

**REGIONAL SCHOOL UNIT NO. 38
BOARD OF DIRECTORS
Maranacook Community High School Student Center
September 3, 2014, 6:30 p.m.
AGENDA**

1. Call to order:
2. Nomination of Officers: (10 min.)
 - a. Nomination of Board Chair
 - b. Nomination of Board Vice Chair
3. Consent Agenda: (5 min.)
 - a. Approval of Minutes of August 21, 2013*
 - b. Ratification of teachers hired during the summer, in consultation with Board Chair/Vice Chair*
4. Citizens' Comments: (5 min.)
5. Additions/Adjustments to the Agenda by Board and/or Superintendent: (5 min.)
6. Action/Discussion/Informational Items: (30 min.)
 - a. Board Committees Assignments
 - b. Update on Teacher Evaluation System*
7. Informational Items: (10 min.)
 - a. Reports:
 - Staff Association
 - Principals*
 - Adult & Community Education Director*
 - Finance Manager*
 - Special Education Director*
 - Curriculum, Assessment & Instruction Director*
 - Superintendent of Schools*
 - b. Fall coaching & co-curricular appointments*
 - c. Ad Hoc Groups:
 - Awesome Bear Society – 09/10/14, MCHS Media Ctr., 6:30 p.m.
 - d. Committee Reports:
 - Health Center Advisory Council – 09/23/14, MCHS Media Ctr., 7:00 p.m.
 - Fifth Grade Transition – 09/15/14, MCHS Media Ctr., 6:00 p.m.
 - Pre-K Review – 09/22/14 (**revised date**), MCMS Media Ctr., 6:00 p.m.
8. Executive Session to discuss labor contract proposal between RSU #38 Board of Directors and Maranacook Area Staff Association pursuant to 1 M.R.S.A. § 405(6) (D) (30 min.)
9. Executive Session to discuss negotiations between public employer and public employees pursuant to 1 M.R.S.A. § 405(6) (D) (30 min.)
10. Action following Executive Session (if any)
11. Adjournment:

* Attachments

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.

A Caring School Community Dedicated To Excellence

**Regular Meeting
Regional School Unit No. 38
Board of Directors
Maranacook Community High School
August 21, 2014
Minutes of Meeting**

Members present: Chair David Greenham, John Blouin, Gary Carr, Melissa O’Neal, Ray Renner, Terri Watson, Cathy Wright
 Members absent: Michael Apolito, Russell Evans, Steve Hayes, Bonnie Simcock (excused), Richard Spencer (excused), Madeline Snow
 Administrators: Superintendent Donna Wolfrom, Principals Jeff Boston, Dwayne Conway, Janet Delmar and Cathy Jacobs, Finance Manager Brigette Williams, Special Education Director Ryan Meserve

1. Call to order: Chair Greenham to order at 7:52 p.m.
2. Consent Agenda:
 - a. Approval of Minutes of June 11, 2014
 - b. Approval of increase of full cost school lunch
 - c. Ratification of resignations accepted during the summer
 - d. Ratification of teachers hired during the summer

MOTION by O’Neal, second by Watson to accept the consent agenda as presented.
Motion Carried: 6 in favor, 0 opposed, 1 abstention (Renner)

Chair Greenham asked that the directions on how to log on to the FirstClass email system be sent out to all Board members.

3. Citizens comments: none
4. Additions/adjustments to the Agenda: none
5. Board Retreat:
 - a. Mission/Vision/Guiding Principles – Superintendent Wolfrom reviewed the Mission, Vision, and Guiding Principles for the district. These statements are revisited when decisions are being made. She reported that the Administrative Team recently held a retreat where they revisited the statements and also talked about developing a purpose statement. They identified three basic purposes: provide best education possible for our students; foster citizenship; and empower our students. The Administrators also worked on the Strategic Plan that runs through 2017. At a Board workshop we will review the evidence being collected as we work on our Strategic Plan.
 C. Wright suggested emphasizing “personal responsibility” somewhere in the Mission/Vision/Guiding Principles document.
 - b. Discussion regarding assignment of Board Committees – Chair Greenham asked that members submit their selections for serving on the Board Committees, noting it would be helpful if members indicated their first, second, and third choices.

c. Presentation by Attorney Bruce Smith regarding new legislation, roles and responsibilities of Board members – presentation was done at 6:30 prior to the meeting being called to order due to the lack of a quorum.

6. Executive Session to discuss negotiations between public employer and public employees pursuant to 1 M.R.S.A. §405(D)

MOTION by O’Neal to go into Executive Session to discuss negotiations between public employer and public employees pursuant to 1 M.R.S.A. §405(D). Motion was seconded by Watson.

Motion Carried: unanimous

The Board entered Executive Session at 8:21 and returned to public session at 9:21.

7. Action following Executive Session, if any – no action was taken

8. Adjournment – **MOTION** and second to adjourn at 9:27 p.m.

Respectfully submitted,

Donna H. Wolfrom, Superintendent/Secretary

Recorded by: D.Foster

September 3, 2014

3b.

Ratification of teachers hired during the summer:

Kristen Davis	ABA Life Skills Teacher, Middle School
Laura Friedman	Physical Education Teacher PT, Mt. Vernon Elementary
Stephanie Weeks	Health Teacher, Middle School

POSITION	ABA Life Skills Teacher	Middle School	3b.
CANDIDATE	Kristen Davis		
EDUCATIONAL PREPARATION	University of Southern Maine	BA Sociology	2006
	University of Farmington	Special Education	2010-2012
	University of Phoenix	Special Education	2012-2014
RELATED EXPERIENCE	Special Education Teacher	Spurwink Services	2012-2014
	Special Education Long Term Sub	RSU # 2	2012
	Ed Tech	RSU #2	2009-2012
REFERENCES	Dewey Hernandez	Special Education Teacher	Hall-Dale High School
	Susan L. Browne	Special Education Teacher	Hall-Dale Middle School
	Sadie Bliss	Director	Maine Crafts Association
CERTIFICATION	7-12 Students with Disabilities		7/1/2015
	Conditional K-8 Students with Disabilities		
	CHRC K-12		1/24/2019
SALARY	\$32,050	Degree: BA +15	Step: 0 (based on 12-13 scale)
BOARD HIRED DATE	21-Aug-14		
REPLACING	Monica Smith		

POSITION	Physical Education Teacher, 30%	Mt. Vernon Elem.	3b.
CANDIDATE	Laura Friedman		
EDUCATIONAL PREPARATION	UMO	BS	Health, Physical Education and Recreation 1992
RELATED EXPERIENCE	Physical Education Teacher	Biddeford Middle School	2003-2014
	Physical Education Teacher	Glenwood Elementary School	1998-1999
			2005-2009
REFERENCES	Charles Lomonte	Assistant Superintendent MSAD #6	
	Jennifer Vitiello	Assistant Principal, Biddeford Middle School	
	Charles Desieyes MD	Falmouth School Department	
CERTIFICATION	Professional K-12 Physical Education & Health		7/1/2015
	CHRC Approval K-12		7/1/2015
SALARY	\$12,350	Degree: BA	Step: 13-14 on 12-13 scale
BOARD HIRED DATE	28-Aug-14		
REPLACING	Pat Godin		

POSITION	Health Teacher -Middle School	3b.
CANDIDATE	Stephanie Weeks	
EDUCATIONAL PREPARATION	Hostra University	BS Health Education 2009
RELATED EXPERIENCE	Long Team Substitute	SAU 4, Bristol NH 2013
	Ed Tech III	RSU 29 2012-2013
REFERENCES	Marty Bouchard Principal, Houlton Junior & Senior High	
	Kathryn Tuttle Dept. Head, Health & Phys Ed. Brunswick HS	
	Eric Chase Principal, SAU 4	
CERTIFICATION	Provisional K-12 Health	7/1/2015
	CHRC Approval K-12	3/12/2016
SALARY	\$31,550	Degree: BA Step: 1 on 12-13 scale
BOARD HIRED DATE	20-Aug-14	
REPLACING	Krystal Doughty	

05-071 DEPARTMENT OF EDUCATION**Chapter 180: PERFORMANCE EVALUATION AND PROFESSIONAL GROWTH SYSTEMS**

SUMMARY: This rule establishes standards and procedures for implementation of performance evaluation and professional growth systems (PE/PG systems) for educators, as required in Chapter 508 of Title 20-A of the Maine Revised Statutes. It defines terms, identifies professional practice standards for use in PE/PG systems, establishes criteria that must be met by student learning and growth measures used in a PE/PG system and requires involvement of educators in implementation of systems. The rule sets forth the process for obtaining Department approval of locally-developed plans, and describes technical assistance to be provided by the Department.

SECTION 1. PURPOSE OF THE RULE

This rule sets forth requirements for implementing Chapter 508 of Title 20-A of the Maine Revised Statutes. Chapter 508 requires school administrative units to develop, pilot and implement systems of performance evaluation and professional growth for teachers and principals. The purpose of Chapter 508 and this rule is to improve educator effectiveness by clearly setting forth expectations for professional practice and student learning and growth, and providing actionable feedback and support to help educators meet those expectations. The goal of improving educator effectiveness is to improve student achievement.

SECTION 2. DEFINITIONS

1. “Approved PE/PG system” means a PE/PG system that complies with the requirements of Chapter 508 and this rule and that has been approved by the Department.
2. “Chapter 508” means Chapter 508 of Title 20-A of the Maine Revised Statutes.
3. “Department” means the Maine Department of Education.
4. “Educator” means a teacher or a principal.
5. “Instructional Cohort” of a particular teacher means the group of students for whom that teacher is the teacher of record.
6. “InTASC Model Core Teaching Standards” or “InTASC standards” means the set of professional practice standards for teachers adopted in April, 2011 by the Interstate Teacher Assessment and Support Consortium (InTASC).

7. “Educational Leadership Policy Standards: ISLLC 2008” or “ISLLC standards” means the set of professional practice standards for educational leaders adopted by the National Policy Board for Educational Administration/Interstate Leader Licensure Consortium Steering Committee.
8. “Performance evaluation and professional growth system”, or “PE/PG system” means a system of evaluation and support as described in Chapter 508.
9. “PE/PG system plan” means the documents governing the operation of a local PE/PG system, including but not limited to professional practice standards, descriptors and rubrics; student learning and growth measures; the method for combining measures into a summative effectiveness rating; and other documents describing implementation of the PE/PG system.
10. “Principal” means a person serving in a position that requires certification under State Board of Education Rule Chapter 115, Part II, Section 4.5, 4.6 and 4.7. This includes a person serving as principal, assistant principal, teaching principal, career and technical education administrator and assistant career and technical education administrator.
11. “Rating level” means one of the four summative effectiveness ratings assigned to educators under a PE/PG system.
12. “School administrative unit” has the same meaning as in Title 20-A, section 1, subsection 26 except that, for purposes of this rule, it also includes career and technical education regions.
13. “Summative effectiveness rating” means the effectiveness rating of an educator that is assigned at the end of an evaluation period, under an approved PE/PG system.
14. “Teacher” means a person who provides classroom instruction to students in a general education, special education or career and technical education program. It does not include adult education instructors or persons defined as “educational specialists” in State Board of Education Rule Chapter 115, section 2.20.
15. “Teacher of Record” means a teacher to whom the academic growth of a student in a course or other learning experience is attributed, in whole or in part, as described in Section 7(2).

SECTION 3. REQUIREMENT TO DEVELOP, PILOT AND IMPLEMENT SYSTEMS

Each school administrative unit shall develop, pilot and implement a performance evaluation and professional growth system for educators that complies with Chapter 508 and this rule. Development, piloting and implementation of the system must occur within the time frame set forth in Chapter 508.

SECTION 4. DEPARTMENT APPROVAL OF SYSTEM

1. Timing of submission and approval

A PE/PG system must be approved by the Department before the first school year in which the system is implemented, other than as a pilot. To ensure adequate time for Department review and feedback, and to ensure adequate time for the school administrative unit to train educators on the system, a school administrative unit shall submit its PE/PG system plan for Department approval not less than 90 days before the beginning of the first school year in which the PE/PG system will be used to assign a summative effectiveness rating.

Within 30 days of receiving a complete filing of a proposed system plan, the Department shall notify the school administrative unit of whether the system plan is approved, or what changes are needed in order for the plan to be approved. The Department shall assist the school administrative unit in understanding options, and making changes to the system plan to bring it into compliance with Chapter 508 and this rule.

A school administrative unit is encouraged to seek advice and comment from the Department as it develops and pilots its PE/PG system.

2. Submittal requirements

To obtain Department approval, a school administrative unit must submit its PE/PG system plan, on a form provided by the Department.

The PE/PG system plan must include:

- A. A professional practice model applicable to teachers;
- B. A professional practice model applicable to principals;
- C. Student learning and growth measures;
- D. If a school chooses to use team-wide, school-wide or other collective measures of student learning and growth in the evaluation of a teacher, the process for creating such measures and seeking teacher approval of the use of collective measures;
- E. A description of other measures of educator effectiveness, if any, that will be used in determining the educator's summative effectiveness rating;

- F. A description of the four rating levels and the method of combining the multiple measures of educator effectiveness, weights, targets and actual performance to arrive at a summative effectiveness rating for an educator;
- G. A description of the results and consequences of being placed in each of the rating levels;
- H. Implementation procedures, including but not limited to training requirements for evaluators and the process for making and reviewing “teacher of record” determinations;
- I. A description of how educators were involved in development of the system, and how they will be trained to ensure that they understand and can fully participate in the system;
- J. A description of how teachers, principals, administrators, school board members, parents and other members of the public were involved in development of the system;
- K. A description of when and how the Steering Committee was formed and the mechanism by which the Steering Committee’s review will lead to revision of the PE/PG system to ensure that it is aligned with school administrative unit goals and priorities; and
- L. A description of the PE/PG system pilot, and what changes, if any, were made to the system plan as a result of the pilot.

The submittal must also include evidence of adoption of the system by the school board.

SECTION 5. PROFESSIONAL PRACTICE STANDARDS FOR TEACHERS

The Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards are the benchmark for teacher effectiveness in Maine schools. To evaluate the professional practice of teachers in a PE/PG system, a school administrative unit must use a professional practice model that includes performance standards aligned with the InTASC Model Core Teaching Standards; supporting descriptors for each standard as published or endorsed by the creator/sponsor of the standards; and rubrics for each standard. At the time this rule was drafted, the creators of the InTASC Model Core Standards had not created rubrics to be used with the standards and descriptors. Therefore, a school administrative unit must either locate or create rubrics for the InTASC standards or use a professional practice model that includes a complete set of InTASC-aligned standards, descriptors and rubrics.

The Department has determined that the following models contain all of the elements necessary to be approved for use as the professional practice element of a PE/PG system for teachers:

1. The National Board for Professional Teaching Standards (NBPTS) Five Core Propositions and Indicators, along with the rubrics created by the Maine Schools for Excellence;
2. *The Framework for Teaching*, by Charlotte Danielson; and
3. *The Marzano Art and Science of Teaching Framework*.

If a school administrative unit chooses to use a professional practice model other than the models listed above, it must demonstrate to the Department that the school administrative unit's selected model meets the criteria set forth in this section.

SECTION 6. PROFESSIONAL PRACTICE STANDARDS FOR PRINCIPALS

The Educational Leadership Policy Standards: ISLLC 2008 are the benchmark for principal effectiveness in Maine schools. To evaluate the professional practice of principals, a school administrative unit must use a principal evaluation model that includes performance standards that align with the ISLLC 2008 standards; supporting descriptions or indicators for each standard as published or endorsed by the creator /sponsor of the standards; and rubrics for each standard that are aligned with the adopted standards and descriptors. At the time this rule was drafted, the creators of the ISLLS 2008 standards had not created rubrics to be used with the standards and descriptors. Therefore, a school administrative unit must either locate or create rubrics for the ISLLC 2008 standards or use a professional practice model that includes a complete set of ISLLC-aligned standards, descriptors and rubrics.

The Department has determined that the following models contain all of the elements necessary to be approved for use as the professional practice element of a PE/PG system for principals:

1. National Board Core Propositions for Accomplished Educational Leaders, adopted by the National Board for Professional Teaching Standards in 2009, along with the rubrics created by the Maine Schools for Excellence; and
2. The principal professional practice evaluation model created by the Supervision and Evaluation Committee of the Maine Principal's Association, dated September 2013 and posted on the Association's Website at www.mpa.cc.

If a school administrative unit chooses to use a professional practice model other than the models listed above, it must demonstrate to the Department that the model meets the criteria set forth in this section.

SECTION 7. STUDENT LEARNING AND GROWTH MEASURES

1. “Significant Factor”

Student learning and growth measures must be a significant factor in the determination of the summative effectiveness rating of an educator. To be considered “significant,” student learning and growth measures must have a discernible impact on an educator’s summative effectiveness rating.

The proportionate weight of the student learning and growth measures that are considered to be a significant factor in the determination of the summative effectiveness rating of an educator must be a local decision made by a school administrative unit in accordance with the provisions in section 12.

2. “Teacher of Record”

A. A teacher is a “teacher of record” for a student only if:

- (1) The student is enrolled in the course or other learning experience taught by that teacher;
- (2) The student was present and was subject to instruction by that teacher at least 80% of the scheduled instructional time for that course or learning experience with that teacher; and
- (3) The student took both the pre-test and the post-test designed to measure achievement in that course or learning experience.

A student’s academic performance may be attributed to more than one teacher, as long as the criteria set forth in subparagraphs (1) to (3) above are met for each teacher, or the criteria set forth in subsection 5 are met.

B. A school administrative unit must provide each teacher with a list of students for whom the teacher is likely to be the teacher of record, and must provide the teacher an opportunity to request review and revision of the list to correct any inaccuracies on the list. A list of those students must be provided within a reasonable time after the beginning of the course or learning experience, and must include information about the pre-test taken by each student and the scheduled instructional time for that course or learning experience with that teacher. A proposed final list of students must be provided to the teacher within a reasonable amount of time before the end of the course or learning experience, and must include a calculation of the amount of time that the student was present and taught by that teacher. The PE/PG system must include a process by which a teacher can contest and seek correction of determinations of “teacher of record” status.

3. Permissible Measures

Student learning and growth measures must meet the criteria established in this subsection. Student learning and growth measures must be appropriately attributed to the teacher or principal whose evaluation is impacted by those measures.

- A. A student learning and growth measure must measure student growth in achievement, not solely the level of achievement.
- B. Multiple measures of student learning and growth must be used for each educator being evaluated. Large-scale, norm-referenced standardized tests may not be the sole type of student learning and growth measures used.
- C. To obtain growth information, the subject must have been assessed before the student is taught or led by the teacher or principal, and after, i.e., there must be a pre-assessment and a post-assessment to measure the growth of the student under instruction or leadership of the teacher or principal whose evaluation is impacted by the student. The pre-assessment and post-assessment are not required to occur in the same school year.
- D. A particular student's growth measure may be included in the evaluation of a teacher only if:
 - (1) The teacher is a teacher of record for that student; or
 - (2) The student's growth measure is part of a collective measure, the use of which has been agreed to by the teacher pursuant to the process set forth in the school administrative unit's PE/PG system plan.
- E. The criteria or instrument used to measure student growth must:
 - (1) Be able to measure growth in identified and intended learning outcomes;
 - (2) Provide all students in the instructional cohort the opportunity to demonstrate growth in knowledge or skills;
 - (3) Be able to inform instruction and inform others about the effectiveness of a teacher; and
 - (4) Be administered consistently across similar grade spans, courses or instructional cohorts.
- F. The results must be used in a way that takes into account differences in growth opportunity across the spectrum, e.g., higher-achieving students

shouldn't be expected to make the same quantity of growth as lowest-achieving students.

4. Use of Student Learning Objectives and IEP goals

Student Learning Objectives (SLOs) and Individual Education Plan (IEP) goals are important tools for individualizing instruction and learning. They may be used to establish an appropriate basis for measuring student growth, as long as progress toward the objective or goal can be, and is, assessed according to the criteria set forth in subsection 3.

5. Use of Collective Student Growth Measures

In recognition that a student's academic achievement may be affected by teachers other than the student's teacher of record, a PE/PG system may include academic achievement of students outside the teacher's instructional cohort. Any use of such collective measures must:

- A. Be agreed to by teachers to whom it will be applied, under the agreement process set forth in the PE/PG system plan; and
- B. Comprise not more than one-fourth of the total student growth measure.

SECTION 8. RATING LEVELS

Each PE/PG system must result in placement of educators into one of the following four summative effectiveness rating categories: Highly Effective; Effective; Partially Effective; and Ineffective.

While implementing a PE/PG system, a school administrative unit may use different labels for its four rating levels, as long as the levels align with the levels above, and the labels above are used for purposes of applying laws and rules.

SECTION 9. METHODS OF COMBINING MEASURES

A school administrative unit shall adopt a method of combining qualitative and quantitative measures of educator effectiveness to determine an educator's summative effectiveness rating. The method may include, but is not limited to:

1. Assigning numerical values to each element in the system and weighting them to provide a single numerical result; and
2. Creation of a two-dimensional matrix with professional practice on one axis and student learning and growth on the other axis. The intersection of the

levels results in one of the four possible ratings (effective, highly effective, partially effective and ineffective).

SECTION 10. RESULTS OF PLACEMENT IN RATING LEVELS

A school administrative unit must set forth the professional growth opportunities and the employment consequences tied to each rating level. An educator who is rated ineffective must be provided an opportunity to develop and implement a professional improvement plan.

SECTION 11. IMPLEMENTATION REQUIREMENTS

1. Notice of person overseeing evaluations

A school administrative unit must provide to each educator who will be evaluated under this rule the name and contact information of the administrator responsible for overseeing the evaluation and support process for that educator.

2. Evaluation frequency

A school administrative unit shall determine and set forth in its system plan, the frequency with which it will conduct full evaluations leading to summative effectiveness ratings. A school administrative unit is not required to conduct a full evaluation leading to a summative effectiveness rating of each educator in each year. The frequency of full evaluations may vary depending on the effectiveness rating of an educator. However, full evaluations must be conducted at least every three years, even for highly effective educators.

Regardless of whether an educator is evaluated formally in a particular year, observations of professional practice and formative feedback must occur each year and throughout the school year for all educators.

3. Training of evaluators

A person is a qualified evaluator in a Chapter 508 system only if that person has completed training appropriate to the role he or she will play in the system.

Evaluators must be trained in the specific professional practice model selected by the school administrative unit in which the evaluator will perform duties.

A. Evaluators must complete training in the following:

- (1) Conducting pre-observation and post-observation conferences;
- (2) Observing and evaluating the professional practice of teachers and/or

principals; and

(3) Developing and guiding professional growth plans.

B. The training in observing and evaluating professional practice of teachers and/or principals must include the following:

(1) Training in evaluating performance based on evidence, and without bias;

(2) Adequate time for evaluators to practice and become familiar with the model during their trainings;

(3) Opportunity for evaluators to work collaboratively;

(4) Training in assessing evidence of performance not directly observed in classroom observations or direct observations of principals and in incorporating that evidence into a summative evaluation; and

(5) Training designed to ensure a high level of inter-rater reliability and agreement. To continue to serve as a trained evaluator, an evaluator must maintain an identified minimum level of inter-rater reliability and agreement by participating in training or recalibration at intervals specified in the PE/PG system plan.

4. Written evaluation

In addition to a summative effectiveness rating, each educator must receive a written evaluation that includes a narrative providing recommendations and commendations that describe the educator's effectiveness.

5. Personnel record

An educator's written evaluation, evaluation documentation and summative effectiveness rating are confidential personnel records, in accordance with Title 20-A, section 6101, subsection 2.

SECTION 12. EDUCATOR INVOLVEMENT IN DEVELOPING, IMPLEMENTING AND REVIEWING PE/PG SYSTEMS

1. Development of system

Title 20-A of the Maine Revised Statutes, Section 13705 requires school administrative units to develop PE/PG systems "in collaboration with teachers, principals, administrators, school board members, parents and other members of the public."

- A. A majority of the members of the initial group of stakeholders must be composed of at least a majority of teachers. Of the teachers appointed to the initial group of stakeholders, 2/3rds must have the endorsement of the majority of the teachers in the school administrative unit and 2/3rds must have the endorsement of the majority of the school administrative unit's governing body.
- B. For a school administrative unit that has established an initial group of stakeholders to develop the unit's performance evaluation and professional growth system prior to the effective date of this rule, the existing group of stakeholders, with the consent of a majority of teachers in the school administrative unit, may continue as constituted even if the group of stakeholders does not meet the specific composition established in paragraph A.
- C. The initial group of stakeholders must use a consensus decision-making process to develop the performance evaluation and professional growth system, including the proportionate weight of the student learning and growth measures as set forth in section 7.
- D. If the stakeholder group fails to reach consensus on the issue of the proportionate weight of student learning and growth measures by June 1, 2015, the proportionate weight of student learning and growth measures in that school administrative unit must be 20% in a system that uses a numerical approach to combining measures into a summative effectiveness rating or, in a system that uses a matrix approach to combining measures into a summative effectiveness rating, student learning and growth measures must appear on a single axis of the matrix and that axis must be divided into not more than 5 segments.
- E. If the stakeholder group fails to reach consensus on any issue in addition to the proportionate weight of the student growth measures by June 1, 2015, the school administrative unit shall adopt one of the State Model PE/PG system developed pursuant to section 16 of the rule. Upon request by the entire membership of the stakeholder group, the commissioner may provide additional time to the group to reach consensus. Upon the expiration of that additional time, the school administrative unit shall adopt one of the State Model PE/PG systems developed pursuant to section 16 of this rule.

2. Training

Prior to implementing a PE/PG system, a school administrative unit must provide training to each educator who will be evaluated under the PE/PG system to provide the opportunity for each educator to understand:

- A. The structure of the system, including the multiple measures of educator effectiveness and the evaluation cycle;
- B. The names and roles of administrators and others whose decisions impact the educator's rating;
- C. How to participate in professional development opportunities to assist the educator in meeting professional practice standards used in the system;
- D. The results and consequences of receiving each type of summative effectiveness rating; and
- E. Other aspects of the system necessary to enable the educator to participate fully in the evaluation and professional growth aspects of the system.

3. Implementation, review and refinement of systems; Steering Committee

Each school administrative unit shall form a Steering Committee to regularly review and refine the PE/PG system to ensure that it is aligned with school administrative unit goals and priorities. The Steering Committee must include representatives of the local education association, appointed by the local association, teachers, administrators and other school administrative unit staff. The structure and proposed operation of a Steering Committee, including the method of appointing members to the Steering Committee, must be included in the PE/PG system plan. The Steering Committee must be formed no later than the beginning of the pilot period of the PE/PG system.

4. Peer review and collaboration

Each PE/PG system must include a peer review component and opportunities for educators to share, learn and continually improve their practice. A school administrative unit shall specify in its system plans what peer review components will be included and what qualifications will be required of peer reviewers, including, but not limited to, training.

Peer review includes, but is not limited to, observation of peers, review of portfolios and other evidence offered to demonstrate an educator's performance, and review of professional improvement plans. Peer review is for formative evaluation purposes only, and must not be included in determining the summative effectiveness rating unless the peer reviewer is trained in the evaluation process as required under Section 11 of this rule, and the educator being evaluated chooses to include the peer review as part of the summative effectiveness rating.

Educator opportunities for sharing, learning and continually improving practice include, but are not limited to, providing opportunities for mentoring and coaching, involvement in professional learning communities, and targeted professional development.

SECTION 13. USE OF RATING IN PROFESSIONAL DEVELOPMENT DECISIONS

Professional development opportunities must be provided to educators, based on individual needs identified during PE/PG system evaluations.

SECTION 14. PROFESSIONAL IMPROVEMENT PLAN

An educator who receives a summative effectiveness rating of “ineffective” must be provided the opportunity to develop and implement a professional improvement plan. The PE/PG system plan must assign responsibility to one or more supervisors or administrators to work with the educator and to oversee development and implementation of a professional improvement plan.

The professional improvement plan must:

1. Be in writing;
2. Be developed with input from the educator;
3. Set forth clear, measurable objectives and deadlines; and
4. Be focused on improvement in the specific areas of evaluation identified as needing improvement.

SECTION 15. PILOTING OF SYSTEM

The purpose of the pilot is to evaluate the school administrative unit’s proposed PE/PG system. Data from the pilot must be used to inform potential refinement and improvement of the system. During the pilot period of a PE/PG system, a school administrative unit may not use a summative effectiveness rating assigned under the PE/PG system in any action related to employment or compensation of an educator.

A school administrative unit shall design a pilot to include any aspects of the proposed PE/PG system that have been identified as concerns of local educators. School administrative units are encouraged to utilize student growth measures during the pilot. The school administrative unit shall ensure that the local Steering Committee is formed before the pilot begins and must ensure that the Steering Committee is involved in evaluating the results of the pilot.

SECTION 16. TECHNICAL ASSISTANCE; STATE MODEL PE/PG SYSTEM

The Department shall provide technical assistance to school administrative units in developing, piloting and implementing PE/PG systems, including, but not limited to: an online bank of tools, training and resources for use in developing, piloting and implementing PE/PG systems; posting

of approved PE/PG systems and system tools; and technical assistance in developing student learning and growth measures. The Department shall develop at least one complete State Model PE/PG system for teachers and at least one complete State Model PE/PG system for principals.

SECTION 17. FUNDING FOR DEVELOPMENT, PILOTING AND IMPLEMENTATION

The Department shall provide guidance to school administrative units on sources of funding for development and implementation of PE/PG systems, which may include guidance on the permissible use of federal Elementary and Secondary Education Act (ESEA) funds, state essential programs and services (EPS) funds and potential grant sources.

SECTION 18. IMPACT OF EFFECTIVENESS RATINGS UNDER PRE-CHAPTER 508 SYSTEMS

An effectiveness rating assigned to an educator in a system that has not been approved pursuant to Chapter 508 and this rule, is not an “effectiveness rating pursuant to Chapter 508” as used in Title 20-A, section 13201 or a “summative effectiveness rating” as used in Title 20-A, section 13703.

STATUTORY AUTHORITY: Title 20-A MRSA §13706

EFFECTIVE DATE:

Guidelines for RSU #38 Teacher Effectiveness Pilot Plan for all Continuing Contract Teachers in 2014-2015

First 2 weeks in September, 2014

Teacher:

1. Complete the self-assessment on iObservation for DQ1, DQ2, and DQ5

By September 30, 2014

Teacher:

2. Analyze the self-assessment results along with any walk-through data (if available), and choose 1 element from each of DQ1, DQ2, and DQ5 as goal areas.
3. Write a SMART goal for each element selected.

October 1-November 1, 2014

Teacher:

4. Review the RSU #38 Menu of Professional Activities) and select appropriate activities (20 points) as part of your professional growth plan.
5. Write a professional growth plan for each goal (what will you do throughout the year to meet this goal?). Be specific and include selected items (20 points) from RSU #38 Menu of Professional Activities.
6. Schedule a meeting with your administrator to be held prior to November 14, 2014 to review your goals and growth plan.

By November 14, 2014

Teacher:

7. Submit goals and growth plans to administrator.
8. Meet with administrator to discuss goals and growth plans.

Administrator:

9. Approve goals and growth plans (including any revisions necessary)

By January 30, 2015

Teacher:

10. Complete a pre-observation form.
11. Schedule a pre-observation meeting with the administrator to discuss the pre-observation form.
12. Complete first instructional round and documentation forms (procedure to be announced.)

By February 28, 2015

Administrator:

13. Conduct an announced walk-through (formal observation) using iObservation to collect data focused on the pre-observation discussion.

By May 1, 2015

Administrator:

14. Conduct at least 3 informal walk-throughs (Year total) using iObservation to collect data.

Teacher:

15. Complete 2nd instructional round and documentation forms (procedure to be announced.)
16. Schedule end of year meeting with Administrator to discuss:
 - Progress in Growth plan
 - iObservation data
 - Evidence from RSU #38 Teacher Effectiveness Menu of Professional Activities
 - Goals/Growth plan for following year

By June 1, 2015

Administrator:

17. Distribute summative evaluation report

Teacher:

18. Sign and return report to administrator or meet with administrator to discuss concerns.

RSU #38 Teacher Effectiveness Pilot Plan

The RSU #38 Teacher Effectiveness Pilot Plan is a two-prong system designed to promote professional growth and provide a system of accountability. The final plan will be compiled of three sections; Professional Growth, Professional Practice, and Learner Growth. The pilot plan will address the first two sections and will not be used for determinations about employment or salary. RSU #38 teachers on continuing contracts will participate in this pilot.

PROFESSIONAL GROWTH

Required Activity	Description	Supporting Documents
Self-Assessment	Complete on iObservation	Completed Self-Assessment on iObservation
Professional Growth Plan	Three teacher-developed professional SMART goals, select 1 target element in each: DQ1, DQ2, and DQ5. Select activities to address each of the goals. (See menu of activities and suggested activities on iObservation) 10%	Completed growth plan in iObservation Completed growth plan in iObservation
Menu of Activities	Teachers select activities from Menu to equal 20 pts. 20%	Documents that support completed activities (reflection forms, agendas, bibliographies, etc.)
Instructional Rounds	Teachers complete at least 1 instructional round per semester/2 out of 3 trimesters 20%	Instructional round reflection form/iObservation template

PROFESSIONAL PRACTICE

Required Activity	Description	Supporting Documents
Administrative Observations (formal and informal)	Observations will focus on teacher-selected elements of the Marzano framework. Pre conference/post conference for formal observation.	Documentation in iObservation Pre conference/post conference forms
Formal Evaluation	Rating based on evidence of plan completion, iObservation data	Evidence from each of the above, iObservation data Evaluation Rating

STUDENT GROWTH: NA for pilot plan

Elementary Principals' Report
 September 3, 2014
 Janet Delmar (MES & MTV)
 Jeff Boston (RES & WES)

	Pre-K	K	1	2	3	4	5	Wrap Program WES	Total
MES	11/8	18/18	11/11	14/13	14/15	21	16/16		186
RES	15/9	13/13	15/15	12/12	19	30	16/17		186
MTV	18	12/13	16	20	18	24	16		137
WES	0	15	10	10	10	9	8	4	66

Welcome back to school! The elementary schools opened their doors to excited students eager to get back and teachers enthusiastic to greet them! Custodians at all schools have worked extremely hard all summer cleaning and making small repairs. Floors are gleaming and the schools are clean and attractive! Secretaries have been busy preparing handbooks and registering new students, increasing enrollment in some of our schools.

As elementary principals, we are working in a collaborative manner to provide consistency among the schools as well as honoring the different cultures with our staffs. School schedules have been developed to maximize time for teaching and learning as well as optimal use of our resources.

We would like to take this opportunity to welcome the following new faculty and staff to our elementary schools:

MES - Hayley Pierce (Grade 3 Teacher) and Dorie Tripp (Music Teacher).

RES - Erica Gower (Resource Room Teacher), Rachelle Fitzsimmons (Behavioral Teacher), Dorie Tripp (Music Teacher), Sonja Morrison (Ed. Tech III) and Lisa Pennabere (Ed. Tech III).

WES - Heather Chalmers (4th/5th Grade Teacher), Betsy McPhedran (Art Teacher), Patricia English (Music Teacher), Kerrie Moody and Allison Kuhns (Ed Techs working in the WRAP Program).

MTV - Michelle Hood (Kindergarten Teacher), Susan Lockhart (Literacy Specialist), Patricia English (Music Teacher), Betsy McPhedran (Art Teacher), and Jill Worster (Library Ed. Tech III)

Elementary Staff Professional Development:

August 25th:

Elementary staff in grades PreK-3 received professional development with Handwriting Without Tears, while staff in grades 4-5 meet with Barbara Bourgoine, our literacy coach, on Reading Workshop. Ryan Meserve met with all PreK-5 staff to discuss Chapter 33 updates. In the afternoon, elementary staff met back at their individual schools to continue their work.

August 26th:

RSU 38 staff met at the high school for an opening assembly with our superintendent, introduction of new staff and concussion management training. Elementary staff spent the remainder of the day in their individual schools meeting with their building administrator.

At RES and WES, staff discussed Professional Learning Communities (PLC), the Marzano Learning Rounds with the Common Core's mathematical practices, analyzing the strengths and weaknesses of our students on assessments from the previous year to provide support and enrichment as well as use for common planning time.

At MES and MtVES, staff had a brief overview of the Marzano Teacher Learning Map which included Design Questions 1, 2 and 5. We also reviewed FERPA protocols and Section 504 plans. Both staffs also reviewed and agreed to revisit our PBIS (Positive Behavior Interventions and Support) system at future staff meetings.

RSU #38 3-2-1 Blast Off Summer Reading and Math Program:

The 3.2.1 Blast Off Summer Intervention program ran during the week of August 11-15, 2014, at Readfield Elementary School. Twenty one students from all four elementary schools participated in a daily, specially designed, 40 minute reading and/or math intervention in a small group. One purpose of this program was to refresh students' use of reading and/or math strategies prior to the start of school, in order to increase confidence and success for the forthcoming school year. Another objective of the program was to provide classroom teacher training and leadership (for 5 classroom teachers) to build capacity for differentiating and intervening in the classroom. Interventionists provided professional development by modeling effective teaching practices for keeping students in their targeted learning zone. Classroom teachers observed some of the teaching, consulted with the interventionists and together developed plans for differentiating classroom instruction during this coming school year.

Elementary MEA Science Results (May 2014)

Last month, we received the results of the Maine Educational Assessment in Science that last year's 5th graders took in May. Below are the results by school with the percentage of students meeting or exceeding the state standards.

RES - 70%

WES - 88%

MTV - 54%

MES - 92%

RSU 38 (Grade 5) - 73%

We are looking forward to developing strong educational partnerships with our parents and community as well as having a fantastic school year with our students and staff.

Maranacook Community Middle School
2100 Millard Harrison Drive
Readfield, ME 04355



Cathy Jacobs, Principal
Phyllis Cote, Office Coordinator

Phone: 207-685-3128
(ext. 1114 to reach the office)
Fax: 207-685-9876

“A Caring School Community Dedicated to Excellence”

7a.

Middle School Principal's Report
September 3, 2014

Enrollment: Grade 6: 84 Grade 7: 87 Grade 8: 102 Total: 273

Opening Day:

Our first day with 6th graders was amazing! It is always so exciting to meet a new group of students and this group seemed particularly excited to be here. It is going to be a great year of learning! When our 7th and 8th graders returned on Thursday, although they wouldn't admit it, they were all pretty excited to be back as well. Teams spent the morning doing team building activities and getting to know each other, setting expectations for learning and behavior. Our enrollment increased by 17 students over the summer, which, with the reduction of one teacher, increased our class sizes to about 24-25, each. This is going to present a challenge this year as we no longer have ed tech support in the classroom.

Welcome new staff!

We are happy to welcome a few new staff members to our school. Stephanie Weeks is joining us as our new Health teacher, Kristen Davis (a Maranacook graduate!) is our new Life Skills teacher and Heidi Gilbert will be an ed tech in that program. Alanna Stevenson (another Maranacook grad!) is joining the Royal River Team as a classroom teacher and Pat Godin will be returning to the middle school one period a day to teach our sixth and seventh grade GT math class. Brett Trefethen is now our K-8 Technology integration specialist; therefore we are still searching for a German teacher. I am confident that these folks will help continue to move us forward as we guide the young adolescents in our care to *become caring, informed, and involved citizens, by learning to show respect, develop a sense of belonging, and build a sense of personal self-worth. Adolescents must also be able to solve complex problems, use technical and analytical skills, adapt to rapid changes in society, and live respectfully in an increasingly diverse culture. (MCMS school mission)*

Restorative Practices:

As we continue to seek effective ways to help all of our students improve their academic achievement, we turn to the research that says that students must be ready to learn before learning can take place. One of the most important aspects of being ready to learn is feeling that you are in a safe, caring environment. In order to strengthen our already positive school culture, we have joined the Maine study of the Restorative Practices Intervention research project.

“The fundamental premise of restorative practices is that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things *with* them, rather than *to* them or *for* them.” (Restorative Practices Handbook, Costello, Wachtel and Wachtel, 2009) Our entire staff participated in daylong training session on Tuesday, August 26 with Pam Anderson from the Restorative Practices Collaborative of Maine. Pam will be working with us for the next three years to help us improve the culture of our school community. The research shows that when the culture of the school improves, academic achievement increases as well. We are looking forward to this work and you will be hearing more about it as we go along.



MARANACOOK COMMUNITY HIGH SCHOOL 7a.

RSU#38

2250 Millard Harrison Drive

Readfield, Maine 04355

Office (207)685-4923

Fax (207)685-9597

Dwayne Conway, Principal
Al MacGregor, Student Services Director

Steve DeAngelis, Dean of Students
Pat Stanton, Dean of Students

School Board Report 8/26/14

Dear RSU 38 Board Members:

Below is the welcome letter I sent home to families regarding changes for this school year. The leadership team has worked hard to make sure MCHS is pointed in the right direction.

Dear families,

Are you ready for some School? That's a modification of the tag line for Monday night football. I know I am ready and pumped up about the upcoming school year. I am writing to let you know you of some changes that we will be implementing at Maranacook this fall. The changes are to help ensure success of all of our children.

New cell phone procedure: I'm sure you can appreciate that cell phones have become a real distraction in class. Many students are constantly focused on their cell phones during class and this becomes a true impediment to their education. In order to try to help students be successful in school, they will no longer be allowed to have their cell phones out while class is in session. While this is already school board policy JFCK-R it can be difficult for teachers to enforce. All classrooms now have clear plastic bins for students to place their cell phones in as they walk in. Students will be expected to put their phones in at the beginning of every class. They will take them back at the end of class. Students do not need to bring their phone to class if they would prefer not to put it in the bin. Students will be able to use their cell phones at lunch and between classes as long as they are in class on time. We need students to be in class, on time and focused in order to learn. As always, if a parent needs to get in touch with their child they can text, or leave a message and the child will receive the message after class. If it is an emergency, a parent should call the main office and we will notify the student immediately.

EBackpack: EBackPack is a web-based program where teachers can post and grade assignments and students can post their homework for a particular teacher. All teachers will be using EBackpack to post assignments next year. This is a big step for Maranacook to make. Our goal is to have all teachers using the same program so that it is easier for our students and families to manage schoolwork. As a parent, you can see what is due, when it's due and if your child did it.

iPad restrictions: All student iPads will start the year with only educational apps. Students who have a 73% or above and a 2.25 in Habits of Work will have this restriction lifted after one month. There will be an eligibility check done for this monthly. The iPads are such a great tool for our students and teachers. Having iPad restrictions will help make students

more successful and more likely to be focused in class.

Habits of Work: Habits of Work (HOW) are traits that help make a person successful both in school and beyond. Simply put, they are habits we all want our children to develop. Maranacook Community High School will be using a HOW rubric this fall, which is enclosed in this letter. All teachers will record a student's HOW score on Mastery Connect and update it regularly. Both athletic eligibility and privileges will be tied to HOW, but it will not affect a student's GPA.

Mastery Connect: The entire district will be using a new record-keeping program to track student's progress for proficiency. This will be in conjunction with PowerSchool and will be used to track competency for the class of 2018, as required by the state, as well as to mark a student's HOW scores. Many teachers participated in a day long training on 7/31 concerning how to use this program effectively. We are using this new system to better support all Maranacook students in achieving academic goals.

Response to Intervention: We are establishing an RTI Team, which will meet on a regular basis to identify and monitor students in need of extra support. Direct services for students who require Tier 3 interventions will be embedded into the Focus Time Block. This is a work in progress, which requires a great deal of collaboration among us all. Leadership Team worked on a plan and realizes we will need to adjust it as we work with it. It is a starting point for us to have a systems response to address students who are struggling.

Tier	Students	Components
Tier 1	All Students	<ul style="list-style-type: none"> * Differentiated instruction * Focus Time * Advisors and Grade Checks * Credit Recovery * Silent Study * Peer Tutoring * Focus Lab Days
Tier 2	* Students failing a class or HOW scores of 2 or below for 3 consecutive grade checks.	<ul style="list-style-type: none"> * Focus Time * Focus Lab * RTI Intervention Meeting * Individual Action Plan with data collection and monitoring
Tier 3	<ul style="list-style-type: none"> * Students not progressing after 4 weeks in Tier 2. * Students who received 21% or below on NWEA tests. 	<ul style="list-style-type: none"> * Direct services for 8 weeks in RTI lab. * Small group instruction * Compass Learning



MARANACOOK COMMUNITY HIGH SCHOOL 7a.

RSU#38

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Compass Learning: We will be using an online intervention and credit recovery program called Compass Learning. This program will primarily be used to support students receiving Tier 3 RTI support during focus time.

Focus Time: As you may know, we will be initiating a new schedule with intervention time imbedded in the schedule, during the middle of the day, 4 days a week. Students will not be missing any class time for intervention, because it is imbedded in the schedule. A copy of the new schedule is on our website and has been enclosed in this letter.

edYOUSched: In order to schedule every student's focus time each day, we will be using a web application called edYOUSched. All students will have an account, which they will go on every morning to see where they need to report to during focus time. All teachers will be trained on how to use this in August and students will be trained in the first days of school. Our focus time is extremely fluid and will allow teachers to see a student out of the normal class rotation if they are struggling with a concept or skill.

Dual Enrollment: This year we should be able to offer 63 dual enrollment credits at Maranacook. This is **\$177,294** worth of college level courses! This program is such a big deal, it will save our community money and empower our students to achieve more. Students taking a dual enrollment course need to fill out a permission form by September 12th in order to earn the college credit. Teachers will provide students with this permission slip at the start of class. Dual enrollment credits mean that a student will get both a high school credit for the class and 3 college credits from the partner college, either Kennebec Valley Community College or Thomas College. The vast majority of the credits students earn will be from Thomas College. We are currently trying to partner with area colleges so that Maranacook students will be able to earn an associates degree from that college when they graduate from MCHS with their diploma. That is truly exciting, innovative thinking.

Credit Recovery: We started looking at credit recovery differently at the end of the first semester. Traditionally when a student would fail a class, no matter whether they failed it by 2 points or 20 points they would retake the entire course the following semester or year. This was not an effective model because it put students who were at risk already in great jeopardy of falling behind. Students would then have to take the class they failed along with their normal class load. This past year we changed that model. When a student does not pass a course, the teacher examines the essential learning the student needs to acquire in order to move onto the next level. This model allows the student to get back on track more quickly, greatly increases their likelihood of success and reduces the amount of courses a student has to make up which ultimately saves the district money. At the end of June we held our summer credit recovery program. Over 50 students attended and have

gotten back on track for graduating with their class. This credit recovery model is also an essential step in moving towards proficiency.

I know I just threw a lot of information at you. I want to make sure our community is aware of everything we are doing at Maranacook High School. We really want to have every student succeed at Maranacook and I know if we work together we can do it. I am so excited about the direction we are headed and cannot wait to see what the future holds. The more that families and schools can support each other, the better off our children will be. If you have any questions or concerns please feel free to call, come see me, or grab me when you see me at one of co and extra curricular events. This is going to be a great school year and I thank you sincerely for your continued support!

Respectfully submitted,
Dwayne Conway

Enrollment as of 8/26/14
Freshmen-91
Sophomore-95
Juniors-114
Seniors-92

Maranacook Community School: Habits of Work (HOW) Rubric

Quality Worker

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	EMERGING EXPECTATIONS	BELOW EXPECTATIONS
4	3	2	1
<ul style="list-style-type: none"> • I always persevere when things are hard and make it my goal to do my personal best. • I always use feedback effectively to revise my work. • I always ask the teachers and my peers specific questions when I am confused. • I always use class time and focus time to improve my learning. • I can always identify the criteria for assessing my work and can explain my plan for using the criteria to exceed on the assignment. 	<ul style="list-style-type: none"> • I usually persevere when things are hard. • I usually use feedback effectively to revise my work. • I usually ask the teachers and my peers specific questions when I am confused. • I usually use class time and focus time to improve my learning. • I can always identify the criteria for assessing my work. 	<ul style="list-style-type: none"> • I sometimes persevere when things are hard. • I have to be reminded to use feedback to revise my work. • I let the teacher know when I am confused, but do not ask specific questions. • I sometimes use class time and focus time to improve my learning. • I can identify some of the criteria for assessing my work. 	<ul style="list-style-type: none"> • I do not persevere when things are hard. • I do not use feedback to revise my work. • I do not ask questions. • I do not use class time and focus time to improve my learning. • I do not understand the criteria for assessing my work.

Responsible Citizen

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	EMERGING EXPECTATIONS	BELOW EXPECTATIONS
4	3	2	1
<ul style="list-style-type: none"> • I am consistently in class on time. • I begin class according to expectations right away, with required materials, and help others to do the same. • I actively listen, positively engage in discussion, am focused on the learning task and take a leadership role in showing respect in classroom discussions. • I complete all assignments, including makeup work, on time and my work is completed with care and accuracy, while challenging myself with work that is above and beyond. • I always behave ethically and treat others with respect. 	<ul style="list-style-type: none"> • I am seldom late to class. • I begin class right away with required materials, according to expectations. • I actively listen, positively engage in discussion, and am focused on the learning tasks. • I complete all assignments, including makeup work, on time and my work is completed with care and accuracy. • I usually behave ethically and treat others with respect. 	<ul style="list-style-type: none"> • I am often late to class. • I sometimes begin class right away with required materials, according to expectations. • I have to be reminded to actively listen to others, positively engage in discussion, and stay focused on the learning tasks. • I sometimes complete all assignments, including makeup work, on time and my work is completed with care and accuracy. • I sometimes behave ethically and treat others with respect. 	<ul style="list-style-type: none"> • I am consistently late to class. • I rarely begin class right away with required materials according to expectations. • I do not listen to others, engage in classroom discussions and/or stay focused on learning tasks yet. • I do not yet complete all assignments, including makeup work, on time nor is my work completed with care or accuracy. • I do not yet behave ethically nor treat others with respect.

Collaborative Worker

EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	EMERGING EXPECTATIONS	BELOW EXPECTATIONS
4	3	2	1
<ul style="list-style-type: none"> • I work with my peers to accomplish a task and take a leadership role while making sure all voices are heard. • I use all materials appropriately and return them to their proper places and I seek opportunities to improve my classroom environment. • I communicate politely and kindly, actively listen to the ideas of others, use appropriate language and take a leadership role in guiding others to do the same. 	<ul style="list-style-type: none"> • I work with my peers to accomplish a task. • I use all materials appropriately and return them to their proper places. • I communicate politely, kindly, use appropriate language and actively listen to the ideas of others. 	<ul style="list-style-type: none"> • I have to be reminded to work with my peers to accomplish a task. • I have to be reminded to use all materials appropriately and/or return them to their proper places. • I need to be reminded to listen to others and communicate positively and to use appropriate language. 	<ul style="list-style-type: none"> • I do not contribute to my group. • I do not treat materials appropriately and/or return them to their proper places. • I do not communicate positively, listen to others or use appropriate language.

Maranacook's Habits of Work are tied to Maine's Guiding Principles. These set guidelines on what every graduating student should be leaving school as:

- * 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

MARANACOOK COMMUNITY SCHOOL

	MONDAY BLACK	TUESDAY GOLD	WEDNESDAY ALT B/G	THURSDAY BLACK	FRIDAY GOLD
Advisee Time	8:00- 8:12 12 min	8:00- 8:12 12 min	9:00- 9:12 12 min	8:00- 8:12 12 min	8:00- 8:12 12 min
	1 8:15- 9:27 72 min	5 8:15 - 9:27 72 min	1 or 5 9:15-10:13 58 min	1 8:15- 9:27 72 min	5 8:15- 9:27 72 min
	2 9:30-10:42 72 min	6 9:30- 10:42 72 min	2 or 6 10:16-11:14 58 min	2 9:30- 10:42 72 min	6 9:30- 10:42 72 min
Focus Time and Lunch	A-Lun 10:42- 11:07 11:10-12:00 50 min 10:45-11:35 B-Lun 11:35- 12:00	A-Lun 10:42- 11:07 11:10-12:00 50 min 10:45-11:35 B-Lun 11:35- 12:00	ADVISEE TIME TUTORIAL A-Lunch 11:14-11:33 11:42-12:27 45 min B-Lunch 12:02-12:27 11:17-12:00	A-Lun 10:42- 11:07 11:10-12:00 50 min 10:45-11:35 B-Lun 11:35-12:00	A-Lun 10:42- 11:07 11:10-12:00 50 min 10:45-11:35 B-Lun 11:35- 12:00
	3 12:03- 1:15 72 min	7 12:03- 1:15 72 min	3 or 7 12:30-1:28 58 min	3 12:03- 1:15 72 min	7 12:03- 1:15 72 min
	4 1:18- 2:30 72 min	8 1:18- 2:30 72 min	4 or 8 1:31- 2:30 59 min	4 1:18- 2:30 72 min	8 1:18- 2:30 72 min

Adult and Community Education September 2014 Board Report

Whether your dream is to get a high school diploma, go to college or take an enrichment class, we take great pride in supporting our local community members in improving their careers and quality of life!

Our adult and community education program at RSU #38 actively engages community members and area businesses in conversations designed to refine, expand and improve upon our enrichment and educational programs. Working toward this goal, I plan throughout 2014-15 to continue to participate in community outreach activities and attend meetings of various civic groups. Additionally, school board member Bonnie Simcock and I submitted to our four towns an online AE community survey designed to gather information to help us improve upon our AE programs. The link to the survey can be found here:

<https://www.surveymonkey.com/s/8C2XGFV>. *Currently the survey response rate is extremely low, so we plan to keep the survey live until spring 2015 to get a more robust response rate.

Summer is a very busy time in adult & community education, as we continue to run our high school diploma programs, tutoring sessions, Accuplacer and HiSET testing. Our small instructional team of instructors, tutored several students to prepare them to successfully pass their High School Equivalency Exam (HiSET), receive their High School Diploma (HSD) or transition to college. We are excited to announce that we currently have 3 students close to completing their HiSET or HSD requirements and 1 heading to college in the fall.

Recent reports by the Maine department of labor show that somewhere around 500 people in our local communities do not hold a high school diploma. Given that individuals possessing a diploma statistically make more money, pursue more fulfilling careers and raise children more likely to complete high school, it makes sense to identify these people and encourage them to attend our HiSET and HSD programs. Flexible scheduling makes it easier than ever before to get your diploma or begin your path to college. Please help spread the word and convince local residents that now is the time to get their high school diploma or go to college!

Speaking of college, Maranacook is working with several other local adult education programs to identify students to participate in our NEW Adult Learner Partnership Grant. This grant in the amount of \$20,000, allows adult students, in our college transitions program, to take an introductory college class (COL100) and upon successful completion, receive a scholarship to use toward an additional college class. For students who have been wanting to attend college but lacking sufficient funds, this is a great way to get the process jump started!

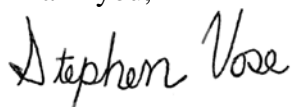
During the summer, the adult education program supported a number of sports camps, including: track, basketball, gymnastics and soccer. Combined, these camps provided approximately 100 local youths with numerous opportunities to expand their athletic skills and get plenty of exercise. Though we continue to have below average attendance at our summer camps, we still manage to keep programs costs low so parents can afford attendance costs. For those parents who are unable to afford camp costs, due to financial hardships, we work with coaches and local foundations to make sure no child is refused access to these opportunities.

Answering comments and suggestions gathered from meetings last year with various community groups, we decided to run several enrichment and vocational (welding and CDL) programs in June, July and August. While we cancelled a majority of our enrichment activities due to low attendance, our vocational programs flourished and were very successful!

Adult Education continues to embrace the use of social media as a means of reaching a larger audience of potential adult learners and to provide our current students with access to a variety of useful information, concerning our program. Maranacook Adult and Community Education maintains a twitter feed (@Maranacookaded) and a Facebook account (facebook.com/Maranacookaduled). Follow us on Twitter or LIKE us on Facebook and receive periodic updates!

****To register visit our website: maranacook.maineadulted.org or call us at 685-4923, ext. 1065.***

Thank you,



**WARRANT ARTICLE RECONCILIATION
REGIONAL SCHOOL UNIT NO. 38
2014-2015
August 26, 2014**

<u>DESCRIPTION</u>	<u>APPROVED</u>	<u>TRANSFER</u>	<u>ADJUSTED</u>	<u>EXPENDED</u>	<u>ENCUMBERED</u>	<u>REMAINING</u>	<u>% REMAIN</u>
Regular Instruction	6,424,792.00	0.00	6,424,792.00	923,195.76	63,938.18	5,437,658.06	84.64%
Special Education	2,099,398.00	0.00	2,099,398.00	183,232.62	250.00	1,915,915.38	91.26%
Career & Technical Educ.	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
Other Instruction	408,716.00	0.00	408,716.00	25,486.58	1,086.67	382,142.75	93.50%
Student & Staff Support	1,485,615.00	0.00	1,485,615.00	224,291.27	23,301.62	1,238,022.11	83.33%
System Administration	507,565.00	0.00	507,565.00	97,940.65	2,964.52	406,659.83	80.12%
School Administration	889,088.00	0.00	889,088.00	152,926.77	5,592.28	730,568.95	82.17%
Transportation	916,530.00	0.00	916,530.00	91,186.24	0.00	825,343.76	90.05%
Facilities/Maintenance	2,048,054.00	0.00	2,048,054.00	393,209.79	369,947.72	1,284,896.49	62.74%
Debt Service	728,937.00	0.00	728,937.00	0.00	0.00	728,937.00	100.00%
All Other Expenses	105,885.00	0.00	105,885.00	6,842.18	0.00	99,042.82	93.54%
TOTAL BUDGET	15,614,580.00	0.00	15,614,580.00	2,098,311.86	467,080.99	13,049,187.15	83.57%

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 2014-2015

Please do not hesitate to contact me with any questions, comments or suggestions through e-mail at brigitte_williams@maranacook.org or telephone at 685-3336.

9.

Maranacook Area School District

Regional School Unit No. 38

A Caring School Community Dedicated to Excellence

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

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

Tel. 207-685-3336

Ryan Meserve
Special Education Director

Brigette Williams
Finance Manager

Fax. 207-685-4703

7a.

August 28th, 2014

Dear RSU #38 School Board:

As we enter the 2014-15 school year we have many new faces and changes within the special education departments throughout the district. Many transitions have been occurring for students, whether it is from Pre-K to K, 5th grade to 6th grade, 8th grade to 9th grade or just for new students who have moved in from other districts. The beginning of school is a very exciting time for students and staff. It is a palpable feeling when observing the kick-off of the school year. As I've visited many of the buildings so far this year I have seen the anticipation on the faces of all involved. While at Wayne Elementary I got to see the new kindergarten students line up and move from music to snack. They shared smiling glances as they moved happily through the hallways.

At Readfield Elementary we welcome two new staff to our district. Erica Gower is our new resource room teacher and Rachelle Fitzsimmons is our new Readiness Skills teacher. Both have been working tirelessly throughout the summer getting ready for the school year and are off to great starts. At the middle school we also have a great new staff addition in Kristen Davis. She is our new Life Skills teacher and has jumped right into her new role getting to know the students, parents and staff.

I'm very excited to start this school year and look forward to seeing all this great beginning of the year energy continue throughout the year. Some of the things we will be focusing on this year as a special education department will be working to provide more post-secondary transition planning services at the high school. In addition the special education staff across the district are also continuing their work on incorporating Common Core standards into the Individualized Education Programs. There is a lot of great work going on and I'm looking forward to another successful year.

Hope this letter finds you all well and please let me know if you have any questions.

Sincerely,

Ryan Meserve
RSU#38
Special Education Director

8/25/14

7a.

To: RSU #38 Board of Directors
From: **Nancy Harriman**
Re: **Summer Curriculum Work**

It has been a very busy summer, with many professional development activities for staff and a lot of professional planning with teacher leaders and administrators. What's new? Here are a few highlights:

Handwriting without Tears Dianna Schmidt, Occupational Therapist for RSU #38 led a workshop for PreK-3 staff on Aug. 25 in which she provided information on fine motor development, the principles on which the Handwriting Without Tears program is based, and an overview of best practices for implementing the program effectively. Materials were purchased for **PreK, K, 1 (manuscript) and Gr 3 (cursive) to pilot the program in all schools this year.** If it is effective, next year materials for the remaining grades (2, 4, & 5) will also be included in the budget. The purpose is to provide quality instruction using a common approach across all RSU 38 schools to ensure students are able to write legibly and fluently.

Science Curriculum, K-12 With the able assistance of some teacher co-leaders I convened a group of teachers representing K-12 to learn about the new nationally developed Next Generation Science standards (<http://www.nextgenscience.org>) to discuss the implications for changes in approaches to teaching science, and create a plan for developing and documenting an RSU #38 Science Curriculum. We met two times for 5 hours and the team was very productive! Each session a teacher leader led an inquiry-based science activity, which deepened our understanding of what effective instruction would look like. The team designed a template for K-12 vertical curriculum planning, identified clusters of priority standards for K-5 and 6-8, and named the units for K-5. (9-12 teachers started this same work within their department with me previously.)

The team plans to meet twice a trimester to continue the work. Our goal is to develop a K-12 curriculum guide that shows the scope and sequence of science curriculum, K-12 and complete unit maps for teachers to pilot in 2015-16.

Standards-based curriculum work with Gr. 9 teachers in preparation for proficiency-based diplomas was the major focus of most work this summer. The Math Coach Sarah Caban, Literacy Coach Barbara Bourgoine, and I worked with teams of teachers from many departments (including, Math, English, Science, Social Studies, World Language, and Art). Our goal was to have standards-based units and common assessments ready for teachers to pilot with Gr. 9 students during the first ranking period. Intensive work in all subjects will be an ongoing priority throughout the year.

Mastery Connect has been adopted to track students' progress on standards. The technology department coordinated an initial training in July for 30 K-12 teachers who volunteered to pilot the program this year, and also hosted a summit for representatives from the company who publishes the program (Mastery Connect) and leaders from other districts in Maine who have adopted the approach. This session was very valuable and participants have agreed to meet regularly throughout the year to share experiences and collaboratively problem solve with the publisher as issues arise.

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7a.

Superintendent Report

August 28, 2014

Today students in grades K-6, 9, and 12 reported for their first day of school for the 2014-2015 school year. The day was hot but in traveling to several schools in the district there was an air of excitement and everyone seemed happy to be back to school.

Staff began their first day on Monday with Advisor/Advisee activities for teachers of grades 6-12. Elementary teachers were trained in Handwriting Without Tears (K-3) and Reading Workshop (4 & 5). On Tuesday all staff were welcomed back with a wonderful breakfast put on by the Food Service Staff and then a short welcoming assembly. High school teachers were then trained in Suicide Prevention, as required by state law, middle school teachers received training in Restorative Justice, and elementary teachers met within their schools.

Much work was done at our schools this summer by our amazing custodial staff. Floors are shiny, new carpet has been laid in some rooms, inside and outside walls have been painted, and roofs have received their yearly maintenance. Also, the grounds crew has done an incredible job on the lawns and fields.

School administrative assistants worked hard this summer and in the weeks prior to school to register students and get paperwork up to date. Central office staff worked tirelessly all summer to have our system ready for the start of school. While many community members don't realize the work that goes on in the summer at our schools, the reality is that many people are working very hard so that school can open. It is important that we thank all those people who work so hard to make this happen.

Many teachers also worked this summer. Curriculum groups met with Nancy Harriman, Sarah Caban, and Barbara Bourgoine to develop standards-based units and assessments in our efforts to award proficiency based diplomas by 2018. Towards this end, thirty teachers attended a Mastery Connect training, a web based system that will allow us to document student progress towards meeting standards and that will house our standards-based curriculum. Several administrators met with administrators from other districts in Maine who have adopted Mastery Connect as their documentation system. This "user group" will continue to meet through the school year to offer suggestions to the Master Connect developers.

On August 7, RSU #38 administrators met at Cathy Jacob's camp for the day to analyze data, reflect on progress towards meeting the goals of the RSU #38 Strategic Plan, develop plans for the state required teacher effectiveness pilot, and to learn more about systems thinking by studying the work of Marzano and Zmuda, Kuklis, & Kline around school improvement. We focused on purpose and identified three phrases that we agreed were the purpose of RSU #38:

- provide high quality instruction
- empower learners
- instill the responsibility of citizenship

As we continue our work on the development of the proficiency based diploma, on the teacher effectiveness plan, and on the many other things that we will address this year, we will focus on our purpose and use both the purpose and the mission as filters for our work.

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A CARING SCHOOL COMMUNITY DEDICATED TO EXCELLENCE

RSU #38 – Maranacook Area Schools

Opening Days Workshop Schedule

Monday, August 25, 2014*

High School and Middle School Staff – Advisor Training at Camp Androscoggin

Elementary Staff:

- 8:00 – 9:00 Elementary Teachers report to their schools
- 8:00 – 9:00 Ryan Meserve will work with OT/PT and Speech staff at Readfield Elementary
- 9:00 – 11:45 PreK – 3, *Handwriting Without Tears* Training at Readfield Elementary
- Grades 4 – 5, *Reading Workshop* Training at Readfield Elementary
- 11:45 – noon PreK – 5, Chapter 33 Training at Readfield Elementary
- 1:00 – 3:00 PreK – 5 Teachers report to their schools

Tuesday, August 26, 2014

- 7:30 – 8:00 Breakfast at Maranacook Community High School
- 8:00 – 8:45 Opening Assembly, MCHS gymnasium
- 8:45 – 9:00 Concussion Management Training, MCHS gymnasium
- 9:00 – 11:00 Suicide Prevention Training for **ALL** High School staff, including food service, maintenance, office assistants, bus drivers) at MCHS Performing Arts Center
- 9:00 – 3:00 Middle School Staff - Restorative Justice Training at Middle School*
- Elementary Staff report to their own buildings*
- 12:00 – 3:00 Special Education Staff at PDCC

* Ed Techs should request to attend if the content addresses their teaching assignments.

To: Donna Wolfrom
Date: August 21, 2014
Re: Fall 2014 Coaching Nominations

I am submitting the following individuals for your approval as fall coaches.

<u>Position</u>	<u>Name</u>	<u>Category</u>	<u>Yrs/Category</u>	<u>Amount</u>	
Varsity G X-C	Rosalea Kimball	II	11	\$3679	
Varsity B X-C	Ronn Gifford	II.	2	\$1500	Reimbursed from XC activity account
Girls Var. Soccer	Mike Morin	II	14	\$3679	
Girls JV Soccer	Lauren Potter	IV	2	\$2102	
Boys Var. Soccer	Don Beckwith	II	31	\$3679	
Boys JV Soccer		IV	0	\$2102	
Var. Field Hockey	Jeannine Paradis	II	12	\$3679	
JV Field Hockey		IV			
Golf	Ryan Meserve	II	10	\$3616	
Head Football	Joe Emery	I	4	\$3942	
Assistant Football	Bill Getty	III	12	\$3154	
Assistant Football*	Dwight Whittier	Vol.	6	\$0	
Assistant Football*	Lou Emerey	Vol	4	\$0	
Assistant Football*		Vol		\$0	
MS X-C	Kelly Brooks	V	8	\$2302	
MS Girls Soccer	Scott Despres	V	1	\$1840	
MS Girls Soccer		V		\$TBD	
MS Boys Soccer	Tom Radcliff	V	1	\$2040	
MS Boys Soccer		V		\$TBD	
MS Field Hockey		V	0	\$2040	
MS Field Hockey		V		\$	

* This stipend will be paid by MAYFA.

DLW

To: Donna Wolfrom
From: Al MacGregor
Date: August 21, 2014
Re: 2014-2015 Co-curricular Nominees

<u>Position</u>	<u>Name</u>	<u>Category</u>	<u>Experience</u>	<u>Amount</u>
HS Math Team	Robin Graziano	IV	5	\$2302
Student Senate	Robin Graziano	I	11	\$4668
Fall Musical	Drew Albert	II	1	\$3354
Spring Play	Drew Albert	II	1	\$3354
Speech/Debate	Amy Trunnell	I	12	\$4468
Honor Society	Paula Weisberger	IV	15	\$2828
Musical Accomp		V		\$
MS Math Team		IV	0	\$
MS Play	Iona McCabe	II	10+	\$3679
MS Yearbook	Suzanne Caron	V	8	\$2302
GAPP	Anne Archambault	III	5	\$2828
French	John Hirsch	III	4	\$2828

Al MacGregor