



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	X
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	
Western Maine	
York	

3. **School Administrative Unit: RSU/MSAD 75**
4. **High School(s): Mt. Ararat High School**
5. **Name and title of person completing the extension request:**
Daniel Chuhta, Assistant Superintendent, 50 Republic Ave, Topsham, ME 04086, 729-9961, chuhtad@link75.org
6. **Superintendent’s name, address, phone number and email:**
Bradley Smith, Superintendent, 50 Republic Ave, Topsham, ME 04086, 729-9961, smithb@link75.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**

M.S.A.D. No. 75 recognizes the importance in doing what is best to support all of our learners. We strive to employ practices that raise student achievement and support our educators in providing the most meaningful learning opportunities for our students. In alignment with this vision, we are pursuing the proficiency-based diploma requirements, not as a high school alone, but collectively as a district. We feel that the many benefits of utilizing a student-centered, proficiency-based approach to teaching and learning should not be reserved for the high school. Thus, as a district, we submit this request for an extension to the deadline to award proficiency-based diplomas.

The work of building a system of proficiency-based learning (PBL) was already underway in our district, though we now have an opportunity to systematize the practices. To build on existing capacity, and grow in areas that are necessary, we convened a group of interested members of the district to begin thinking about what a proficiency-based learning system would involve. That brainstorming set the stage for the arranging of a Proficiency-based Steering Committee in March. The committee, comprised of educators (from multiple schools in the district), the assistant director of our receiving CTE program, Board members, parents, students, a representative from the local business community, and local representatives from institutions of higher education, met four times last year to begin to guide the direction of our transition. After much conversation, the committee decided to define proficiency-based learning in this way:

1. communication and collaboration, including our community
2. clear and consistent progressions of learning targets
3. student engagement/ownership (student centeredness)
4. flexibility and multiple pathways to demonstrate proficiency

The committee then decided to focus its energies around four particular areas:

1. Policy Development
2. Outreach
3. Practice
4. Learning Opportunities (for multiple stakeholders)

Within this structure, we identified areas in which proficiency-based or standards-referenced work was already occurring. For instance, at the elementary level, grades K-5, parents receive standards-based report cards (Exhibit A). In addition, we utilize the instructional methods of the Teachers College Reading and Writing Project. This includes a learning progression for both reading and writing (Exhibit B), helping us to recognize where student learning has been, and where it is yet to go. At the middle school, work has been under way for a number of years, focused on developing a system of proficiency-based learning. More recently, this has involved the development of a Project Unit Planner (Exhibit C), etc. At the high school, the leadership structure, which includes department heads from all areas, designed a way to identify and report separately on Habits of Work. This was the first major step in transitioning grading practices (something that now exists K-12). In addition, the high school has developed a senior “capstone” project (Exhibit D) that involves authentic learning opportunities that provide students with an opportunity to demonstrate the Guiding Principles.

To help build our understanding of PBL, last year we took advantage of learning opportunities in our region. For example, representatives from our district attended the Maine Curriculum Leader Association’s (MCLA) Conferences in October, the Maine ASCD Conference in April, the Superintendent, Assistant Superintendent, and both high school and middle school principals attended the spring MCLA conference (related specifically to communicating about PBL), and we had two high school teachers involved in the Maine Department of Education’s work related to developing assessments related to the Guiding Principles. Within the district we used time in weekly late starts, (such as the origination of combined 6-12 meetings related to student engagement) and segments of our day-long workshops for our staff to discuss and learn about PBL.

In order to help our Board members understand what is involved in PBL, we have included two members on our Proficiency-based Steering Committee, as previously stated, and we have held two workshops on the topic (Exhibits E and F).

Though we recognize the need to make this shift, and have begun to work in that direction as a district, we also know that we aren't quite at a level that would allow us to award proficiency-based diplomas yet. To assist us in shifting our thinking, and establishing many of the structures that will enable us to achieve that goal, we have contracted (Exhibit G) with the Reinventing Schools Coalition (RISC) in order for them to provide learning opportunities, as well as coaching support. This work has already begun with a day-long workshop with our coach, and will continue with a combination of school-based leadership team self-assessment, action planning, site-based visits and coaching, as well as full faculty learning opportunities on two of our full-day workshops. By implementing the instructional model presented by RISC, we are also using common vocabulary that is being established as part of our Performance Evaluation and Professional Growth system, one that is also grounded in the work of Dr. Robert Marzano. This is an unprecedented use of a common teaching and learning framework across the district.

In addition to learning about and implementing a common instructional framework, there are also a myriad of other changes that must be made to prepare a system for our current sixth graders to receive a proficiency-based diploma. This includes complex and important items such as outreach with parents and community members, identifying learning targets in a progression of learning for all content areas, utilizing assessment and grading practices that match a PBL system, identifying methods to support at-risk and accelerated learners, identifying and employing a software system to monitor and report student progress, and determining methods of student recognition and eligibility that match a PBL system, just to name a few!

It goes without saying that these changes will have an impact on students, staff, and the community, albeit in various ways. The structure and feel of our educational system in the United States has been the same for so long that it is important for us to help our parents and community know why the changes are important, what the traditional system lacks, and ways in which we'll make the transition be successful for all types of learners. Because, as educators, we are products of the traditional system, these changes can provoke an anxious response to what's proposed. There are, of course, many educators who have always taught in areas that lend themselves more naturally to a PBL model (such as the visual and performing arts, or the world languages), and still others who have developed practices aligned with PBL already. So for all the explaining, discussing, debating, showing, convincing, and trusting that the adults need to do, the real focus must be on the impact it will have on our students. Increased ownership for, awareness of, and engagement in their own learning, with the support of excellent teachers and caring families can mean that we will have even more students successfully prepared for what ever their post-secondary plans may be.

Student:	Student Name
Student ID:	111111111
School:	School Name
Teacher:	Teacher Name

Attendance Summary:

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
1	0	0	0	0	0	1	0

Academic Performance Level for Elementary Standards									
Name	Exceeding Standard	High End of Meeting Standard	Meeting Standard	Low End of Meeting Standard	High End of Partially Meeting	Partially Meeting the Standard	Low End of Partially Meeting	Significantly Below Meeting	See Individual Education Plan
Score	E	M+	M	M-	P+	P	P-	N	IEP

Academic Performance Level for Elementary Work Habits				
Name	Consistently	Often	Sometimes	Rarely
Score	4	3	2	1

[0-1] ELEMENTARY WORK HABITS			
	Term		
	T1	T2	T3
[0-1-01] Conducts self respectfully.			
[0-1-02] Completes assignments on time and is prepared for class.			
[0-1-03] Engages in class.			
[0-1-04] Puts forth best effort to produce quality work.			

[0-2] ELA: READING			
	Term		
	T1	T2	T3
[0-2-1] Uses skills to solve unknown words.			
[0-2-2] Reads fluently at grade level.			
[0-2-3] Comprehends text at grade level.			

[0-3] ELA: WRITING			
	Term		
	T1	T2	T3
[0-3-1] Uses a writing process to draft and revise writing.			
[0-3-2] Develops a central idea.			
[0-3-3] Organizes writing.			
[0-3-4] Writes using fluent language.			
[0-3-5] Uses correct spelling, punctuation and grammar.			
[0-3-9] Spells to meet grade level expectations.			

[0-4] ELA: RESEARCH			
	Term		
	T1	T2	T3
[0-4-1] Uses the research process.			

[0-5] ELA: SPEAKING AND LISTENING			
	Term		
	T1	T2	T3
[0-5-1] Meets grade level expectations for speaking.			
[0-5-2] Meets grade level expectations for listening.			

[0-6] MATH			
	Term		
	T1	T2	T3
[0-6-1] Numbers and Operations			
[0-6-3] Geometry			
[0-6-4] Measurement			
[0-6-5] Algebra			
[0-6-6] Data Analysis			

[0-7] SCIENCE			
	Term		
	T1	T2	T3
[0-7-1] Demonstrates content knowledge.			
[0-7-2] Applies scientific process.			

[0-8] HEALTH			
	Term		
	T1	T2	T3
[0-8-1] Demonstrates content knowledge.			
[0-8-2] Applies health concepts to daily life.			

[0-9] SOCIAL STUDIES			
	Term		
	T1	T2	T3
[0-9-1] Demonstrates content knowledge.			
[0-9-2] Applies critical thinking skills to act on content knowledge.			

[1-1] PHYSICAL EDUCATION			
	Term		
	T1	T2	T3
[1-1-1] Participates physically every day.			
[1-1-2] Understands fitness concepts.			
[1-1-3] The student demonstrates grade appropriate motor skills.			
[1-1-4] Acts respectfully and responsibly.			

[2-1] VISUAL ARTS			
	Term		
	T1	T2	T3
[2-1-1] Produces original art work showing creativity.			
[2-1-2] Understands the elements of art and principles of design.			
[2-1-3] Recognizes connections in art works, world cultures and periods.			
[2-1-4] Recognizes ideas, feeling and emotions in art.			
[2-1-5] Works respectfully and responsibly.			

[3-1] MUSIC			
	Term		
	T1	T2	T3
[3-1-1] Participates in music class activities.			
[3-1-2] Demonstrates musical skills.			
[3-1-3] Demonstrates an understanding of musical concepts.			
[3-1-4] Works respectfully and responsibly.			

***Comments: The purpose of this report is to inform parents and students about student progress. Designed to be used with samples of student work, it will assist in the important process of self-reflection and goal setting.**

Please note, the attendance stated on the report card is only accurate to within the last two days of the end of school. If a student is absent or tardy in the last 2 days of school, it will not be reflected on the copy of the report card sent home.

MAMS Argument/Opinion Writing Progression 3-7

Exhibit B

Target:	3	4	5	6	7
Structure	<i>Is skilled at giving a point of view in writing(WSI)</i>	<i>Is skilled at structuring an opinion in writing(WSI)</i>	<i>Is skilled at structuring an argument in writing to state a claim (WSI)</i>	<i>Is skilled at structuring an argument in writing to convey a clear position. (WSI)</i>	<i>Is skilled at structuring a logical argument in writing that conveys a clear position and acknowledge alternate or opposing claims. (WSI)</i>
Overall	I told readers my opinion and ideas on a text or a topic and helped them understand my reasons.	I made a claim about a topic or a text and tried to support my reasons.	I made a claim/thesis on a topic or text, supported it with reasons, and provided a variety of evidence for each reason.	I explained the topic/text and staked out a position that can be supported by a variety of trustworthy sources. Each part of the text helped build my argument, and led to a conclusion.	I laid out a well-supported argument and made it clear that this argument is part of a bigger conversation about a topic/text. I acknowledged positions on the topic or text that might disagree with my own position, but still showed why my position makes sense.
Lead	In the beginning, i not only set readers up to expect that this will be a piece of opinion writing, I also tried to hook them into caring about my opinion.	I wrote a few sentences to hook my reader. I may have done this by asking a question, explaining why the topic matters, telling a surprising fact, or giving background information. I state my claim.	My text has an introduction that leads to a claim/thesis and gets my reader to care about my opinion. I work to get my reader to care not just by including a cool fact or jazzy question but by figuring out what is significant in or around the topic and giving the reader that information about what is significant about the topic. I worked to find the precise right words to state my claim, and I let the reader know the reasons I develop later.	I wrote an introduction to interest readers and help them understand and care about a topic or text. I thought backward between the piece and the introduction to make sure that the introduction fit with the whole. Not only did I clearly state my claim, I also told my readers how my text would unfold.	I interested readers in my argument and helped them to understand the backstory behind it. I gave the backstory in a way that got readers ready to see my point. I made it clear to readers what my piece would argue and forecasted the parts of my argument.
Transitions	I connected my ideas/reasons with my examples using words like <i>for example</i> and <i>because</i> . I connected one reason (or example) to another using words like <i>also</i> and <i>another</i> .	I used words and phrases to glue parts of my piece together. I used phrases like <i>for example, another example, one time, for instance</i> (to show when I was shifting from saying reasons to giving evidence) and <i>in addition to also, and another</i> (to show when I wanted to make a new point).	I used transition words and phrases to connect evidence back to my reasons using phrases like <i>this shows that...</i> I helped readers follow my thinking with phrases such as <i>another reason, the most important reason</i> . To show what happened I used phrases like <i>consequently, because of</i> . To be more precise, I used words such as <i>specifically, in particular</i> .	I used transitions to link the parts of my argument. The transitions help readers follow from part to part and make it clear when I is stating a claim or counterclaim, giving a reason, or offering or analyzing evidence. These transitions include terms such as the text states, as, this means, another reason, some people may say, but, nevertheless, and on the other hand.	I used transitions to lead readers across parts of the text and to help them note how parts of the text relate back to earlier parts. I used phrases such as <i>now some argue, while this may be true, it is also the case that, despite this, as stated earlier, taken as a whole, this is significant because, the evidence points to, and by doing so</i> .
Ending	I worked on an ending. It might be a thought or a comment related to my opinion.	I wrote an ending for my piece. The ending restates and reflects on the claim. it may suggest and action or response based on what I've written.	I worked on a conclusion. It connects back to and highlights what the text is mainly about and not just the preceding paragraph.	In the conclusion, I restated the important points and offered a final insight or implication for readers to consider. The ending strengthened the overall argument.	In my conclusion, I reinforced and built on the main point(s) in a way that made the entire text a cohesive whole. The conclusion reiterated how the support for my claim outweighed the counterclaim(s), restated the main points, responded to them, or highlighted their significance.

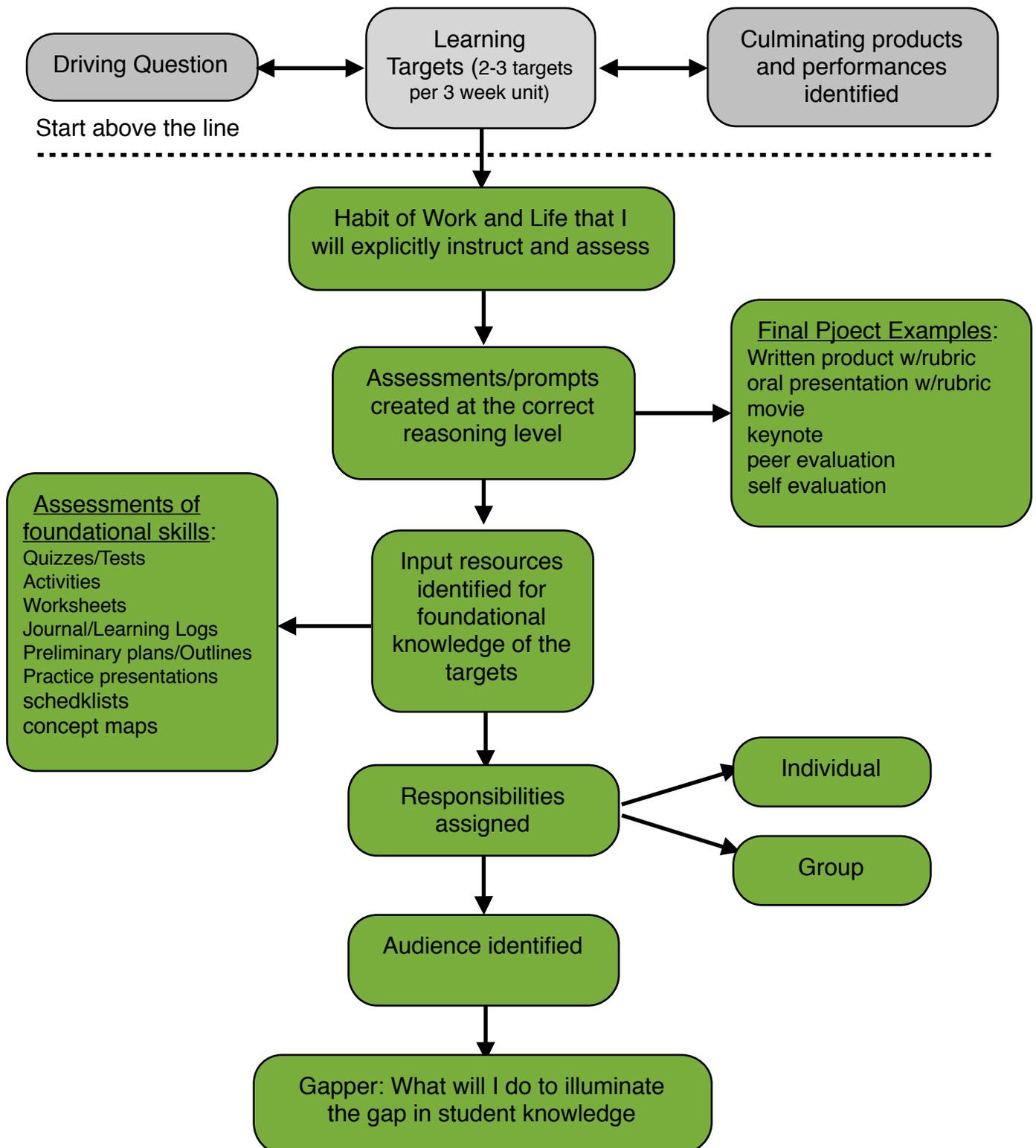
Organization	<p>I wrote several reasons or examples why people should agree with my opinion, and wrote at least several sentences about each reason.</p> <p>I organized my information so that each part of my writing is mostly about one thing.</p>	<p>I separated sections of information using paragraphs.</p>	<p>I grouped information and related ideas into paragraphs. I put the parts of my writing in the order that most suits my purpose and helps me prove my reasons and claim.</p>	<p>I organized my argument into sections: I arranged reasons and evidence purposefully, leading readers from one claim or reason to another.</p> <p>The order of the sections and the internal structure of each section made sense.</p>	<p>I purposely arranged parts of my piece to suit my purpose and to lead readers from one claim, counterclaim, reason, or piece of evidence to another.</p> <p>I used topic sentences, transitions, and formatting (where appropriate) to clarify the structure of the piece and to highlight my main points.</p>
Target:	3	4	5	6	7
Development	<i>Is skilled at developing writing to support a point of view.(WS1)</i>	<i>Is skilled at developing writing to support an opinion with reasons.(WS1)</i>	<i>Is skilled at developing writing to support an opinion with reasons, facts, and details (WS1)</i>	<i>Is skilled at developing an argument in writing that supports a claim with clear reasons and relevant evidence from credible sources (WS1)</i>	<i>Is skilled at developing a logical argument in writing that supports a claim and clarifies the relationships among claims, reasons and evidence (WS1)</i>
Elaboration	<p>I didn't just name reasons to support my opinion, I wrote more about each one.</p>	<p>I gave reasons to support my opinion. I chose these reasons to convince my reader.</p> <p>I included examples as information to support my reasons. These might be from a text, from my knowledge, or from my life.</p>	<p>I gave reasons to support my opinion. These reasons are parallel and they don't overlap. I put these in an order that I thought would be most convincing.</p> <p>I included evidence (facts, examples, quotations, micro-stories, information) to support my claim.</p> <p>I discussed/unpacked the way that the evidence goes with the claim.</p>	<p>I included and arranged a variety of evidence such as facts, quotations, examples, and definitions.</p> <p>I used trusted sources and information from experts and gave the sources credit.</p> <p>I worked to explain how the reasons and evidence I gave supported my claim(s) and strengthened my argument. To do this I referred to earlier parts of my text, summarized background information, raised questions, or highlighted possible implications.</p>	<p>I included varied kinds of evidence such as facts, quotations, examples, and definitions. I analyzed or explained the reasons and evidence, showing how they fit with my claim(s) and built my argument.</p> <p>I consistently incorporated and cited trustworthy sources.</p> <p>I wrote about another possible position or positions—a different claim or claims about this subject—and explained why the evidence for my position outweighed the counterclaim(s).</p> <p>I worked to make my argument compelling as well as understandable. I brought out why it mattered and why the audience should care about it.</p>
Description	<p>I didn't just tell readers to believe me, I wrote in ways that got them thinking or feeling in certain ways.</p>	<p>I made deliberate word choices to convince my reader, maybe by emphasizing or repeating words that would make my readers feel emotions.</p> <p>If it felt right to do so, I chose precise details and facts to help make my points and used figurative language to draw the reader into my line of thought.</p> <p>I made choices about which evidence was best to include/not include to support my points.</p> <p>I used a convincing tone.</p>	<p>I made deliberate word choices to have an effect on my reader.</p> <p>I reached for the precisely right phrase, metaphor or image that would convey my ideas.</p> <p>I made choices about how to angle my evidence to support my points.</p> <p>When it seemed right to do so, I tried to use a scholarly voice and I varied my sentences to create the pace and tone of the different sections of my piece.</p>	<p>I chose my words carefully to support my argument and to have an effect on my reader.</p> <p>I worked to include concrete details, comparisons, and/or images to convey my ideas, build my argument, and keep my reader engaged.</p> <p>When necessary, I explained terms to readers, providing definitions, context clues or parenthetical explanations.</p> <p>I made my piece sound serious.</p>	<p>I used words purposefully to affect meaning and tone.</p> <p>I chose precise words and used metaphors, images, or comparisons to explain what I meant.</p> <p>I included domain-specific, technical vocabulary relevant to my argument and audience and defined these when appropriate.</p> <p>I used a formal tone, but varied it appropriately to engage the reader.</p>

CONVENTIONS

Spelling	<p>I used what I knew about word families and spelling rules to help my spell and edit.</p> <p>I got help from others to check my spelling and punctuation before I wrote my final draft.</p>	<p>I used what I knew about word families and spelling rules to help him spell and edit. I used the word wall and dictionaries to help him when needed.</p>	<p>I used what I knew about word patterns to spell correctly and I used references to help him spell words when needed. I made sure to correctly spell words that were important to my topic.</p>	<p>I used resources to be sure the words in my writing were spelled correctly, including returning to sources to check spelling.</p>	<p>I matched the spelling of technical vocabulary to that found in resources and text evidence. I spelled material in citations correctly.</p>
Punctuation and Sentence Structure	<p>I punctuated dialogue correctly with commas and quotation marks.</p> <p>While writing, I put punctuation at the end of every sentence.</p> <p>I wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.</p>	<p>When writing long, complex sentences, I used commas to make them clear and correct.</p> <p>I used periods to fix my run-on sentences.</p>	<p>I used commas to set off introductory parts of sentences (At this time in history, . . .).</p> <p>I used a variety of punctuation to fix any run-on sentences.</p> <p>I used punctuation to cite my sources.</p>	<p>I used punctuation such as dashes, colons, parentheses, and semicolons to help him include or connect information in some of my sentences.</p> <p>I punctuated quotes and citations accurately.</p>	<p>I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.</p> <p>I used internal punctuation appropriately within sentences and when citing sources, including commas, dashes, parentheses, colons, and semicolons.</p>

Project Unit Planner Flow Chart

You can start with a good driving question to answer, a final product idea to create or the learning targets you want or need to instruct. The unit creation process should move back and forth across these three areas until the general outcome is clear. Once that happens, then you can move into the rest of the flowchart.



Name: _____ Advisor: _____

Title of Capstone: _____ Date: _____

Capstone Presentation Product Descriptor

Standard	Poss-ible	Earned	Comments
	Points	Points	
Standard: Clear and Effective Communicator			
Describes process with specific and clear details.	4		
Effectively showcases what student learned, produced, and accomplished using demonstration, narrative, or performance.	4		
Effectively communicates to audience with poised posture, adequate volume, and eye contact.	4		
Presentation is well planned, organized, well paced.	4		
Student uses visuals aids when appropriate.	4		
Refers to communication with mentor on a regular basis to support project completion or learning process.	4		
Standard: Self-directed, and lifelong learner			
Provides examples and explanations of what was learned and accomplished during the project and with mentor.	4		
Effectively assesses the personal impact of learning experiences and mentor contacts.	4		
Standard: A creative and practical problem solver			
Describes successes, failures, challenges, road blocks, discoveries, and surprises.	4		
Used creative solutions to address roadblocks through information and/or technology.	4		
Standard: A responsible and involved citizen			
Student was on time and was prepared for presentation.	4		
Communicates that respect was shown for others involved in the process, especially towards the mentor.	4		
Provides explanations and reflections on challenges, and how problems were effectively resolved.	4		
Standard: An integrative and informed thinker			
Incorporates appropriate and effective materials, resources, or accessories to enhance audience understanding and appreciation.	4		
Evaluates and synthesizes information from multiple sources.	4		

*4=exceeds, 3=meets, 2=partially meets, 1=does not meet, 0=missing

Circle if student: **PASSED** / **FAILED**

Total Points Earned: _____

*36+ points is a passing grade (out of 60).

M.S.A.D. No. 75 Mission Statement: The four communities of Maine School Administrative District No. 75 are united in our dedication to develop confident, life-long learners. It is our mission to work together to ensure a community of fluent learners, critical thinkers and creative contributors to our society.

{Printed copies are duplex printed on both sides of the paper.}

**M.S.A.D. NO. 75
TOPSHAM, MAINE**

**REGULAR MEETING – BOARD OF DIRECTORS
6:30 P.M. – THURSDAY – FEBRUARY 27, 2014**

ROOM 201 – MT. ARARAT HIGH SCHOOL
{Please note location of meeting.}

**PLEASE NOTE THAT THE FEBRUARY 13, 2014,
MEETING WAS CANCELED DUE TO WEATHER CONDITIONS.**

THE AGENDA FOR THAT MEETING WAS INTEGRATED INTO THIS AGENDA.

Workshop:

The Board of Directors will meet in workshop session from 5:30-6:30 p.m. (prior to the regular Board meeting). The topic of the workshop will be Proficiency-Based Learning.

AGENDA

**P=Presentation
I=Informational only
D=Decision expected**

- 1. Call to order**
- 2. Pledge of Allegiance to the Flag**
- 3.1 To consider action relative to additions or adjustments to the agenda**
- 3.2 To ask for comments from the audience**
- 3.3 Recognitions**
- √ **Welcome to Mt. Ararat High School – Principal Donna Brunette**
- √ **Presentation of Brunswick Masons’ donation to the Challenge Day initiative, and in accordance with Board Policy KH to consider acceptance of said donation**
- √ **Emma Cota, Ellison Etnier & Jessica Wright – Mt. Ararat High School students selected as candidates for the United States Presidential Scholars Program**
- √ **Isabelle Fall – Mt. Ararat High School student and winner of the Poetry Out Loud competition**

Page 2 – Agenda – Board of Directors – February 27, 2014

P=Presentation

I=Informational only

D=Decision expected

√ **Region Ten Technical High School Students of the Quarter:**

Brianna Eugley – Pre-apprenticeship
Colby Austin – Automotive Technology
Natalie Schmidt – Building Trades

√ **Dan Pelletier and Lindsey Cornelison – Mt. Ararat High School students who were recognized with “Service above Self” awards by Brunswick Rotary Club**

√ **Woodside Elementary School – nominated for and winner of WCSH-6 Schools that Shine Award for January 2014**

√ **Geo Bee School Level winners:**

Bowdoinham Community School:
Jonah Zell 5th grade

Woodside Elementary School:
Clark Tankersley 5th grade – 1st place
Emilia McKenney 4th grade- 2nd place

Williams-Cone School:
Andrew Chamberland 5th grade

Mt. Ararat Middle School:
Annie Carter 8th grade 1st place (has taken the qualifying test for the State Geography Bee)

Liam Houston 8th grade – 2nd place
Lisandro Berry-Gaviria 6th grade – 3rd place
Justin Karcher 7th grade – 4th place

Other finalists:

Eola Saucier 8th grade
Noah Burck 6th grade
Nick Merrill 8th grade
Elias Poole 8th grade
Trevor Brown 6th grade

√ **Woodside Spelling Bee:**
Lily Collier 5th grade – 1st place
Jacqueline Brochu 5th grade – 2nd place

√ **Sagadahoc County spelling Bee:**
Lily Collier 5th grade – 1st place (will represent Sagadahoc County in the March State Bee at USM in Portland)

Jacqueline Brochu – runner-up

Page 3 – Agenda – Board of Directors – February 27, 2014

P=Presentation

I=Informational only

D=Decision expected

- √ **Elks Maine State Hoop-Shoot Competition:**
Alexa Eaton 6th grade – 1st place ages 10-11 year-old-girls, will compete in New England competition in March
Rachel Eaton 4th grade – 3rd place in the 8-9-year-old-girls division
- 3.4 Board announcements or correspondence**
- 4. {D}** To take action relative to accepting as printed the minutes of the January 9, 2014, and January 23, 2014, regular meetings of the Board of Directors
- 5. OLD BUSINESS:**
- 5.1 {D}** To consider the second of two required readings and adoption of JEA Compulsory Attendance and JEAA Student Attendance/Student Absences and Tardiness
- &** To review its accompanying exhibit, JEAA-R
- 6. NEW BUSINESS:**
- 6.1 {I}** To hear a report from **Mary Booth** and **Chris Lajoie** on the results of the 2013 **Maine Integrated Youth Health Survey (MIYHS)**
- 6.2 {D}** To consider granting an unpaid leave of absence to **Amy Brown**, Mt. Ararat Middle School Educational Technician III and bus aide, for the remainder of the 2013-2014 school year
- 6.3 {D}** To appoint **Amy Brown** to the position of 6th grade math and science teacher, at Master's, Level A (prorated), for the remainder of the 2013-2014 school year, retroactive to February 10, 2014
- 6.4 {D}** To consider granting a one-year unpaid leave of absence to **Katie Benner**, Bowdoin Central School teacher, for the 2014-2015 school year
- 6.5 {D}** To consider approval of a proposal to upgrade the Learning Commons Management System for the District
- 6.6 {D}** To acknowledge the intended retirement of the following at the conclusion of the 2013-2014 school year:
- √ **Marsha Crouse** – Mt. Ararat Middle School teacher
- √ **Cynthia Crawford** – Mt. Ararat High School Educational Technician III
- √ **Helen Brawn** – Educational Technician III, English Language Development Program, District-wide
- √ **Sharon Bowman** – Mt. Ararat Middle School teacher
- √ **Donald Flaig** – Food Service Courier/custodian

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P=Presentation

I=Informational only

D=Decision expected

- 6.7 {D}** *To consider the elimination of existing policy JE School Attendance*
- 6.8 {I}** *To consider the first of two required readings of new/revised policies under Section B Board Governance, as follows:*
- BB – School Board Legal Status*
BBBD – Removal from Board Office or Committee
BBBE – Unexpired Term Fulfillment
BCE – Board Finance Committee
BDA – Board Election of Officers
BDB – Duties of Board Officers
BDE – Board Committees
BEDD – Rules of Order
- 6.9 {D}** *Appointment of three Board members to serve on the High School Principal Search Committee*
- 6.10 {D}** *Appointment of Board members to serve on the Bowdoinham Community School Principal Search Committee*
- 6.11 {D}** *Appointment of two Board members to the Proficiency-Based Learning Steering Committee*
- 6.12 {I,D}** *To acknowledge the intent of the Technology Professionals Bargaining Unit to negotiate a first contract*
- 6.13 {D}** *To retroactively approve submission of a grant application to the Maine Community Foundation Board to support extended learning opportunities for Williams-Cone School students.*
- 6.14 {D}** *To consider that the Board of Directors authorize an interim evaluation of the Superintendent’s goals for the 2013-2014 school year*
- 6.15 {D}** *To consider the appointment of a Technology Director, effective date of hire to be determined*
- 7.1 {I}** *Joint Facilities/Finance Committee meetings of January 21 and 23, 2014*
- 7.2 {I}** *Finance Committee*
- 7.3 {I}** *Policy Committee*
- 7.4 {I}** *Meetings of ad hoc Committee reviewing Superintendent’s Evaluation process*
- 7.5 {I}** *Cooperative Board*
- 8.** **SUPERINTENDENT’S REPORT:**
- 8.1 {I}** *Financial report*
- 8.2 {I}** *“Listening sessions” with parents on development of next year’s budget*

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8.3 {I} *Kindergarten registration*

8.4 {I} *Budget meetings update*

8.5 {I} *2013 NECAP results*

8.6 {I} *Snow days*

8.7 {I} *Canceled meeting and dinner at Region Ten Technical High School*

9. ***ADJOURNMENT***

/bb/02272014Bd agenda

M.S.A.D. No. 75 Mission Statement: *The four communities of Maine School Administrative District No. 75 are united in our dedication to develop confident, life-long learners. It is our mission to work together to ensure a community of fluent learners, critical thinkers and creative contributors to our society.*

**M.S.A.D. NO. 75
TOPSHAM, MAINE**

WHAT: WORKSHOP – BOARD OF DIRECTORS

WHEN: 6:00-8:30 P.M. THURSDAY – AUGUST 7, 2014

**WHERE: LEARNING COMMONS –
MT. ARARAT MIDDLE SCHOOL**

FOOD: Dinner to be served from 5:30-6:00 p.m. with workshop to begin promptly at 6:00 p.m.

AGENDA

- 1. To hear and discuss a presentation of Proficiency-Based diploma requirements**
- 2. Develop District goals for the 2014-2015 school year**

NOTE: DISTRICT ADMINISTRATORS HAVE BEEN INVITED TO ATTEND AND PARTICIPATE IN THE WORKSHOP.

12577 East Caley Avenue | Centennial, CO 80111
p. 303-766-9199 | f. 303-694-1778 | www.marzanoresearch.com

Re-Inventing School Coalition
A Division of Marzano Research Laboratory



EDUCATIONAL SERVICES CONTRACT

Effective August 1, 2014, RSU75 (“Client”) and Marzano Research Laboratory LLC (“MRL”) agree that Re-Inventing Schools Coalition Division at MRL will provide BNP Training, Onsite Coaching, and an Initial Site Visit in exchange for \$31,350.00 (USD). The parties agree as follows:

- 1. Services:** MRL will conduct BNP Training, Onsite Coaching, and an Initial Site Visit for RSU75, Maine. See “Exhibit A” for a description of services.
- 2. Compensation:** Immediately upon entering the contract, Client will provide MRL with a purchase order for \$31,350.00, the maximum amount allowed under this contract. MRL will invoice Client monthly for all services or deliverables completed in the preceding month. All payments are due net 30 days from date of invoice. All late payments are subject to a Finance Charge of 1.5% month.
- 3. Confidentiality:** MRL will keep confidential any information or data not generally known to the public it encounters in performing under this Contract. MRL will require any subcontractors it may hire to keep such data confidential, and proof thereof will be made available upon Client’s request.
- 4. Termination:** Either party may terminate this contract upon 30 days’ notice to the other party. In the event of termination, MRL will cease all services, transfer to Client all deliverables whether complete or incomplete, and invoice Client for the remaining balance due for services rendered prior to termination.
- 5. Notices:** All notices to be given under this Contract shall be sent by certified mail to Marzano Research Laboratory LLC, 555 N. Morton St., Bloomington, Indiana 47404. Notice shall be deemed given on the date of mailing.
- 6. Governing Law/Venue:** This Contract shall be deemed to have been made in the State of Indiana and shall be construed and enforced in accordance with, and the validity and performance hereof shall be governed by, the laws of the State of Indiana, without regard to conflict of laws principles. Judicial proceedings regarding any matter arising under the terms of this Contract shall be brought solely in the federal or local courts of the State of Indiana.
- 7. Nature of Contract:** Client is engaging MRL’s services as an independent contractor, and nothing in this Contract shall be construed as an agreement for employment. This Contract is non-exclusive, and MRL may enter into contracts with other parties for professional services similar to those set forth in this Contract.

8. **Entire Contract:** This Contract and any exhibits attached hereto constitute the entire agreement of the parties and supersede any prior or contemporaneous written or oral understanding or agreement. No waiver or modification of any of the terms of the Contract shall be effective unless made in writing and signed by both parties, and the unenforceability, invalidity, or illegality of any provision of this Contract shall not render the other provisions unenforceable, invalid, or illegal. Any waiver by either party of any default or breach hereunder shall not constitute a waiver of any provision of this Contract or of any subsequent default or breach of the same or a different kind.
9. **Certificate of Insurance:** MRL shall perform as an Independent Contractor for whom no Federal or State Income Tax will be deducted by the Client; and for whom no retirement benefits, social security benefits, group life insurance, vacation and sick leave, workmen’s compensation and similar benefits available to the Client’s employees will accrue. Prior to beginning work, MRL shall provide the Client with Certificate of Insurance naming the Client as an additional insured, with General Liability Limits of not less than \$3,000,000 for each occurrence and Workmen’s Compensation and Employer’s Liability in accordance with Maine law. MRL will be responsible for compliance with all applicable laws, rules, and regulations.
10. **SPECIAL TERMS AND CONDITIONS:** This contract has been entered into at the request of the Client, prior to the Client receiving approval from the Maine Department of Education application for an extension to the requirement to implement standards-based diplomas. If the Client does not receive approval from the Maine Department of Education to provide the services described in Exhibit A, then the Client will immediately terminate this contract. Payment for any services rendered prior to the necessary termination of this contract, will be payable directly to MRL.

This Contract is acknowledged and accepted by Client and MRL:

RSU75

Marzano Research Laboratory LLC

By:

By:

Name: Daniel Chuhta

Name: Rick Schreiber

Title: Assistant Sup't.

Title: Executive Director, RISC Division

Date:

Date:

Marzano Research Laboratory LLC

By:

Name: Robert J. Marzano

Title: CEO

Date:

Exhibit A

Description of Services for RSU75

Deliverable 1: Building & Navigating Our Pathway (Condensed w/District Steering Committee)

Cost: \$2,500; 1 unit of \$2,500 each

Date: TBD

Description: This training will develop a foundational understanding around personal mastery learning and the RISC Framework to support organizations through the change process (from a time-based to performance-based, teacher-centered to learner-centered system). Participants will analyze possible gaps between current system and beliefs about learning, establishing a potential imperative for change. (1 Day, 1 Trainer)

Deliverable 2: Onsite Coaching (District Level)

Cost: \$5,100; 3 units of \$1,700 each

Date: TBD

Description: Provide coaching support in the areas of shared visioning, strategic planning, 2nd order change and implementation strategies. (3 Days, 1 Coach)

Deliverable 3: Initial Site Visit (School Leadership with Strategic Planning)

Cost: \$4,400; 2 units of \$2,200 each

Date: TBD

Description: This event will allow RISC personnel to get a baseline assessment of current practice based on the four components of the Framework (Leadership, Shared Vision, Personalized Mastery, and Continuous Improvement), as well as gain a better understanding of the needs and culture of the organization. Upon completion of the Initial Site Visit, a formal baseline report will be provided to the organization. (2 Days, 1 Facilitator)

Deliverable 4: Building & Navigating our Pathway (For Whole District)

Cost: \$10,000; 4 units of \$2,500 each

Date: TBD

Description: This 2-day training for the Whole District will develop a foundational understanding around personal mastery learning and the RISC Framework to support organizations through the change process (from a time-based to performance-based, teacher-centered to learner-centered system). Participants will analyze possible gaps between current system and beliefs about learning, establishing a potential imperative for change. (2 Days, 2 Trainers). *This training will be customized based upon outcomes from Initial Site Visit.

Additional Expenses:

Travel Unit: \$6,500; 5 units of \$1,300 each

Indirect Costs:

Indirect costs are those that are not easily identifiable with a specific program/contract, but which are, nonetheless, necessary to the operation of the program/contract. These costs are shared among all programs/contracts for the organization and, in some cases, among functions (program, management & general, and fundraising). Certain employee salaries (executive director and other support/clerical staff) are an expense that benefits all programs and functions. Other indirect/shared expenses would include such items as telephone/audio conferences, office supplies, training folders, etc. that cannot be attributed to only 1 program/contract. The full cost of providing services outlined in a contract rightfully includes a share of the overall costs of the organization. At the end of each fiscal year, our organization uses Form 990 - Exempt Organization Information Return to calculate an indirect cost rate. We have determined this to be approximately 12% at fiscal year ending June 30, 2013. (*Offering a Reduced Rate This Contract Only). These costs are calculated at \$0.10/unit, with 28,500 units billed; total cost of \$2,850.

TOTAL CONTRACT AMOUNT: \$31,350.00

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**

M.S.A.D. No. 75 recognizes the importance of making changes at a pace that acknowledges the capacity of everyone involved, while at the same time moves our district to a proficiency-based learning system in time to award proficiency-based diplomas to the class of 2021 (current sixth graders). In order to accomplish this magnitude of change, a timeline has been designed to strategically sequence the work (Exhibit H).

Year	2014-2015				2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Q1	Q2	Q3	Q4					
Activities (measures)									
PB Steering Committee Meets (minutes)	(monthly)				(monthly)	(monthly)	(quarterly?)	(quarterly?)	(quarterly?)
Schools self-assess OPATH, develop action plans (plans)	█								
Schools implement action plans, receive coaching (feedback from coach)		█				(plan forward)			
All admin and teachers partic. in PBL opps with RISC (surveys follow opps.)		█		█	(plan forward)				
PBL lrng opps for all staff (surveys follow opps.)	█				(plan forward)				
PB Monitoring and tracking system piloted K-12 (system usage and user feedbk)	█								
PB Monitoring and tracking system implemented (system usage and user feedbk)					(min gd 5-9)	(plan forward)			
Learning targets identified in K-12 meetings (Board approval)		█							
All admin and teachers partic. in online course re: the Marzano Eval Model (surveys follow opps.)	█				(plan forward)				
Ident assessments and opportunities to measure proficiency K-12 (documentation)			█		(identify/design/implement)	(monitor/revise)	█ (fully implemented)		
Community forums held (feedback from participants)		█		█	█				
Board Policy review (Policy adoption)	█								
K-12 RTI System Review (revised RTI documents)	█				(plan forward)				

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**

Prior to endeavoring to design a proficiency-based learning system, our district had already identified the need to review and revise our K-12 approach to Response to Intervention (RTI). In fact, following an examination of what “at-risk” means at the secondary level during the last two years, the goal of improving our RTI practices K-12, especially in grades 6-12, became a priority for this school year.

The High School currently employs a number of school-wide supports including:

1. A freshmen academy exists for a group of students (appx 50) identified at the end of eighth grade as potentially benefiting from a team approach to the high school schedule and teacher caseload.
2. Academic Support Time (AST) provides consistent opportunities for students to access teachers for support, and teachers to identify students that they need to connect with.
3. The Advisory program provides each student with an ongoing connection with a faculty member who can provide both academic and social support. Advisory activities include regular review of each student’s academic progress, communication with parents, development of a post-secondary plan, discussion of school-wide issues, and other activities that build a sense of community and belonging within the school.
4. Monitoring a “D/F” list of students that are not meeting course expectations at milestones throughout the school year.

One aspect of an RTI system that has not been implemented at the high-school level is universal screening. Though the STAR Reading assessment is used to provide teachers with information about each student’s reading level, we look to the use of other standardized assessments (such as the Smarter Balanced interim assessments) to provide school-wide insights into levels of

student proficiency levels. This will then help to inform the strategic implementation of effective interventions.

Across the district, including the High School, our special educators are working to learn about and implement standards-based IEP goals. Following the guidance provided by the Maine Department of Education in January (<http://mainedoenews.net/2014/01/06/policy-on-standards-based-iep-goals/>) our Special Services department is making this transition in measured ways.

The first year of our PBL timeline includes the review of our K-12 Response to Intervention system, with a specific focus on grades 6-12.

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: 12%
- Practice: 88%
- Community Engagement: 0%
- One-year Carry Over: \$22,339.92

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**

The use of transition funds, thus far, has supported the Proficiency-based Steering Committee meetings, as well as professional learning opportunities for a number of our staff. For the 2014-2015 school year, we will focus the use of these funds on practice (through contract, in-house opportunities and conferences), data management, and community outreach. The following budget will be used:

Proficiency-based Learning Coaching: \$31,350 - Working with the Reinventing Schools Coalition as our coach, we look to systemically design the classroom practice and district-wide

structures that will help to support proficiency-based learning from kindergarten through graduation.

Proficiency-based Monitoring and Reporting: \$9,092 – A committee has been formed to explore possibilities in software that will enable us (and parents and students) to monitoring progress toward proficiency, and report that progress to necessary stake-holders. A piloting process will be implemented to use some products to determine which matches our needs the best.

Proficiency-based Learning – Professional Learning Opportunities: \$10,870 – We know that in order to have a change in practice across the district, we will need to provide learning opportunities for our staff. While we have some of these opportunities built into our professional learning calendar for the year, there will likely be external providers (such as the Maine Curriculum Leaders’ Association and the Maine ASCD) that will host conference and workshop events. We will use the opportunities to continue to build our practices in proficiency-based learning. This portion of the funds will also cover any substitute costs related to either the work with RISC, as well as any conference/workshop opportunities.

Outreach and Steering Committee: \$1074 – This coming year, it will be important to continue the guiding work of our steering committee (which includes parent and community members), while in addition, beginning to host opportunities for our parents and community members to learn about PBL, and provide feedback to us. These funds will help to provide snacks and other materials that may be necessary for these events.

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.

M.S.A.D. No. 75 Mission Statement: The four communities of Maine School Administrative District No. 75 are united in our dedication to develop confident, life-long learners. It is our mission to work together to ensure a community of fluent learners, critical thinkers and creative contributors to our society.

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**M.S.A.D. NO. 75
TOPSHAM, MAINE**

REGULAR MEETING – BOARD OF DIRECTORS

THURSDAY, October 16, 2014

6: 30 P.M.

~~~~~ HARPSWELL COMMUNITY SCHOOL ~~~~~

AGENDA

- 1. Call to order and roll call**
- 2. Pledge of Allegiance to the Flag**
- 3.1 To consider action relative to additions or adjustments to the agenda**
- 3.2 To ask for comments from the audience**
- 3.3 Recognitions and acknowledgements**
- √ **Welcome from Kerry Bailey, Principal of Harpswell Community School**
- √ **Mid-Coast Retired Teachers – appreciation to Peg & Don Newberg and other retired teachers for building new raised vegetable garden beds, weeding, and planting fall flowers for Harpswell Community School with Mrs. Burt's and Mrs. Powell's second grade classes on the 9/11 "Day of Caring"**
- √ **James Connors – recognition of his service as a Topsham representative to the Board of Directors from 2011-2014**
- √ **Bus Driver Appreciation/National School Bus Safety Week October 20-24, 2014**

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3.4 Board announcements and correspondence

4. To take action relative to accepting as printed the minutes of the September **11**, 2014, and September **25**, 2014, regular meetings of the Board of Directors

5. OLD BUSINESS:

- 5.1 Boardsmanship workshop

- 5.2 To hear an update on completion of the Orion stage floor project and ongoing fund raising

6. NEW BUSINESS:

- 6.1 To appoint **Tracy Libby** to a first-year probationary contract as a .8 FTE Social Worker/Guidance Counselor at Bowdoin Central School, at Master's, Step K (prorated to .8 FTE), effective November 4, 2014

- 6.2 To appoint **Eric Brewer** to a continuing contract as a 1.0 FTE special Education teacher at Mt. Ararat High School, at Bachelor's +15, Step E, effective October 16, 2014

- 6.3 To consider granting **Jamesie Datavs** a one-year leave of absence as Educational Technician III/bus aide at Woodside Elementary School for the remainder of the 2014-2015 academic year

- 6.4 To appoint **Jamesie Datavs** to a first-year probationary contract as a Special Education (FLS) teacher at Woodside Elementary School to fill the one-year vacancy of Carlie Lochner, at Master's, Step A, retroactive to September 29, 2014

- 6.5 To hear a report of the October 9, 2014, meeting of the **C**urriculum, **I**nstruction and **A**ssessment Committee and to act on recommendations from that meeting as follows:

- 6.5a Presentation of the 2014-2014 Elementary and Secondary Education Act (ESEA) application for Title 1A and Title 11A funds and to consider approval of the Application

- 6.5b Presentation of the Request to Extend the Proficiency-based Diploma Requirements and to consider approval of the Request

- 6.5c To hear an update on Middle and High School enrollments

Page 3 – Agenda – Board of Directors – October 16, 2014

- 6.6 *To discuss MSBA proposed resolutions for the Delegate Assembly at the MSMA 2014 Fall Conference*
- 6.7 *To consider approval of a draft of the Board's 2014-2015 goals*
- 6.8 *Pursuant to 1 M.R.S.A. §405 (6) (E) to enter executive session to consider disciplinary action regarding a student*
- 6.9 *Pursuant to 1 M.R.S.A. §405 (6) (E) to enter executive session to consider disciplinary action regarding a student*
- 6.10 *Pursuant to 1M.R.S.A. §405 (6) (e) to enter executive session to consider disciplinary action regarding a student*

7. **COMMITTEE REPORTS & BOARD CHAIR'S REPORT:**

7.1 *Technology negotiations*

7.2 *Facilities tour*

8. **SUPERINTENDENT'S REPORT:**

8.1 *Financial report*

8.2 *October 2 Board workshop*

8.3 *October 16 Board workshop*

8.4 *District Office support staff resignation*

8.5 *Update on RISC (Reinventing Schools Coalition n) Performance-Based Steering Committee work on October 7th and 8th*

9. **CALENDAR/ANNOUNCEMENTS:**

*October 10, 2014 – **professional development day K-12***

*October 13, 2014 – **Holiday – Columbus Day observed***

*October 15, 2014 – **Professional (technology) Negotiations Committee** – 5:30-8:30 p.m. – District Office*

*October 16, 2014 – **Board of Directors workshop on school construction committee** – 5:00-6:30 p.m. – Harpswell Community School*

Page 4 – Agenda – Board of Directors – October 16, 2014

*October 16, 2014 – **Regular meeting of Board of Directors**
6:30 p.m. – Harpswell Community School*

*October 20, 2014 – **MVR 10 Cooperative Board** – 7:00 p.m. – Maine
Vocational Ten Technical High School*

*October 23-24, 2014 – **MSMA Fall Conference** – Augusta Civic Center*

*October 29, 2014 – **School-Based Health Center Advisory
Committee** – 6:00 p.m. – Room 112 of Mt. Ararat High School*

*November 11, 2014 – **Holiday – Veterans Day observed***

*November 13, 2014 – **Regular meeting of Board of Directors**
6:30 p.m. – Woodside Elementary School*

10. ADJOURNMENT

/bb/09112014bdMTGAGENDA

PLEASE NOTE THAT THE MINUTES WILL NOT BE CONSIDERED TO BE FINAL UNTIL APPROVED BY THE BOARD OF DIRECTORS AT ITS NEXT MEETING.

{Printed copies are duplex printed on both sides of the paper.}

October 16, 2014

MINUTES PENDING BOARD APPROVAL

The following is an excerpt from the yet-to-be-produced complete set of minutes of the October 16, 2014, regular meeting of the M.S.A.D. No. 75 Board of Directors.

1. Call to order and roll call

The meeting was called to order by Chairman Totten at 6:30 p.m. She requested that all electronic devices be silenced.

Recorder Becky Brilliant called the roll of Board members. The following Directors were present: Kimberly Totten, Chairman; Julie Booty; Susan Brown; Sarah Clemons; James Conners; Dorothy Gardner; Linda W. Hall; David A. Johnson; Holly J.P. Kopp; Scott McKernan; Joanne M. Rogers; Jane Scease; and Jeffrey Wolken.

Absent with excuse was Gwendolyn Thomas.

Present was student representatives to the Board Charlie Gill. Student representative Carmen Caterina was absent.

6. NEW BUSINESS:

6.5 To hear a report of the October 8, 2014, meeting of the Curriculum, Instruction and Assessment Committee and to act on recommendations from that meeting as follows:

6.5b Presentation of the Request to Extend the Proficiency-based Diploma Requirements and to consider approval of the Request

It was moved by Mrs. Kopp, seconded by Mr. McKernan, and **VOTED (846 yeas, 0 nays, 75 abstentions, and 79 absent)** to approve the Request to Extend the Proficiency-based Diploma Requirements, as presented.

Voting yea were Julie Booty, Susan Brown, Sarah Clemons, James Conners. Linda W. Hall, David A. Johnson, Holly J.P. Kopp, Scott McKernan, Joanne M. Rogers, Jane Scease, Kimberly Totten, and Jeffrey Wolken.

Page 2 – excerpt of minutes pending Board approval – October 16, 2014

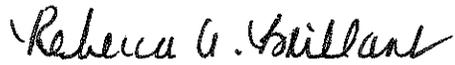
There were no nay votes.

Abstaining from voting was Dorothy Gardner.

Absent was Gwendolyn Thomas.

Excerpt of minutes ends here.

Respectfully submitted,



*Rebecca A. Brilliant, Recorder
for Bradley V. Smith, Superintendent of Schools, M.S.A.D. No. 75*

/bb/excerpt10162014final

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

16 Oct 2014
Date



Chair of School Board

10/16/14
Date