

Biddeford School Department

Fax

Leadership Offices
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| | | | |
|---------------|-----------------------|---------------|------------------------------------|
| To: | Diana Doiron | From: | Chris Indorf, Asst. Superintendent |
| Fax: | 877-227-9838 | Pages: | 27 |
| Phone: | | Date: | September 17, 2014 |
| Re: | Extension Application | CC: | |

Per Your Request

For Review

Please Comment

Please Reply

Please Recycle



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

Directions for submitting an extension application

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

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

Proficiency-Based Diploma Extension Option 5

At the time of the extension application the SAU will:

- Provide evidence of active participation in proficiency-based system of supports to address identified critical areas of need, build capacity and the infrastructures to award diplomas based on proficiency in the standards of all eight content areas and the standards of the Guiding Principles.
- Provide a multi-year implementation plan indicating quarterly benchmarks for 2014-2015 and the annual benchmarks for each year for which the extension is requested that outline the steps the SAU will take to ensure that students graduating after July 1, 2020 will be awarded a diploma based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were carried over to support the implementation of proficiency-based diplomas

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

Submittal Window

1. Indicate the submitting date.

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

Superintendents Region

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

| | |
|-----------------|--|
| Aroostook | |
| Cumberland | |
| Hancock | |
| Kennebec Valley | |
| Midcoast | |
| Penquis | |

| | |
|---------------|---|
| Washington | |
| Western Maine | |
| York | x |

- 3. **School Administrative Unit:** Biddeford School Department
- 4. **High School(s):** Biddeford High School
- 5. **Name and title of person completing the extension request:**
Chris Indorf, Assistant Superintendent
Jeremie Sirois, High School Principal
Reviewed by: Jeremy Ray, Superintendent
Theresa Gauvin, Business Manager

- 6. **Superintendent’s name, address, phone number and email:**
Jeremy Ray
18 Maplewood Ave
Biddeford, ME 04005
282-1596
jray@biddefordschooldepartment.org

Evidence of Preparedness

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

Criteria:

- **Clear description of the proficiency-based education work completed to date**
Biddeford joined with Wells, Old Orchard Beach, Kennebunk, and Saco schools for form

SBEC, the Saco Bay Educational Alliance. The Saco Bay Educational Alliance engaged the services of Kevin Perks of West Ed. Kevin Perks serves as District Services Program Associate for Learning Innovations at WestEd. Participating schools contributed resources to support the alliance. Representatives from Biddeford School Department include curriculum specialists, high school department heads, the High School Principal, Program Directors, the Assistant Superintendent,

and the Superintendent of Schools. This group has been active for a little over a year. The group has hosted several "large group" meetings with participants from each member school (including a two day strategic planning retreat in May, 2014), but additional work has been ongoing on a monthly basis, primarily with Curriculum Coordinators and the Assistant Superintendent.

During the 2012-13 school year the Biddeford School Department developed a Standards Based Committee to explore K-8 Standards Based Education. The Standards Based Committee was comprised of teachers and administrators at all levels K-8 including the then Assistant Superintendent Jeffrey Porter. The committee spent two years researching, examining, and discussing the K-8 standards. The committee also spent considerable looking at Standards-Based reporting systems, both custom and commercial. In the Fall of 2013 the committee put forth a proposal to the Leadership Team and the Curriculum Committee for approval. The Committee elected to move forward with the software program *Jump Rope* for K-8 reporting. The program was piloted by a cohort of teachers in the Spring of 2014 K-8 and was a success. The Biddeford School Department is now utilizing Jump Rope K-8 with all teachers for the upcoming school year. Professional Development will take place on August 27th with follow up professional development for the six weeks that follow.

APPENDIX A: PLC and PD Calendar for Fall, 2014

- **Clear connection between evidence and the work done**

In school year 2013-2014 faculty and administration participated in strategic planning work sessions facilitated by Kevin Perks (SBEC). Teacher leaders, department heads, district administrators and building administrators met for two days on May 12 & 13. The group is comprised of the following school departments/ districts: Biddeford School Department, Dayton School Department, RSU 23 (Old Orchard Beach), Saco School Department, RSU 21

(Kennebunk, Kennebunkport, Arundel) and the Wells School Department. During this time the leaders became more comfortable with Standards-Based education, recording, and reporting. Each school collaborated with its neighboring districts in the consortium to gauge progress and assess the outstanding needs of their respective districts.

In school year 2013-2014 faculty and administration used PLC time to examine best practices in K-12 standards-based. It was during this PLC time that content area (or grade level) teachers examined course offerings and began standards alignment. As a school unit we adjusted our schedule to meet the needs of our students for the upcoming year. We have gone from a traditional four block semester based schedule to a 4x4, year-long block schedule at the high school.

During the 2013-14 school year the faculty and staff of Biddeford High School overhauled every course in the school's Program of Studies. Courses now have "power standards" for each curriculum area. These curriculum areas have clear curriculum maps which are aligned to power standards and drive education at BHS.

- **Clear description of the impact the proficiency-based work is having on students, staff and community**

See:

APPENDIX B: Communications Summary

APPENDIX C: Trifold Brochure

APPENDIX D: Index of Curriculum Maps with Power Standards

APPENDIX E: Example of Curriculum Maps, English (portion)

APPENDIX F: Example of Curriculum Maps, Math (portion)

- **Clear alignment to extension option**

The thoughtful examination of standards-based reporting and recording K-12 has occupied the time and attention of almost every member of the faculty and administration. We believe that standards-based reporting and recording is one of the most significant and impactful

transitions in this district’s practice in decades. Given recent changes in leadership (*viz.*, high school principal, Superintendent, Assistant-Superintendent), the Leadership Team and School Committee felt that it was prudent to make sure that the students who attend our large high school—and the teachers who teach them—are well versed and practiced in standards-based assessments. After identifying Power Standards and providing professional development, it is important to work with the faculty on norming, inter-rater reliability, and reflection.

Multi-year Implementation Plan

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

Criteria:

- **Multi-year plan is aligned with the SAU shared vision focus areas**
- **Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.**
- **Evidence included clearly supports the benchmarks**

APPENDIX G: BHS Implementation Plan, 2014-2020

System of Supports for Student Learning

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

Criteria:

- **Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit**

- **Clear description of practices for regular monitoring of student progress**
- **Clear description of equity of opportunity for support in any content area and Guiding Principle**

At Biddeford High School we have implemented a new schedule where students will receive instruction in year-round, every-other-day classes. This is a change in philosophy for us as an institution. In addition, the high school has implemented the following policies and programs to help us move towards standards-based reporting and recording:

1. Customized Learning Block (CLB) - students receive targeted instruction in Reading and Math for three times per week at 40 minutes per block. Students select their academic challenge based on need and interest. Teachers can also move students to where they feel that they believe the student needs to be.
2. Students will have access to labs in Mathematics to enhance their learning experience and also remediate as necessary in a particular topic.
3. Students will have access to Study Halls and Guided Study Halls for when they fall behind and need added support.
4. Students will have access to a Substance Use/Abuse Counselor. Many of our students fall behind because of the underlying substance use issues, and having a dedicated Counselor is another intervention that may work for them. It will help them to avoid falling behind if they can "buy in" to the program.

Students and teachers in our K-8 schools will be using the reporting system Jump Rope to monitor the progress of students. As a high school we will also be using this tool moving forward. Teachers will begin to become familiar with the tool and it is designed to provide timely, informative feedback. K-8 schools will be piloting Jump Rope this year in all core areas/subjects, with so-called "specials" (ELL, Music, Art, Gym) still issuing separate reports while we customize and fine-tune the Jump Rope report to meet the needs of our students and teachers.

Our system of supports for students who are not demonstrating proficiency has an established framework and we will be fine-tuning our practices throughout the next several years.

All students grades 6-12 will be Achievement/ Enrichment periods or Customized Learning Blocks where students will have time three days per week to meet with teachers for help/ enrichment in the area of Reading and Math. This time is scheduled school-wide for both Biddeford Middle and Biddeford High School. Students have the opportunity to receive support in those disciplines and ultimately around standards and principles. These CLB's will eventually be flexibly grouped for greater ease.

Students will be able to use a number of programs as part of their skills acquisition support. The high school has access to PLATO and AccuPlacer as supplemental online materials. We are also investigating other programs which may help students achieve the desired results.

Other support systems we have put into place are changes focus on our instructional program. Beginning with SY14, all Biddeford High School students will receive year-long English, Math, Science and Social Studies instruction along with many half year exploratory courses. This is a change from past practice as students were on solely a semester based schedule and didn't have core classes necessarily at all times. Some students would go a full year without an English or Math class so this will be a positive change.

Finally, Biddeford High School has one of the few area Summer School programs for students that are struggling academically. This program will focus on remediation and the gaining of information necessary for students to meet the standards in front of them.

Proficiency-Based Diploma Transition Funds

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

- **Policy:**
- **Practice:**
- **Community Engagement:**

- **One-year Carry Over:**

APPENDIX H: SY13-14 PB Transition Expenditures

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

Criteria:

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

The Biddeford School Department will continue to utilize professional development opportunities (webinars, workshops, meetings, per diem time to support our SB Committees) and contracts (school coaches, SBEC consortium) to ready our high school for a 2020 graduation of students with proficiency-based diplomas. Building principals have emphasized the need to work with area schools (e.g., Noble) who are doing this work, and doing it well. With budget cutbacks in recent years, non-medical substitute coverage and funding of other professional development has been limited almost entirely to Title IIA funds of the federal No Child Left Behind Act funds. As demonstrated in the attached budget, the transition-based funds provided by the DOE will help us continue the deliberate and thoughtful process we've begun, creating a meaningful and thorough K-12 standards-based program of reporting and recording.

APPENDIX I: SY14-15 PB Transition Budget (preliminary)

School Board Vote and Approval of the Extension Request

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

APPENDIX J: School Committee Meeting Minutes July 22 (vote re: extension, see page XX)

Option 5 Authorization Page

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

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

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

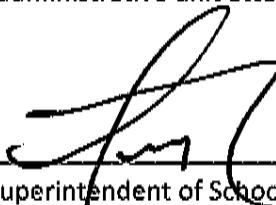
We certify that the criteria for awarding a diploma beginning after July 1, 2020 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

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

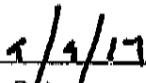
B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

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

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



Superintendent of Schools



Date



Chair of School Board



Date

2014-2015 PLC Agendas

The following agendas are proposed and recommended by the SBRC to keep Biddeford on track with the transition to using JumpRope and all standards-based initiatives. The Committee will follow up with necessary professional development training for early-release and professional development days as needed. PLCs will be run by the grade level representatives from the SBRC.

| Week | Date | Agenda/Topic |
|--------------|------------|---|
| Week 1 | 9/2-9/5 | No PLC |
| Week 2 | 9/8-9/12 | Review of Curriculum Maps (for planning purposes) and Q & A regarding 8/27 Training Day |
| Week 3 | 9/15-9/19 | Jumprope Setup, and Review |
| | 9/17 | Early Release Day: Determining Mastery (District Presentation) *Suggested presenter: Dan Joseph |
| Week 4 | 9/22-9/26 | Determining Mastery (discussion and independent grade-level work) |
| Week 5 | 9/29-10/3 | Common Assessments and Calibration of Work Samples |
| | 10/1 | Early Release Day: Data Entry and Analysis for First Standard |
| Week 6 | 10/6-10/10 | Checking In: What do you need to proceed? |
| | 10/10 | Full Day Workshop: Preparing for Progress Reports, Report Cards, and Conferences *Suggested presenter: Sara Needleman (this fills our 2nd day of training per contract with JumpRope) **Breakout sessions: schedule and sessions to be determined and planned by SBRC |
| Future Weeks | TBD | The SBRC will make suggestions for needs and agendas after 10/10 based on staff feedback and district needs after first 6 weeks of implementation. It is anticipated that the focus of PLC's can be shared with other school and district needs after getting through the first reporting period. |

Biddeford School Department
COMMUNICATION STRATEGY SUMMARY
Standards-Based Reporting
August, 2013 through September, 2014

- I. The Biddeford School Department held four community forums over the course of four months in the Spring of 2014 in an effort to engage parents, students, and other stake-holders in dialogue about the movement towards standards-based grading.
- II. The District has used its digital signage, internal newsletters, first class mailings, its Instant Alert system, saturation emails, and automated phone calls to communicate with stakeholders, encourage participation, and provide an open line of communication for questions, comments, and contributions.
- III. Members of the Standards-based committee developed a full-color trifold brochure that will be distributed to parents at open houses at our six schools in August and September of 2014. These pamphlets sum up the so-called “5 W’s” of standards-based grading, and:
 - a. Provide a visual representation of how report card will look;
 - b. explains the rationale for standards-based assessment;
 - c. provides detailed information about specific skills that a student is learning (and can demonstrate) in each content area;
 - d. FAQs; and,
 - e. instructions for interpreting a new grading system
- IV. The Biddeford School Department has worked with teachers to develop communication strategies around standards-based reporting at Open Houses and Parent/Teacher Conferences.

Biddeford School Department
COMMUNICATION STRATEGY SUMMARY
Standards-Based Reporting
August, 2013 through September, 2014

- V. Standards-based grading and diploma has been discussed and examined by the School Committee at School Committee Meetings, and the minutes, agenda, and video of said meetings are archived on the school department's website.
- VI. The Biddeford School Committee has engaged in Professional Development to better educate themselves about standards-based reporting and recording, best practice, and statutory requirements
- VII. Dan Joseph (Marzanno, St. Joe's) and Mary Capabianco (former district curriculum coordinator) worked with all faculty and staff with curriculum mapping and power standards.

WHAT IS STANDARDS-BASED GRADING?

The Biddeford School Department has transitioned to a standards-based grading system for grades K-8.

Standards-based grading effectively communicates how students are performing on a set of clearly defined learning targets (standards).

The standards are a set of skills that are aligned to the district curriculum maps, assessments, and learning targets. They reflect what a student should know and be able to demonstrate within the given content area by the *end of the academic year*.

Knowing how a student is progressing in terms of achievement relative to a given standard allows for targeted instruction, goal setting, and closer progress monitoring.

The standards-based report card provides an ongoing dialogue among teachers, students, and parents about what is expected of students in each of the content areas, and identifies what a student has learned, or not learned, in a specific course.

Furthermore, the report card will highlight three key areas:

- Academic Performance
- Growth over Time
- Characteristics of a Successful Learner*

* Standards-based report cards separate academic performance from work habits and behavior.

WHAT WILL THE NEW REPORT CARD LOOK LIKE?

| MATH 1 | |
|--|----|
| Overall Academic Mastery (00% - 100%) | 85 |
| Members and Characteristics (How You) | 85 |
| Add to student's previous data | 85 |
| Final end-of-year score | 85 |
| Mathematical proficiency in 8th grade | 85 |
| Communication and Mathematical Proficiency | 85 |
| Math skills | 85 |
| Student mastery | 85 |
| Overall Mastery of Work Habits | 85 |
| Learning Habits | 85 |
| Work Habits | 85 |
| Characteristics of a Successful Learner | 85 |
| READING 1 | |
| Overall Academic Mastery (00% - 100%) | 85 |
| Members and Characteristics (How You) | 85 |
| Add to student's previous data | 85 |
| Final end-of-year score | 85 |
| Reading proficiency in 8th grade | 85 |
| Communication and Reading Proficiency | 85 |
| Reading skills | 85 |
| Student mastery | 85 |
| Overall Mastery of Work Habits | 85 |
| Learning Habits | 85 |
| Work Habits | 85 |
| Characteristics of a Successful Learner | 85 |
| SCIENCE 1 | |
| Overall Academic Mastery (00% - 100%) | 85 |
| Members and Characteristics (How You) | 85 |
| Add to student's previous data | 85 |
| Final end-of-year score | 85 |
| Science proficiency in 8th grade | 85 |
| Communication and Science Proficiency | 85 |
| Science skills | 85 |
| Student mastery | 85 |
| Overall Mastery of Work Habits | 85 |
| Learning Habits | 85 |
| Work Habits | 85 |
| Characteristics of a Successful Learner | 85 |

The report card is broken up by course/subject and provides detailed information about what skills a student is learning and can demonstrate in each content area.

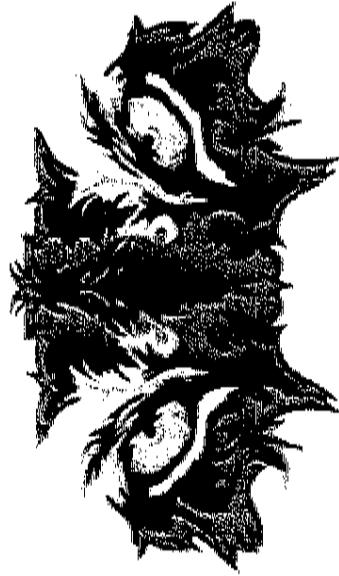
Work habits and behavior are reported separately within each course/subject and follow the same 1-4 scale.

The scores are tracked and calculated to show a trending score of mastery.

Color coding helps to quickly identify the range of mastery. Skills highlighted in yellow and red indicate an area requiring additional practice or intervention, while skills highlighted in green indicate having met the standard.

BIDDEFORD

SCHOOL DEPARTMENT



STANDARDS-BASED
GRADING AND
REPORTING:
A GUIDE FOR PARENTS



OFFICE OF THE SUPERINTENDENT
JEREMY RAY

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Interpreting the New Grading System

evidence showing that a student meets the given standard, which is indicated by a 3.

A skill that remains a 1 or 2 over time is a sign that a student is in need of extra support or a learning intervention.

A score of 3 is defined as meeting the grade level standard and indicates that a student has consistently demonstrated mastery of the skill expected to be learned.

A mark of 4 reflects that a student has *exceeded* the end of year standard, and indicates that the student consistently demonstrates an advanced level of

It is important to recognize that the new system does not align to a traditional letter grading system.

Academic marks are based on a student's progress toward the *end of year* learning target or standard. This is where the report card will highlight growth over time.

A child will receive a 1 or 2 if there is insufficient evidence of mastery. This can be a sign that a student is still learning a skill, or that it has just been introduced. As the skill is further explored and assessed there should be consistent

STANDARDS-BASED GRADING SCALE

| ACADEMIC MARKS | PROGRESS TOWARD MEETING END OF YEAR GOAL |
|----------------|--|
| 4 | ACHIEVEMENT DEMONSTRATES MASTERY THAT <u>EXCEEDS</u> THE END OF THE YEAR GRADE LEVEL LEARNING STANDARD |
| 3 | ACHIEVEMENT DEMONSTRATES MASTERY THAT <u>CONSISTENTLY AND SATISFACTORILY MEETS</u> THE END OF THE YEAR GRADE LEVEL LEARNING STANDARD |
| 2 | ACHIEVEMENT DEMONSTRATES <u>PARTIAL AND/OR INCONSISTENT MASTERY</u> OF THE END OF THE YEAR GRADE LEVEL LEARNING STANDARD |
| 1 | ACHIEVEMENT DEMONSTRATES <u>LITTLE EVIDENCE OF MASTERY</u> OF THE END OF THE YEAR GRADE LEVEL LEARNING STANDARD |

WHY IS A STANDARDS-BASED APPROACH BETTER FOR STUDENT LEARNING?

Biddeford strives to provide a student-friendly report card with clearly defined learning targets.

This approach provides meaningful feedback so both students and parents can track student progress, reflect upon strengths, and develop goals for continued success!

Why the new approach?

- Standards become specific learning targets that students can understand.
- The expectations of the course/subject/grade level are clear.
- Several standards are reported within each subject and are assessed across content areas.
- Teachers are able to provide feedback to students based on specific criteria and are able to guide them with specific goals in mind.
- Academic performance and achievement are separated from habits of work.
- Parents will know more about what is expected and what goals can be supported at home.

Biddelford School Department INDEX OF CURRICULUM MAPS

| Curriculum Map | CLASS | LAST UPDATED | Teacher | Grade | Teacher | Grade |
|---|---------------------|---------------------|---------------|-------|---------------|-------|
| 30 Art Grade 6-8 Grades School | Elizabeth Handline | 6-32 am, 8-12:00 pm | Deane Millard | 6-12 | Kim Tibbo | 6-12 |
| Algebra 2 - Grade 9-12 School | Diane Millard | 9-32 am, 12-1:30 pm | Deane Millard | 9-12 | Academy Ready | 9-12 |
| Algebra with Data Analysis - Grade 9-12 School | Diane Millard | 9-32 am, 12-1:30 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Biddelford Singers - Grade 9-12 School | Christopher Fernald | Mar 21, 2013 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Chemistry Grade 9-12 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Concepts A - Grade 9-12 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Economics Grade 9-12 School | Jer Edstrom | 10-17-13, 2-14-13 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| English Freshman School | Hannah Tremblay | Jun 24, 2013 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| English Grade 7 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| English Grade 8 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| English Language Learners (ELL) Grade 1-12 School | Christa Vahn | Mar 21, 2013 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| English Language Learners (ELL) Grade 4 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| English Language Learners (ELL) Grade 6 School | Christa Vahn | Mar 23, 2013 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| English Language Learners (ELL) Grade 7 School | Christa Vahn | Mar 21, 2013 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| English Language Learners (ELL) Grade 8 School | Christa Vahn | Mar 21, 2013 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| English Language Learners (ELL) Grade 9-10 School | Christa Vahn | Mar 21, 2013 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Family and Consumer Science Grade 8 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Family and Consumer Science Grade 9 School | Yvonne Lee | Jun 13, 2013 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Family and Consumer Science Grade 10 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Foundations of Art Grade 6-8 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| French - Grade 6 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| French - Grade 7 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| French - Grade 8 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Geometry - Grade 9-12 School | Deane Millard | Aug 15, 2013 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Geometry - Grade 9-12 Form 6 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Guided Class Grade 9-12 School | Kim Tibbo | Mar 21, 2013 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Immigration School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Journalism Grade 9-12 School | Diane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Library Media Instruction Grade 1-3 School | Kim Tibbo | Mar 13, 2013 | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 1 School | Academy Ready | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 2 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 3 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 4 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 5 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 6 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 7 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 8 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 9 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 10 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 11 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Math Grade 12 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 1 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 2 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 3 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 4 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 5 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 6 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 7 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 8 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 9 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 10 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 11 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Music Grade 12 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Performing Arts Band - Grades 6-8 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Physical Education Grade 6-8 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Physical Education Grade 9-12 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Physical Education Grade 10-12 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Pre Algebra Grade 8-12 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |
| Pre Calculus Grade 8-10 School | Deane Millard | 6-32 am, 8-12:00 pm | Deane Millard | 9-12 | Deane Millard | 9-12 |

Biddelford School Department INDEX OF CURRICULUM MAPS

| | | | | | |
|---|-----------------|---------------------|---|------------------|---------------------|
| Reading Grade 1 - Special | Kent Lashier | 9:32 am Jerome Stok | Tech Ed - Grade 7 Special | Dave Millard | 9:32 am Jerome Stok |
| Reading Grade 2 - Special | Kristen Gornven | Mar 21 Kyles Gordon | Tech Ed - Grade 8 Special | Doug Bertrand | 9:32 am Jerome Stok |
| Reading Grade 3 Draft Special | Diane Millard | 9:32 am Jerome Stok | Trigonometry - Grade 8-12 Special | Diane Millard | 9:32 am Jerome Stok |
| Reading Grade 4 - Special | Diane Millard | 9:32 am Jerome Stok | Visual Arts - Grades 4-5 Special | Diane Millard | 9:32 am Jerome Stok |
| Reading Grade 6 - Special | Suzanne Durr | Aug 4 Jerome Stok | Visual Arts - Kindergarten Special | Diane Millard | 9:32 am Jerome Stok |
| Reading Grade 7 - Special | Diane Millard | 8:32 am Jerome Stok | Visual Arts Grade 10-12 Open/Art Special | Karen Rubin | 9:32 am Jerome Stok |
| Reading Grade 8 - Special | Diane Millard | 9:32 am Jerome Stok | Visual Arts Grade 8-10 Special | Diana Powers | 9:32 am Jerome Stok |
| Reading Kindergarten - Special | Jane Berke | Mar 26 Jerome Stok | World Language - District Level 1 - Special | Elizabeth Gracie | Mar 26 Jerome Stok |
| Reconstruction - Special | Diane Millard | 9:32 am Jerome Stok | World Language - Grade 1 Craft Special | Diane Millard | 9:32 am Jerome Stok |
| Science Grade 6 - Special | Diane Millard | 9:32 am Jerome Stok | World Language - Grades 7 Family Special | Diane Millard | 9:32 am Jerome Stok |
| Science Grade 7 - Special | Diane Millard | 9:32 am Jerome Stok | World Language - Grade 1 School Special | Diane Millard | 9:32 am Jerome Stok |
| Science Grade 8 - Special | Diane Millard | 9:32 am Jerome Stok | World Language - Grade 8 Special | Elizabeth Gracie | Mar 21 Jerome Stok |
| Science Grade 9-12 Chemistry Special | Oxleya Barber | Jul 10 Jerome Stok | World Language - Grade B Health Special | Diane Millard | 9:32 am Jerome Stok |
| Science Grade 9-12 APES Special | Diane Millard | 9:32 am Jerome Stok | World Language - Grade 6 Travel Special | Diane Millard | 9:32 am Jerome Stok |
| Science Grade 9-12 Freshman Science Special | Diane Millard | 9:32 am Jerome Stok | Writing Grade 1 Special | Karen Lashier | 9:32 am Jerome Stok |
| Science Physics Grade 12 - Special | Diane Millard | 9:32 am Jerome Stok | Writing Grade 2 Special | Diane Millard | 9:32 am Jerome Stok |
| Social Science Critical Issues Grades 11-12 Special | Andrew Reddy | 9:32 am Jerome Stok | Writing Grade 3 Special | Diane Millard | 9:32 am Jerome Stok |
| Social Science US History Grade 11 Special | Andrew Reddy | 9:32 am Jerome Stok | Writing Grade 3 Narrative Special | Teresa Millard | Mar 16 Jerome Stok |
| Social Science World Geography Grade 10 Special | Andrew Reddy | 9:32 am Jerome Stok | Writing Kindergarten Special | Sandy Lavoie | 9:32 am Jerome Stok |
| Social Science World History Grade 10 Special | Andrew Reddy | 9:32 am Jerome Stok | | Jeanie Blouke | 9:32 am Jerome Stok |
| Social Science: Introduction to Social Sciences Special | Andrew Reddy | 9:32 am Jerome Stok | | | |
| Social Science: Sociology Special | Andrew Reddy | 9:32 am Jerome Stok | | | |
| Social Studies Grade 6 - Special | Tara Jackson | May 8 Jerome Stok | | | |
| Tech Ed - Grade 6 Special | Doug Bertrand | 9:32 am Jerome Stok | | | |

BIDDEFORD HIGH SCHOOL
English 9 Genre Curriculum Map

| Focus | Common Core State Standards | Skills & Topics | Approved Content | Summative Assessments |
|--|---|---|---|--|
| <p>Novels: How do I understand and interpret what I read?</p> | <p>RL.1: Infer and analyze main ideas and details using supporting evidence. RL.2: Analyze use and development of themes. RL.10: Read and understand literature independently. L.6: Accurate use domain-specific words and demonstrate independent vocabulary enhancement</p> | <ul style="list-style-type: none"> • Introduction of various The reading process genres • Elements of fiction • Literary devices • Active reading strategies (including annotation) • Close reading strategies • Dependent vs. independent reading habits • Inference and analysis • Using textual evidence | <p><i>Tunes for Bears to Dance To (Required)</i> <i>To Kill a Mockingbird</i> <i>Speak</i> <i>A Separate Piece</i> <i>Anthem</i> <i>Great Expectations</i> <i>Touching Spirit Bear</i> <i>The Outsiders</i> <i>Lord of the Flies</i> <i>The Five People You Meet in Heaven</i> <i>The Curious Incident of the Dog in the Nighttime</i> *Also: Independent Reading Books</p> | <p>Reading Comprehension Portfolio Independent Reading Assessment (reading notebook or log plus book talk or letter to incoming student)</p> |
| <p>Short Pieces: How is literature structured and shared?</p> | <p>RL.5: Analyze structure of a text. RL.6: Analyze point of view. RL.9: Evaluate similar themes or topics in multiple texts. SL.1: Collaborate effectively with peers.</p> | <ul style="list-style-type: none"> • Practice with skills above • Distinguish between literal and figurative language • Structure of a short story • Collaborative process • Comparing and contrasting • Use of media elements • Presenting information | <p>"The Most Dangerous Game" "The Arrest" "A Haunted House" "The Necklace" "The Scarlet Ibis" Oral Folktales Myths Literary Nonfiction (e.g. reviews, author's commentary, well written news articles, etc.) *Other short stories may be used at teachers' discretion.</p> | <p>Theme Comparative Analysis (products may vary) Literature Circle Discussion</p> |

BIDDEFORD HIGH SCHOOL
English 9 Genre Curriculum Map

| | | | | |
|---|--|---|--|---|
| <p>Poetry: How do language choices impact meaning?</p> | <p>RL.4: Determine words meanings and analyze connotation and impact. L.3: Understand how language functions in different contexts. L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings SL.5: Make strategic use of digital media to present ideas. SL.6: Demonstrate formal use of language when presenting ideas.</p> | <ul style="list-style-type: none"> • Elements of poetry • Annotation and explication • Using context clues • Denotation vs. connotation • Connection between diction, syntax, and tone • Unpacking on figurative language • Influence of diction on message • Introduction to rhetorical analysis | <p>*Any variety of appropriately challenging poetry may be utilized as long as it is not solely focused on American authors.</p> | <p>Poem Annotation and Written Explication Language Analysis Digital Presentation</p> |
| <p>Drama: How does format impact audience?</p> | <p>RL.3: Analyze character development and relationships. RL.7: Evaluate similar content presented in diverse formats. SL.3: Evaluate speaker's rhetoric.</p> | <ul style="list-style-type: none"> • Practice with skills from novel unit • Characterization • Elements of drama • Dramatic tradition • Focus on formal essay writing • Comparing and contrasting | <p><i>Romeo & Juliet</i> (Required) <i>A Mid Summer Night's Dream</i> <i>Much Ado About Nothing</i> <i>Antigone</i> <i>A Raisin in the Sun</i> <i>Henry IV- Part I or II</i></p> | <p>Character Analysis Essay Written vs. Performance Critique</p> |

BIDDEFORD SCHOOL DEPARTMENT

Curriculum Map - 2013-2014

| | | | |
|--------------|------------|---------------|-----------|
| Grade Level: | Grade 9-12 | Content Area: | Algebra 1 |
|--------------|------------|---------------|-----------|

| Trimester OR Quarter | Key Concepts (noun) | Key Skills (verb) | Assessments | Approved Resources | Common Core Standards |
|----------------------------|--|---|-------------|-----------------------|--|
| Term 1 or 3 | <p>Number Sense and Computation (Computation in this section is a review of 8th Grade and Pre Algebra Curriculum)</p> | <ul style="list-style-type: none"> Demonstrate computational skills with positive rational numbers (focus on familiar everyday numbers) without the use of a calculator. Include conversions of percents, decimals, and fractions. Identify the hierarchy of real-number subsets. Distinguish between rational and irrational numbers in decimal form. Convert repeating decimals to rational numbers. Demonstrate correct placement of real numbers on the number line without the use of calculators. Identify intervals of real numbers using set-builder notation, interval notation, and graphing. | | | <p>N-RN.3 Explain why the sum or product of two rational numbers is rational</p> <p>A-SSE.1 and A-SSE.2 Interpret the structure of expression.</p> |
| | <p>Rational Numbers (signed), Variables, & Expressions</p> | <ul style="list-style-type: none"> Demonstrate correct use of order of operations. Use rational numbers to describe real-life situations. Find absolute value of rational numbers. Add & subtract rational numbers. Multiply and divide rational numbers. Evaluate exponential expressions. Evaluate algebraic expressions for given value(s) | | | |

| | | | | | | |
|-------------|--|---|--|--|--|---|
| | | <ul style="list-style-type: none"> of the variable. Apply commutative, associative, and distributive properties. Identify and apply the identity and inverse properties and the multiplicative property of 0. Use the distributive property to simplify expressions. Simplify algebraic expressions by combining like terms. | | | | <p>A-APR. 1. Perform arithmetic operations on polynomials</p> |
| | <ul style="list-style-type: none"> Solving Linear Equations and Applications. | <ul style="list-style-type: none"> Differentiate between algebraic expressions and algebraic equations. Solve one-step equations. Solve two-step equations. Solve multi-step equations. Solve linear equations with variables on both sides. Solve by clearing fractions and decimals. Recognize and state solutions for identity and no solution equations. Solve Proportions Conversions | | | | <p>N-Q.1. Reason quantitatively and use units to solve problems.</p> <p>A-REI.1. Understand solving equations as a process of reasoning and explain reasoning.</p> <p>A-REI.3. Solve equations in one variable.</p> |
| Term 1 or 3 | <ul style="list-style-type: none"> Formulas (Literal Equations) | <ul style="list-style-type: none"> Evaluate formulas for one of its variables given the values of the other variables. Solve equations and formulas for a specific variable. | | | | <p>A-CED.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</p> |
| | <ul style="list-style-type: none"> Applications of Linear Equations | <ul style="list-style-type: none"> Translate verbal expressions into algebraic expressions. Translate verbal expressions into algebraic expressions and solve. Solve problems involving geometric models. Solve problems involving percents. | | | | <p>N-Q.1. Reason quantitatively and use units to solve problems.</p> <p>A-CED.1. Create equations in one variable and use them to solve problems.</p> <p>A-CED.3. Represent constraints by</p> |

APPENDIX G: BHS Implementation Plan, 2014-2020

| | | | | |
|---|--|--|--|--|
| <p>2014-15</p> <p>K-8 teachers implement Jump Rope (Standards Based Reporting System)</p> <p>HS teachers will continue with the alignment of curriculum maps and standards based on common core.</p> <p>HS Norming based off the work that K-8 has ongoing</p> <p>Work with the consortium to implement a SBGS</p> <p>ANNUAL BENCHMARKS:</p> <p>Repeat PD cycle from 2013-14 for grades 9-12</p> <p>Metric: Follow up survey on teacher understanding of standards-based reporting.</p> <p>K-8 follow-up survey on parent/ student understanding of effectiveness of standards-based education.</p> | <p>2015-16</p> <p>Standards-based reporting piloted for grade 9 students (Class of 2019)</p> <p>Grade 10 will continue to work on standards based reporting.</p> <p>Grade 11 & 12 will progress toward a hybrid system.</p> <p>ANNUAL BENCHMARKS:</p> <p>Metric: Follow up survey on teacher understanding of standards-based reporting.</p> <p>Parent/ student survey grades 9 & 10</p> | <p>2016-17</p> <p>Implement Standards-Based grading 9 & 10</p> <p>Implement a hybrid system of grading for grades 11 & 12 (traditional and standards based)</p> <p>ANNUAL BENCHMARKS:</p> <p>Metric: Follow up survey on teacher understanding of standards-based reporting.</p> <p>Parent/ student survey grades 9 & 10</p> | <p>2017-18</p> <p>Implement Standards-based grading 9, 10, 11</p> <p>Continue with the hybrid grading system for grade 12.</p> <p>ANNUAL BENCHMARKS:</p> <p>Metric: Follow up survey on teacher understanding of standards-based reporting.</p> <p>Parent/ student survey on effectiveness of standards-based reporting.</p> | <p>2018-19</p> <p>Fully implement Standards-based grading 9-12</p> <p>All grades reporting standards-based proficiency</p> <p>2020-21 adjustments to assessment and reporting as needed.</p> <p>ANNUAL BENCHMARKS:</p> <p>Metric: Follow up survey on parent/ student understanding of standards-based reporting.</p> <p>Full district reporting using standards-based grading and measurements.</p> |
|---|--|--|--|--|

APPENDIX H: SY13-14 PB Transition Expenditures

Proficiency-Based Diploma Transition Funds were allocated in approximately the following percentages, for the activities described thereafter.

Policy: 1%. The school committee and leadership did spend considerable time and energy on proficiency-based recording and reporting in SY13-14, but didn't expend any significant amount of money to do so. Several teachers and administrators participated in free and low-cost professional development, including workshops offered at the University of Southern Maine, online research, webinars, and study, and site visits to area schools.

Practice: 45% As previously stated in this application, the Biddeford School Department joined a consortium of area schools (SBEC, the *Saco Bay Educational Collaborative*). The consortium contracted with Kevin Perks of WestEd, and shared the contracted costs for the services he rendered equally.

Community Engagement: 5% Excluding staff salaries and overhead, the lion's share of this 5% was spend on materials, including for the printing of a tri-fold brochure produced by our Standards-Based Committee, as well as for refreshments.

Carryover: 49% NOTE: Two full faculty workshop days were dedicated to working on proficiency-based recording and reporting. Each day that our faculty reports to work the school department spends more than \$60,000 in salary and benefits. If this dollar amount was taken into consideration, there would be no carryover. However, our Business Manager maintains a separate cost center for these funds (#2232-0200-0000-432320-000), and after settling with Wells CSD, we will anticipate a little less than 50% of the balance remaining.

APPENDIX I: SY14-15 PB Transition Budget (preliminary)

*assuming approximately \$13,000 in carryover funds *and* a roughly equivalent dollar amount issued for 2014-2015 transition funds (\$29,500)

| Item | Approximate Expense | Approximate Date |
|---|---------------------|--|
| ASCD Conference for HS Principal and Assistant Superintendent | 3500 | October 30-November 4 |
| Standards-based Professional Development supplemental Professional Development Fund, disbursed at Principals' discretion for faculty participating in workshops, etc. | 7000 | October 1 - June 20, 2015 |
| Consultants' fees, local | 500 | October 1 - June 20, 2015 |
| Obligation to consortium, contract with West Ed | 20000 | Upon billing from Wells CSD (appx June 20, 2015) |
| Substitute Costs | 2000 | October 1 - June 20, 2015 |
| Rentals fees, overhead | 3000 | October 1 - June 20, 2015 |
| Books, library development | 1000 | October 1 - June 20, 2015 |
| Materials, supplies | 1000 | October 1 - June 20, 2015 |
| Summer work, vacation work (per diem) | 5500 | December 20-August 30, 2015 |

BIDDEFORD SCHOOL DEPARTMENT
July 8, 2014
REGULAR SCHOOL COMMITTEE MEETING
7:00 p.m. – Little Theater at BHS

Minutes

- A. Call to Order:** Mayor Casavant called the meeting to order at 7:00 p.m.
- B. Roll Call:** Mayor Casavant, Dennis Anglea, Tammy Fleurent, Tony Michaud, Heather Mills and Bill Moriarty.
Also in Attendance: Jeremy Ray and Chris Indorf. **Excused:** Laurie Jo Ready, Lisa Vadnais, Kirsten LeBreux
- C. Pledge of Allegiance:** Mayor Casavant led everyone in the Pledge of Allegiance.
- D. Adjustments to the Agenda:** None
- E. Consideration of Minutes:**
Mr. Anglea moved and Mr. Moriarty seconded, unanimous vote, to accept the minutes of 6/10/14.
- F. Student Rep Reports:** No report.
- G. Superintendent's Report:**
Mr. Ray indicated we had a fantastic close to the school year and he is proud of the staff and students. This summer, they consolidated as many activities as possible to the Primary School to save on maintenance, custodial and technology needs. The summer recreation program activities are at BHS. Mr. Radding and his crew are doing a lot of team cleaning, which has them ahead of schedule. The Sensory Garden project at BPS has had many volunteers and they are looking for loam donations. They have been hiring for many positions. They are working on the plans for the 3 workshops days in August around Jump Rope and Standards-Based Reporting.
- H. Committee Reports:**
Finance/Building & Grounds, Curriculum, Negotiations/Personnel, Policy – No reports.
- I. Old Business:** None
- J. New Business:** Public participation opportunity after each item listed below (3 minutes per item)
- 1. Moment of Silence – Ruth Persson, School Nurse, BMS**
Mayor Casavant requested all stand for a moment of silence for Ruth Persson.
 - 2. Update: LaKermesse Festival**
Mr. Ray reported that things went well with the festival, as he has had no complaints. As expected, there is grass that needs repair, but there is time to fix that before school opens. Jessica LeBlond reported the event was overall very positive. The event was well attended and well set up. She thanked the committee for trusting them with the use of the field. Mayor Casavant extended his congratulations.
 - 3. Presentation: Athletic Classification for High School Football**
Dennis Walton, Athletic Director, provided a brief slide show regarding classification for football, which is based on student enrollment. Biddeford needs to decide if BHS should remain in Class A or move to Class B. Mr. Walton reviewed a number of factors affecting this decision.
 - 4. Consideration: BASS High School Fishing Club**
Mrs. Fleurent moved and Mr. Moriarty seconded, unanimous vote, to approve the BASS Fishing Club.
 - 5. Consideration: State Options for Standards Based Diplomas**
Mr. Michaud moved and Mr. Moriarty seconded, unanimous vote, to approve applying for option 5 from the State.
 - 6. Consideration: Request for 2014/2015 LOA Laura Friedman, BMS**
Mrs. Mills moved and Mr. Anglea seconded, unanimous vote, to approve the above leave request.
- K. Resignations-Nominations-Appointments-Transfers:**
Resignations: Accepted by the Superintendent
- Jennifer Drapeau, Title I Ed Tech III, JFK
 - Christine Coutu, Guidance Counselor, BMS
 - Jeanne Berthiaume, Guidance Counselor, BPS
 - Eric Hall, Asst Principal/Teacher, APC

Nominations:

- Joan Luciano, School Nurse, BMS (to replace R. Persson)
 - Amy Elie, School Nurse, BHS (to replace M. Blood)
 - Selene Dumaine, Gifted/Talented Teacher, BPS/BIS (to replace K. Stoll)
 - Veronica Foster, English Teacher, BHS (to replace R. Petrillo)
 - Eric Wales, Auto Body CTE Teacher, BRCOT (to replace R. Leclerc)
- Mrs. Mills moved and Mr. Anglea seconded, unanimous vote, to approve the above nominations.

Appointments:

- Gary Pleau, Ed Tech III, Rise Room Instructor, BMS (to replace J. Harriman)
 - Kelsey Stephenson, Student Services/Truancy Guidance, BIS (to replace ½ Asst Prin position)
 - Scott Wilson, FT Maintenance Worker (to replace R. Paquette)
 - Tylor Cloutier, FT Custodian Worker, BHS (new position budget approved)
 - Keith Deschambault, Network Engineer Stipend
- Mr. Moriarty moved and Mr. Anglea seconded, unanimous vote, to approve the above appointments.

- BRCOT Extra Class Stipends (see memo in packet)
- Mrs. Mills moved and Mr. Anglea seconded, unanimous vote, to approve the above list of stipends.

- BMS Non-Athletic Stipends (see memo in packet)
- Mrs. Mills moved and Mr. Anglea seconded, unanimous vote, to approve the above list of stipends.

- BMS Fall Athletic Stipends (see memo in packet)
- Mrs. Mills moved and Mr. Anglea seconded, unanimous vote, to approve the above list of stipends.

- BMS Winter Athletic Stipends (see memo in packet)
- Mrs. Mills moved and Mr. Anglea seconded, unanimous vote, to approve the above list of stipends.

- BMS Spring Athletic Stipends (see memo in packet)
- Mrs. Mills moved and Mr. Anglea seconded, unanimous vote, to approve the above list of stipends.

- BHS Non-Athletic Stipends (see memo in packet)
- Mrs. Mills moved and Mr. Anglea seconded, unanimous vote, to approve the above list of stipends.

- BHS Fall Athletic Stipends (see memo in packet)
- Mrs. Mills moved and Mr. Anglea seconded, unanimous vote, to approve the above list of stipends.

L. **Public Participation:** (3 minutes; any item) None

M. Communications:

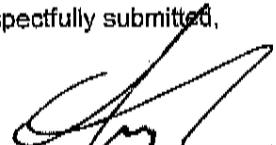
Mr. Michaud moved and Mr. Moriarty seconded, unanimous vote, to cancelled the July 22nd meeting and hold a school committee workshop instead.

Mr. Moriarty welcomed Chris Indorf. Mrs. Fleurent indicated the summer food program is doing well at all locations. Mr. Angela feels the new bleachers look great and also the work done at the main entrance to BHS looks great. Mr. Ray explained this is a portable bleacher unit that can be used city wide. Mayor Casavant reminded everyone there is still time to vote for the Waterhouse Field competition for funding. Mr. Ray indicated the video on Waterhouse Field was done by alumni giving back their time.

N. **Executive Session:** None

O. **Adjournment:** Mrs. Mills moved and Mr. Anglea seconded, unanimous vote, to adjourn at 8.25 p.m.

Respectfully submitted,



Jeremy Ray, School Committee Secretary

Minutes Recorded: Karen Moody
Minutes Transcribed: Diane Milliard