



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	X
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	

Washington	
Western Maine	
York	

3. **School Administrative Unit: M SAD #1**
4. **High School(s): Presque Isle High School**
5. **Name and title of person completing the extension request:**  
Terry L Wood, Curriculum Director
6. **Superintendent’s name, address, phone number and email:**  
Dr. Gehrig Johnson  
79 Blake Street, Suite 1  
Presque Isle, ME 04769  
764-4101  
Gehrig@sad1.org

**Evidence of Preparedness**

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

**Criteria:**

- **Clear description of the proficiency-based education work completed to date**
- **Clear connection between evidence and the work done**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear alignment to extension option**  
\*See the following attached evidence
  1. Narrative
  2. Charter for Northern Maine Educational Collaborative (NMEC)
  3. Schedule of Events
  4. Aroostook Plan Calendar
  5. Vision and Core Beliefs

### Multi-year Implementation Plan

8. Provide a description of the multi-year plan to meet the goal of awarding diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after July 1, 2020. The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

#### Criteria:

- Multi-year plan is aligned with the SAU shared vision focus areas
- Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.
- Evidence included clearly supports the benchmarks
  - \*See the following attached evidence
  - 1. MSAD #1 Strategic Planner
  - 2. District Leadership Team work
  - 3. Timelines
  - 4. Documentation of work with MCCL curriculum
  - 5. Documentation of consideration of graduation by standards aligned with MCCL

### System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary school students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

#### Criteria:

- Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit
  - Clear description of practices for regular monitoring of student progress
  - Clear description of equity of opportunity for support in any content area and Guiding Principle
- \*See the following attached evidence
1. High school RTI documents
  2. Empower and MCCL curriculum of learning targets

## Proficiency-Based Diploma Transition Funds

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

- Policy:
- Practice:
- Community Engagement:
- One-year Carry Over:

\*See the following attached evidence

1. Budget and Detail for Proficiency Based Transition Funds
2. Chart of Areas of Expenditures

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

Criteria:

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

\*See the following attached evidence

1. Budget and Detail for Proficiency Based Transition Funds
2. Narrative of Intended Impact of Transition Fund Expenditures

## School Board Vote and Approval of the Extension Request

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

\*See the following attached evidence

1. Board Agenda and Minutes of October 8, 2014.

**Option 5 Authorization Page**

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

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

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

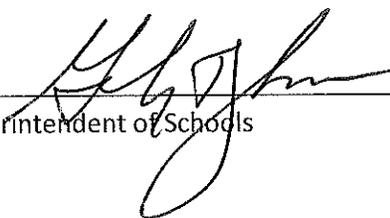
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

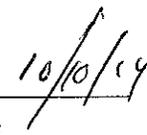
A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;

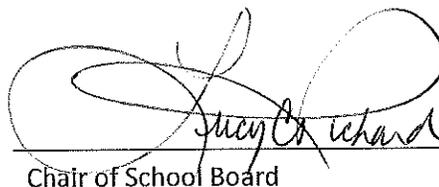
B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

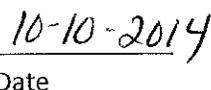
C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

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

  
\_\_\_\_\_  
Superintendent of Schools

  
Date

  
\_\_\_\_\_  
Chair of School Board

  
Date

#7

Evidence  
of  
Preparedness

## EVIDENCE OF PREPAREDNESS #7

MSAD #1 has embarked on the journey towards improving teaching and learning with the work involved around *Inevitable: Mass Customized Learning* by Charles Schwahn and Beatrice McGarvey. In 2012, MSAD #1 joined with twelve other school units in Aroostook County and created the Northern Maine Educational Collaborative (NMEC) to support one another in this time of great change in education. During the 2013-2014 school year, a District Leadership Team was formed with members of all stakeholders being represented, which met regularly throughout the year to discuss the steps involved in moving towards Proficiency Based Education in our district. There have been several book talks involving the work around PBE. Mindset, by Carol S. Dweck, Ph.D., Drive, by Daniel H. Pink, Delivering on the Promise, by Richard A. DeLorenzo, Wendy J. Battino, Rick M. Schreiber and Barbara B. Gaddy Carrio, The Art & Science of Teaching by Robert J. Marzano and Becoming a Reflective Teacher by Robert Marzano with Tina Boogren, Tammy Heflebower, Jessica Kanold-McIntyre and Debra Pickering are books that have been used to guide our thinking and understanding of the work involved in PBE. These book talks are occurring during staff meetings, evening meetings, grade-level meetings and during professional development opportunities.

As we continue to adjust our timelines for the district, work has begun at all of our five schools to also make their own timelines. Schools are at different places in their timelines and we will continue to adjust and refine as progress is being made.

# **Charter (With Proposed Amendments)**

**Northern Maine Educational Collaborative**  
**Approved October 8, 2013 with proposed amendments from June 10, 2014**

## **ARTICLE 1 NAME, PURPOSE, OUTCOMES**

**Section 1. Name.** The name of the organization is the Northern Maine Educational Collaborative (NMEC).

**Section 2. Purpose.** The Northern Maine Educational Collaborative is a coalition of school systems, organizations, and individuals committed to supporting learner-centered proficiency-based education in Northern Maine school systems. The official mission of the NMEC is "to lead the development, implementation and promotion of learner-centered proficiency based learning."

**Section 3. Outcomes.** The intended outcomes of the organization's work are the following:

### **1. A well developed and refined Proficiency Based model of education to include:**

- Clear definition of what learners need to know and be able to do, including dispositions for learning / Habits of Mind;
- A system that supports learner goal setting and monitoring of his/her progress to proficiency;
- A system that facilitates fluid movement of students among multiple learning opportunities;
- A comprehensive, user friendly, transparent recording and reporting system;
- A model of successful integration of technology that effectively supports student progress toward proficiency; and
- Continuous improvement practices embedded in the system .

### **2. Collaborative systems/structures to support the work of the organization**

- Shared resources;
- Shared planning for professional development;
- Shared networking with post secondary and other education organizations;
- Shared understanding and communication of proficiency based learning including students, staff, parents, community; and
- Shared successes and challenges.

### **3. Overall Outcomes:**

- Improvement of student achievement through effective and efficient use of human, fiscal, and technological resources.
- Development of independent learners who participate in their own paths to proficiency.

## ARTICLE 2 MEMBERSHIP

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

Membership consists of the following:

Easton School Dept.

Madawaska

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

MSAD 14- Danforth

MSAD #20 Fort Fairfield

MSAD 24-Van Buren, Hamlin, Cyr Plantation

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

MSAD 29 - Houlton, Littleton, Monticello, Hammond

MSAD 33 - St. Agatha, Frenchville

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

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

MSAD 42 - Mars Hill, Blaine

MSAD 45- Perham, Washburn, Wade

RSU 39 - Caribou, Limestone, Stockholm

Caswell

Union 122 - Woodland, New Sweden

University of Maine Presque Isle

### **ARTICLE 3 BOARD OF DIRECTORS**

The Board of Directors shall be the governing body of the Northern Maine Educational Collaborative. The Board of Directors shall elect the officers of the organization and make decisions that guide the direction of NMEC. Up to two individuals may represent their school district/ University on the Board. Each member school district is allocated one vote.

### **ARTICLE 4 DECISION MAKING**

**Section 1. Decision Making Protocol, Voting Apportionment** Decisions generally shall be made by consensus. Failing to achieve consensus, the fall back process for making decisions will be by majority vote of the member school districts. Each member school district is allocated one vote.

**Section 2. Quorum** A majority of members shall constitute a quorum for transaction of business. Members may participate in meetings via phone connection, Tandberg or similar communication connections, or proxy voting.

**Section 3. Resignation, Vacancies** Any member may withdraw from the organization upon written notice to the Chair/ Co-Chair(s). That withdrawal and resignation will take place at the time specified in the notice or, if no time is specified, upon delivery. Annual dues and fees will remain with the organization.

### **ARTICLE 5 LEADERSHIP**

**Section 1. Officers** The officers of the organization shall include Co- Chairs, a secretary, and a treasurer.

**Section 2. Elections and terms of office** The officers of the organization and The Leadership Team shall be elected biennially at the Annual meeting of the organization. Each officer shall hold office for a term of two years and may serve an unlimited number of consecutive terms.

**Section 3. Co-chairs** The Co-chairs shall be the principal executive officers of the organization. The Co-chairs shall preside over all meetings and shall execute on behalf of the organization any official documents or actions required of the organization.

**Section 4. Secretary** The secretary shall keep, or cause to be kept, the minutes of the proceedings of the meetings and other committees in order to document the history of decisions made and other proceedings of the organization.

**Section 5. Treasurer** The Treasurer shall work with the Executive Director of CACE and be responsible for all funds of the organization, receive, and give receipts for money due and payable to the organization from any source. The Treasurer will take the lead on developing an annual revenue and expenditure budget to guide the finances of the organization, such budget subject to the approval of the membership. The Treasurer shall keep detailed and accurate records of financial transactions required of the organization. The treasurer will prepare or cause to be prepared a full report concerning the finances of the organization to be presented annually at the annual meeting. The Treasurer will also report on the finances of the organization monthly to the membership.

~~**Section 6. Leadership Team** The purpose of the Leadership Team for NMEC is to further the work of the organization by helping to plan agendas, guide initiatives, and other on-going work on behalf of the collaborative. The Leadership Team shall consist of the Co-Chairs, three other members of NMEC not represented by the Co-Chairs regions or roles, the Executive Director of CACE (ex officio), and other consultant(s) (ex officio) as appropriate.~~

**Section 6. Executive Committee** The purpose of the Executive Committee for NMEC is to further the work of the organization by helping to plan agendas, guide initiatives, and other on-going work on behalf of the collaborative. The Executive Committee shall consist of the Co-Chairs, secretary, treasurer and two members "at large". The two "at-large" members will be nominated by the Co-Chairs to ensure regional representation and will be approved by the full board at the next board meeting. The Executive Director of CACE and an UMPI representative shall serve as ex officio members.

## **ARTICLE 6 GENERAL PROVISIONS**

### **Section 1. Fiscal Year, annual budget development, and cost sharing**

1. The fiscal year of the organization shall begin on /July 1st and end on June 30. The membership shall approve an annual budget each year under which the organization shall operate.
2. The annual expense of running the NMEC organization will be shared by the School District Members based on most recent October 1st enrolled students. Per student costs will be determined by the membership at the annual meeting.

**Section 2. Annual meeting** An annual meeting of all members of the organization shall be held in the month of June.

**Section 3. Dissolution** In the event of dissolution of the NMEC organization, any and all assets will be distributed to the current School District members based upon their percentage of students as compared to the total School District Member student count.

## **ARTICLE 7 AMENDMENTS**

This charter may be altered, amended, or repealed, and new charter language may be adopted by a two-thirds vote of the membership. The text of any such proposed amendment(s) is required to be sent to each member fourteen (14) days prior to the meeting at which such changes may be submitted for vote.

Approved by unanimous vote (with suggested edits) by The Northern Maine Educational Collaborative: May 20, 2013

revised August 2014

# NMEC

Northern Maine Education Collaborative

A Northern Maine Regional coalition of school systems, organizations, and individuals committed to supporting learner-centered proficiency-based learning in Northern Maine school systems and committed to successful advocacy and promotion of the model with all stakeholders

**The NMEC Mission:**  
**“To lead the development, implementation and promotion of learner-centered proficiency-based learning.”**

**NMEC Desired Outcomes for 2013-2014:**

- First Steps/First Year Awareness Plans in Place in NMEC Member Systems
- District and School Leadership Teams in Place in NMEC Member Systems
- PBE Awareness Sessions Offered Locally by NMEC Member Systems
- Implementation Plans for a Proficiency-Based Diploma in NMEC Member Systems

**CONNECT**

**LEAD**

**LEARN**

## NMEC CALENDAR - 2013-2014

**Sept. 12**

*Aroostook Rm*

12:30 – 2:30

- NMEC Board Member Orientation
- Development of the 2013-2014 NMEC Plan
- Other NMEC Business

**Oct. 8**

*Allagash Rm*

9:00 – 12:00

- **Hot Topic: Teacher Evaluation**
  - Open to a total of 2-4 Administrators/Teacher Leaders/Other Reps from NMEC Member Systems

*Allagash Rm*

1:00 – 2:30

- **After The Hot Topic: Team Work Time**
  - Optional Work Time for Hot Topic Participants

*Alumni Rm*

12:30 – 2:30

- **NMEC Board: Shared Leadership Teams for Proficiency Based Education (PBE)**
  - Open to Supt. plus 1 other rep from NMEC Systems

**Oct. 9**

*Allagash Room*

9:00 – 2:30

- **Leadership Team Development Boot Camp**
  - How to develop shared leadership teams to lead the PBE work
  - What's Working with Teams Locally and Elsewhere
  - Open to the chair and 1-3 other members of local district leadership teams

**Nov. 12**

*Allagash Rm*

9:00 – 12:00

- **Hot Topic: All About Standards**
  - Open to a total of 2-4 Administrators/Teacher Leaders/Other Reps from NMEC Member Systems

*Allagash Rm*

1:00 – 2:30

- **After The Hot Topic: Team Work Time**
  - Optional Work Time for Hot Topic Participants

*Alumni Rm*

12:30 – 2:30

- **NMEC Board: Spreading The Word about PBE**
  - Initial and On-Going PBE Awareness at the Board, School, and Community Levels
  - Open to Supt. and 1 other rep from NMEC Systems

**Nov. 13**

*Allagash Rm*

9:00 – 2:30

- **Leadership Team Development Boot Camp**
  - Understanding the Big Picture of PBE: Are We All On the Same Page?
  - How to Develop Initial and Ongoing PBE Awareness for Students, Community, Schools, and School Boards
  - Open to the chair and 1-3 other members of local district leadership teams

## NMEC CALENDAR – 2013-2014

### Jan. 14

- Allagash Rm* 9:00 – 11:30 • **Hot Topic - Teaching in a Standards Based System: Classroom Organization and Instruction**
- Open to a total of 2-4 Administrators/Teacher Leaders/Other Reps from NMEC Member Systems
- Allagash Rm* 12:15 – 2:30 • **After The Hot Topic: Team Work Time**
- Optional Work Time for Hot Topic Participants
- Alumni Rm* 12:15 – 2:30 • **NMEC Board: Proficiency Based Diploma: Status of the Work in NMEC Member Systems and Elsewhere**
- Open to Supt. and 1 other rep from NMEC System

### Jan. 15

- Kelley Commons* 8:30 – 3:00 • **Proficiency-Based Diploma Boot Camp:**
- A Special Session for Local Leadership Team Reps, HS Principals, and HS Teacher Leaders (2-4 total per system)
  - Focus: Leading the Work on PB Diplomas
  - Sharing of Participant Systems' Best Practices
  - Learning About The Work Elsewhere
  - Team Time to Work on Local Planning

### Feb. 11

- Allagash Rm* 9:00 – 11:30 • **Hot Topic: Formative Assessment**
- Open to a total of 2-4 Administrators/Teacher Leaders/Other Reps from NMEC Member Systems
- Allagash Rm* 12:15 – 2:30 • **After The Hot Topic: Team Work Time**
- Optional Work Time for Hot Topic Participants
- Alumni Rm* 12:15 – 2:30 • **NMEC Board: The Current State of Curricular Work in the County and Elsewhere**
- Open to Supt. and 1 other rep from NMEC Systems

### Feb. 12

- Kelley Commons* 9:00 – 2:30 • **Leadership Team Development Boot Camp: Local Curricular Planning**
- Where did we/do we start?
  - Where are we now?
  - Where are we going next?
  - Best Practices, Models, Resources
  - Open to the chair and 1-3 other members of local district leadership teams

## NMEC CALENDAR – 2013-2014

### Mar. 11

- Allagash Rm* 9:00 – 11:30 • **Hot Topic: Grading and Reporting Practices**
- Open to a total of 2-4 Administrators/Teacher Leaders/Other Reps from NMEC Member
- Allagash Rm* 12:15 – 2:30 • **After The Hot Topic: Team Work Time**
- Optional Work Time for Hot Topic Participants
- Alumni Rm* 12:15 – 2:30 • **NMEC Board: A PD Roadmap for PBE**
- Open to Supt. and 1 other rep from NMEC Systems

### Mar. 12

- Allagash Rm* 9:00 – 2:30 • **Leadership Team Development Boot Camp: PD Planning for PBE**
- What are we doing now?
  - Where are we going next?
  - Best Practices, Models, Resources
  - Open to the chair and 1-3 other members of local district leadership teams

### Apr. 9

- Allagash Rm* 9:00 – 11:30 • **Hot Topic TBA**
- Open to a total of 2-4 Administrators/Teacher Leaders/Other Reps from NMEC Member
- Allagash Rm* 12:15 – 2:30 • **After The Hot Topic: Team Work Time**
- Optional Work Time for Hot Topic Participants
- Allagash Rm* 12:15-2:30 • **NMEC Board – The World Café and The Future Search – Models for Visioning and Planning**
- Open to Supt. and 1 Other Rep from NMEC Systems

### May 13

*Allagash Rm* TBA

### June 10

*Allagash Rm* TBA

**NMEC Curriculum Training 2014-2015**  
**Maine Cohort for Customized Learning (MCCL) Curriculum Consortium**

**Outcomes: As a result of this consortium, participants will:**

- *understand the key components of a curriculum aligned to the Common Core State Standards & Maine Learning Results.*
- *understand the purpose & design of the MCCL Curriculum.*
- *understand the importance of shifting from a focus on activities & assignments to learning goals.*
- *understand the difference between declarative & procedural knowledge in order to appropriately design instruction.*
- *understand the importance of the three circle model of curriculum and what each circle includes.*
- *be able to use the taxonomy of learning to design assessment options for learning goals in the MCCL curriculum.*
- *be able to design pathways for learning.*
- *be able to design learning experiences, using a common template aligned with the Art & Science Instructional Model.*
- *be able to build learning experiences, using the playlist tool in Empower.*

**General Topical Progression**

**Day #1:** *General curriculum overview, purpose of curriculum design, building an understanding of the vocabulary, making the shift from activities & assignments to learning goals.*

**Day #2:** *Building an understanding of the taxonomy and designing different pathways for learning.*

**Day #3:** *Designing learning experiences, incorporating the three circles of the curriculum. Using playlists in Empower, design learning experiences that align with the framework of the Art & Science Instructional Model.*

**General Expectations**

- ✓ *After each day's training participants will apply what they have learned in their own classroom, building or district and return to the next session to share their experiences with colleagues.*
- ✓ *Each district team will develop a plan for how they will share their learning with colleagues in their own building or district.*
- ✓ *After Day #2, participants will bring their understanding of the curriculum model to the Art & Science trainings. On Day #3, participants will apply both the curriculum and instruction understandings to design quality learning experiences.*

**AROOSTOOK PLAN (Draft 9/8/14)**  
**Calendar for Professional Development 2014-2015**

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

- August 4                      Tech Coordinators Educate (AM) 8:30-11:30  
Tech Coordinators iObservation (PM) 12:30-3:30  
Allagash Room
- August 5                      Ben Hartlieb- Educate/Empower Train the Trainer  
PIHS Cafeteria 8:30-3:00
- August 5-6                    Curtis Jack- iObservation training for administrators and  
Teachers 8:30-3:00  
MPR Room

Linda Laughlin:    Sept. 11 individual district team meetings by appt.  
Sept. 12            Understanding the taxonomy and designing pathways for learning.

Bea McGarvey:    Oct.. 28-29    Art and Science of Teaching

Bea McGarvey:    Nov. 19-20    Art and Science ( Second day place-held for the  
diploma/grading conversation).

Linda Laughlin:    Dec 9            Designing Learning Experiences That Align with  
the Art and Science Instructional Model & the 3 Components of the Curriculum

**2015**

Linda Laughlin:    Jan. 21 Topic TBA

Jan 22 TBA based on NMEC needs.    (Storm dates Jan 28-29)

Feb. 26 Topic TBA based on NMEC needs (25<sup>th</sup> space was unavailable)

Linda Laughlin Feb 27 Topic TBA based on NMEC needs. (Please notice this new  
date ) Storm dates March 3-4)

Bea McGarvey:            April 28, 29 Topic TBA

Debra Pickering        Sept. 14, 15 Complex Reasoning

Debra Pickering        Nov. 3, 4            Complex Reasoning

# **Understanding Proficiency-Based Education**

## **MSAD #1- 2014/15**

Our district is on course toward Proficiency-Based Education (PBE). This research-based, state-mandated design for education uses instruction, assessments, grading and reporting methods that require students to demonstrate they have acquired the most critically important knowledge and skills. In 2012, the Maine Legislature passed PBE into law *LD 1422, An Act to Prepare Maine People for the Future Economy*.

### **What are the benefits of Proficiency-Based Education?**

Proficiency Based Education specifically describes a child's progress toward knowledge and skill acquisition of targeted Learning Goals/Targets and Maine's Guiding Principles as referenced below.

### **What are Learning Goals/Targets?**

- Learning Goals/Targets (essential knowledge and skills) are grounded in Common Core State Standards [CCSS] and Maine Learning Results [MLR].
- Learning Goals/Targets will be clearly stated for students and parents at the beginning of each school year.
- With Proficiency Based Education, students have multiple opportunities to reach their Learning Goals/Targets.

### **How is student progress reported to parents? (Example on back)**

- Teachers will be using rubrics that contain specific performance levels to assess student progress.
- Beginning this year, specific feedback on Learning Goals/Targets will be reported.
- Feedback will be in the form of a scoring rubric, describing student progress on a scale of 1 to 4.

- 4 **ADVANCED**
- 3 **PROFICIENT**
- 2 **DEVELOPING**
- 1 **EMERGING**

### **Maine's Guiding Principles will also be reported in the form of a rubric.**

A clear and effective communicator  
A self-directed and lifelong learner  
A creative and practical problem solver  
A responsible and involved citizen  
An integrative and informed thinker

### **How can parents help their child(ren)?**

- Communicate with your child about daily activities and discuss goal setting with your child.
- Teamwork! Work with your child and his/her teacher(s) as a team.
- Questions? Talk with your child... always feel free to contact his/her teacher(s) and/or administrators.

## Example of Rubric For Learning Goals

<b>ADVANCED</b>	<b>4</b>	<b>Demonstrates knowledge that goes above &amp; beyond what was taught</b>
<b>PROFICIENT</b>	<b>3</b>	<b>Demonstrates understanding of all content taught</b>
<b>DEVELOPING</b>	<b>2</b>	<b>Understands the simpler details and processes</b>
<b>EMERGING</b>	<b>1</b>	<b>With help, partial understanding of some of the elements</b>



## **MSAD #1 Mission**

Education in MSAD #1 will empower students to reach their potential as critical thinkers, problem solvers and effective communicators.

### **Core Beliefs About Learning:**

- *All students can learn.*
- *Learners learn in different ways, in different settings, and in different time frames for different futures.*
- *Learners learn best in a safe and welcoming environment, characterized by supportive relationships.*
- *Learning is meaningful when connected to relevant experiences.*

#8

Multi-Year  
Implementation  
Plan

**MSAD #1 Strategic Planner for Implementing Proficiency Based Education and Plan for Transitioning to Proficiency Based Diploma**

Identifier	<< 2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 >>
<b>Climate Supportive of Change</b>	Develop a district leadership team	Articulate Vision and Mission and Core Beliefs to Staff and Community and School Board	Continued Articulation through media opportunities	Continued Articulation with any needed revisions or updates	Continued Articulation with any needed revisions or updates	Continued Articulation with any needed revisions or updates
<b>Continuous Professional Development</b>	Engage Faculty in Concept Understanding	Develop a Professional Development Framework that Supports Standards Based Education-Art & Science of Teaching by Marzano	Continue Book Studies with staff and include new staff-pilot Marzano's Domain 1-15 elements	Implement Teacher Evaluation System based on Marzano's model and make any necessary policy changes	Make any necessary adjustments through Steering Committee regarding Teacher Evaluation system	Continue to refine areas of professional development to support staff
<b>Student Centered Learning</b>	Use Learning Targets to Guide Student Learning	Support individualized learning within each grade level	Implement Best Practices	Support Student Centered Habits of Mind Curriculum Support and Guiding Principles	Support individualized learning in multiple grades	Support Individualized Student Learning using Multiple Pathways
<b>Rigorous and Relevant Academic Expectations</b>	Unpacking the learning standards	Identify Power Standards Continuing alignment of curriculum with learning standards	Identify extra Time and supports/interventions for student learning	Identify Graduation Standards	Identify areas of cross curricular learning opportunities	Continue to make adjustments to Academic Expectations
<b>Standards Based Assessment for Student Learning</b>	Review current assessments (formal & Summative)	Identify Data Management System to track and report proficiency-Support pilot uses at all grade levels	Purchase system and begin recording data in at least one content area by third quarter	Implement Proficiency Based Grading System in all grades for all areas	Refine the Proficiency Based Grading System as needed	Make any adjustments as needed
<b>Infrastructure for Student Learning</b>	Review and update Tech Plan	Continue reviewing areas	Identify and examine policies that support or are barriers to PBE	Draft/Revise/Approve necessary Policies	Review and Update Facilities Plan as needed	Continue policy revisions as needed

\*This document is a work in progress. Some areas may take more time while others may take less time to achieve. We will continue to revise as necessary

## **DISTRICT TEAM LEADERSHIP MEETINGS (2014-2015)**

**Meetings after Administrator's scheduled meetings**

**August 27, 2014**

**October 21, 2014**

**November 18, 2014**

**December 16, 2014**

**January 20, 2015**

**February 24, 2015**

**March 17, 2015**

**April 14, 2015**

**May 19, 2015**

**Proficiency Based Education District Leadership Team**

Larry Fox – Curriculum Coordinator

Terry Wood – Adult Education Director/Common Core Consultant

Tim Prescott – Director of Vocational Education

Donna Lisnik – PIHS Principal

Ben Greenlaw – PIHS Assistant Principal

Anne Blanchard – PIMS Principal

Barb Bartlett – PIMS Assistant Principal

Sharon Brown – Principal, Zippel

Loretta Clark – Principal, Pine Street

Dan Duprey – Principal, Mapleton

Suzanne Hews – Director of Guidance

Sherry Brown – Director of Technology

Mary Guerrette – Director of Special Education

**Proficiency Based Education Building Level Teams**

Presque Isle High School:

Donna Lisnik - Principal

Ben Greenlaw – Assistant Principal

Suzanne Hews – Director of Guidance

Jennifer Bourassa

Dave Bartlett

Sherry Brown

**Presque Isle Middle School:**

Anne Blanchard - Principal

Barb Bartlett – Assistant Principal

Sarah Donahue – Special Education

Dianne Leavitt – Exploratory

Casey Johnson – Grade 6

Erin Hoffses – Grade 6

Jay Blackstone – Grade 7

Tracy Fox – Grade 7

Bill Guerrette – Grade 8

Lisa Dow – Grade 8

**Elementary Schools:**

Sharon Brown – Principal

Loretta Clark – Principal

Dan Duprey – Principal

Tammy Willey – Pine Street

Judy Atcheson – Mapleton

Llori Kierstead - Zippel

# Using these critical thinking skills

## Reasoning Processes

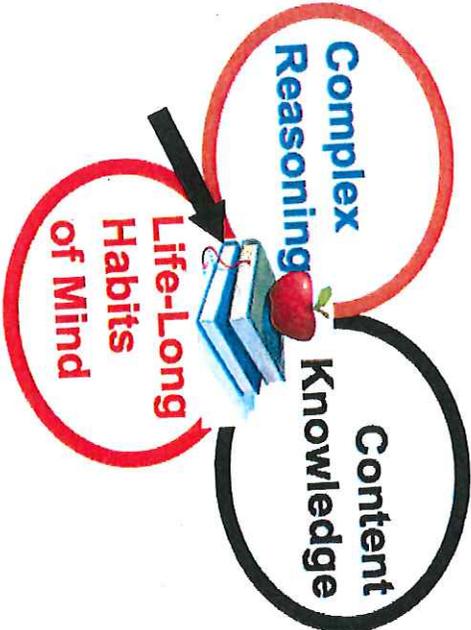
- Using Knowledge: Decision Making, Problem Solving, Invention, Experimental Inquiry, Investigation, & Systems Analysis
- Analyzing Knowledge: Comparing, Classifying, Analogical Thinking, Analyzing Perspectives, Constructing Support, Analyzing Errors, Deductive & Inductive Reasoning
- Comprehending Knowledge: Symbolizing & Integrating
- Retrieving Knowledge: Recognizing, Recalling, & Executing



# with this knowledge

## Content Knowledge

- English Language Arts, Mathematics, Social Studies, Science, World Languages, Industrial Technology, Career Development, Health, Physical Education, Visual & Performing Arts, & Technology Education



to practice getting better at being a reflective, & self directed learner, & a collaborative worker



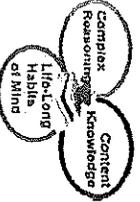
- Reflective Learner:** (Understanding Oneself): Understanding One's Learning Style, Cultivating Creativity & Imagination, Maintaining a Growth Mindset, Responding Appropriately to Feedback
- Self-Directed Learner:** (Improving Oneself): Meeting Quality Standards, Persevering, Setting & Monitoring Goals, Managing Impulsivity
- Collaborative Worker:** (Working With Others): Working Toward Team Goals, Listening With Understanding/Empathy, Seeking To Be Understood, & Seeking to Resolve Conflicts

English Language Arts	Overall MT Score	2.75
Plot Development	Fr. Eng., So. Eng., A.P. Lit.	2.75
Theme	DE Eng., A.P. Lit.	4
Character Development	HS Courses	3.75
Narration	HS Courses	3
Rhetorical Modes	Fr. Eng., So. Eng., A.P. Lit.	3.25
Central Ideas	DE Eng., A.P. Lit.	3
Text Structures & Features	HS Courses	2.75
Author's Reasoning	HS Courses	2
Conventions	Fr. Lit., So. Lit., A.P. Lit.	2.5
Use of Language	DE Eng., A.P. Lit.	4
Vocabulary	HS Courses	3.75
Writing Traits	Fr. Eng.	3
Informative/Explanatory	Fr. Eng., So. Eng., A.P. Lit.	2.75
Opinion/Arguments	DE Eng., A.P. Lit.	4
Narratives	HS Courses	3.75
Planning & Drafting	Fr. Eng., So. Eng., A.P. Lit.	3
Revising & Editing	DE Eng., A.P. Lit.	2.75
Production & Distribution	HS Courses	4
Accessing Information	DE Eng., A.P. Lit.	3.75
Analyzing Information	HS Courses	3
Research	Fr. Eng., So. Eng., A.P. Lit.	2.5
Speaking & Listening	DE Eng., A.P. Lit.	3
Complex Reasoning	HS Courses	
Life-Long Habits of Mind		

Mathematics	Overall MT Score	2.75
Number Sense	Fractions, Decimals & Pre-Alg.; Alg. 1	2.75
Number & Quantity	Number Systems	4
Attributes & Properties	Pre-Alg.; Alg. 1	3.25
Geometric Meas.	Alg. 1	3
Coordinate System	Geo.; Alg. 2	2.75
Equations, Equations & Functions	Alg. 1, Alg. 2	3
Foundational Alg.	MS Alg.	2.75
Interpreting Functions	HS Courses	4
HS Courses	HS Courses	3.75
Measurement	HS Courses	3
Data Analysis	HS Courses	2.75
Statistics & Probability	AP Stats.	4
Probability	Stats.	3.75
Tools of Measurement	HS Courses	3
Overall MT Score		
Biodiversity & Evolution		3
Environmental Science		2.75
Human Body Systems		4
Cells & Organisms		3.75
Heredity & Reproduction		3
Matter		3
Forces & Motion		2.75
Mechanical Systems		4
Waves		3.75
Heat Energy		3
Strand: Physical Science		

Social Studies	Overall MT Score	3
US Regions		3
World Geography		2.75
Maps & Tools		4
US Const. & Legal Sys.		3
Rights & Respon.		2.75
Personal Economics		3
Functional Economics		2.75
Econo. Transformation		4
Aware. & Understand.		3
Pop Culture		2.75
Tech. & Innovation		4
Transformation		3
War & Diplomacy		4
Soc., Pol. & Eco. Reform		3.75
Comparative Govt.		3
Leadership & People		2.75
War & Diplomacy		4
Globalization		3.75
Relig., Divers., & Identity		3
World History		
Physical Ed.	Overall MT Score	
Fitness-Related		3
Skill-Related		2.75
Lifelong Fitness		

Overall Measurement Topic (MT) Score is the result of averaging scores received for each learning expectations across the scope of the measurement topic.



VPA Music	Overall MT Score	
Disciplinary Literacy	Rhythm HS Courses	3
	Melody	2.75
Creation, Performance, Expression	Music	3
	Creat., Perf, Exp.	2.75
Aesthetics & Criticism	Aesthetics	3
	Criticism	2.75
Connections	Culture & History	3
	Lifestyle & Career	2.75

VPA Art	Overall MT Score	
Disciplinary Literacy	Artists Purpose HS Courses	2.75
	Elem. of HS Courses	4
Creation, Performance, & Expression	Visual Literacy HS Courses	3.2
	3D Tools & Aesthetics	2.5
Aesthetics & Criticism	Aesthetics	3
	Criticism	2.75
Connections	Culture & History	3
	Lifestyle & Career	2.75

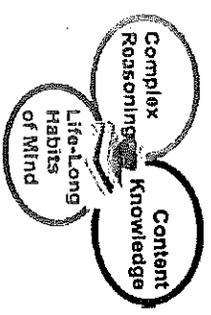
World Languages	Overall MT Score	
Communication	Presentational HS Courses	2.75
	Presentational	4
Reading	Interpretive HS Courses	3.75
	Interpretive HS Courses	3
Reading	Interpersonal HS Courses	3.25
	Interpersonal	3
Reading	Products & HS Courses	2.75
	Pract. & HS Courses	2.5

Industrial Tech.	Overall MT Score	
Comm. Literacy	Reading HS Courses	2.75
	Writing HS Courses	4
Comm. Literacy	Production HS Courses	3.75
	Production HS Courses	3

Self-Directed Learner	Understanding	
	Cultivating	
Reflective Learner	Growth Mindset	
	Responding to	
Collaborative Worker	Meeting Quality	
	Persevering	
Collaborative Worker	Setting & Managing	
	Working Toward	
Collaborative Worker	Listening	
	Seeking to be	
Collaborative Worker	Resolving Conflicts	
	Resolving Conflicts	

Health	Summative MT Score	
Substance Use & Prevention	Alcohol HS Health	3
	Drugs & Inhalants HS Health	2.75
Disease	Tobacco HS Health	4
	Non-Bio-Communicable Bio.	3
Disease	Care of the Body Bio.	2.75
	Safety & Accident HS Health	4
Safety	Recog. & HS Health	3
	Mental Health HS Health	2.75
Safety	Nutritional Health MS Health	4
	Relationships MS Health	3.75
Safety	Reproductive MS Health	4
	MS Health	3.75

Using Knowledge: Addressing Situations & Issues	Decision Making	
Using Knowledge: Addressing Situations & Issues	Situational Problem Solving	
Using Knowledge: Addressing Situations & Issues	Invention	
Using Knowledge: Addressing Situations & Issues	Experimental Inquiry	
Using Knowledge: Addressing Situations & Issues	Investigation	
Using Knowledge: Addressing Situations & Issues	Systems Analysis	
Using Knowledge: Addressing Situations & Issues	Comparing	
Using Knowledge: Addressing Situations & Issues	Classifying	
Using Knowledge: Addressing Situations & Issues	Analogical Thinking	
Using Knowledge: Addressing Situations & Issues	Analyzing Perspectives	
Using Knowledge: Addressing Situations & Issues	Support	
Using Knowledge: Addressing Situations & Issues	Analyzing Errors in Reasoning	
Using Knowledge: Addressing Situations & Issues	Deductive Reasoning	
Using Knowledge: Addressing Situations & Issues	Inductive Reasoning	
Using Knowledge: Addressing Situations & Issues	Logical Inferences	



Overall Measurement Topic (MT) Score is the result of averaging scores received for each learning expectations across the scope of the measurement topic.

Comprehending Knowledge	Symbolizing	
Comprehending Knowledge	Integrating	
Comprehending Knowledge	Recognizing	
Retrieving Knowledge	Recalling	
Retrieving Knowledge	Executing	

XXX High School  
XXX, Maine

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

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

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

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

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

Proficiency-based Learning Scale	
Level 4	In addition to a score 3.5, the learner demonstrates in-depth inferences and applications that go beyond the targeted proficiency level.
Level 3.5	In addition to a score 3.0, the learner has demonstrated evidence toward moving to a level four.
Level 3.0	The learner has met the expected target at a proficient level of complex knowledge.
Level 2.5	In addition to score 2.0, the learner has demonstrated evidence of completing aspects (partially meeting) the learning target.
Level 2.0	The learner is proficient in the foundational knowledge with no major errors or omissions regarding simpler details and processes.
Level 1.5	In addition to a score 1.0, the learner (independently) possesses some but not all of the simpler details and processes.
Level 1.0	With help, the learner has a partial understanding of some of the simpler details and processes.

A 3.0 score represents proficiency on a complex learning expectation. It represents the expected level of performance. A score of a 4.0 should not be equated as an "A" in a traditional grading system. A score of a 4.0 represents a performance that goes above & beyond what is expected of all learners and is not offered for all learning expectations. High performance is defined by a combination of 4.0 scores on some learning expectations and 3.0 scores on learning expectations beyond what is required for graduation.

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

#9

System of  
Supports for  
Student  
Learning

Presque Isle High School  
Response to Intervention (RTI) Plan

<p><b>Tier I – Interventions for all students</b></p>	<ul style="list-style-type: none"> <li>● Diverse curriculum with many options for students based on student interest (AP, Honors, Electives)</li> <li>● Daily school wide “Activity Period” where teachers are available to students for extra help.</li> <li>● Students remain in the same Activity Period, with the same teacher, for 4 years</li> <li>● Teachers modify instruction and assessments to meet the needs of learners</li> <li>● Instruction is differentiated for students</li> <li>● Numerous transition opportunities for 8<sup>th</sup> grade students</li> <li>● Wide range of after school activities</li> <li>● Guidance meets regularly with students and families</li> <li>● Constant communication between school and family (Powerschool, email, phone calls, P/T conferences)</li> </ul>
<p><b>Tier II – Interventions for students who need extra support.</b></p>	<ul style="list-style-type: none"> <li>● Peer Tutoring</li> <li>● Referral to Second Chances program</li> <li>● Identified for extra support through our Dropout Prevention team</li> <li>● Staffing involving parents, teachers, guidance and administration</li> <li>● Support from guidance counselors</li> </ul>
<p><b>Tier III – Intensive interventions for our most at-risk students.</b></p>	<ul style="list-style-type: none"> <li>● Off site Alternative Education program</li> <li>● Summer School</li> <li>● Modified Day or Modified Schedule</li> <li>● One to One tutoring in an off campus location</li> </ul>
<p><b>Process for Collaborative Problem Solving</b></p>	<ul style="list-style-type: none"> <li>● Dropout Prevention team</li> <li>● NWEA, Attendance, and Academic Data</li> <li>● Staffing Meetings and IEP’s</li> <li>● Meetings with Family, Administration, Teachers, and Guidance Counselors.</li> </ul>

# PURCHASE ORDER

NO. 8613

Vendor Threeshapcs.com LLC

Date 07/27/2014

Address \_\_\_\_\_

Sales Terms Net-30 F.O.B. N/A

Fax Number: Scott Nason

Ship Via N/A Delivery Date N/A

Confirmed With \_\_\_\_\_

Account No. 2232-1100-1000-6100-950-100

Ship to Supt. of Schools, MSAD #1  
P.O. Box 1118  
79 Blake St., Ste. #1  
Presque Isle, ME 04769

**SEND INVOICE TO:**  
 Superintendent of Schools  
 MSAD No. 1  
 P.O. Box 1118  
 Presque Isle, Maine  
 04769-1118  
 207-764-4101

*Please bill this purchase order separately, in **Duplicate** indicating the purchase order number.*

-----  
 Invoices paid upon completion of purchase orders.

Attention: Sherry Brown — sherry.brown@sad1.org

Telephone: \_\_\_\_\_

Item	Qty.	Unit	Catalog Number	Description of Article or Item	Unit Price	Amount
1	1	ea.		Student Licenses 2014-2015 (1,819 students)		\$7,276.00
				Total		\$7,276.00

*OK to pay*

Buyer's Initials  
 \_\_\_\_\_

Signed: CAA JD JRW  
 Superintendent of Schools  
 or Business Administrator

#10

# Transition Funds

# Fund Audit Report

SELECTED Data

Arranged by:  
Account Number

Date Range: 07/01/2013 thru 10/31/2014

Date	Check/ Receipt	Invoice	Description	Budget/ Expected	Disbursed/ Received	Payable/ Receivable	Encumber
<b>2232</b>	<b>Transitions Grant</b>		<b>-- EXPENDITURES --</b>				
<b>2232-1100-1000-6100-950-100</b>			<b>Supplies</b>				
06/19/2014							
AP		06122014	CACE	0.00	0.00	6,920.91	0.00
AP	048837	06122014	CACE	0.00	6,920.91	-6,920.91	0.00
09/23/2014							
AP 8613		318	Threeshapes.com LLC	0.00	0.00	7,276.00	0.00
09/24/2014							
AP 8613	049772	318	Threeshapes.com LLC	0.00	7,276.00	-7,276.00	0.00
<b>2232-1100-1000-6100-950-100</b>			<b>Account Totals:</b>		14,196.91	0.00	0.00
<b>2232</b>	<b>Fund Totals:</b>			0.00	14,196.91	0.00	0.00
<b>2232</b>	<b>Transitions Grant</b>		<b>-- SUMMARY --</b>				
			<b>Total Revenue</b>	0.00	18,021.31	0.00	
			<b>Total Expenditures</b>	0.00	14,196.91	0.00	0.00

Beginning Cash Balance	0.00
Revenue	18,021.31
Expenditures	-14,196.91
Other Cash Transactions	0.00
Ending Cash Balance	3,824.40
Payable	0.00
Encumbered	0.00
Unencumbered Cash Balance	3,824.40

# NMEC 2015 Budget Revised/Re-Approved 9/9/2015

Revenue 2014		NMEC Budget 2014-15					
NMEC	District	Enrollment	Cost Per Pupil	CACE Support	Membership	Total	
	Caswell	32	1.47	47.04	3,071	3,118	
	Madawaska	493	1.47	724.71	5,773	6,498	
	MSAD 14	140	1.47	205.8	3,071	3,277	
	MSAD 24	310	1.47	455.7	3,071	3,527	
	MSAD 27	969	1.47	1424.43	8,372	9,796	
	MSAD 29	1350	1.47	1984.5	8,372	10,357	
	MSAD 33	260	1.47	382.2	3,071	3,453	
	MSAD 70	469	1.47	689.43	5,773	6,462	
		4023		5866.77			
	Easton	202			3,071	3,071	
	MSAD 1	1839			8,372	8,372	
	MSAD 20	536			5,773	5,773	
	MSAD 32	321			3,071	3,071	
	MSAD 42	433			5,773	5,773	
	MSAD 45	393			3,071	3,071	
	RSU 39	1554			8,372	8,372	
	Union 122	196			3,071	3,071	
	UMPI			In-kind	0	0	
		5474				87,062	
	Total NMEC	9530					
	Consultants		58,400		Small	<400	
	Food Service (no lunches)		7,000		Medium	400-1000	
	Travel		8,600		Large	>1000	
	Materials/copywork		500				
	CACE		6,000				
	Other expenses		6,562				
			87,062				

#11

Intended  
Impact  
for  
Transition  
Funds

### Description of the Intended Impact of Transition Funds (2013-2014)

Policy	\$ 0
Practice	\$ 6,920.91 dues to CACE
Community Engagement	\$ 0
PBE Recording System	\$ 0
Total Spent	\$ 6,920.91
One Year Carryover	\$11,100.40
Total Received for Year	\$18,021.31

Intended outcomes for expenditures in 2013-2014 for Practice-professional growth for teachers and administrators through participation in CACE. Teachers and administrators participated in several meetings and planned professional development opportunities. These opportunities are helping to build awareness for parents, students, staff, school board members, community members and other stakeholders.

### Description of the Intended Impact of Transition Funds (2014-2015)

Policy	\$ 0
Practice	\$ 8,372.00 dues to NMEC
Practice	\$ 6,920.91 dues to CACE
Community Engagement (newspaper)	\$ 5,000.00
PBE Recording System (EMPOWER)	\$ 7,276.00
Total Spent	\$27,568.91
One Year Carryover (2013-2014)	\$11,100.40
Total Received for Year	\$18,021.31
Balance	\$ 1,552.80

This year we plan to continue paying the dues to CACE and including dues for NMEC as these partnerships provide many professional opportunities for our teachers and administrators with these collaborations. We have seen changes in educational practices and by providing the digital tool to manage our curriculum and track student progress we can continue to monitor the progress of our students and make adjustments as needed. We are still looking at ways to spend the remaining funds. We would like to make decisions that will give us the best outcomes on how we spend these funds so we are continuing with these discussions.

#12

School  
Board  
Approval

Agenda/Minutes

**Agenda Item #8:**

**MOTION:**

Consideration to authorize MSAD #1 School Department to request the Maine Department of Education to grant Option 5 Extension through July 1, 2020 for the requirement that students demonstrate proficiency in the standards of the eight content areas and the standards of the Guiding Principles in order to receive a diploma. *(Ref. Maine Revised Statutes 20-A Section 4722-A)*

**MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 1**  
Castle Hill - Chapman - Mapleton - Presque Isle - Westfield

**Board of Directors**

**WEDNESDAY - October 8, 2014**      5:30 p.m. --- **NOTE TIME**

**Mapleton Elementary School** ---- **NOTE LOCATION**

**AGENDA**

1. Call to Order
2. Announcements
3. Public Participation
4. Approval of Minutes
5. Committee Reports
6. Financial Statement(s)/Bills & Warrants Signed to Date
7. Superintendent's Report
  - a) Delegate/MSMA Fall Conference
  - b) 2014 School Enrollment
  - c) Seasonal Influenza Vaccine Program
  - d) Chinese Initiative Update
  - e) Other
8. Consideration of Staff Appointment(s)
9. **Consideration of Maine Education Mandates (Update on Performance Evaluation and Professional Growth Systems)/PBE - Proficiency Based Education (*Extension Request*)**
10. Consideration of Personnel Matters (*Executive Session*) - 1 MRSA § 405(6)(F)
11. Consideration of Superintendent Search Progress (*Executive Session*) - 1 MRSA § 405(6)(E)(F)
12. Adjournment

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 1  
Castle Hill - Chapman - Mapleton - Presque Isle - Westfield

MINUTES  
Board of Directors

Mapleton Elementary School  
October 8, 2014  
5:30 P.M.

**Directors Present:**

Jim Bubar (10)	Lori Kenneson (9)
Brent Buck (1)	Joanna Newlands (2)
Robert Cawley (5)	Scott Norton (7)
Curtis Culberson (11)	Lucy Richard (12)
Julie Freeman (16)	Paul Saija (17)
Sue Goulet (14)	Melissa Vance (4)

**Directors Absent:** Paul Barrett (8), Carol Bell (6), Susan Cook (13), John R. Johnston (15), and Terry Sandusky (3).

**Others Present:** Approximately 15 members of the public and 1 member of the press.

1. **Call to Order**

Chairperson Lucy Richard called the meeting to order at 5:30 P.M.

Chair Richard introduced Dan Duprey, Principal of Mapleton Elementary School who welcomed the Board. He then introduced Sherri Calhoun, music teacher at Mapleton. The 4th and 5th grades performed 3 songs for the Board.

2. **Announcements**

Board of Directors - November 12, 2014 - 5:30 P.M. - Zippel Elementary School  
Board of Directors - December 10, 2014 - 5:30 P.M. - Board Conference Room

3. **Public Participation**

There were no requests for Public Participation.

4. **Approval of Minutes**

It was moved by Paul Saija and seconded by Brent Buck to approve the minutes of September 3, 2014 as presented. Motion carried unanimously.

5. **Committee Reports**

Paul Saija, Chair of the Building & Grounds Committee, reported the committee met on September 15, 2014, 5:00 P.M. at PIMS and toured the school, auditorium and Johnson Athletic Complex.

Melissa Vance, CTE Committee member, announced the committee will meet on October 22, 2014 for the Advisory Committee dinner.

6. **Financial Statement(s)/Bills & Warrants Signed to Date**

It was moved by Curtis Culberson and seconded by Jim Bubar to approve the Financial Statement(s)/Bills & Warrants Signed to Date for August and September 2014 as presented. Motion carried unanimously.

7. **Superintendent's Report**

Superintendent Johnson asked for nominations for a Delegate and Alternate to the MSMA Fall Conference. Paul Saija moved and Jim Bubar seconded to nominate Lucy Richard as the Delegate to the MSMA Fall Conference. Motion carried unanimously. Paul Saija was appointed as Alternate Delegate.

The Board was provided an overview of student enrollment figures calculated on 9/30/14. He reported the overall count was down -3 from 2013-2014.

It was reported that daily cleaning of all building inside surfaces has been upgraded in all schools as a precautionary measure to prevent Enterovirus D68.

Superintendent Johnson and PIHS Principal Ben Greenlaw provided the Board with a powerpoint presentation of their recent China trip.

8. **Consideration of Staff Appointment(s)**

Superintendent Johnson nominated the following teacher for the remainder of the 2014-2015 school year:

Maranda Donovan - 1/2 Pre-K Teacher at Pine Street Elementary School (1 Year Only)

It was moved by Lori Kenneson and seconded by Scott Norton to approve the nomination as presented. Motion carried unanimously.

9. **Consideration of Maine Education Mandates (Update on Performance Evaluation and Professional Growth Systems) PBE - Proficiency Based Education - Extension Request**

Curriculum Director, Terry Wood provided the Board with an overview of Extension Request #5, with a submission date to the Department of Education by October 18, 2014.

It was moved by Paul Saija and seconded by Joanna Newlands to authorize MSAD #1 School Department to request the Maine Department of Education to grant Option #5 Extension through July 1, 2020 for the requirement that students demonstrate proficiency in the standards of the Guiding Principles in order to receive a diploma. Discussion followed. Motion carried unanimously.

10. **Consideration of Personnel Matters (Executive Session) - 1 MRSA § 405(6)(F)**

It was moved by Lori Kenneson and seconded by Jim Bubar to move into Executive Session for Consideration of Personnel Matters. Motion carried.

Executive Session commenced at 6:40 P.M.

Open Session resumed at 6:52 P.M.

No action was taken.

11. **Consideration of Superintendent Search Progress (Executive Session) - 1 MRSA § 405(6)(E)(F)**

It was moved by Lori Kenneson and seconded by Jim Bubar to move into Executive Session for Consideration of Superintendent Search Progress. Motion carried.

Executive Session commenced at 6:52 P.M.

Open Session resumed at 7:50 P.M.

No action was taken.

12. **Adjournment**

It was moved by Jim Bubar and seconded by Sue Goulet to adjourn at 7:51 P.M. Motion carried.

/s/ Respectfully submitted,

Gehrig T. Johnson