Reading:

Classroom Assessment and Grading that Work

Designing and Assessing Educational Objectives

Standards Based Reporting and Formative Assessment: On the Road to Highly Reliable Organizations

- **K-12 begins implementation of standards, continued development and implementation of formative/summative assessments in the areas of physical education, visual and performing arts, and world languages. Begin the development of assessment bank (skill/concept and application) maintained in Atlas.**
- **K-12 begins development of standards and assessments in the areas of technology and career education, technical education, and development of formative/summative assessments. Begin the development of assessment bank (skill/concept and application) maintained in Atlas.**
- **BEMS implements Performance-Based Design: Capstone Project (8th grade proficiency assessment to progress to 9th grade). Reference Bonny Eagle High School, Hall-Dale High School, Noble High School, Sacopee Valley High School. This includes community internships and projects.**
- **Elementary schools begin process of understanding Performance-Based Design: Capstone Project (5th grade project). Reference Bonny Eagle High School, Bonny Eagle Middle School, Hall-Dale High School, Noble High School, Sacopee Valley High School. Consider implementation timeframe and budget implications. This includes community internships and experiential projects.**
- **BEHS implements their revised advisor/advisee program with a focus on the Capstone Project.**
- **Continued development of proficiency-based assessment banks in all content areas, K-12, using Atlas.**
- **Symposium Phase I and Phase II Training (for new staff and remaining staff still in need of training).**
- **Review current vision and mission statements; begin revision to District-shared vision and mission statements (Future Search).**
- **Finalize health/physical education, visual and performing arts, and world languages standards with ongoing addition of tasks/units and proficiency-based assessment tools.**
- **Identify the number of levels within MSAD 6's proficiency-based educational system. Develop plan for student placements based in their individual learning needs, not on a cohort. Plan for transition steps entering middle school content knowledge from elementary schools to middle school and middle school to high school.**
- **Continue embedding/identifying Maine's Guiding Principles into all proficiency-based assessments.**
- **K-5 will begin using Atlas software for unit design and assessments.**

- K-12 continues development of assessment banks (formative/summative, skill, and proficiency) in ELA, math, science, social studies, visual and performing arts, health/physical education, technology, industrial technology, and career education.

2016-2017

District Reading:

Formative Assessments and Standards Based Grading (Marzano)

- K-12 begins implementation of standards and assessments in the areas of technology and career and technical education; full implementation of formative/summative assessments aligned to standards. Continued development of assessment banks K-12 (skill/concept and application).
- Elementary schools implement Performance-Based Design: Capstone Project (5th grade project). Reference Bonny Eagle High School, Bonny Eagle Middle School, Hall-Dale High School, Noble High School, Sacopee Valley High School. This includes community internships and projects.
- K-12 horizontally unpack standards in the areas technology and career and technical education and finalize alignment with current programs.
- Symposium Phase I and Phase II training for new staff and any other staff in need of training.
- Determine and implement proficiency-based reporting system K-12 (software and communication).
- Technology implementation across the District in classrooms and for reporting outcomes (standards, benchmarks, performances), students and staff.
- Class of 2020 required to meet proficiency standards in order to earn a high school diploma (if extension is granted).
- Continue embedding/identifying Maine's Guiding Principles into all proficiency-based assessments.
- Implement plan for student placement based on educational needs of the student and not on cohort grouping.
- Implementation of Standards-Based Diploma requirements for graduating class of 2020, if extension is granted by MDOE in 2014--this year's incoming freshman class.

- Implement one new world language and cultural experience at the kindergarten level to be carried forward K-12.

2017-2018

Reading:

TBD

- Begin process of cross-content, vertical alignment of standards in all eight content areas.
- Continue development of proficiency-based assessments that also demonstrate Maine's Guiding Principles and continue adding to K-12 assessment bank.
- Review/revise math and ELA standards as part of the continuous improvement cycle. Ensure that Maine's Guiding Principles are identified and embedded in all assessments.

2018-2019

Reading:

TBD

- Review/revise science and social studies standards as part of the continuous improvement cycle. Ensure Maine's Guiding Principles are identified and included in assessments.
- Continue development of proficiency-based assessments that have Maine's Guiding Principles embedded and continue development and adding to assessment banks.

BEYOND

- Vertical alignment of all curricula standards for cross-curricula implementation and application.
- Ongoing training for new staff in Student-Centered Classroom implementation, Symposium Phase I and Phase II.
- Begin continuous improvement cycle with review of all content area standards, District programs, assessments, data collection, and outcomes using a five-year review cycle.
- Annual reading of one to two books by District as professional development. Reference list is available for professional reading and is updated periodically.
- Continue addition of world languages and cultural experiences starting at the kindergarten level.

***** The full multi-year plan has been attached to this document.***

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**

It is the expected practice at Bonny Eagle High School that student grades are updated weekly--specifically Tuesday of each week. Of course, it is important to note that this can vary with assignments. The high school staff is very responsive to students and understand that providing student feedback is meaningful when it is timely and connected to learning expectations.

Our remediation model is consistent with District RtI practices--the first step is for the classroom teacher to meet with student(s) to discuss their academic progress. When students fall behind the classroom pace, teachers offer after school support. In general, the high school staff is very conscientious about connecting with families to ensure that students take advantage of after school assistance and remediation efforts.

When students are not successful with teacher interventions during and after classroom time, students have the option of gaining support from our after school program and the opportunity to work with content area specialists (English, math, science, social studies) who can enhance/enrich student learning. If students don't access these professional supports, students are allowed to re-take courses. We believe in student choice; and occasionally, students will decide that additional time after school is less desirable than re-taking a course. Our goal is to meet students where they are and successfully guide them to meet graduation standards in a timely manner.

If students earn a grade of 60 or better in a course required for graduation, they are allowed to complete specific standards not met through the after school interventionist program. Specifically, students can meet course expectations through the after school intervention program through teacher collaboration. This does not preclude a student from meeting with a teacher after school in order to meet course expectations but, rather, provides students some flexible learning opportunities.

Students who fail to meet the grade of 60 are offered a remediation course to ensure that they meet prerequisite standards that will afford them the skills and knowledge necessary for future

courses. Remediation courses are designed to ensure that students obtain specific skills and key learning. Students are not necessarily assigned for the full trimester, rather, until they complete the key components of a given course. In some cases, students are dual-enrolled so they continue to progress, but these situations are based on what students need to successfully meet course expectations. Students are allowed to work toward course standards and when completed will earn graduation credit and be allowed to transition out of this course.

Equity for meeting Guiding Principles is established with the design of the students' PLP/Capstone Project. Students are placed in advisory groups to ensure that every student is connected to at least one adult at BEHS. The current PLP is aligned with 21st Century skills, which are comparable with the Guiding Principles. Moving forward, the Capstone Project, Class of 2018, will meet Guiding Principles, as outlined in the graduation policy and proposed in the BEHS Capstone Project and aligned with the high school's shared vision.

BEHS also maintains access to Adult Education programs for remediation. Students are also afforded the opportunity to re-take a class or receive intervention using Keystone or other on-line programs to support them. All students in the high school are issued a MacBook Air to support their learning and to have access to tools available on-line.

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: 17% (Atlas software and train for staff)**
- **Community Engagement: 0%**
- **One-year Carry Over: 59% (Great Schools Partnership FY 2014-2015)**

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

Criteria:

- **Clear description of intended impact for your use of transition funds**
- **Budget aligns to intended impact**

Below are the areas of focus for use of Transition Funds, as well as the impact of the funds on the collective efforts to move toward a proficiency-based diploma for the graduating class of 2020.

-Great Schools Partnership (\$24,200.00, annual fee)

To provide ongoing support, consultation, and in-service training for high school teachers with a focus on building leadership capacity, in-depth knowledge of a proficiency-based system and implementation, proficiency-based assessment design, student outcome reporting, and aligning graduation expectations based on individual student learning and not cohort placement.

-Atlas Software: Curriculum Mapping/Unit Design/Summative and Formative Assessments that are standards based (\$5,500.00, fall 2014)

The district has purchased Atlas software for the middle school and high school so they can begin development of shared unit designs and assessment tools (formative and summative). Teachers will use the Atlas to develop units within content areas that align with our standards and can be shared within each content area as well as across content areas. All assessments will identify and embed Maine's Guiding Principles.

-Reporting Systems: Jump Rope, Mastery Connect, Educate (\$0.00)

The district will begin a K-12 investigation and discussion of student outcome reporting software. There is no cost attached to this item because presentations will be established on district late start days. Teachers, administrators, and School Board members will look at the three options and by May of 2015 determine the reporting system to be explored in the fall of 2015. The reporting system will be fully implemented K-12 in the fall of 2016.

Community Engagement: (\$3,000.00, throughout the 2014-2015 school year)

This aspect and allocation is designed to educate and engage the community in our conversion to a proficiency-based educational system with primary emphasis on student assessments and reporting of student outcomes. Educating the community is essential in this transition and will come in the form of workshops with guest speakers, making available of reading material on proficiency based systems, stakeholder group work to support the initiative, support, and critical feedback on the district's implementation of our proficiency-based system.

School Board Vote and Approval of the Extension Request

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

Option 5 Authorization Page

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

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

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

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

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

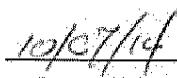
B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

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

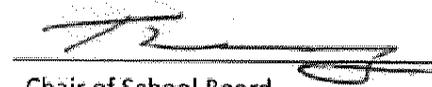
D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.



 Superintendent of Schools



 Date



 Chair of School Board



 Date

**MAINE SCHOOL ADMINISTRATIVE
DISTRICT NO. 6
BUXTON, MAINE 04093**

**MINUTES OF THE REGULAR MEETING
OF THE BOARD OF DIRECTORS
September 15, 2014**

1. The meeting was called to order at 6:01 p.m. by Chairperson Delaney.

2. The roll was called and a quorum was declared. The following Board Members were present, with a total of 832 votes:

Present:	C. Biegel	C. Dufresne	T. Hustus
	D. Black	C. Gifford	D. Kasprzyk
	R. Deakin	L. Harmon	J. Stoddard
	T. Delaney	S. Heroux	K. Thomas
			J. Whitney

Arrived Late: R. Bowley A. Stevens

Also Present: W. Brockman C. Lomonte F. Sherburne

3. Pledge of Allegiance

4. **Moved by Ms. Dufresne; seconded by Ms. Black:**
To accept the Agenda for the September 15, 2014, regular Board meeting.

VOTED: Yes, Unanimously

5. Ms. Thomas provided the Student Report. She reported that NWEA testing will be coming up soon, open houses are underway, the middle school had a successful assembly on positive behavior, and the high school is beginning its preparations for homecoming. On September 26th, the Drama Club will be hosting a pro-wrestling event.

6. **Moved by Ms. Dufresne; seconded by Mr. Harmon:**
To accept the Consent Agenda for the September 15, 2014, regular Board meeting.

a. Approval of the Minutes of the September 2, 2014, regular Board meeting

b. Approval of the following Donations:

CALL TO ORDER

ROLL CALL
AND
DECLARATION
OF QUORUM

AGENDA
ACCEPTED

STUDENT
REPORT

CONSENT
AGENDA
APPROVED

- Donation of a Fish Tank and Fish from PetCo to Benefit the Special Education Classrooms at Bonny Eagle Middle School (Approximate Value of \$100)
 - Donation of \$153.69 from Target's Take Charge of Education Donation to Benefit the Students at Bonny Eagle Middle School
 - Donation of 64 "Five Shiny Stars" Books from Ms. Nancy Sullivan of Biddeford, Maine, to Benefit the District's Pre-K Program
- c. Approval of an Educational Field Trip for Bonny Eagle High School Theatre Students to Travel to Winnacunnet High School in Hampton, NH, on December 5-6, 2014, to Participate in the Northeast Educational Theatre Festival
- d. Approval to Accept a Grant in the Amount of \$10,000 from the Narragansett Number One Foundation to be Used for Improvements to the Bonny Eagle High School Softball Field
- e. Approval for the 5th Grade Teachers at Hollis Elementary School to Submit a Grant Application for up to \$700 for a Target Corporation Field Trip Grant
- f. Co-Curricular Appointments for the 2014-2015 School Year:
Mr. Sherburne

Bonny Eagle High School:

BETV Advisor	Richard Peterson	\$2,642.06
Business Education Partnership Coordinator	Russel Taylor	\$2,030.00
Civil Rights Team Advisor	Elizabeth Hayden	\$2,020.40
Foreign Lang Honor Society Advisor (Spanish)	Tom Rice	\$1,554.15
History Club/Model UN Advisor	Tom Mathieu	\$1,709.57
Jazz Band Director	Jacob Sturtevant	\$2,331.22
Junior Class Co-Advisor	Selena Leavitt	\$600.00
Junior Class Co-Advisor	Margaret Maxwell	\$600.00
Junior Math Team Advisor	Elizabeth Hayden	\$2,020.40
Key Club Co-Advisor	Selena Leavitt	\$854.78
Key Club Co-Advisor	David Roy	\$1,165.61
Major Play Director, Fall	Richard Osann	\$4,040.79
Major Play Director, Spring	MaryEllen Schaper	\$4,040.79
National Honor Society Advisor	Jennifer Simonoff	\$2,486.64
Natural Helpers Advisor	Selena Leavitt	\$2,020.30
Newspaper Advisor	Joanne Lannin	\$2,952.89
Outing Club Advisor	Anthony Lucchese	\$1,827.00
Outing Club Assistant Advisor	Andrea Johnson	\$1,522.50
Pep Band Director	Jacob Sturtevant	\$1,864.98
Robotics Team Co-Advisor	John Drenzo	\$1,897.62
Robotics Team Co-Advisor	Shana Qualey	\$1,692.47
Robotics Team Co-Advisor	Vicki Weyand	\$1,692.47
Senior Class Co-Advisor	Andrea Johnson	\$1,250.00
Senior Class Co-Advisor	Selena Leavitt	\$1,250.00
Senior Math Team Advisor	Jennifer Simonoff	\$2,020.40

September 15, 2014

Minutes of the MSAD 6 Board of Directors Meeting

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Soccer Assistant Coach, Boys (Booster Funded)	Oisin O'Scaroid	\$800.00
Soccer Assistant Coach, Girls (Booster Funded)	Vanessa Stacey	\$800.00
Sophomore Class Co-Advisor	Antonina Berube	\$250.00
Sophomore Class Co-Advisor	Lynn MacDonald	\$250.00
Student Council Advisor	Dawna Cyr	\$3,885.38
Technical Asst. Director, Spring Musical	Richard Osann	\$507.50
Volleyball Program Volunteer	Richard Ray	\$0.00
Yearbook Advisor	John Jaques	\$1,500.00

Discussion/Concerns

- Sometimes it is difficult to fill stipend positions.
- The application process is followed and all positions are posted.
- Is there equity in the stipend amounts and equity of time vs. money earned?

VOTED: Yes, Unanimously

Ms. Bowley and Mr. Stevens arrived bringing the vote count to 994.

7. Mr. Delaney provided the Board Chairperson's Report. The MSMA Fall Conference is being held on October 24 and 25, 2014. Please contact Hedy Smith if you would like to attend.

**BOARD
CHAIR'S
REPORT**

Participants are needed for the District's Budget Advisory Committee.

Applications are still available for free and reduced meals. Contact Barbara Rose at Central Office for more information.

Mr. Harmon provided an update on the Maine School Board Association and the resolutions that were discussed – Common Core, local control for superintendent agreements, and virtual charter schools. (Students attending virtual charter schools do not count in MSAD 6 enrollment figures.)

8. Mr. Sherburne provided the Superintendent's Report. He recognized Margaret Maxell, Art Teacher at Bonny Eagle High School for her hard work in supporting our students through the arts.

**SUPERINTENDENT'S
REPORT**

There will be a York County Candidate Forum on Public Education. It will be held on September 18, 2014, at York County Community College at 6:30 p.m. All community members were encouraged to attend.

9. **Moved by Mr. Harmon; seconded by Ms. Dufresne:**
To hire an attorney to represent MSAD 6 in the IRS Audit.

**APPROVAL TO
HIRE AN
ATTORNEY
FOR THE
IRS AUDIT**

Discussion

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- Do we really need an attorney for the audit? **Ans.** The scope of this audit is significant; it would be in the District's best interest to have an attorney.
- A couple of Board Members expressed doubts about the law firm to be hired.
- The District has already spent many hours of time putting together this audit. The idea is to narrow the scope of the audit by using an attorney. The scope of this audit is very large.
- The audit will reflect all transactions in 2012.

**APPROVAL TO
HIRE AN
ATTORNEY FOR
THE IRS AUDIT**

VOTED: 917 Yes (Biegel, Black, Bowley, Deakin, Delaney, Dufresne, Gifford, Kasprzyk, Stevens, Whitney)

77 No (Stoddard)
994

Motion Carries**10. Moved by Mr. Harmon; seconded by Ms. Dufresne:**

To authorize the Superintendent of Schools to request an extension from the Maine Department of Education to implement a proficiency-based diploma.

**SUPERINTENDENT
AUTHORIZED TO
APPLY FOR AN
EXTENSION FROM
THE MDOE**

VOTED: Yes, Unanimously

11. Moved by Ms. Bowley; seconded by Ms. Gifford:

To appoint Sonia Croft (\$74,288 prorated) as Assistant Director of Special Services.

**ASSISTANT
DIRECTOR OF
SPECIAL
SERVICES
APPOINTED**

Ms. Croft graduated in 2002 with a Bachelor's Degree in Special Education from the University of Maine at Farmington, Maine. In 2012, she received a Master's Degree in Curriculum and Instruction in Special Education from Arizona State University. Since 2007, she has been employed as a Behavior and Instructional Strategist/Special Education Teacher in the Cape Elizabeth School District. She is being recommended for this position by Ms. Donlon and a special education interview committee.

VOTED: Yes, Unanimously

12. Moved by Ms. Bowley; seconded by Ms. Dufresne:

To appoint the following teacher nomination for the 2014-2015 school year.

**TEACHER
APPOINTED**

~ **Alisha Gagnon (MS/0 \$38,800) – Speech/Language Therapist –
Bonny Eagle High School**

Ms. Gagnon graduated in 2012 from the University of Maine in Orono, Maine, with a Bachelor's Degree in Psychology. In 2014, she received a Master's Degree in Communication Sciences and Disorders from the same university. She completed her clinical

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practicum experiences at Eastern Maine Medical Center in Bangor, Maine, RSU 26, and the Conley Speech, Language and Hearing Center, at the University of Maine in Orono, Maine. She is being recommended for this position by Ms. Donlon and a special education interview team.

VOTED: Yes, Unanimously

13. Mr. Harmon provided the Policy Committee Report of September 8, 2014.

**POLICY
COMMITTEE
REPORT**

14. Mr. Harmon provided Policy Code BEDG – Minutes for first reading. A discussion ensued regarding an abstention from a Board member due to a conflict of interest. The Policy Committee will review the language before a second reading.

**FIRST READING
OF
POLICY CODE BEDG**

15. **Moved by Mr. Heroux; seconded by Ms. Gifford:**
To adopt policy Code BIA - New Board Member Orientation.

**POLICY CODE BIA
ADOPTED**

VOTED: Yes, Unanimously

Moved by Mr. Heroux; seconded by Ms. Whitney:
To adopt policy Code IHBAL – Grievance Procedure for Persons with Disabilities.

**POLICY CODE
IHBAL ADOPTED**

Discussion

- This policy covers both students and employees.

VOTED: Yes, Unanimously

Moved by Ms. Black; seconded by Ms. Dufresne:
To adopt policy Code JRA – Student Education Records and Information.

**POLICY CODE
JRA ADOPTED**

Discussion

- Questions were raised regarding access to records for 18-year olds and the parent portal.
- It was questioned whether height and weight should be considered directory information.
- There were concerns about the opt-out options presented in the policy. **Ans.** Opt-out waivers are given to parents at the beginning of the school year. The district takes the opt-out waivers very seriously for the safety of all students.
- What information would an outside agency need?

VOTED: 841 Yes (Biegel, Black, Bowley, Deakin, Delaney, Dufresene, Gifford, Harmon, Heroux, Hustus, Stevens, Thomas,

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Whitney)

153 No (Kasprzyk, Stoddard)
994

Motion Carries**16. Board Workshop – Board of Code of Conduct**

- Discussion ensued regarding combining some of the items #1 and #9, and #2 and #4 could be combined.
- Code of ethics should be concise and outline what should be done and not done as Board members.
- Concern was raised about trusting, verifying, and asking questions as a Board member.
- The chair outlined the Board's role. There is a process for how to bring up any concerns. Board members should follow the process. This is the purpose of the Code of Conduct.
- The Policy Committee is capable of drafting this to take to the Board.
- A discussion ensued regarding the Board taking ownership of this Code.
- A "Code of Conduct" is different from procedure. The Board should all be required to follow the process.
- Will the Code support "rich conversations" about specific topics?
- (There was a side discussion regarding the "Common Core Standards" and how we support them through our District standards.)
- Board members have the responsibility to seek out and get as much knowledge as possible.

**BOARD
WORKSHOP**

17. Upcoming Board of Directors' Meetings/Workshops: Determine Meetings to be televised (*Please see a complete listing of all Board and MSAD 6 meetings for the 2014-2015 school year in the Events Calendar located on our website.*)

**UPCOMING
MEETINGS****Monday, September 22, 2014 (Central Office)**

~ Policy Committee Meeting - 8:30 AM - Library

Thursday, September 25, 2014 (Central Office)

~ Finance Committee Meeting - 2:15 PM - Library

~ Salaries & Negotiations Committee Meeting - 4:30 PM –Library

Monday, September 29, 2014 (Central Office)

~ Policy Committee Meeting - 8:30 AM - Library

Monday, October 6, 2014 (Bonny Eagle Middle School)

~ Policy Committee Meeting - 5:30 PM - Professional Library

~ Regular Board Meeting - 7:00 PM - Cafeteria (Televised)

18. **Moved by Mr. Kasprzyk; seconded by Ms. Dufresne:**
 To adjourn at 7:52 p.m.

**MOTION TO
ADJOURN****VOTED: Yes, Unanimously**