

**REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS**  
**Maranacook Community High School**  
**January 4, 2017, 6:30 p.m.**  
**AGENDA**

1. Call to order:
2. Student Representatives Reports (10 min.)
3. Citizens’ Comments: (5 min.)
4. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
5. Action/Discussion/Informational Items: (45 min.)
  - a. Approval of Minutes of December 21, 2016\*
  - b. Acceptance of donation – Awesome Bear Society, \$1,890.00 (Football account)
  - c. Fiscal Year 18 Budget Review/Goals
6. Informational Items: (10 min.)
  - a. Reports:
    - Principals\*
    - Adult & Community Education Director\*
    - Finance Manager\*
    - Health Center Director\*
    - Special Education Director
    - Curriculum, Assessment & Instruction Director
    - Superintendent of Schools\*
    - Staff Association
  - b. Ad Hoc Group: Awesome Bear Society – 01/11/17, MCHS, 6:30 p.m.
  - c. Committee Reports:
    - Administrator/Teacher Evaluation (Educator Effectiveness) – 03/29/17, Superintendent’s Office, 3:30 p.m.
    - Capital Area Technical Center (CATC) – 02/02/17, Augusta, 10:30 a.m.
    - Curriculum/Assessment\* - (next mtg. TBD)
    - Health Services Advisory Council – 01/17/17, MCHS Media Ctr., 6:30 p.m.
    - Participation Fees/Late Bus Study Committee\* - 01/30/17, MCHS Media Ctr., 6:00 p.m.
    - Policy – 01/09/17 and 01/23/17, Superintendent’s Office, 6:00 p.m.
7. Adjournment:

\* Attachments

RSU #38 has a policy regarding broadcasting/taping of board meetings (Policy BEDJ). Whenever a taped or filmed recording is being made of a meeting or any part thereof, the person making the tape or film shall first notify the Board Chair or the person conducting the meeting. The Chair will announce at the meeting that a member of the public is recording the meeting.

To view this Policy in its entirety, visit <http://www.maranacook.org/district-policies/>

Any citizen who wishes to add an item to the agenda may do so by notifying the Board Chair or the Superintendent’s Office, in writing, ten days prior to the Board’s next scheduled meeting.

**REGIONAL SCHOOL UNIT #38 BOARD OF DIRECTORS**  
**Maranacook Community High School Student Center**  
**December 21, 2016**  
**Minutes of Meeting**

Present: Chair Terri Watson, Vice Chair Melissa O’Neal, Wendy Brotherlin, Gary Carr, Trish Jackson, Betty Morrell, Shawn Roderick (arrived 6:48), Lucas Rumler, (1 vacancy, Readfield)

Members Excused: Jon Caron, Kelly Crotteau, Joan Farrar

Member Absent: Malcolm Hardy

Administrators: Superintendent Donna Wolfrom, Principals Jeff Boston, Dwayne Conway, Janet Delmar, and Rick Hogan, Assistant Principal Kristen Levesque, Director of Curriculum, Instruction and Assessment Nancy Harriman, Technology Director Diane MacGregor, Math Coach Sarah Caban

1. Call to order: Chair Watson called the meeting to order at 6:30 p.m.
2. Citizens’ Comments: none
3. Additions/Adjustments to the Agenda by Board and/or Superintendent: none
4. Action/Discussion/Informational Items:
  - a. Approval of Minutes of December 7, 2016  
**MOTION** by Carr, second by Morrell to approve the Minutes of December 7, 2016 as presented. **Motion Carried:** 4 in favor, 0 opposed, 3 abstentions (Jackson, O’Neal, Rumler)
  - b. Acceptance of donations  
**MOTION** by Carr, second by Morrell to accept the donation of \$1,875.00 from the Awesome Bear Society for the Boys’ Lacrosse Team. Motion carried: 7 in favor, 0 opposed  
**MOTION** by Carr, second by Rumler to accept the anonymous donation of \$509.00 for the High School Cross-Country Ski Team. Motion carried: 7 in favor, 0 opposed.
5. Workshop Session: 21<sup>st</sup> Century Technology in Our Schools  
Technology Director Diane MacGregor, introduced members of the Technology Team, as well as specialists, teachers, and students who volunteered to present to the Board. The presentations are to demonstrate to the Board some of the many ways technology is used in the district to improve instruction for the students and improve professional development for staff.  
Susan Trott, Librarian, Lori Twiss, HS Technology Integrator, and Shane Gower, HS Social Studies Teacher spoke about how they are working together to provide a blended learning experience in preparation for National History Day. Students Emma Hatt and Will Green demonstrated how the new technology is being used to prepare their World History Day projects.  
Shawn Roderick arrived during the student presentation.  
District Behavior Analyst, Monica Smith, demonstrated how the staff is using the new technology to track student behavior data, how it is used to track student progress and make programming decisions. They have also started doing this with Rtl. This provides a way for staff

to have the information they need on specific students in real time and allows district itinerant staff to respond to question in real time.

Middle School Teacher, Denise Churchill, demonstrated an on-line game called "Mission US". Mission US is a free multimedia project produced by the Corporation for Public Broadcasting. It is one of the tools she uses in her classroom to teach history.

Manchester Elementary Teacher, Rebecca Henry, shared a video her students helped put together, demonstrating the many uses of the SmartBoard in the classroom. The new MacBook Air makes using the SmartBoard with her students more reliable so she can count on the technology working as she plans her lessons.

Middle School Teacher, Bill Getty, and student Addie Watson demonstrated how students can work together on fractions using Desmos, a HTML5 Graphing Calculator. Students at different levels can work together to deepen their understanding of what they are working on.

K-8 Technology Integration Specialist, Brett Trefethen, demonstrated Class Dojo, a program the teachers at Wayne Elementary are using with their students and parents. WES has been using Class Dojo, not only to help with classroom management and to provide students positive supports, but also to communicate with parents.

District Math Coach, Sarah Caban, demonstrated how the staff has been using the new technology to enhance math instruction and Professional Development with Twitter and Blogs, sharing information with math specialists around the world. She also demonstrated how staff can access the math curriculum on the district's website.

Mrs. MacGregor wrapped up the session by stating that in these times they are thankful for the Board's support.

Staff responded to questions from the Board.

6. Adjournment: **MOTION** and second to adjourn at 8:00 p.m.

Respectfully submitted,  
Donna H. Wolfrom, Superintendent/Secretary  
D. Foster, Recorder

Elementary Principals' Report  
 January 4, 2017  
 Janet Delmar (MES & MTV)  
 Jeff Boston (RES & WES)

	Pre-K	K	1	2	3	4	5	Total
MES	11/11	18/18	14/13	14/15	23	13/12	16/15	193
RES	14/12	13/11	14/15	21	15/17	17/14	25	188
MTV	10	15	19	13/13	19	17	19	125
WES	0	7	11	12/11		11/13		65

### Upcoming Assessments

**NWEA (Northwest Education Assessment):** The NWEA is an online assessment, which measures student growth in mathematics, language arts and grammar usage. As students complete the assessment, it is automatically scored for the teacher. It provides the teacher with individual and class progress (data). The assessment window is from January 4th through January 22nd, and parents will be provided a copy of their child's results.

**DRA:** The Developmental Reading Assessment (DRA) is an individually administered assessment of a child's reading capabilities. It is a tool to be used by instructors to identify a student's reading level, accuracy, fluency, and comprehension. Once levels are identified, our teachers can use this information for instructional planning purposes.

The testing windows designated each year in our district for each grade level are as follows:

Grades K-2:

\* Kindergarten (two times a year) - January and May

\* First and Second (three times a year) - September, January and May

Grades 3-5:

\* three times a year (September, January and May).

## MEA ELA/Math Results

Earlier this month, we received the 2015-2016 MEA results for ELA/Math for our students in grades 3-5. As a district, we had 65% of our students either meet or were above the standards, and in math we had 51% compared to the states 50% for ELA and 41% for math. To put these numbers into perspective, there were 550 schools K-12 being assessed through the MEA or SAT. Below is how RSU #38 elementary schools ranked compared to other schools (K-12) in the state:

School	Content Area	Ranking
RES	ELA	98
RES	Math	74
WES	ELA	39
WES	Math	82
MES	ELA	27
MES	Math	101
MtVES	ELA	265
MtVES	Math	85

## Special Events December Music Concerts

Elementary students participated in winter concerts prior to the winter break. Dorie Tripp, music teacher for RES and MES, and Patty English, music teacher for WES and MTV, chose a variety of holiday songs for students to perform. Holiday spirit was evident all around! Students were exuberant and the crowd was engaged as well. All appreciated the energy, enthusiasm, and cheerfulness of the events!

## Kents Hill Holiday Performance

On December 13<sup>th</sup>, our students and staff from RES and WES had the opportunity to attend the Kents Hill holiday performance of "Clausarelli". The play is about the new prince of the North Pole having a ball to find his bride, the new Mrs. Claus, and Clausarella will do anything to get there. Our students had a wonderful time!

## School Wide Fundraisers- Holiday Spirit

The Mt. Vernon Elementary School ran another turkey drive this December to benefit our local food bank. The Mt. Vernon food bank serves our community and surrounding communities. Students were asked to bring in spare change/donations. Each \$10 donation by a class earned them a turkey on the bulletin board. At the end of the month, the class with the most turkeys presented Betty White, food bank coordinator, with a check for over \$434. Great job by all! Together our efforts will support our neighbors.

Manchester Elementary Holiday Giving Projects: PreK - Thank you cookies to Local Heroes (law enforcement, ambulance, fire dept, etc); Kindergarten - Toiletries for the Food Bank; Grade 1 - Nurse's office supplies (socks, undies, leggings, sweat pants, etc.); Grade 2 - Food for the Mt. Vernon Food Bank; Grade 3 - Ornaments for Meals on Wheels and pet food for Meals on Wheels recipients; Grades 4/5 - Laundry Detergent for the Food Bank.

## Mt. Vernon Scholastic Book Fair

Once again, this year, the MtVES PTC sponsored a Scholastic Book Fair at the school. The money raised will go towards purchasing new books for the school library. Thanks to all for the support for this worthwhile event.

## Manchester PTCO Literacy Fund Night at Barnes & Noble

On the evening of December 1st, the Manchester PTCO, in collaboration with Barnes & Noble, held a night of reading and fun at Barnes & Noble in Augusta. This event was well attended by students, families and staff. Our PTCO did an amazing job organizing the night to include fun craft stations and activities for everyone. One of the most exciting aspects of the evening included having six published authors on site to sign their books and greet families. The authors included:

- Ronni Arno "***Ruby Reinvented & Dear Poppy***"
- Amy Bai "***Sword***"
- Wendy Brotherlin-Dunlap, "***Freaks of Nature***"
- Stephen Costanza, "***A Christmas Spider's Miracle***" & "***Smudge and the Book of Mistakes A Christmas Story***"
- Jill Diamond, "***Lou & Pea and the Mural Mystery***"
- S. A. Larsen, "***Motley Education***"
- Hazel Mitchell, "***Toby***", illustrator of "***Where Do Fairies Go When it Snows?***"
- Liza Gardner Walsh, "***Where Do Fairies Go When it Snows?***" & "***Ghost Hunter's Handbook***"

Barnes & Noble told us that our book fair was one of the largest and most successful fundraising events that they have hosted, raising \$1,210 for the Manchester Elementary School Literacy Fund. The Literacy Fund purchases instructional reading materials for classroom literacy instruction. It was a wonderful opportunity for my husband and me to attend. Thank you to all of the authors, the MES PTCO, families, students and staff.



## MARANACOOK COMMUNITY HIGH SCHOOL

RSU#38

2250 Millard Harrison Drive

Readfield, Maine 04355

Office (207)685-4923

Fax (207)685-9597

Dwayne Conway, Principal

Kristen Levesque, Assistant Principal

Kelly Thompson, Office Coordinator

Al MacGregor, Athletic Director

Kimberly Radley, Guidance Chair

6a.

### Board Report

12/26/16

#### **High School Leadership Team Meeting**

On December 19<sup>th</sup>, the high school leadership team, which includes: faculty members that represent each department, high school administration, and Kate Taylor, had a full day meeting. The purpose of the meeting was to process and plan for proficiency based education at the high school, for the class of 2021. The group was also able to reflect on the first half the school year and how we can do an even better job for our students.

The leadership team, which represents upwards of 25% of the school staff, have been working very hard, through the model of shared leadership, to support our school's mission of being a "caring school community, dedicated to excellence." In this model, people agree that leadership is being shared to facilitate and support change so that we best support our students' learning. It is about having respect and responsibility for the school and for those leaders to openly consider new ideas and strategies. This leadership team reorganized and refocused itself in June 2016 in order to do just this.

At the December 19<sup>th</sup> meeting, Dr. Harriman was able to join us for a vibrant discussion about proficiency based education and the next steps for the high school. The team looked at how proficiency based diplomas 9-12 has morphed into proficiency based education K-12. This may seem like a small change, but the takeaway is that this is not just a high school initiative; it is a district wide approach to education. Also, as a result of this meeting, the leadership team put together a draft proficiency based education handbook for our staff, so that we all have the same information as we go through the process together. A copy of this draft handbook is attached to this report. The high school will continue its work on proficiency based education on the January 13<sup>th</sup> early release day. Dr. Harriman will also be joining us on the 13<sup>th</sup> to support our faculty with curriculum and common assessment work.

#### **Teen Issues**

On December 15<sup>th</sup>, the high school held the annual Teen Issues Day. After the closing assembly, students went back to their advisor rooms to debrief the day and complete a brief survey about the day as well as about how students feel about their school. The feedback was very good and we wanted to share some of the survey results with you:



## MARANACOOK COMMUNITY HIGH SCHOOL

RSU#38

2250 Millard Harrison Drive

Readfield, Maine 04355

Office (207)685-4923

Fax (207)685-9597

Dwayne Conway, Principal

Kristen Levesque, Assistant Principal

Kelly Thompson, Office Coordinator

Al MacGregor, Athletic Director

Kimberly Radley, Guidance Chair

### Question:

- How has a relationship helped you in your life?

### Answers:

- “My relationships with my teachers are very important to me. They help me through my studies and are more than just teachers to me.”
- “I have had a few really supportive teachers at the school that know me and care about me and have been really helpful over the past few years.”
- “My coaches have showed me that I can set goals for myself and reach them.”

Additionally, 97% of students have peers in school that support them and **98% of students think they have at least one adult in the school that supports them!**

As administrators, we value having a safe, loving environment for our students in which they can learn and be rigorously challenged. Numerous times throughout the year, we are fortunate to be able to share test scores with you that represent our student’s academic achievement. We are proud to be able to share this data that shows that our students believe that Maranacook is a safe and supportive school.

Enrollment: 366

9<sup>th</sup> Grade: 86, 10<sup>th</sup> Grade: 93, 11<sup>th</sup> Grade: 95, 12<sup>th</sup> Grade: 92

Sincerely,

Dwayne Conway-Principal

Kristen Levesque-Assistant Principal



# Proficiency Based Education

Maranacook Community High School



2016-2017

DRAFT

# Proficiency Based Education at RSU #38

## What is Proficiency Based Education?

Proficiency-based education refers to any system of academic instruction, assessment, grading and reporting that is based on students demonstrating mastery of the knowledge and skills they are expected to learn before they progress to the next lesson, get promoted to the next grade level or receive a diploma. In Maine, academic expectations and “proficiency” definitions for public-school courses, learning experiences, content areas and grade levels are outlined in the [Maine Learning Results](#) which includes the [Guiding Principles](#), expectations for cross-disciplinary skills and life-long learning, and eight sets of content-area standards, including the Common Core State Standards in English language arts and mathematics. The general goal of proficiency-based education is to ensure that students acquire the knowledge and skills that are deemed to be essential to success in school, higher education, careers and adult life. If students struggle to meet minimum expected standards, they receive additional instruction, practice time and academic support to help them achieve proficiency, but they do not progress in their education until expected standards are met.

Maine Department of Education, April 2016.

## RSU #38 Beliefs and Practices

1. All learning expectations are clearly and consistently communicated to students and families.
2. Standards and outcomes for each subject area (math, reading, social studies...) are organized in learning progressions (PreK-12).
3. Teachers, students and parents can see their progress and get support when needed. No surprises at the end!
4. Achievement is evaluated against common standards and expectations that are consistently applied to all students
5. Students are given multiple opportunities to improve their work to meet a standard.
6. Students can demonstrate achievement of standards in different ways.
7. The purpose of grades and proficiency reports is to improve the learning process

*\*adopted from Great Schools Partnership (2014) by District Administrative Team in fall 2015, presented and accepted by community at 12/3/15 PBE Community Forum (all parents and staff invited to attend this)*

## Maine Dept. of Education: Option 5 Extension

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

(Maine Dept. of Education, 2013)

## RSU #38 Proficiency Based Education Timeline

- Originally, the state of Maine expected for all schools to have students all graduate with a proficiency based diploma by 2018, however, not all schools followed this as there was no push from the state level to do so.
- In 2012, the state of Maine passed a law that all schools in Maine would need to have students graduate with a Proficiency Based Diploma by 2020.
- From spring 2014-spring 2016, MCHS held 6 different parent meetings or forums regarding what proficiency based education would look like at MCHS.
- In 2014, RSU #38 was approved by the state to follow the “Option 5 Extension.” which is:
  - In fall 2015, Beliefs and Practices for PBE were adopted by ATEAM and accepted by those at the 12/3/15 PBE Community Forum.
  - In spring 2016, the graduation committee met (with teachers and admin) and voted to have a dual grading system.
  - On January 10, 2017, the Graduation Policy will go to the RSU 38 Graduation Committee Meeting.
  - On January 13, 2017, Learning Leaders want the focus of the day to be solely on JumpRope and inputting scores as 9th and 10th grade teachers need to do this.
  - **Starting for semester 2, 2017 All 10th grade teachers needs to be inputting scores in JumpRope.**
  - During winter- spring 2017, the Graduation Policy will go to the policy committee then to the school board.
  - In February 2017, there will be a segment about PBE at the 8th Grade Fair.
  - In spring 2017, there should be another PBE Community Forum

## Standards 101 in RSU#38

### **Q: Why is there so much attention on standards in schools, now?**

A: Federal law requires that all states have academic standards.

### **Q: What are the advantages of using nationally vetted standards?**

A: It is a costly and complicated task to continually develop, update, and maintain standards one state at a time. Also, it is impossible to compare results of state assessments if each state is using different standards.

This is a great advantage to Maine educators, as states with more funding have developed some quality instructional materials and resources that are available at no cost. Other advantages are consistency in expectations and language across schools.

### **Q: Did the Common Core standards come from the federal government?**

A: No! The federal government requires states to HAVE standards, but each state can determine what standards to use.

Like most states, Maine first tried to develop its own standards. The first version of the Maine Learning Results were published in 1997. *Ask educators who were in the field then about the "purple book."* Heavily informed by employers and businesses, the standards were high and detailed what adults thought children at each grade level should know and be able to do. Unfortunately, in many cases that first set of standards were uneven in difficulty from grade to grade, and challenging to accurately assess. So in 2007 a revised set of Maine Learning Results were published.

However, looking ahead to the next revision, Maine joined many other states in adopting a set of standards developed by a group of experts in the field. Referred to as the "Common Core" these standards were the first attempt to develop progressions of learning based on research, that could be used by multiple states. Several drafts of the standards were revised based on feedback from parents, professionals, and faculty in K-12 and universities.

[\(from Nancy Harriman, MCS Website, linked here\)](#)

### **Multiple Opportunities to Meet a Standard**

Teachers will have control over the timeframe or the determination of when a retake is done by a student.

### **Maine's Guiding Principles**

Students in the class of 2021 must graduate by meeting both the priority standards and The Guiding Principles. The Guiding Principles (for the most part) are a part of the high school's Habits of Work. In addition, students will also need to be able to demonstrate purposeful communication in at least one other language. Finally, the school also has a crosswalk on how the Guiding Principles match up with the HOW and courses. [\(Click here for the Courses/ HOW Cross Walk\)](#). This means that students could also meet part of the Guiding Principles by meeting a class common assessment.

- **Cross Walk is also listed in Appendix A**
- **Maine's Guiding Principles are in Appendix D**

## **Accommodations and Standards**

Students can use accommodations (such as speech to text) when a student has an IEP. Not all students will have an accommodation and the challenge is for educators to make sure the needs of these students are being met so that they are able to meet the standards.

## **Formative Versus Summative Assessments**

There is a difference between formative assessments and summative assessments. Formative assessments allow for students to go back and revise the work they have done. A summative assessment is the final work (Trumbull & Farr, 2000). When discussing summative assessments in a Maine school, it is important to identify what is really summative. Now, Maine public schools are using proficiency- based education, with the class of 2021 to be the first class to graduate with the Common Core State Standards. There is never really going to be a summative assessment because all assessments can be redone, or students will have an opportunity to relearn and reassess, in order to meet their standards. The only truly summative assessment is a state assessment, all other assessments will be formative because students will always be given another try.

## **Graduation Policy- DRAFT**

### **Summary:**

#### **Law**

A student graduating in the class of 2020-21, must demonstrate proficiency in meeting state standards in content areas of English language arts, mathematics, science and technology, and social studies.

#### **Credits and Multiple Types of Evidence**

The student may demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- designed or student-designed assessments, portfolios, performance, exhibitions, projects and community service. In addition, the student must successfully complete a total number of credits. (Number of credits to be designed by the graduation committee in spring 2017).

#### **Special Education**

A student who is a child with a disability may meet graduation requirement and become eligible for a diploma by demonstrating proficiency in state standards established in the system of learning results through performance tasks and accommodations that maintain the integrity of the standards as specified in the student's individualized education program by the student's IEP team.

[DRAFT Graduation Policy is located here.](#)

# JumpRope Implementation

## What is JumpRope?

JumpRope is an innovative young vendor supporting school change that provides an electronic grade book system that specializes in standards-based grading for proficiency. RSU #38 contracted with JumpRope in 2015-16 after ending a contract with Mastery Connect because they did not deliver promised services (*i.e. trending calculations like power law*).

## Why are we using it?

Maine has a Proficiency-based Diploma law that requires us to track proficiency on standards in all 8 content areas & Guiding Principles of the Maine Learning Results for all students receiving a diploma after June 2020.

JumpRope will be the system within which we enter standards-based scores to track proficiency for students.

## What standards go in JumpRope? Can it include more than Priority Standards?

Teachers from K-12 in each content area have worked with the Curriculum Coordinator and Instructional Coaches for Math & Language Arts to identify the most current and nationally vetted (when available) set of standards to use as a basis for RSU #38 Curriculum. Teachers then identified “Priority” outcomes within their content area as the most important, durable, and generalizable. Those are the outcomes we assess with “Common Assessments” and track over the course of each gradespan (K-5), (6-8), and (9-12) for proficiency.

## When will all of the standards be uploaded?

The “graduation standards” (domains) and “priority outcomes” grades 4-10 will be in JumpRope by Dec 1 for almost all content areas. (*Social Studies will only be available for Gr 9 as new SS curriculum is under development and priority outcomes have not been identified yet for K-12. Education & Career Development priority outcomes will also only be available for the Gr. 9 Career & Technology Course, as priority outcomes for K-12 have not yet been identified*).

## Are we still using PowerLaw? How many scores are needed per standard?

Scores on each Priority Outcome are tracked for progress using **Decaying Average**. This calculation is a “trending” one (like Power Law) that weighs the most recent score the most heavily, so that a student’s score best reflects the student’s level of proficiency at the current time. The decaying average allows us to enter “retake” scores for specific Outcomes to better reflect a student’s mastery AFTER reteaching and additional practice.

Also, decaying average doesn’t require any specific number of scores, so if a student clearly Meets an Outcome based on a Pre-Assessment for a Unit, that score will stand and no further assessment of the Outcome at that level may be needed.

## How is the Standards Bank we are using in JumpRope this year different from prior years?

We rearranged our Standards Bank in 16-17 to be more consistent across content areas by using “domains” – the broadest category of standards in each content area – as the graduation standards. In most cases, the “priority standards” we had previously selected became the Priority Outcomes (used to assess proficiency

within a domain). Aggregating a student's scores within a broader category of standards/outcomes should provide a good indicator of the overall "body of evidence."

**How many assignments do we need to enter? Do teachers input the scores?**

JumpRope is not being used for grading all assignments. It is only for tracking proficiency. In 2016-2017, JumpRope is being piloted from grades 4-10 for tracking proficiency. In order to evaluate the system for tracking proficiency teachers in all content areas in those grades will be only entering Common Assessment scores and Retakes for Common Assessments/Priority Outcomes this year (MCHS second semester).

Proficiency scores are different than daily or weekly grading. Scores are not averaged over time. A proficiency score at the end of a time period should reflect the level of proficiency demonstrated at the point in time.

**As advisors, are we going to be able to get into JumpRope for our Advisees?**

In PowerSchool you have a Course called Advisees – you should be able to create a roster in JumpRope for that course to access Reports for your advisees.

***For more references, go to District Curriculum in First Class or Refer to Appendices below:***

- **Appendix B: Jump Rope: How to bring a common unit into your course**
- **Appendix C: Jump Rope: Tips for Access a previous year's scores for a student**



## **Parking lot**

Q & A from Learning Leaders and Nancy Harriman

12/19/16

### ***Questions, in reference to...***

#### **Graduation Policy**

Q- How will a parent know if a child is on pace for graduating?

A- That has to do with course study and graduation requirements.

Q- What happens to classes that are not graduation standards?

A- This is a next step, after the next graduation standard meeting

NEXT STEP-

Q- What if a student met the standard one time and then did not meet it in another class, later on?

A- The idea is that, with standards, students need to be able to meet it multiple times.

*NEXT STEPS- We need to sort out an identified credit recovery teacher or someone to help take this on?*

Q- The idea is that students, in order to meet a standard, they need to do this independently. However, especially for writing, it is a process. What is the line between a student getting a "3" and providing editing.

A- Teachers should feel like they can help students with revisions, etc., through teacher discretion.

Q- What is the difference between an experience and a content experience?

A- An experience is a class and a content experience is an alternative type of experience (like an internship)

#### **JumpRope**

Q- What role do they play in determining a retake?

A- They would not determine if a student does a retake, instead, they do the background technology and the calculations

Q- Can there be any type of "pie" or something, so the student is able to see where they are?

A- This was in Mastery Connect, but was not an accurate portrayal of where students are at.

Q- Do special education teachers enter scores in JumpRope?

A- This is not a fair expectation for a special education teacher IF they are not teaching the course, so not expected

Q- What do reports look like on JumpRope?

A- Teachers, guidance and administration will want to know where students are at in the progression of a subject.

*NEXT STEP- Look at the reports on JumpRope.*

Q- What about reporting the "grades" from courses that are not standards?

A- Jump Rope will only report out where students are in regards to the graduation standards.

*NEXT STEP- Nancy will look into making sure the standards can be attached to a course, for high school teacher and admin reference.*

Q- What will the transcript and report card look like? How will this include the course and the standards? Is this through JumpRope or PowerSchool?

A- The transcript will be designed through a committee?

*NEXT STEPS: Let's have a committee to design this?*

Q- Can we explain the decaying average, and why are we using it?

A- This calculation is a "trending" one (like Power Law) that weighs the most recent score the most heavily, so that a student's score best reflects the student's level of proficiency at the current time. The decaying average allows us to enter "retake" scores for specific Outcomes to better reflect a student's mastery AFTER reteaching and additional practice. Also, decaying average doesn't require any specific number of scores, so if a student clearly Meets an Outcome based on a Pre-Assessment for a Unit, that score will stand and no further assessment of the Outcome at that level may be needed.

Q- Can we look at middle school scores, to help guide placements

A- Yes, refer to Appendix C

Q- What do elementary schools use?

A- Jump Rope is being piloted in grades 4-10 this year. The elementary grades do not use letter grades now.

**References:**

Trumbull, E and Farr, B. (2000). *Grading and reporting student progress in an age of standards*. Christopher-Gordon Publishers, Inc.: Norwood, MA

Maine Department of Education (April 2016). Option 5 Extension Application. Online.

Maine Department of Education (April 2016). Getting to Proficiency: Helping Maine Graduate Every Student Prepared. Online.

**Maranacook Community High School**  
**Maine's Guiding Principles in Academics and Habits of Work**  
**WORKING DRAFT**

Guiding Principles	Course/ Place Evaluated	Standards
<b>A. A clear and effective communicator who:</b>		
1. Demonstrates organized and purposeful communication in English and at least one other language	Tech & Career, Intro to IA, Intro to Art Mathematical practice part of CC MP-3, World Languages English, Science (data collection)	LS4, ESS1, ESS3, PS1, PS2, PS3, PS4,HS.CED. SELF, HS.CED.DECI
2. Uses evidence and logic appropriately in communication	Intro to Art, Mathematical practice part of CC MP-3+MP-8 English, CER in Earth Systems, CER in Biology CER in Chemistry (lab conclusions)	<b>Collaborative Worker (HOW)</b> , LS2, ESS3, PS4
3. Adjusts communication based on the audience	Tech & Career, World Languages, English (upper level) PE 9, 10, & 11, Health	<b>Collaborative Worker (HOW)</b> , LS1, LS2, LS3, LS4, ESS3, HS. PE.1,HS. PE. 2, HS.PE.3, HS.CED.DECI, HS.CED.SELF
4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)	Tech & Career, Web Design, Multimedia Production, Intro to Computer Science, Industrial Arts (all) Art (all), Math-Verbal and Algebraic, test corrections World Languages, English, Physics, Biology Earth Systems, Chemistry, Health, PE 9, 10, & 11	HS.CED.SELF, HS. PE.1,HS. PE. 2, HS.PE.3
<b>B. A self-directed and lifelong learner who:</b>		
1. Recognizes the need for information and locates and evaluates resources	Global Explorations, World History, US History Multimedia Production Intro to Art, Music Theory, Music Ensembles Intro to Guitar, Painting , Honors Studio Art All math courses, English, Biology - Ecosystems project Honor Physics/Honors Pre-Calc, Chemistry Nuclear Project	<b>Quality Worker (HOW)</b> , HS.CED.DECI, HS. SS. Cit., HS.SS.D, HS.SS.E, LS3, PS1, PS2, PS3, PS4, <b>HS.SS.1, HS.SS.6,</b> <b>HS.SS.1, HS.SS.2, HS.SS.5, HS.SS.1,</b> <b>HS.SS.6 , HS.SS.3</b>

2. Applies knowledge to set goals and make informed decisions	Intro to IA, CADD, Tech and Career Multimedia Production, Wood Design Intro to Art, Ceramics, Advisee group, Writing A Graphic Novel, Music Ensembles , Intro to Guitar Honors Studio Art, Health, PE 10	
3. Applies knowledge in new contexts	Intro to IA, Multimedia Production, Accounting Art (all), Music Ensembles, <i>modeling, prior knowledge</i> World Languages, English, Science, PE 9, 10, & 11	LSS1, LSS2, LSS3, LSS4, ESS1, ESS2, ESS3, PS1, PS2, PS3, PS4, HS. PE.1,HS. PE. 2, HS.PE.3
4. Demonstrates initiative and independence	Independent Study IA Wood Design, CADD, Music Ensembles Intro to Guitar, Art (all), English, Physics - Math Project Biology - Ecosystems project, Chemistry Nuclear Project	<b>Quality Worker (HOW)</b> , HS.CED.SELF, LSS1, LSS2, LSS3, LSS4, PS1, PS2, PS3, PS4
5. Demonstrates flexibility including the ability to learn, unlearn and relearn	Boat Building, Intro to IA, Wood Design Web Design, Art (all) Math (misconceptions), World Languages English (revision), Science-all the time	<b>Quality Worker (HOW)</b> , HS.CED.DECI, HS.CED.CARE, LSS1, LSS2, LSS3, LSS4, ESS1, ESS2, ESS3, PS1, PS2, PS3, PS4
6. Demonstrates reliability and concern for quality	Independent Study IA, Wood Design, Web Design, Art (all) Music Ensembles , Intro to Guitar, Math-test corrections English, Earth Science - Lab Redo	<b>Quality Worker (HOW)</b> , ESS1, ESS2, ESS3, HS.CED.DECI, HS.CED. CARE
7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds	Global Explorations, Art (all), Music Ensembles Intro to Guitar, Advisee (diverse groups), Math-Learning partners, World Languages, PE 9, 10, & 11, Health Bio-ethics discussions, Lab groups in science	<b>Quality Worker &amp; Responsible Citizen (HOW)</b> , HS. SS. Cit., HS.SS.D, HS.SS.E,HS. PE.1,HS. PE. 2, HS.PE.3, LS4
<b>C. A creative and practical problem solver who:</b>		
1. Observes and evaluates situations to define problems	Web Design, Personal Finance & Post Secondary Planning Accounting, Art (all), Music Ensembles , Intro to Guitar Math-through modeling, Health, Science	<b>Quality Worker &amp; Responsible Citizen (HOW)</b> , HS.CED.SELF, HS.CED.DECI

2. Frames questions, makes predictions and designs data/information collection and analysis strategies	Web Design, CADD, Multimedia Production Ceramics, Black and white photography Math (all especially Statistics), English, Science	<b>Quality Worker &amp; Responsible Citizen (HOW)</b> , HS.CED.DECI
3. Identifies patterns, trends and relationships that apply to solutions	Accounting, Web Design, Art (all), Math-all, Science	HS.CED.DECI
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response	Personal Finance and Post Secondary Planning Boat Building, Art (all), Physics - Math Project Ecosystem - Biology	HS.CED.DECI
5. Sees opportunities, finds resources and seeks results	Personal Finance & Post Secondary Planning Art (all), Music Ensembles Intro to Guitar, Eco-system Project with plant ID	<b>Quality Worker (HOW)</b> , HS.CED.DECI, HS.CED.CARE, HS.CED.SELF
6. Uses information and technology to solve problems	Personal Finance & Post Secondary Planning Tech and Career, Intro to IA, Boat Building Independent Study IA, Multimedia Production Computer Science, Web Design, Art (all) Music Ensembles , Intro to Guitar, Math World Languages, Health, Science	HS.CED.DECI
7. Perseveres in challenging situations	Intro to IA, Boat Building Independent Study IA, Art (all), Math-MP1 World Languages, PE 9, 10, & 11, English, Science	<b>Quality Worker (HOW)</b> , HS. PE.1,HS. PE. 2, HS.PE.3, HS.CED.CARE, HS.CED.SELF, HS.CED.DECI
<b>D. A responsible and involved citizen who:</b>		
1. Participates positively in the community and designs creative solutions to meet human needs and wants	Wood Design, Web Design, Boat Building Independent Study IA, Ceramics, Advisee, Biology	<b>Collaborative Worker &amp; Responsible Citizen (HOW)</b> , HS.CED.DECI, HS.CED.SELF
2. Accepts responsibility for personal decisions and actions	Personal Finance & Post Secondary Planning, Art (all) PE 9, 10, & 11, Advisee groups	<b>Responsible Citizen (HOW)</b> , HS. PE.1,HS. PE. 2, HS.PE.3, HS.CED.SELF, HS.CED.DECI

3. Demonstrates ethical behavior and the moral courage to sustain it.	Biology, (Bio-ethics discussions)	<b>Collaborative Worker (HOW)</b> , LS4
4. Understands and respects diversity	Global Explorations, World History, Advisee, World Languages English (literature)	<b>Collaborative Worker (HOW)</b> , HS. SS. Cit., HS.SS.D, HS.SS.E
5. Displays global awareness and economic and civic literacy	Global Explorations, US History, Painting, Honors Studio Art, Advisee World Languages, Earth Systems, Biology, Chemistry	<b>Collaborative Worker (HOW)</b> , HS. SS. Cit., HS.SS.D, HS.SS.E, LS1, LS2, LS3
6. Demonstrates awareness of personal and community health and wellness	Personal Finance & Post Secondary Planning Advisee, Health PE 9, 10, & 11	<b>Collaborative Worker (HOW)</b> , HS. SS. Cit., HS.SS.D, HS.SS.E
<b>E. An integrative and informed thinker who:</b>		
1. Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology	Tech and Career, Math (pre-calc/physics projects), World Languages, English	<b>Collaborative Worker (HOW)</b> , HS.CED.DECI
2. Evaluates and synthesizes information from multiple sources	Accounting, Personal Finance & Post Secondary Planning Tech and Career, Global Explorations World History, US History, English, Science	HS. SS. Cit., HS.SS.D, HS.SS.E, HS.CED.DECI, HS.CED.SELF
3. Applies ideas across disciplines	Boat Building, Multimedia Production Honors Studio Art, World Languages, Science	HS.CED.DECI
4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes	Web Design, Accounting, Tech and Career Personal Finance & Post Secondary Planning Math-correlation/causation, Science	HS.CED.DECI, HS.CED.SELF, HS.CED.CARE

## **JUMPROPE: HOW TO BRING A COMMON UNIT into your course**

1. Log on & click on **PLAN Tab**

2. Choose the **Course** (from your list of rosters)

3. Click on the little **+ Add Unit from Curriculum Bank**

*(Screen will turn black while processing then the JumpRope logo will appear)*

### **Adding Units and Assessments:**

In addition to Course Plans, which only associate standards with a section, **teachers can import entire units along with assessments into their Plan tab**. To do so, first select a section in the Plan tab and look for the "Add from Curriculum Bank" option in the assessment list on the right side of the Plan tab:

4. Click on **box to left of Unit** you want

Click on **Add to Plan Tab** on right end of that Unit's Row

5. Type in **New Name** *(Use Common Title 16-17 or some variation you will recognize)*

**SAVE** Unit "shell" *(you do not need to fill in other boxes as that info is already entered in the new Curric Bank)*

6. Click on **GRADE Tab** (make sure you still have right course selected)

7. Assign agreed upon **due date for Each Common Assessment** listed, if needed

**VOILA – click on Grade Tab again if needed- Roster with gradebook to enter scores should appear!**

Yes, there are some other tips & shortcuts but this is the basic process for any content area



Appendix C

**JUMPROPE:  
TIPS FOR ACCESSING A PREVIOUS YEAR'S SCORES for a student**

COURSE –choose a current Course from your list

STUDENT – choose a student from that Course Roster  
DOUBLE CLICK student's name

DATE RANGE – Choose OTHER GRADING PERIOD  
- For now, choose *2015 Whole Year*

LOAD REPORT

CHOOSE ELA FOLDER for last year's reading & writing scores  
Drill down to see specific assessment scores by clicking on folders & standards

## Maine's Guiding Principles

### A. A clear and effective communicator who:

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication based on the audience
- Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

### B. A self-directed and lifelong learner who:

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility including the ability to learn, unlearn and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

### C. A creative and practical problem solver who:

- Observes and evaluates situations to define problems
- Frames questions, makes predictions and designs data/information collection and analysis strategies
- Identifies patterns, trends and relationships that apply to solutions
- Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
- Sees opportunities, finds resources and seeks results
- Uses information and technology to solve problems
- Perseveres in challenging situations

### D. A responsible and involved citizen who:

- Participates positively in the community and designs creative solutions to meet human needs and wants
- Accepts responsibility for personal decisions and actions
- Demonstrates ethical behavior and the moral courage to sustain it
- Understands and respects diversity
- Displays global awareness and economic and civic literacy
- Demonstrates awareness of personal and community health and wellness

### E. An integrative and informed thinker who:

- Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
- Evaluates and synthesizes information from multiple sources

- Applies ideas across disciplines
- Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

**Adult and Community Education**  
**January 2017**  
**Board Report**

6a.

*Whether your dream is to get a high school diploma, go to college or take an enrichment class, we take great pride at Maranacook Adult and Community Education in supporting our local community members by helping to expand their career choices and improve their quality of life!*



Pictured at left is Stephanie Michaud, our second graduate of 2016-17. Stephanie worked with our program for well over a year to prepare for and pass the HiSET. Being an adult student certainly isn't easy and Stephanie successfully overcame the hurdles of raising a family and working full time to achieve her goal! Congratulations to Stephanie!

For the new year, we are preparing for big changes to our HiSET testing program. Starting in January, students will receive their HiSET by computer based testing (CBT) rather than the paper based testing done currently. The CBT will allow HiSET students to instantly know their test results rather than the weeks of waiting it previously took. This ability to instantly receive ones score is proving to be a huge motivator to students and is helping to encourage more students to stay in their educational programs.

To continue to implement CBT, adult education is adding a modest monetary increase to next years budget to allow for the purchasing of updated technologies to allow for the continued operation of this program.

The winter/spring version of the RSU 38 Adult and Community Education brochure has been mailed and delivered to drop off locations including town halls, libraries, and country stores in our four surrounding communities. I ask the board and local community members to help spread the word about our educational services and many enrichment programs!

On January 10<sup>th</sup> my staff and I will be attending a full day of professional development at Augusta adult and community education. The day is hosted by the Kennebec Alliance of Adult and Community Education programs and supported by funds from our College Transitions Grant. In attendance will be representatives from the Maine Department of Education, the Career Center, Vocational Rehabilitation, the Work Force Investment Board, local AE directors, AE tutors, professional staff and career counselors from Skowhegan, Fairfield, Waterville, RSU 12, Gardiner and Winthrop. Highlights from the agenda include sessions on how to better assist and accommodate at risk learners and how to help and support students who suffer from anxiety and depression.

***\*To register for classes or programs please visit our website: [maranacook.maineadulted.org](http://maranacook.maineadulted.org) or call us at 685-4923, ext. 1065.***

Thank you,

*Stephen Vose*

*A Caring School Community Dedicated To Excellence*

**WARRANT ARTICLE RECONCILIATION  
REGIONAL SCHOOL UNIT NO. 38  
2016-2017  
December 29, 2016**

<u>DESCRIPTION</u>	<u>APPROVED</u>	<u>TRANSFER</u>	<u>REVISED</u>	<u>EXPENDED</u>	<u>ENCUMBERED</u>	<u>REMAINING</u>	<u>% REMAIN</u>
Regular Instruction	7,052,343.00		7,052,343.00	3,360,186.41	41,083.05	3,651,073.54	51.77%
Special Education	2,119,502.00		2,119,502.00	879,910.98	0.00	1,239,591.02	58.49%
Career & Technical Educ.	0.00		0.00	0.00	0.00	0.00	#DIV/0!
Other Instruction	426,471.00		426,471.00	173,045.87	5,680.91	247,744.22	58.09%
Student & Staff Support	1,637,529.00		1,637,529.00	790,131.21	81,388.32	766,009.47	46.78%
System Administration	567,089.00		567,089.00	307,759.70	840.00	258,489.30	45.58%
School Administration	920,217.00		920,217.00	481,207.25	3,073.01	435,936.74	47.37%
Transportation	947,642.00		947,642.00	496,752.96	80,603.88	370,285.16	39.07%
Facilities/Maintenance	2,165,731.00		2,165,731.00	1,318,649.31	220,065.60	627,016.09	28.95%
Debt Service	564,733.00		564,733.00	548,240.73	0.00	16,492.27	2.92%
All Other Expenses	87,063.00		87,063.00	57,787.21	0.00	29,275.79	33.63%
<b>TOTAL BUDGET</b>	<b>16,488,320.00</b>	<b>0.00</b>	<b>16,488,320.00</b>	<b>8,413,671.63</b>	<b>432,734.77</b>	<b>7,641,913.60</b>	<b>46.35%</b>

As of today's date we are optimistic that the overall budget for Regional School Unit No. 38 remains sound as budgeted for fiscal year 2016-2017

Please do not hesitate to contact me with any questions, comments or suggestions through e-mail at [brigitte\\_williams@maranacook.org](mailto:brigitte_williams@maranacook.org) or telephone at 685-3336.

Health Center Report  
December 21, 2016

Season's Greetings to the School Board,

December's happenings are big ones. In a response to the challenges facing Maine General to attract and retain Family Practitioners, we will begin working with the Family Medicine Institute and the Maine Dartmouth Family Medicine Residency to staff our Health Center on Tuesdays and Thursdays for four hours each day. The PA will bring residents along to work with the students which we think will be a great experience for everyone. We will also be offering two mornings a month of additional services to students. Our goal is to have medical support here as frequently as possible to meet the needs of our students. We think that these steps are bringing us closer to meeting this goal. These services are set to begin in January.

Members of the Student Health Advisory took part in planning Teen Issues which was December 15th. Sessions from "Relationship Red Flags" to "Staying Fit in College" were enjoyed by students. Students are working on a Peace Chain which is starting in the Health Center. This group is also interested in promoting a positive self-image campaign, as well as a general Health Center Awareness Campaign. Their interests and energy are great!

The Community Health Advisory will be meeting again in January. We will be planning our annual concert fundraiser.

The School Health Leadership Council met in December and reviewed all of the health and wellness related happenings in the district.

We thank you for your support of our students and their health.

Becca Reynolds



# MARANACOOK AREA SCHOOLS

Donna H. Wolfrom, Ed.D.  
Superintendent of Schools

Nancy Harriman, Ph.D.  
Director of Curriculum, Instruction & Assessment

Tel. 207-685-3336

*A Caring School Community Dedicated to Excellence*

Ryan Meserve  
Special Education Director

Brigette Williams  
Finance Manager

Fax. 207-685-4703

## **RSU #38 Board Report – January 2017**

Early in December RSU #38 participated in a state food service audit. Auditors spent three days reviewing forms, visiting school kitchens, and observing school breakfasts and lunches being served. We will receive a written report but Jeff Bridges and I met with the auditor at the close of the audit to review commendations and recommendations. Jeff received a glowing report that included commendations about the training of staff, the fresh food programs in which we are participating in order to serve our students food from local sources, and the friendly and caring demeanor of our food service staff as they interact with students. We also received a few recommendations such as ideas for dealing with the massive amounts of paperwork involved in running the program and our constant work to serve more whole grain foods. The audit report will be shared with the RSU #38 School Board when we receive it from the state.

On December 8 a fund raising dinner was held at the Augusta Country Club to raise money for needy families in the RSU #38, Augusta, and Vassalboro areas. The money is distributed to the nurses in the districts who use it to purchase boots, snow pants, jackets, underwear, socks, and some toys. The nurses wrap and distribute the items during the holidays. Each year at the dinner the nurses speak to the group about the growing needs of families in our areas. They usually share a story about a family or student who has been given a gift from the fund. This year the dinner raised over \$1,100. Our school nurses do an amazing job of trying to provide for needy families in our communities.

This month I attended several of the many holiday concerts that have been held by our district music teachers throughout the district. I am continually amazed by the quality of these concerts and the enthusiasm of the students. This enthusiasm results from the exciting attitudes of our music staff. RSU #38 students are learning to read music and are gaining an understanding of rhythm and tempo at an early age. Adam Scarponi, music teacher at the middle school, and Drew Albert, music teacher at the high school are reporting that as a result of the training our students are receiving in music at the elementary schools, students are coming to them better prepared for band and chorus, and our numbers in these important activities continue to grow. We are growing an exciting, excellent music program in our district!

We continue to respond to the air quality issues at Manchester Elementary School. This week Octagon Cleaning and Restoration Company has been remediating the mold situation in the basement of the school. Earlier this month the basement was sealed off and remains so during the work. During the school vacation the three classrooms above the basement will be thoroughly and deep cleaned from ceiling to floor. One of these rooms showed mold readings in the air quality test that was done. The other two rooms showed high levels of dust. Air Quality Management will return after the cleanings to re-test the air quality in the basement and the three classrooms. Other classrooms were not viewed as needing the deep cleaning, however new vent covers that are removable for vacuuming are being built and installed so that heater vents can be cleaned frequently.

Educators in RSU #38 continue to work to implement the PE/PG (Performance Evaluation/Professional Growth) system. Evaluators have been working during A-Team meeting to calibrate their scoring of teachers and to refine the knowledge and skills needed to conduct these evaluations. Professional development sessions are being held in grade level meetings, staff meetings, content area meetings, and in early release and in-service days in the district in order to improve instructional strategies so that teachers can meet their professional growth goals. This work is also aligned with district work on creating a proficiency-based system.

Sincerely,

Donna H. Wolfrom, Ed.D.  
Superintendent of Schools



## **RSU #38 Curriculum Committee Notes**

**12/7/16**, 2:00-3:15 pm

Central Office Conference Room

Present: Nancy Harriman, Betty Morrell, Jon Caron, Malcom Hardy, Donna Wolfrom

### **Role & Responsibilities of Curriculum Committee**

Board Focus (*excerpt from MSBA Handbook*)- *discussed level and types of responsibilities and types of actions Curriculum Committee members might take to promote understanding of curriculum & instruction issues*

Related Policies & District Model of Instruction

Questions raised included:

*To make data-based decisions we need specific data...ie What are we doing for the students who "didn't meet" grade level benchmarks on the district assessment? What growth did students make who didn't meet the grade level benchmarks? Is it important to share other district assessment data, (ie Developmental Reading Assessment for K-5) that is given individually or in a different format?*

### **Proficiency-based Education Update:\***

Maine Law *Betty noted that this is not "new!" She recalled a site visit in 2011 from the DOE when this was a focus...we discussed how standards have changed, expectations have changed for teachers, and implications of the current diploma law, including:*

Staff need to be prepared to document proficiency in ALL content areas for students graduating in 2021 – which means piloting assessments and proficiency tracking systems this year, 16-17.

A committee of HS staff have been working with Donna to update our graduation policy to include the proficiency requirements of the Maine law AND their recommendation to maintain a dual system of credits and proficiency for the immediate future. This policy will be coming to the Policy Committee and Board for approval

There are provisions for multiple pathways, some of which we already have in place at Maranacook for "credit recovery" that may need to be adapted to a "standards recovery" system.

The new law includes specific provisions for students in CATC programs for the first few years; members of the CATC advisory committee will want to attend to the specific implications for our students, but it is our intent to honor "standards" met through a Technical Education Program.

The new law does NOT include specific provisions for students in special education EXCEPT for the students with severe disabilities who are in the 1% who have been participating in "alternative state assessments." All others must meet grade level standards to earn a proficiency-based diploma.

Questions raised included:

*What about employers? What do they need to know about a student who did NOT earn a Proficiency Based Diploma?*

*Can we award a Certificate of Completion as an alternative?*

## **Community Forums at Maranacook**

We looked at the district website where the presentations/feedback from last year's meetings are posted. The purpose of each forum last year was to share some information and seek some information from participants about how they think the Maranacook system of proficiency should evolve. This year there will be sessions scheduled again for parents and public – dates TBA soon.

## **Curriculum Development**

We looked at some samples of Curriculum Guides for courses 6-12 on the District Website, a 6-8 Math Curriculum Guide & Pacing Guide for Teachers with live links to the Unit Maps & Common Assessments, and the K-5 Curriculum Map for parents/teachers that shows all content area units & assessments for a grade level for a year (also available on district website). Donna and Nancy stressed that all these curriculum tools were developed collaboratively, from teachers deciding which priority standards should be assessed to making adjustments in pacing of units when they meet as a team during the school year.

Questions raised included:

*What is causing the stress level for teachers? All of this?*

*Is there a breaking point? How can we make it work?*

*It was also noted that we have made HUGE progress in curriculum revision & getting curriculum aligned across schools and vertically.*

## **Future Agenda Items**

Not discussed. **Please send topics you'd like to discuss at next meeting to NancyH. Thank you!**

## **Resources for Meeting**

*\*For background information, see Maranacook Area Schools website –  
Instruction - Curricula – [Proficiency](#)*

**Attachments:** *Chapter 489; S.P. 660-L.D. 1627 An Act to Implement Certain Recommendations of the Maine Proficiency Education Council*

Three Areas for Board Focus (Excerpt from 2011 MSBA Handbook)

RSU 38 Policy ADF School District Commitment to Maine's Learning Standards

RSU 38 Policy BBA Board Powers and Responsibilities

RSU 38 Policy IGA Curriculum Development & Adoption

RSU 38 District Model of Instruction

## Participation Fees and Late Bus Study Group Meeting Minutes

Monday, December 19, 2016

6:00-7:00 PM

Attending: Wendy Brotherlin, Jon Caron, Trish Jackson, Lucas Rumler, Wendy Tooth, Kim Bowie, Harry Lanphear, Al MacGregor, Donna Wolfrom, Brigette Williams

Al MacGregor facilitated the meeting and began with a brief history of participation fees. He distributed data showing a historical perspective on participation numbers and cost figures for high school and middle school co- and extra-curricular expenses. A discussion on these costs followed as well as implications on the budget if participation fees were not collected.

We looked at data showing the number of riders on late buses in 2009. Discussion on the impact of late buses on the budget followed.

Members of the committee requested time to study the data and speak to community members. The next meeting was scheduled for January 23, 2017 at 6:00 p.m. (see note below).

**NOTE: Next Meeting rescheduled to Monday, January 30, 6:00 p.m. at MCHS**