

RSU 83/M.S.A.D. #13
P.O. Box 649
Bingham, ME 04920
207-672-5502

Moscow Elementary School 207-672-5572
Quimby Middle School 207-672-5500
Valley High School 207-672-3300

FAX TRANSMISSION COVER SHEET

TO: Diana Doiron

DATE: 10/10/14

COMPANY: _____

FAX NO: 1-877-227-9838

FROM: Virginia Rebar

FAX NO: 207-672-5502 (District and Quimby Middle School)
207-672-3003 (Moscow Elementary School)
207-672-4485 (Valley High School)

Message:

*Revised Extension - Proficiency-
Based Diploma Option 6*

Number of Pages (Including Cover Sheet): 49

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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 6

At the time of the extension application the SAU will:

- Provide evidence of the SAU's greatest strength and its greatest challenge as it transitions to awarding diplomas based on proficiency in the standards of all 8 content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

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

3. **School Administrative Unit:** RSU 83/M.S.A.D. #13
4. **High School(s):** Upper Kennebec Memorial High School (Valley High School)
5. **Name and title of person completing the extension request:**
Virginia Rebar, Superintendent of Schools
6. **Superintendent's name, address, phone number and email:**
Superintendent Virginia Rebar
P.O. Box 649
Bingham, ME 04920
Tel: 207-672-5502
E-mail: Virginia.Rebar@sad13.org

Evidence of Preparedness

7. **Describe the SAU's greatest strength and its greatest challenge as it builds capacity and builds infrastructures to award diplomas based on proficiency in the standards of all 8 content areas and the standards of the Guiding Principles. 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 SAU's greatest strength and greatest challenge in transitioning to awarding a proficiency-based diploma**
- **Clear connection between evidence and description of the greatest strength and greatest challenge**
- **Clear alignment to extension option**

Our greatest strength is multifaceted. It revolves around the District's work of late in the area of fine tuning instructional approaches through professional development provided by external and internal resources with an eye to providing the fundamental capacity to transition to the implementation of and utilization of standards-based grading during the 2014-15 school year. The following is a listing of efforts to move in this direction:

2009-10	Establishment of a District-wide Standards-Based Grading Committee
2012-13	Development of a draft policy in RSU 83/M.S.A.D. #13 Mastery and Grading Policy (Page 12-Draft RSU 83/MSAD #13 Mastery and Grading Policy PK-12)
2010-14	Inservice provided by consultants, superintendent, associations, and professors (Page 13-G & P Enterprises School Year 2013-14 Service Agreement and Page 14-E-mail Workshop Feedback and Next Steps)

We are already implementing standards-based grading at Moscow Elementary School (Page 15-Moscow Elementary School Progress Report 2014-2015)

2013-14 Course of studies rewritten at the high school to include all standards assessed in each course 2014-15

2010-11 Nonacademic factors have been developed by the Standards Based Grading Committee and are posted in each classroom and offices (Page 16- Characteristics of a Successful Student)

Our first Board goal is based on a desire to increase student achievement (Page 22-RSU 83/MŠAD #13 Board Goals 2013-14)

Our staff was surveyed on October 11, 2013 and the general consensus was to move forward with the application of new learning based on trainings to date

2013-14 Our staff has received comprehensive training on Marzano's Teacher
2014-15 Evaluation System: Domains One, Two, Three, and Four (Page 17-Tuesday, August 26, 2014 Training and Page 18 E-mail Agenda for March 14th Marzano Teacher Evaluation Model Training)

Our Superintendent, Virginia Rebar, transitioned the Gardiner School System to standards-based grading during her term of service there as Assistant Superintendent 2004-07. She has attended recent workshops on the new laws pertaining to teacher effectiveness, graduation standards, and pathways to proficiency (Page 19-Maine ASCD Certificate of Attendance and Page 20-Certificate of Attendance MCLA).

Our greatest weakness is a need to process our work done to date in the area of incorporating the standards-based grading philosophical principles and communicating these to our traditionally based community. We did mail a letter to parents in the spring of 2014 as a start-up along with a DOE pamphlet (Page 23-April 11 Letter to Parents, Guardians, and Students at Qulmby School and Page 24-The Challenge Getting to Proficiency/Parents and Page 25 The Challenge Getting to Proficiency/Students). This is evident throughout the Statewide superintendents' survey results in 2013-14 revealed.

Additionally, we need to develop a reporting system about student progress in a standards-based mode for all content areas and the guiding principles. We are not ready to do this. We need to have more alignment done relative to our curriculum and the Common Core as well as Maine's Parameters of Essential Instruction.

Additionally, we need to cultivate more articulation and depiction of Career Education Instruction K-12. Our strongest areas for reporting out at this time are only two; mathematics and language arts are well defined. We need to define topics of study for Science K-8 and determine science content and process standards for instruction and reporting on student progress.

We established a Public Relations and Communications Committee this year (Page 21-M.S.A.D. #13 Committees 2014-15). The charges of this Committee will consist of establishing goals, messages, anticipating challenges, discovering our top three communications assets, determining positive success stories, engaging those who are active in the community, defining roles of the members of the Committee, deciding on the functions of the website

in this regard, considering how e-mail will be used, identifying engagement events, and listing what we have to do, prepare or purchase (Page 21-M.S.A.D. #13 Committees 2014-15).

We also need to deepen staff incorporation of the philosophy of standards-based grading principles as follows:

- The most important purpose for grading is feedback (Marzano and Kendall)
- The purpose of the report card is to communicate with students and parents relative to student achievement (Ken O'Connor)
- Weighting of assignments should be in relation to cognitive demand (Bea McGarvey)
- Teachers should not factor in elements other than achievement when determining student grades (Stiggins)
- Educators must abandon the average or arithmetic mean as the predominant measurement of student achievement (Reeves). Zeros should never be given. Averaging including a 0 has a disproportionate impact on the average grade since the intervals between grades A-C are 7-13 points. The interval from C to F is 69 points (mistakes are inherent in the learning process).
- Gradebooks should be set up so that assignments are linked to standards

We have a draft mastery and grading policy. This has not been formalized as of yet (Page 12-Draft RSU 83/MSAD #13 Mastery and Grading Policy PK-12).

We are planning to set up our Open Houses so that students are present and demonstrating mastery of standards. We have yet to do this.

We have an elementary report card that is in a standards-based format but it does not include all eight content areas.

Curriculum documentation has not been completed in all eight standards.

We have a rigorous timeline for the incorporation of this substantial reform and teachers are already challenged with the adoption of a new professional growth model for teacher evaluation, standards-based grading and aligning all of their curricula with the Common Core and Maine's Parameters of Essential Learning.

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**

We are still exercising leadership to build capacity to provide standards-based diplomas in the year 2020-21 (Page 1-Leadership for Implementation of Standards-based Education). Much provision has been made to offer teachers a strong foundation in the standards-based grading philosophy and principles (Page 2-All Other Staff/Standards Based Grading Overview and Page 3-E-mail/Standards Based Grading Update). In keeping with our mission statement, we believe in working together with staff, parents, and community to provide each student with the necessary skills to become a successful, responsible adult and life-long learner (Page 4-Mission Statement). The enclosed multi-year plan will allow us to build on our work to date and execute a timely and practical approach to filling in the gaps necessary to allow students to be proficient in all eight content areas and the guiding principles by 2021.

October 7, 2014

Please consider this communication as elaboration and clarification of our Extension Option 6 application as you requested in your email of September 25, 2014.

Though I will specify our work in greater detail, it remains the case that we are “building the plane as we are flying”. In essence, I am explaining our plan for our work submitted to you but I am also modifying our plan somewhat. We just discovered a web based grading system entitled “Jump Rope” after we submitted our extension application. Our staff has seen two webinars on the system and we have decided to utilize this system as it works in conjunction with Power School. Additionally, it works much better than Power School options allow. The teachers have already identified the standards they will be reporting out on for all of their classes in anticipation of using Power School to do this for us. Since the move to “Jump Rope” involves a “first time” usage, our plan is to use it with only grades K-4 as a trial at the end of the first trimester at Moscow Elementary School this year. The K-4 report card will include all content areas with the exception of fully developed science standards, guiding principles as recommended in “Maine’s Parameters of Essential Learning” and career education. The incorporation of “Jump Rope” has resulted in an alteration in our original plan to involve 5-12 in standards based grading at the end of quarter three and four. Instead, the 5-8 report card will include all content areas with the exception of career education and the Guiding Principles at the end of quarter three and four. We will then train staff at the high school in the fall of next year (2015-16) and aim to have them use “Jump Rope” to report out on standards at the end of quarter one next year (2015-16). This high school report card will include all content areas with the exception of Career Education and the Guiding Principles. Our content assessments are at the performance based indicator level. We have been reporting out to parents at the overall standard based level based upon student mastery demonstrated on seven to eight performance indicators for each specific standard at the k-4 level. So the scope of our standards based grading work for the first part of this year will be at the K-4 level. The measurable outcome will be the “Jump Rope” report card itself. For second trimester and quarters, three and four, we

will be surveying the parents of those students who actually receive the standards based report cards and that will hopefully be K-4 parents at the end of first trimester and grades five through eight parents at the end of quarters three and four and parents of grades 9-12 students for next year at the end of quarter one next year.

With regards to professional development on content assessments for Guiding Principles, science, and career and education development K-12, the measurable outcomes will be curriculum standards articulation and documentation, content assessment development with documentation, and standards based grading provisions and identification for all of the above over time as outlined in our five year plan.

I trust that this information helps you understand our ever changing work as we experience the journey to proficiency based diploma capacity building in terms of the need to make adjustments due to new learnings and opportunities along the way.

I have provided documentation of our "Jump Rope" webinar training. [MSAD#13 Early Release Day Schedule September 24th, 2014 (page 26)]

Thank you.

Sincerely,
Virginia Rebar

RSU 83/M.S.A.D. #13 Extension Plan 6

2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Standards-Based Reporting K-8 implementation. Continue to build capacity (staff training) Board approval of Standards-Based Grading policy Quarterly benchmarks QUARTER ONE Metric: Jump Rope training for actual first time standards-based reporting for grades K-4 Use of comparison chart on report card	K-4 Elementary staff develop content assessments aligned with guiding principles K-4 Elementary staff develop content assessments aligned with next gen science standards ANNUAL BENCHMARKS AND METRICS *Develop any professional development necessary as a	*Grades 5-8 staff Develop content assessments aligned with the guiding principles *Elementary staff develop content assessments for career ed ANNUAL BENCHMARKS AND METRICS *Develop any new professional development necessary as a result of parent, teacher, student surveys conducted in	*Grades 9-12 Staff develop content assessments aligned with the guiding principles *Grades 5-8 Develop content assessments aligned with career ed ANNUAL BENCHMARKS AND METRICS *Develop any new professional development necessary as a result of parent,	*Grades 9-12 Staff develop content standards aligned with career ed *K-12 content assessments complete for all 8 content areas and guiding principles ANNUAL BENCHMARKS AND METRICS *Develop any new professional development necessary as a	Conduct Adjustments to assessments in all 8 content areas and guiding principles before transcripts are issued for 2020-21 ANNUAL BENCHMARKS AND METRICS Full District (K-12)reporting using standards-based grading and reporting 2020-21

<p>QUARTER TWO Metric: Report card for grades 5-8 Training of middle school staff – “Jump Rope”—Vehicle for communicating standards based grading</p>	<p>result of parent, teacher, student surveys conducted in 2014-15 *Follow-up with staff, student, and parent surveys as to understanding and effectiveness of standards-based grading</p>	<p>2015-16 *Follow-up with staff, student, and parent surveys as to understanding and effectiveness of standards-based grading Metric: Actual progress on curriculum development and articulation of content</p>	<p>teacher, student surveys conducted in 2016-17 *Follow-up with staff, student, and parent surveys as to understanding and effectiveness of standards-based grading Metric: Actual continued final completion of content assessments for all eight content areas and the guiding principles</p>	<p>teacher, student surveys conducted in 2017-18 *Follow-up with staff, student, and parent surveys as to understanding and effectiveness of standards-based grading</p>	
<p>QUARTER THREE Metric: Report card for K-8 Parent and staff survey on K-8 understanding of the effects of standards-based grading</p>	<p>Metric: Actual progress on curriculum development and articulation of guiding principles and content assessments</p>	<p>assessments for the guiding principles Metric: Documentation of same</p>	<p>Metric: Documentation of same</p>		
<p>QUARTER FOUR Metric: Report card for K-8 Professional development on content assessments for guiding principles, science, and career ed K-12 Metric: Actual curriculum development (standards based)</p>	<p>Metric: Documentation of same Standards based reporting all year K-12</p>	<p>Standards based reporting all year K-12</p>	<p>Metric: Documentation of same Standards based reporting all year K-12</p>		

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**

We have provided secondary students with a number of opportunities to be supported as follows:

- 2014 summer school (first time for high school) (Page 5-Summer School Teacher posting)
- RTI (all faculty meetings are student centered) (Page 6-Opening Letter to Staff and Board)
- We are pursuing the engagement of "ed you sched" which is an application you can use in conjunction with Power School (Page 7-Ed You Sched). In essence, you can make every teacher available to every student during a designated period.
- Our high school schedule consists of semester classes. If a student fails one semester, he or she can complete the course during the second semester
- We run labs during advisor/advisee period to allow students time to capture necessary learning
- Warning notices are distributed to the parents of any students in danger of failing
- Athletes have 3 weeks to restore their team participation eligibility should they fail in a class (Page 11-RSU 83/SAD 13 Valley Athletic Handbook)
- Staff members have been provided with ample reference material on the nature, purpose, utilization and models for RTI and differentiated instruction (Page 8-Academic Development Institute/Indicators of Effective Practice/Response to Intervention)
- We offer "Math Night" (K-12) and other after-school activities that are academically based (Page 9-Letter to Parents and Guardians of Students at Valley, Quimby, and Moscow)
- We offer dual enrollment courses in cooperation with four different Institutions of higher learning
- We have an annually approved gifted and talented program
- The Board just approved a community service requirement for high school graduation
- The Drop-Out Prevention Committee is pursuing allowing high school students to tutor middle school students during a common advisor/advisee period
- Teachers offer after-school extra help
- We are very strongly committed to positive behavior interventions and inclusionary education (Page 6-Opening Letter to Staff and Board)

Proficiency-Based Diploma Transition Funds

10. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- **Policy:**
- **Practice:**

- **Community Engagement:**
- **One-year Carry Over:**

Use of Transition Funds 2013-14

*Policy None

*Practice Below

\$1,246.41 wages paid to our IT staff member to develop the templates for standards-based grading report cards and upload the standards into Power School

\$600 for training the above IT person to attend standards-based report card training

\$75 for the above IT person to attend a graduation standards seminar

\$88.20 for mileage reimbursement for 4/14 and 4/15 ASCD and MCLA workshops for the Superintendent on proficiency-based diplomas

Total \$2,009.61 (Page 10-MSAD #13 Trial Balance)

*Community Engagement None

*One Year Carry Over None

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**

Policy No cost

Practice \$500 continued capacity building through professional development 2014-15

Community Engagement 2014-15

Fall \$503.20

Winter \$503.20

Spring \$503.21

Total \$2,009.61

One of our greatest challenges is to convey to our parents, guardians, and community at large that we are undergoing one of the largest reforms ever in the field of education. We have established a new District committee entitled Public Relations and Communications. This committee has specific charges listed in #7. This committee will host a number of parent/student events to explain and demonstrate the application and implementation of standards-based instruction, grading and assessment in the fall,

winter, and spring of the 2014-15 school year. Activities will include suppers, guest speakers, student demonstrations, and staff presentations. In addition pamphlets and electronic communications will be developed for distribution. We will be offering power point presentations. The intended impact is for our community to understand standards-based grading and to experience the effectiveness of this kind of student progress reporting.

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.

Agenda – Page 1 Superintendent’s Report (d) and page 2 New Business (e)

Minutes – Page 2 Superintendent’s Report (d) and page 5 New Business (e)

Option 6 Authorization Page

Annually, the SAU will host two site visits from the Maine DOE. During the second 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.
- one of the site visits must include a meeting with the members of the SAU School Board to discuss the development and adoption of policies supporting the awarding of proficiency-based diplomas

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

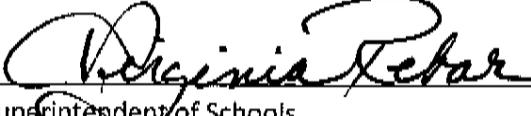
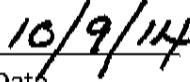
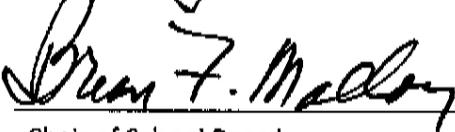
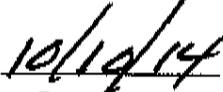
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

**RSU 83/M.S.A.D. #13 BOARD OF DIRECTORS
NOTICE OF REGULAR BOARD MEETING
TUESDAY, SEPTEMBER 9, 2014
MOSCOW ELEMENTARY SCHOOL, BINGHAM, MAINE 04920
7:00 p.m.**

6:30 p.m. – FINANCE COMMITTEE MEETING

Bonnie Atwood, Ray Francoeur, Linda Hunnewell

I. CALL TO ORDER

II. ATTENDANCE/DECLARATION OF QUORUM

Bonnie Atwood 165 Ray Francoeur 165 Scott Shaw 165
 Adrienne Mathieu 144 Linda Hunnewell 144 Laurie Attwood 165
 Sheree Brown 144 Pauline Lagasse 144
 Leo Hill 165 Brian Malloy 165

III. PLEDGE OF ALLEGIANCE

IV. APPROVAL OF MINUTES

- a) Vote on approval of minutes of August 12, 2014 (regular meeting)

V. ADJUSTMENTS

- a) Move XIII (a) to beginning of agenda
- b) Move XIII (b) to beginning of agenda

VI. GOOD NEWS AND CELEBRATION

- a) Nutrition grant received for \$397 for new toasters and fruit wedger

VII. COMMUNICATIONS

- a) Financial Statement
- b) MSMA Candidate Forum on K-12 Education – September 30

VIII. REPORT OF THE SUPERINTENDENT

- a) Enrollment
- b) Report on opening 2014-15
- c) November 11th Board meeting date
- d) Proficiency based diploma extension
- e) Handbooks
- f) Discussion of fall harvest pot luck dinner/October 28
- g) Quimby roof

- IX. SUB-COMMITTEE REPORTS** (Ad-Hoc Restructuring Committee, Finance Committee, Policy Committee, Negotiations Committee, Transportation Committee, Buildings and Grounds Committee)
Finance (Bonnie Atwood, Linda Hunnewell, Ray Francoeur)
Policy (Sheree Brown, Laurie Attwood, Leo Hill)
Negotiations (Pauline Lagasse, Brian Malloy, Sheree Brown)
Transportation (Leo Hill, Adrienne Mathieu, Ray Francoeur, Scott Shaw)
Buildings & Grounds (Leo Hill, Bonnie Atwood, Ray Francoeur, Scott Shaw)
Ad Hoc Restructuring (Linda Hunnewell, Adrienne Mathieu, Pauline Lagasse)
- a) Finance Committee report

X. PROFESSIONAL STAFF INFORMATION

- a) Ms. Richard
b) Mr. Ferreira

XI. PUBLIC INPUT

XII. OLD BUSINESS

XIII. NEW BUSINESS

- a) Vote on nomination of the following extra-curricular/co-curricular nominations for 2014-15 and authorize the Superintendent to issue contracts
- | | |
|--------------------------------|----------------------|
| Boys Varsity Soccer | Adam Farnham |
| Elementary Boys Basketball | Open |
| Elementary Girls Basketball | Dan McDonald |
| Girls Middle School Basketball | Corey Farnham |
| Boys Middle School Basketball | Adam Farnham |
| Varsity Softball | Erin Marden |
| Varsity Baseball | Paul Belanger |
| Middle School Softball | Jena Harvey |
| Middle School Baseball | James Tyler |
| Student Council | Open |
| Yearbook Advisor | Kattie Sweet-Shibles |
| Dramatics | Kattie Sweet-Shibles |
| Pep Band | None |
| Graduation Advisor | Lori Gordon |
| Gifted/Talented Coordinator | James Tyler |
- b) Melmac presentation – Wendy Ault
c) Set 2014-15 Board goals
d) Vote on delegate for MSBA delegate assembly
e) Vote on proficiency based extension application
f) Vote on IT Ed Tech for 2014-15 and authorize the Superintendent to issue a contract
g) Vote on Debate Club (pending Finance Committee decision)
h) Vote on restoring 4/5 guidance to 5/5 (pending Finance Committee decision)
i) Executive Session to consider the assignment of volunteers pursuant to 1 M.R.S.A. §405(6)(A)

XIV. PUBLIC DISCUSSION OF NON-AGENDA ITEMS

XV. ADJOURNMENT

**RSU 83/M.S.A.D. #13 BOARD OF DIRECTORS
MINUTES OF REGULAR BOARD MEETING
TUESDAY, SEPTEMBER 9, 2014
MOSCOW ELEMENTARY SCHOOL, BINGHAM, MAINE 04920
7:00 p.m.**

6:30 p.m. – FINANCE COMMITTEE MEETING

Bonnie Atwood, Ray Francoeur, Linda Hunnewell and Virginia Rebar in attendance. See IX (a).

I. CALL TO ORDER – The meeting was called to order at 7:05 p.m.

II. ATTENDANCE/DECLARATION OF QUORUM

Present: Bonnie Atwood, Brian Malloy, Linda Hunnewell, Leo Hill, Sheree Brown, Pauline Lagasse, Adrienne Mathieu, Laurie Attwood, Scott Shaw, and Ray Francoeur

Absent: None

Also present: Wendy Ault and Gary Perlson (Melmac), Corey Farnham, Liz Brochu, Gerry Morrill, Kattie Sweet-Shibles, Daron Beane, Olivia Beane, Heather Merrill, Julie Richard, and Virginia Rebar

III. PLEDGE OF ALLEGIANCE - Conducted

IV. APPROVAL OF MINUTES

- a) Upon motion by Bonnie Atwood and second by Pauline Lagasse it was unanimously voted to approve the minutes of August 12, 2014 (regular meeting).

V. ADJUSTMENTS

- a) Move XIII (a) to beginning of agenda (extra-curricular coaches and advisors)
- b) Move XIII (b) to beginning of agenda (Melmac presentation)
- c) Add and move XIII (j) to beginning of agenda (bus driver)
- d) Move XIII (g) to beginning of agenda (Debate Club)

VI. GOOD NEWS AND CELEBRATION

- a) Nutrition grant received for \$397 for new toasters and fruit wedger
- b) Also mentioned was the publication of an article by a high school student, Collin Miller, in the *Northwoods Sporting Journal* magazine and the fact that student scores on State assessments have improved.

VII. COMMUNICATIONS

- a) Financial Statement - reviewed
- b) MSMA Candidate Forum on K-12 Education – September 30 – Ms. Rebar noted that a Board member is invited to serve as our delegate for the MSMA conference. She also mentioned an invitation to all to attend a MSMA sponsored Candidate Forum on September 30th in Oakland.

VIII. REPORT OF THE SUPERINTENDENT

- a) Enrollment – Ms. Rebar reported that enrollment was slightly up from last year and detailed the participation by towns and grades.
- b) Report on opening 2014-15 – Administration reported a very smooth 2014-15 school opening.
- c) November 11th Board meeting date – The fact that November 11th is Veteran’s Day was discussed. The Board chose to have a Board meeting on that date.
- d) Proficiency based diploma extension- Ms. Rebar provided the Board with rationale, explanation, and a “walk through” of the proficiency based application for an extension (Option #6). She detailed all of her statements with documentation.
- e) Handbooks – The Board was provided with a Moscow, Quimby, and Valley student and parent handbook. In addition, the Board received the athletic handbook and the new coaches handbook.
- f) Discussion of fall harvest pot luck dinner/October 28 – The Board decided to once again host a Board/Staff pot luck dinner on October 28th at 6:00 p.m. at the high school. Ms. Richard will provide a sign-up sheet.
- g) Quimby roof – Ms. Rebar explained that on August 15, 2014, Central Maine Power and our electrician, Pat Read, discovered that ice over the winter had bent the pipes holding the main power feed to the school as well as the smart meter wiring. The gauge and bent pipes have been temporarily fixed. A whole re-roofing and new pipes will need to be in our next budget. In the meantime, Ms. Rebar has made arrangements for ice shields to be installed.

IX. SUB-COMMITTEE REPORTS (Ad-Hoc Restructuring Committee, Finance Committee, Policy Committee, Negotiations Committee, Transportation Committee, Buildings and Grounds Committee)

Finance (Bonnie Atwood, Linda Hunnewell, Ray Francoeur)

Policy (Sheree Brown, Laurie Attwood, Leo Hill)

Negotiations (Pauline Lagasse, Brian Malloy, Sheree Brown)

Transportation (Leo Hill, Adrienne Mathieu, Ray Francoeur, Scott Shaw)

Buildings & Grounds (Leo Hill, Bonnie Atwood, Ray Francoeur, Scott Shaw)

Ad Hoc Restructuring (Linda Hunnewell, Adrienne Mathieu, Pauline Lagasse)

- a) Finance Committee report

The Finance Committee reported on a recommendation to restore our 4/5 guidance counselor to 5/5 due to the lack of the acquisition of a social worker because of lack of applicants.

X. PROFESSIONAL STAFF INFORMATION

- a) Ms. Richard

Colin Miller studied the influence of weather on the movement of deer as a Gifted and Talented project with James Tyler last year. He submitted his research to the Northwoods Sporting Journal and was published in the September 2014 edition. His research is on page 15 & 25 of the publication which is currently on sale at Jimmie’s Market.

Justin Miller received the Phi Beta Kappa Award at an assembly during the first day of school this fall. This award is given to a Junior student for outstanding scholarship.

Cameron Johnson received the St. Michael's College Book Award at that same assembly. This award is based upon outstanding scholarship and social conscience actions. Cameron and Justin are both seniors who were selected for these awards at the end of their Junior year.

Dual enrollment classes are courses in which a student will receive both a credit toward graduation and a three credit college course which can be transferred to most colleges in Maine. We have three teachers at Valley who are approved to teach college classes at Valley:

- Heather Merrill, Thomas College , College Algebra,
- Kattie Sweet-Shibles , Thomas College, Artists and Their Lives, Art Appreciation
- Anna Swierczewska, Univ. Of Maine, Ft. Kent Spanish & French.

This semester, Valley students are enrolled in 43 Dual Enrollment classes.

Univ of Maine Ft. Kent:

- Intro to Spanish- 6 students
- Spanish 2- 6 students
- Sociology (online) 1 student
- Pre-Calculus (online) 1 student

Thomas College: (all classes at Thomas are free to high school students)

- College Algebra- 10 students
- Artists and Their Lives-8 students
- Art Appreciation- 3 students

Kennebec Valley Community College:

- College Composition-3 students
- Introduction to Psychology- 3 students
- Technical Math- 1 student

University of Maine

- Art of Music – 1 student

While students are enrolled in 43 classes this fall semester, additional courses will be offered during the spring semester.

It was a smooth opening of the school year at all three schools. New students are adjusting, and we are learning about them to aid in their welcome to MSAD 13.

The Priority School committee worked over the summer , putting Moscow's required actions into place early in the school year.

b) Mr. Ferreira

I am happy to report that the 2014-15 school year is off to a good start for the Special Education Department. On August 20th I worked with our two new special educators and three veteran ed. techs doing Safety-Care specialist training. It was a productive day and provided me the opportunity of working with the new special education teachers. It also gave the teachers and ed. techs an opportunity to meet and train together prior to the start of the regular school year.

We also had two productive workshop days on August 25th and 26th. We covered a variety of mandatory training items on Monday, and I had the opportunity to meet with the full special education department for part of the afternoon. I shared with the staff a philosophy of special education which I have adhered to since I learned of it. The philosophy comes from Thomas Hehir's book, 'New Directions in Special Education'. It

is that the role of special education is to decrease the impact of a student's disability, and to increase the level of the student's participation. We discussed some of the implications of this philosophy on our work in MSAD 13.

I have been busy addressing the needs of seven transfer students who have entered the district with active I.E.P.s. I have also been working with our new special education teachers in addressing their roles and responsibilities as special education teachers in MSAD 13. I am happy to report that our contracted provider agreements (contracts) are in place and the services are being delivered. It has been a busy and good start to the 2014-15 school year.

XI. PUBLIC INPUT - None

XII. OLD BUSINESS - None

XIII. NEW BUSINESS

- a) Vote on nomination of the following extra-curricular/co-curricular nominations for 2014-15 and authorize the Superintendent to issue contracts

It was moved by Bonnie Atwood and second by Linda Hunnewell to nominate Adam Farnham as Boys Varsity Soccer coach for 2014-15 and authorize the Superintendent to issue a contract. This motion and second was rescinded and the item postponed until September 16th to allow time for community issues to be relayed to the administration.

Elementary Boys Basketball Open

Upon motion by Sheree Brown and second by Laurie Attwood the Board unanimously voted to approve Dan McDonald as Girls Elementary Basketball Coach for 2014-15 and authorized the Superintendent to issue a contract.

It was moved by Pauline Lagasse and second by Sheree Brown to approve Corey Farnham as Girls Middle School Basketball Coach for 2014-15 and authorize the Superintendent to issue a contract. The motion passed with all voting in favor except Bonnie Atwood who abstained due to family relation.

It was moved by Linda Hunnewell and second by Bonnie Atwood to approve Adam Farnham as Boys Middle School Basketball Coach for 2014-15 and authorize the Superintendent to issue a contract. The motion passed with Linda Hunnewell, Bonnie Atwood, Brian Malloy, Ray Francoeur, Scott Shaw, Leo Hill, and Adrienne Mathieu voting in favor and Laurie Attwood, Sheree Brown, and Pauline Lagasse voting against.

Upon motion by Linda Hunnewell and second by Bonnie Atwood the Board unanimously voted to approve Erin Marden as Varsity Softball Coach for 2014-15 and authorized the Superintendent to issue a contract.

It was moved by Bonnie Atwood and second by Adrienne Mathieu to approve Paul Belanger as Varsity Baseball Coach for 2014-15 and authorize the Superintendent to issue a contract. The motion passed with all voting in favor except Linda Hunnewell who abstained due to family relation.

Upon motion by Pauline Lagasse and second by Bonnie Atwood the Board unanimously voted to approve Jena Harvey as Middle School Softball Coach for 2014-15 and authorized the Superintendent to issue a contract.

Upon motion by Linda Hunnewell and second by Bonnie Atwood the Board unanimously voted to approve James Tyler as Middle School Baseball Coach for 2014-15 and authorized the Superintendent to issue a contract.

Student Council

Open

It was moved by Pauline Lagasse and second by Laurie Attwood to approve Kattie Sweet-Shibles as Yearbook Advisor for 2014-15 and authorize the Superintendent to issue a contract. The motion passed with all voting in favor except Bonnie Atwood who abstained due to family relation.

It was moved by Pauline Lagasse and second by Laurie Attwood to approve Kattie Sweet-Shibles as Dramatics Coach for 2014-15 and authorize the Superintendent to issue a contract. The motion passed with all voting in favor except Bonnie Atwood who abstained due to family relation.

Pep Band

None

Upon motion by Sheree Brown and second by Adrienne Mathieu the Board unanimously voted to approve Lori Gordon as Graduation Advisor for 2014-15 and authorized the Superintendent to issue a contract.

Upon motion by Pauline Lagasse and second by Bonnie Atwood the Board unanimously voted to approve James Tyler as Gifted/Talented Coordinator for 2014-15 and authorized the Superintendent to issue a contract.

- b) Melmac presentation – Wendy Ault – Wendy Ault presented the Board with a full report of the activities and result of the Melmac Foundation grant, “Connect Aspirations to a Plan Grant.” She explained Maine’s status as to higher ed enrollment relative to other states and the benefits of a college degree. When we compare Valley High School to other awardees, we show profound success rates.
- c) Set 2014-15 Board goals – Ms. Rebar distributed the Board goals and asked the Board for revisions, additions, and deletions. An adjustment was made to goal II relative to stepping up press releases.
- d) It was moved by Pauline Lagasse and second by Linda Hunnewell to nominate Bonnie Atwood as the delegate for the MSBA delegate assembly for 2014-15. The motion passed with all voting in favor except Bonnie Atwood who abstained.
- e) Upon motion by Pauline Lagasse and second by Adrienne Mathieu it was unanimously voted to approve the proficiency based extension application as presented.
- f) Upon motion by Pauline Lagasse and second by Leo Hill the Board unanimously voted to approve Carol Hines as IT Ed Tech for 2014-15 and authorized the Superintendent to issue a contract.

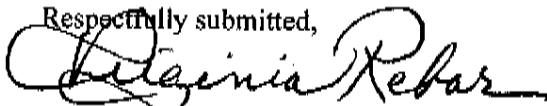
- g) Vote on Debate Club (pending Finance Committee decision) – This item was postponed. The Board will enter into the pursuit of opening up negotiations with the Upper Kennebec Valley Education Association exclusively to discuss the possibility of entering into negotiations to add Debate Club to Schedule B for the 2014-15 school year.
- h) It was moved by Pauline Lagasse and second by Linda Hunnewell to restore 4/5 guidance to 5/5 guidance for 2014-15 and authorize the Superintendent to issue a contract. The motion passed with all voting in favor except Leo Hill who voted against.
- i) Upon motion by Pauline Lagasse and second by Sheree Brown the Board unanimously voted to go into Executive Session to consider the assignment of volunteers pursuant to 1 M.R.S.A. §405(6)(A). Entered Executive Session at 9:34 p.m. Adjourned Executive Session at 9:44 p.m.
- j) Upon motion by Pauline Lagasse and second by Linda Hunnewell it was unanimously voted to approve Karen Morrell as Bus Driver for 2014-15 and authorized the Superintendent to issue a contract.

XIV. PUBLIC DISCUSSION OF NON-AGENDA ITEMS - None

XV. ADJOURNMENT

The meeting was adjourned at 9:45 p.m.

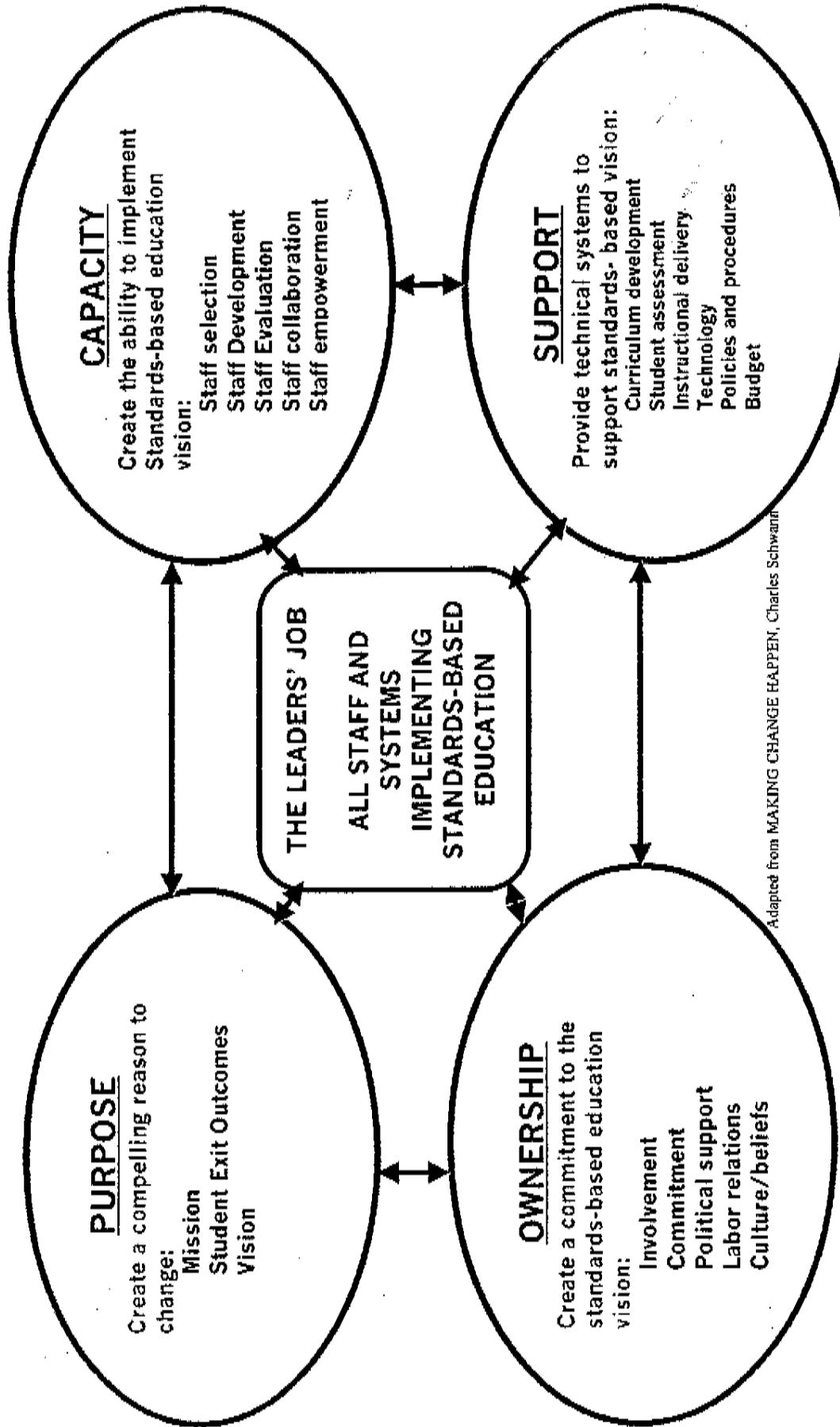
Respectfully submitted,



Virginia Rebar

Secretary to the Board

Leadership for Implementation of Standards-based Education



Adapted from MAKING CHANGE HAPPEN, Charles Schwab

All Other Staff – Quimby Middle School

9:15 a.m. – 10:15 a.m. Standards Based Grading Overview including a video on Report Card Grading Strategies and Solutions by Rick Stiggins presented by Virginia Rebar

10:15 a.m. – 10:30 a.m. Break

10:30 a.m. – 11:30 a.m. Distribution of Standards – study and discussion
Distribution of sample report cards, behavior rubrics, grade books, and non-achievement factors

11:30 a.m. – 12:00 Noon Lunch for all Moscow and 5-12 Staff at Quimby

12:00 Noon – 3:00 p.m.

Grade 5-12 Staff & Lucas Talpey

Quimby Middle School Time for middle school and high school job alike staff to begin the process of selecting standards for grade reporting. Create drafts!

Moscow Staff & Keith Peavey

Moscow Elem. School Further orientation provided by Marisa Coar of “Go Math”

Virginia Rebar

From: Virginia Rebar
Sent: Wednesday, May 21, 2014 1:14 PM
To: Valley Staff; Quimby Staff; Moscow Staff
Cc: Wendy Belanger; Julie Richard
Subject: Standards Based Grading Update

Page Three

Good Afternoon All,

Wendy has received all of your standards and is working hard to place all of them into a report card mock up for each school to review by the end of this year. If that is not possible, draft report cards will be distributed at the first of the school year next Aug/Sept. You will have a chance to check to see that the standards therein reflect your submissions. More work will be done in the fall to alert parents of this transition. In fact Wendy is setting up a dual reporting system so that parents can see the point ranges for each of the four ratings (1= 69-76) (2=77-84) (3=85-92) (4=93-100). In this way, parents can better understand the 1,2,3,4 ratings relative to comparable ratings used in the traditional method of grading as a way to assist with the transition. We are certainly off the ground and I thank all of you for our journey to date.

We also have a new HS Program of Studies Book that has all of the standards included for parents and students.

More in service will be provided as we assist you as to how to link assignments to standards. We will be asking that you select 5-7 performance indicators for each standard in your own arena. You can group them for assessment purposes in order to gain the 3 points of evidence for each standard. Time will be granted to you next year during early release days and professional days to continue to fine tune our work in this area. My thanks to the standards based grading committee for laying the groundwork this year- John B, Wendy B, Jena H VRebar

MISSION STATEMENT

The mission of M.S.A.D. #13 is to provide each student the necessary skills to become a successful, responsible adult and life-long learner. The M.S.A.D. #13 team, parents and community believe in working together to ensure a safe and comfortable learning environment where each student develops self-confidence and responsibility for personal learning.

**Regional School Unit 83
Maine School Administrative District No. 13**

"In the Beautiful Upper Kennebec Valley"
P.O. BOX 649, BINGHAM, MAINE 04920

Bingham

Moscow

Superintendent's Office
(207) 672-5502

Moscow Elementary School
672-5572

Quimby Middle School
672-5500

Valley High School
672-3300

High School Guidance Office
672-4485

Summer School Teacher

**Six Week Position
June 23 – July 31, 2014**

**Four days per week – Monday through Thursday
4 hours/day**

Maine State Certification required

Ed Tech III

3 hours/day for four days a week (six weeks)

Interested applicants should apply to the Superintendent of Schools, Virginia
Rebar

Posted: 5/28/14

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672-3300

High School Guidance Office
672-4485

August 8, 2014

Dear M.S.A.D. #13/RSU 83 Staff Members and School Board:

The summer wains and excitement about the new school year robustly simmers. I certainly hope you have experienced a wonderful break complete with the usual joys a summer can bring.

Your A-Team has worked diligently over the summer to establish specific leadership resolutions to build on the growing strengths emerging in our District over the past several years. These will be shared with you during our opening day. In general these initiatives accent the following:

1. Continue to use data to guide our activities
2. Incorporate and communicate proficiency based concepts – develop a plan
3. Promote student centered staff meetings
4. Transition from a “judgment” oriented teacher evaluation system to a growth model allowing for ample teacher reflection through feedback
5. Address student performance concerns in math and science – develop strategies to improve scores
6. Step up all communications efforts with the public – develop a District communications committee
7. Promote co-teaching and a high degree of “inclusionary” education for special education students
8. Build on student and staff strengths
9. Capitalize on collaboration benefits
10. Promote use of Best Practice

As usual, the summer staff worked very hard to ready our buildings, order materials, install new equipment and complete all the paperwork and clerical duties inherent in making us ready for another school year opening.

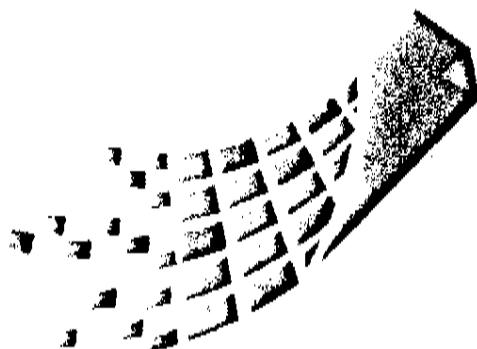
Our opening day will include the upgraded format we used last year and the second day will consist of Marzano training at the High School.

Page 6

www.edYOUshed.net

For more information email:

tracey@edYOUshed.net



edYOUshed

www.edYOUshed.net

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(Page 8)
Cont

RTI & DI

RESPONSE TO INTERVENTION & DIFFERENTIATED INSTRUCTION

Designed for educators who are committed to optimizing an effective teaching-learning environment, this reference guide presents an overview of the essential components of Response to Intervention (RTI) and Differentiated Instruction (DI). Strategies to integrate RTI & DI are provided for classroom teachers who are responsible to facilitate instruction, as well as for learners who need to be actively engaged in their own learning.

All students can learn when high quality instruction is matched to their individual needs and learning styles. The reality—no longer an assumption—is that our classrooms are heterogeneous. With diversity based upon race, ethnicity, socio-economics, language, environment and learning styles, teachers must use the best practices of DI within the framework of RTI. These practices ensure that all students, from those who struggle with very basic skills to those who need enrichment to challenge them, will succeed.

RTI & DI also address the demands of the higher order thinking skills required in today's standards-based curriculum. Whether utilizing the Common Core State Standards (CCSS) or state-generated performance standards, all students need to access the general education curriculum with quality instruction that enables all learners to be successful and all schools to be held accountable for their achievement.



What is RTI?

Response To Intervention (RTI) is a problem-solving process which includes the provision of systematic, research-based instruction and interventions to struggling learners. It assumes that the instruction/interventions are matched to student needs and that the monitoring of progress is continuous. RTI is an early intervention network to prevent long-term academic failure.

What is DI?

Differentiated Instruction (DI) is an approach to more effectively address the needs of a wide range of learners by providing "multiple pathways" in the teaching and learning process. It is a comprehensive and flexible process that includes the planning, preparation and implementation of instruction utilizing ongoing assessment designed to address each individual student's learning needs.

Special Needs

RTI & DI are effective for all students but are particularly significant with those populations who have "special needs" such as students with disabilities, English Language Learners (ELLs), gifted and talented students and others who learn in different ways and/or at different rates. RTI & DI hold the promise that these students, to the maximum extent possible, can be educated in general education classroom settings with appropriate support and services. Referral to special education is predicated upon real need!

A New Model for Teaching & Learning

Both RTI & DI operate on the assumption of a new set of core beliefs about teaching and learning.

WAIT TO FAIL MODEL

Students Viewed as Winners & Losers

- ✓ Intelligence fixed
- ✓ Curriculum expectations vary
- ✓ Fixed groupings/tracking
- ✓ Self-contained option
- ✓ Academic focus only

Learners as Empty Vessels

- ✓ Teachers lecture
- ✓ Isolated facts are taught
- ✓ Focus on rote learning

Teacher as Expert

- ✓ Focus solely on teaching
- ✓ Minimal collaboration
- ✓ Teacher "directs"
- ✓ Teacher-centered

Uniform Lessons

- ✓ "One size fits all"
- ✓ Singular teaching style
- ✓ Rigid timelines
- ✓ Whole class activities

Summative Assessment

- ✓ Rely on testing only
- ✓ Data stored
- ✓ Grading by teacher
- ✓ Criteria vague

Unilateral Decision Making

- ✓ Parent/teacher conference
- ✓ Pull-out support services
- ✓ Top-down structure

RTI & DI MODEL

All Students Can Succeed

- ✓ Rigorous curriculum for all
- ✓ Flexible grouping
- ✓ Fully inclusive
- ✓ Accommodations implemented
- ✓ Focus on the "whole" child

Active Learners

- ✓ Students engaged
- ✓ Connected, relevant learning
- ✓ Emphasis on comprehension

Teacher as Facilitator

- ✓ Teaching & learning both valued
- ✓ Co-teaching models
- ✓ Teacher "coaches"
- ✓ Student-centered

Lessons which Accommodate

- ✓ Instruction differentiated
- ✓ Multi-modal instruction
- ✓ Varied pacing
- ✓ Learning centers/stations

Formative Assessment

- ✓ Multiple ongoing measures
- ✓ Data utilized
- ✓ Student self-evaluates
- ✓ Use of rubrics

Collaborative Partnerships

- ✓ Parents as full partners
- ✓ Push-in support services
- ✓ Bottom-up model



RSU #83/MSAD #13

P.O. Box 669, Bingham, ME 04920-0669
Telephone: (207) 672-3300 FAX: (207) 672-4485
E-Mail: Julie.Richard@sad13.org

March 28, 2013

Dear Parents & Guardians of Students at Valley, Quimby and Moscow,

On Wednesday, April 3, 2013 we have planned an event called, "Math Makes My Career". It will be held at Valley High School from 6:00-8:00. This event features folks from our community who will talk to students about their careers and how influential math is in all careers.

The purpose of this event is to encourage students to think about careers earlier than traditionally presented. Recent educational research suggests that students often begin thinking about careers as early as fourth grade. Additional studies have found that parents and guardians have a powerful influence on children as they begin to consider their future. You can have a great impact on your children by encouraging their career aspirations, and by talking about your expectations for learning. Both career aspirations and current learning will provide them with a foundation for their career choices.

Math is also a focus for our "Math Makes My Career" night. So often students either fear math or believe they will never need to use math. So we asked our speakers to mention how they use math skills in their careers, and as you would expect, math is everywhere.

Our speakers are all from our community. People from all kinds of jobs are excited to share their career experiences, offer advice and answer questions from students who attend. Parents who accompany students are welcome to listen to presentations or simply chat with other community members. Additionally, we will have a door prizes, light snacks and coffee to help make the evening enjoyable.

Please consider bringing your child to "Math Makes My Career" on Wednesday night. It will be a friendly and interesting night for our children to discuss their career interests and to hear from people who are working in these professions. I hope to see you at Valley on Wednesday evening 6:00-8:00.

Sincerely,


Juliana Richard
MSAD 13 Principal

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MSAD13 Trial Balance

Report # 14652

Account Groups: (First) - (Last)
 Accounts: 2232-0000-2213-53000-990 -
 2232-0000-2213-58000-990
 Dates: (Earliest) - (Latest)
 Book Type: Actual
 Sort By: Account Number
 Detail Option: Full Detail
 Include Zero Activity Accounts: Yes
 Subtotal First Account Segment: No
 Select Accounts Utility: No

Account Number	Description	Class	Beginning Balance	Total Debits	Total Credits	Net Change	Ending Balance
2232-0000-2213-53000-990	PURCHASED PROFESSIONAL SERVIC	Expense	0.00	1,921.41	0.00	1,921.41	1,921.41
	Document # 259302259686	Reference		Debit Amount	Credit Amount		
02/21/2014	Voucher	NCSPEARSONCS PEARSON, INC.		600.00	0.00		
05/20/2014	General Journal	PROFICIENCY EXP. MOVED TO GRAN		1,246.41	0.00		
06/13/2014	Voucher	MCLA MAINE CURRICULUM LEADE		75.00	0.00		
		Account 2232-0000-2213-53000-990 Totals:		\$1,921.41	\$0.00		
2232-0000-2213-57351-990	TECHNOLOGY RELATED SOFTWARE <	Expense	0.00	0.00	0.00	0.00	0.00
2232-0000-2213-58000-990	MISCELLANEOUS EXPENSES	Expense	0.00	88.20	0.00	88.20	88.20
	Document # 4382	Reference		Debit Amount	Credit Amount		
05/16/2014	Voucher	VIRGINIARE-VIRGINIA REBAR		88.20	0.00		
		Account 2232-0000-2213-58000-990 Totals:		\$88.20	\$0.00		
Report Totals:			\$0.00	\$2,009.61	\$0.00	\$2,009.61	\$2,009.61

Standards based report cards framing (Powerschool)

Graduation standards Seminar in WVT.

Reimburse mileage to Seminars/mtgs 4/14 + 4/15 ASCP + Reimburse MCHA WVT.

Wages paid to Wendy Belanger for working on Standards based report cards.

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3 Accounts Listed.

Communication Coaches Expect from Parents

1. Concerns expressed directly to the coach
2. Notification of any schedule conflicts well in advance
3. Support towards the commitment of the program

If You Have a Concern to Discuss with a Coach:

1. Make an appointment with the coach
2. If the coach cannot be reached, call the Athletic Administrator
3. Please do not attempt to confront a coach before, during, or following a contest.

What can a Parent Do if Meeting the Coach Did Not Result in a Satisfactory Resolution?

1. Call and set up an appointment with the Athletic Administrator
2. At the meeting, the appropriate next step can be determined.

The Chain of Command is used to simplify and expedite the handling of any issues or concerns arising in athletics. It is important in any organization that everyone follow the appropriate steps of the Chain so that situations and questions are dealt with appropriately and timely, and that the rules are applied fairly and consistently. Following the Chain of Command will prevent misinformation and facilitate a quicker outcome or resolution. If the athlete or the parent/guardian has a question or concern, the Chain of Command is:

1. Meet with the Coach about any concerns. If not satisfied:
2. Meet with the Athletic Director, who will talk with the Coach. If not satisfied:
3. Meet with the Principal, who will talk with the Athletic Director and/or the Coach. If not satisfied:
4. Meet with the Superintendent, who will talk with the Principal, the Athletic Director, and/or the Coach. If not satisfied you may ask to be put on the School Board Agenda.

Section 3: ATHLETIC GUIDELINES and POLICIES

1. Participation is a voluntary privilege. Students in grades 9-12 are limited to high school activities and the Maine Principals Association guidelines. All SAD# 13 students are bound by these guidelines and policies.
2. The interscholastic program is under the direct supervision of the Athletic Director. All athletic teams, coaches, and athletes shall adhere to the policies and rules of the RSU#83/SAD#13 Administration and Board of Directors, and the MPA policies and regulations.
3. Students are expected to meet the academic expectations of all their classes, each quarter or trimester, to be eligible for extra-curricular activities in RSU #83/M.S.A.D. #13. The grades of either the fourth quarter or the third trimester of the previous year will determine eligibility for extra-curricular activities in the fall term.

If a student does not pass, or does not meet the academic expectations of one class, the student may use a three week probationary period to improve his or her grade. The student may practice and travel with the team or activity group, but may not participate in any event or game. If the student improves the grade to passing or meeting the academic expectation, the student may return to full participation at any time. If the student is not passing or has not met academic expectations following the three week grace period, the student is removed from the athletic team or extra-curricular activity. Students may return to eligible status following any successful trimester or quarter. [ATHLETIC - EXTRA CURRICULAR POLICY (JJIC)
Adopted: Prior to 1985; Revised: 1988; Revised: 12/12/95; Revised: 7/22/14]

Page 11

DRAFT**RSU 83/M.S.A.D. #13 MASTERY AND GRADING POLICY PK-12****Mastery Definition**

The mastery of standards in RSU 83/M.S.A.D. #13 shows what a student has accomplished. Mastery is the point in a student's learning at which there are clear, observable, and consistent demonstrations of the Common Core Standards and/or State of Maine Learning Results and subject area standards. A student mastering a standard can recall and apply this knowledge over time with minimal review and in varied circumstances.

Reporting/Grading Guide

The following guide has been established to guide students, parents, and teachers in determining mastery of individual standards. Student evidence must also be collected to support the determination. This guide will become effective in the 2014/15 school year. All schools, all subjects, and all grade levels will use the same Comparison Chart. No pass/fail grades will be used. Students may be assessed in two categories: academic and non-academic achievement factors. Assessment of these categories will be based on RSU 83/M.S.A.D. #13's curriculum standards which are aligned with the Standards and Guiding Principles of the Maine Learning Results and/or The Common Core Standards. Non-academic achievement factors may include effort, attendance, participation, homework, time on task, behavior, citizenship, preparation, and/or workmanship as defined by specific grade span criteria.

Comparison Chart for Reporting Student Performances in Grades PK-12

4	Highly Proficient	93-100
3	Proficient	85-92
2	Partially Proficient	77-84
1	Not Proficient	69-76

No grade will be granted below 69

Paid 8/23/13
Check # 15

G & P Enterprises

Gayla LaBreck
1529 Cross Hill Road
Vassalboro, Maine 04989
207-923-3893

School Year 2013-14 Service Agreement / Invoice

Location:

- SAD #13 – Bingham
- Moscow Elementary School
- Quimby Middle School
- Valley High School

Description:

- ✓ Professional Development and Training to include:
 - Keynote on August 26, 2013, Opening Day
 - Book Study will include the *Seven Strategies of Assessment for Learning* augmenting *Failure is Not an Option* and the district's school wide goal, their commitment to excellence for all and meeting highest academic standards in order to produce above-average student outcomes and show continuous progress in meeting the CCSS.
 - How to use assessment tools, strategies, and techniques across the curriculum effectively

Dates: School Year 2013-2014

- ✓ August 26, 2013: Keynote "Assessment is the A in ABCs"
- ✓ August 27, 2013: Book Study Chapters 1-2 / Chapter 1 & 6 *Failure is Not an Option*
- ✓ September 25, 2013: Book Study Chapter 3 / Chapter 2 *Failure is Not an Option*
- ✓ February 5, 2014: Book Study Chapter 4 / Chapter 5 *Failure is Not an Option*
- ✓ April 2, 2014: Book Study Chapter 5 / Chapter 3 *Failure is Not an Option*
- ✓ May 14, 2014: Book Study Chapter 6 / Chapter 4 *Failure is Not an Option*

Consultation Services:

Services and expertise rendered (Early Release Days and Teacher Workshop Days) Seven days, including preparation, and consultations = \$ 3,600.00

Travel:

Mileage to and from Bingham, Maine

APPROVED = \$ 400.00

Total:

AUG 23 2013
PER Virginia Rebar \$ 4,000.00

Signatures:

Gayla LaBreck
Gayla LaBreck, Assessment Specialist/Coach

Virginia Rebar
Ghny Rebar, Administrator

Thank you,

Gayla LaBreck

2300-1100-1000-53000-950

CIPS balance 916.810

Virginia Rebar

From: jessicalmcgreevy@gmail.com on behalf of Jess McGreevy <jmcgreevy@mmsa.org>
Sent: Tuesday, March 26, 2013 10:09 AM
To: Julie Richard
Cc: Virginia Rebar; Amy Yankee
Subject: Workshop Feedback and Next Steps
Attachments: WorkshopFeedback-MSAD 13.pdf

Good Morning,

It was a pleasure working with you and your staff at our workshop on March 15. I have attached a summary of the feedback that Amy and I collected from the staff involved in the workshop, for your reference. The feedback has given us some considerations for the work that we will continue to do with your staff throughout the spring.

Amy has two half-day (4 hour or less) workshops left to be scheduled for your K-4 teachers. She is currently available on May 3, 13, 16, 17, 20, 28 and 30. I have one half-day workshop and several additional hours of 'coaching' time left to be scheduled for your 5-12 teachers. I am available on April 22 and 23 as well as May 1, 3, 13, 24, 27 and 30. If you can please let us know what dates will work well for you and what time during the day you would like us to be available, we will move forward with further arrangements.

In planning the available workshop times, it will be ideal if all employees who are involved in math teaching (regular education teachers, special education teachers, educational technicians, Title I personnel, etc.) are available to participate in the workshop time. Also, in our debriefing after the March 15 workshop, there was some discussion of having rotating substitutes available so that staff could attend workshop sessions in 'waves', this consideration would be very helpful.

If you have any questions about our schedules, please feel free to contact either Amy or myself. We both look forward to our continued work with you.

Sincerely,

--
Jess McGreevy
Secondary Mathematics Specialist
Maine Mathematics and Science Alliance
219 Capitol Street, Suite #3
PO Box 5359
Augusta, ME
04332

(207) 626-3230 (w)
(207) 731-4325 (c)

Moscow Elementary School

125 Canada Road

Moscow, ME 04920

Phone: 207-672-5572

Principal: Julie Richard

Superintendent: Virginia Rebar

STUDENT NO.	STUDENT NAME			GENDER	GRA
	1ST	2ND	3RD		1
DAYS ABSENT	0	0	0		0
TIMES TARDY	0	0	0		0
HOMEROOM TEACHER: Mrs. Foran, C.					

Progress Report Indicators:

4 - Proficient with Distinction

3 - Proficient

2 - Partially Proficient

1 - Limited Proficiency

= Not assessed at this time

Reading - Literature and Informational Text				
Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
Describes in depth a character, setting, or event in a story, drawing on specific details in the text.				
Compares and contrasts the treatment of similar themes and topics and patterns of events in stories from different cultures.				
Determines the main idea of a text and explains how it is supported by key details; summarize the text.				
Reads and comprehends literary and informational text				
Reading - Foundational Skills				
Read and determines the meaning of grade level vocabulary in academic areas.				
Knows and applies grade level phonics and word analysis skills in decoding words.				
Reads with accuracy and fluency to support comprehension.				
Writing				
Produces a variety of complete, organized writing to convey ideas and information clearly. (narrative, opinion, informative)				
Engages in information gathering, drafting, revising, and editing with peer and/or adult support.				
Participates in research & writing projects to share information about a topic.				
Writes routinely for a range of academic tasks, purposes, and audiences.				
Speaking and Listening				
Uses speaking and listening skills to comprehend and collaborate with others to present knowledge and ideas.				
Language				
Uses grammar correctly when writing and speaking.				
Uses correct capitalization and punctuation in written work.				
Spells grade appropriate words correctly using references as needed.				

Operations and Algebraic Thinking				
Use the four operations with whole numbers to solve problems				
Gains familiarity with factors and multiples.				
Generate and analyze patterns.				
Number and Operations in Base Ten				
Generalize place value understanding for multi-digit whole numbers.				
Use place value understanding and properties of operations to perform multi-digit arithmetic.				
Number and Operations-Fractions				
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.				
Extend understanding of fraction equivalence and ordering.				
Understand decimal notation for fractions and compare decimal fractions				
Measurement and Data				
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.				
Represent and interpret data.				
Geometric measurement: understand concepts of angles and measure angles.				
Geometry				
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.				
Mathematical Practices				
Accurately counts, measures and calculates using mathematical tools				
Science				
Demonstrates understanding of concepts through projects, experiments, problem-solving, and assessments.				
Social Studies				
Demonstrates understanding of concepts through projects, problem-solving, and assessments.				

Characteristics of a

SUCCESSFUL STUDENT

Non-Academic Standards Established for the students of RSU #83/SAD #13

COLLABORATION

Our students strive to work toward the attainment of group goals without being asked to stay on task.

DEMONSTRATES RESPECT

Our students strive to speak in a school appropriate manner.

PREPAREDNESS

Our students strive to bring necessary materials to class & are prepared to work.

TASK-ORIENTATION AND FOCUS

Our students strive to maintain focus on assigned tasks & are self-directed.

COMPLETION OF ASSIGNMENTS

Our students strive to turn in their assignments on time.

FOLLOWS DIRECTIONS

Our students strive to listen and follow directions asking questions as needed.

TIME MANAGEMENT

Our students strive to follow instructions and work on assignments in a timely manner.

ACKNOWLEDGES CONSTRUCTIVE CRITICISM

Our students strive to accept ongoing feedback in a positive manner.

SHOWS EMPATHY

Our students strive to show consideration for others.

**TUESDAY, AUGUST 26, 2014
VALLEY HIGH SCHOOL GYMNASIUM
(110 Meadow Street, Bingham, ME)
(Teachers Only)**

WELCOME S.A.D. #12 and GREENVILLE!

- | | |
|-------------|--|
| 7:30-8:00 | Breakfast will be served |
| 8:00-9:30 | Training in Marzano Evaluation Model Domains
2 Planning and Preparing |
| 9:30-9:45 | Break |
| 9:45-11:30 | Training
2 Planning and Preparing
3 Reflecting on Teaching |
| 11:30-12:00 | Lunch will be served |
| 12:00-1:30 | Training
3 Reflecting on Teaching
4 Collegiality and Professionalism |
| 1:30-1:45 | Break |
| 1:45-3:00 | Training
4 Collegiality and Professionalism |

Training provided by Learning Sciences International

Virginia Rebar

From: Virginia Rebar
Sent: Friday, March 07, 2014 2:46 PM
To: Valley Staff; Quimby Staff; Moscow Staff
Cc: 'Neil Cowan'; Jeanette Casey; Dori Vermette; 'denise.plante@sad12.com'
Subject: Agenda for March 14th - Marzano Teacher Evaluation Model Training - I Observation

March 14th, 2014 Marzano Teacher Evaluation Model Training Agenda at MSAD#13

Our Presenter, Neil Cowen, from Learning Sciences, has requested that you do **not** bring your laptops. He has a power point and workbook that will show you all you need to know to participate in his training. The training will cover Domain One of the model.

This is part one of a planned two day training required to incorporate the model. The second day will be part of our opening workshop schedule in August of 2014. On this date, we will be trained in Domains 2, 3, and 4. Please make every effort to be in attendance on this date. We will have 3-4 guests from Jackman attending this training as well. The session will take place at Quimby Middle School.

We have some new and different menu items for breakfast and lunch this time around. My thanks to the Derek, Wendy, Jeni and Dee for preparations for this vital training day. I would like to thank the teacher evaluation committee members (Cathy Foran, Dan McDonald, James Tyler, Katie Sweet and Julie) for their work as well. Looking forward to an industrious day!

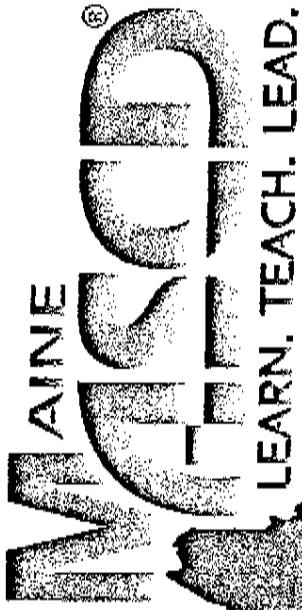
7:30 Breakfast will be served

8:00 – 9:30 Training

9:30 – 9:45 Break

9:45- 11:30 Training

18



Certificate of Attendance

for

Virginia Pekar

Pathways to Proficiency Conference

April 14, 2014 ~ Brewer, Maine

6 contact hours

Mary Bellavance
President, Maine ASCD

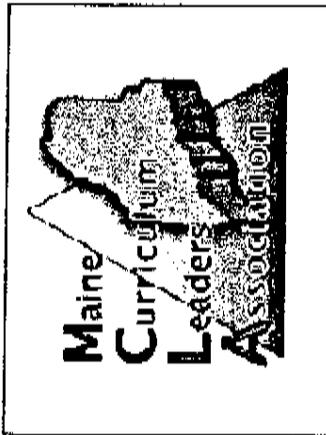
Kimberly Emerson
Executive Director, Maine ASCD

CERTIFICATE OF PARTICIPATION

Theresa Lebar
(Name)

Is awarded five (5) contact hours for attendance on April 15, 2014 at

CHOOSING GRADUATION STANDARDS AND PROVIDING OPPORTUNITY TO LEARN



PRESENTED BY: Heidi McGinley, Director, MCLA

ON THIS DAY: April 15, 2014

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M.S.A.D. #13 COMMITTEES 2014-15

School Based

Priority School Committee
School Climate

District

Mentoring
Steering
Drop Out
Literacy
Math/Science
Wellness
Standards Based Grading
Technology
Workplace Safety/Emergency Crisis Management
Communications/Public Relations

High School/Middle School

Melmac

RSU 83/M.S.A.D. #13

Board Goals 2013-14

The M.S.A.D. #13 School District Board of Education is responsible for developing and evaluating the philosophy and goals of the district. Created by the Board in collaboration with the Superintendent and the District Administrative Cabinet with input from teachers, staff, parents, and community members, the following goals reflect the district's priorities for the 2011-12 timeframe. The objectives and strategies will be reviewed by the Board every six months, and revised as deemed appropriate. This is not meant to be an exhaustive list of all the programs, projects, and activities involved in successfully running a school district.

GOAL 1: STUDENT ACHIEVEMENT

Student achievement is at the core of all of our district goals. We believe that students succeed best in an exciting and challenging environment where they are actively engaged in the learning process.

Implement:

Objective A: Increase overall academic achievement as measured by schools annually.

Objective B: Aggressively seek to close the achievement gap between numerically significant subgroups while continuing to increase the performance of high achieving students as measured by schools.

GOAL 2

PART I: SCHOOL COMMUNITY RELATIONS GOAL

The School Board acknowledges that is charged with the governance of the public schools which belong to the people. The Board recognizes that intelligent, informed support of the schools is dependent upon knowledge, understanding, and participation in the efforts, goals, and programs of the schools. It is also aware of its responsibility to provide the public with information and opportunities leading to participation of the public in the establishment of programs and policies which are in the public interest.

Therefore, the Board and the schools will strive to:

1. Recognize and encourage the fact that schools belong to the community and cannot be separated from it;
2. Create and maintain an atmosphere of mutual understanding and respect for children and adults studying, residing, or employed within the school system;
3. Hold an annual pot luck supper during fall harvest with M.S.A.D. #13 staff.

April 11, 2014

Dear Parents, Guardians, and Students of Quimby School,

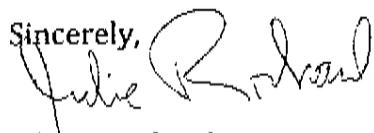
Education in Maine is in the process of a major change. Our schools will be using new instructional designs next year to help us decide what students should know about math, writing or reading. While most of the material students learn at a grade level will shift only slightly, grading systems will change significantly. That means our school will be reaching out to you often during the year to explain our process and changes.

The Maine Department of Education is a good resource designed to help local educators explain Maine's Educational Standards to our parents and students. Since the changes will build gradually, we will adopt many next year and others in the future. Two handouts are included with this letter. One handout is directed at Parents and Guardians the second is for students.

Both of the handouts direct folks to an internet website. This website will explain how Maine teachers are adopting different teaching and grading techniques identified as best practices for student learning. I encourage folks to look at the Department of Education website for an introduction of these changes. Perhaps, most importantly, we will plan to have opportunities for face to face discussions of our local changes with you as we progress next fall.

Our school's commitment to help students learn is strong. We also believe students, their parents and guardians must have a solid understanding of how students earn grades, measure their progress, and meet the new Maine State expectations. Watch for informational sessions in the late summer. We will use the school website for links to more Maine educational news as it is published. You are always welcome to contact teachers with your questions. If you have specific concerns or questions as we adopt our educational changes call me at 672-3300 and I will do my best to answer your concern.

Sincerely,



Juliana Richard
Principal, RSU 83/MSAD 13

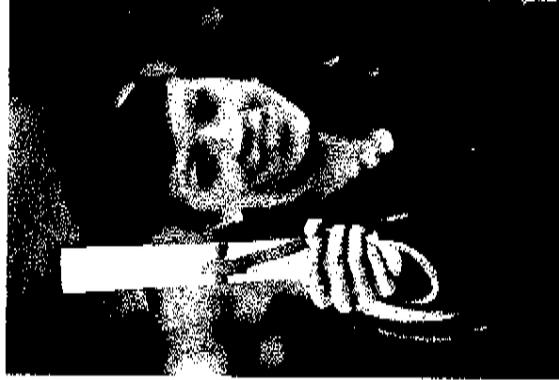
The challenge ...is to build a system that prepares every student for some type of post-secondary education and the high-skill careers of today and the future....We have to address the basic architecture of the industrial-era model of schooling built more than a century ago. – Education Evolving

Getting to PROFICIENCY

Helping Maine Graduate Every Student Prepared for Parents

Parents have the ultimate interest in the success of their children. The shift to proficiency can seem difficult. It is unfamiliar, but it allows schools to ensure that every student achieves proficiency in all of the standards of the Maine Learning Results and the Guiding Principles.

The Maine DOE Center for Best Practice (CBP) contains resources for districts trying to implement school improvement measures such as proficiency-based or learner-centered systems. At the CBP you will find extensive case studies of school districts that have begun implementation of such systems. You will also find videos of students and teachers showing what proficiency-based education looks like in the classroom



Maine Department of Education
 Center for Best Practice
www.maine.gov/doe/cbp

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www.maine.gov/doe

What are the benefits of proficiency-based education? ... for students? ... for parents?

Evidence from school districts around the country indicates that the adoption of proficiency-based practices leads to improved student achievement compared to the traditional system. Students report that they understand more clearly what's expected of them, can identify their own strengths and weaknesses and draw on these understandings to meet goals. Growth in these areas creates confidence in students as they collaborate with their teachers – choosing their path, advocating for it, and following it to success.

Educators in Maine are seeing increased student engagement and increased personalization of instruction. Educators also report that implementation of a proficiency-based system leads to more collaboration between teachers, more reflective practice, and a greater ability to respond to the individual needs of students. The reporting system provides parents with more specific information about their child's growth and achievement. Parents are better able to understand what's expected of their child at each level school and, thus, are in a better position to support their child in achieving these expectations.

How will colleges react to this new system?

For more than 10 years, adopters of proficiency-based systems have approached colleges and universities, asking whether or not a proficiency-based system would disadvantage students. Overwhelmingly, these institutions of higher education have said "not a problem."

What is the role of parents in the implementation of proficiency-based education in their children's school?

Parents are their child's first and most important teachers. A fundamental goal of a proficiency-based system is to give parents better information, which will allow them to engage in their child's education at a deeper, more informed level. In a proficiency-based system, conversations between a parent and child are not focused on the perennial question, "Have you done your homework?" Parents are regularly informed and have access information such as how well their child is progressing, for example, as an effective writer or in his/her ability to solve multi-step equations.

What about student recognition and honors?

Recognizing student achievement is a vital part of school culture and a spur to student engagement. It is certainly possible to maintain all of the traditional forms of recognition traditional to high schools – top ten, GPA, etc. – in a proficiency-based system. Because there is a strong imperative to move away from averaging in a proficiency-based system, some districts are moving towards the Latin honors system – *cum laude*, *magna cum laude*, and *summa cum laude* – which are common and familiar to universities and colleges throughout the United States. In such systems, rather than choose the ten (or five, or two ...) top performing students, all students who perform to high levels as described by the standards are honored.

www.maine.gov/doe/proficiency
gary.chapin@maine.gov
diana.dixon@maine.gov
daniel.swick@maine.gov



The challenge... is to build a system that prepares every student for some type of post-secondary education and the high-skill careers of today and the future.....We have to address the basic architecture of the industrial-era model of schooling built more than a century ago. - Education Evolving

Getting to PROFICIENCY

Helping Maine Graduate Every Student Prepared for Students

In a proficiency-based system, **students** are responsible and involved in their own learning. Their questions are welcome. They collaborate with teachers to set and meet goals. They insist that the school provide support so that they can get to proficiency in every standard. They come to school expecting to succeed.

The **Maine DOE Center for Best Practice** contains resources for districts trying to implement school improvements such as proficiency-based or learner-centered systems. At the CBP you will find extensive case studies of school districts that have begun implementation of such systems. You will also find videos of students and teachers showing the positive impact of proficiency-based education in the classroom



What are the benefits of proficiency-based education for students?

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Recognizing student achievement is an important part of school culture. It is certainly possible to maintain all of the traditional forms of recognition traditional to high schools - top ten, GPA, etc. - in a proficiency-based system. Some districts are moving towards the Latin honors system - *cum laude*, *magna cum laude*, and *summa cum laude* - which are common and familiar to universities and colleges throughout the United States. In such systems, rather than choose the ten (or five, or two) top performing students, all students who perform to high levels as *described by the standards* are honored.

Will students be able to excel in this system?

Absolutely. The point of proficiency-based learning is to meet the student where they are and help them go further. The traditional ways of going further - AP classes, international baccalaureate, honors challenges, etc. - can still be done in a proficiency based system. In addition, the flexibility exists within a proficiency-based system for the student to devise their own path forward, to set high goals, and to work with teachers (and other students and community members) to reach those goals. The requirement is to demonstrate proficiency in the standards. The student has a big say in how to do that.

What does this look like for students?

The Center for Best Practice created a series of videos to show the positive impact of proficiency-based/learner-centered education in the classroom. Check out these:

Maine Department of Education
Center for Best Practice
www.maine.gov/doe/cbp

Seniors Presenting Capstones at Hall-Dale High School:
<http://maine.gov/doe/cbp/videos/hall-dale-high.html>

Students Choose How to Organize Their Time with a Learning GPS:
<http://maine.gov/doe/cbp/videos/hall-dale-middle.html>



www.maine.gov/doe/proficiency
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diana.dalton@maine.gov
ronald.siviski@maine.gov



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MSAD#13 Early Release Day Schedule

September 24, 2014

26

12:30 – 3:00 Moscow Staff will participate in a discussion of a recent reading, “Beyond the Bake Sale”, at Moscow School (A Break will occur from 1:05-1:10). This session is intended to produce insights as to how to better involve parents in the everyday business of student learning.

12:30 – 3:00 Quimby Staff will work in a PLC to develop a parent survey, parent activities and teacher roles in preparation for Grade Five Night (Sep 25). This evening is intended to ease transition experiences for parents and students moving from an elementary setting to the middle school. (A Break will occur from 1:00-1:15.)

12:30 – 1:05 High School Faculty meeting regarding student issues and the organization of Professional Learning Communities to address these issues. This session will take place in the Common Room at the High School.

1:05 – 1:15 Break

1:15 - 3:00 High School Staff will participate in the actual PLC process in three designated rooms at the high school.

Jump Rope Webinar Justin Meyer of Jump Rope may be present to facilitate the session. Jump Rope is a Standards Based Grading Web Based System currently being used in the South Portland School System. This session is for selected staff from 1:15 until all information is shared and Q&A session is complete. We would like to obtain teacher input and reaction to this tool as we look to implement standards based grading this year. It is anticipated that this session will be about one hour or more. Upon completion staff should join afternoon sessions underway at their schools or leave for the day if the session runs until 3:00. Staff members who are asked to attend this session are members of the Teacher Evaluation Steering Committee, Standards Based Steering Committee, and clerical staff namely, **Cathy Foran, James Tyler, Dan McDonald, Julie Richard, Crystal Rollins, Jenna Harvey, Ed Ferreira, Wendy Belanger, Bonnie Fortin, Corey Farnham, and**

Janet Melcher. The session will take place in Wendy's classroom (room 111) promptly at 1:15 at the Moscow school.