



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	X

Penquis	
Washington	
Western Maine	
York	

3. **School Administrative Unit:** RSU #1
4. **High School(s):** Morse High School
5. **Name and title of person completing the extension request:**
Judith Harvey, Assistant Superintendent
6. **Superintendent's name, address, phone number and email:**
Patrick Manuel
34 Wing Farm Parkway
Bath, ME 04530
207-443-6601
pmanuel@rsu1.org

Evidence of Preparedness

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

Criteria:

- **Clear description of the proficiency-based education work completed to date**
- **Clear connection between evidence and the work done**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear alignment to extension option**

In August, 2013, RSU1 contracted with Great Schools Partnership to support our transition to proficiency-based education. Great Schools Partnership has supported several Maine schools in their transition to proficiency-based learning and convenes the New England Secondary School Consortium and League of Innovative Schools, both of which create a network of schools and stakeholders committed to proficiency-based education.

At the beginning of the 2013, there was a wide spectrum of understanding among the faculty about proficiency-based education. Some teachers had been exposed through graduate

courses, conferences, or professional literature, while most had only heard of it through news reports, and some teachers had no exposure to proficiency-based learning at all. Our initial work was to collaboratively develop common language and a conceptual framework for proficiency-based learning. We dedicated our full-day workshop in October to proficiency-based learning, with a particular focus on what it is, what it is not, and what the requirements are for LD 1422. In a survey conducted prior to the workshop, 23% of the faculty said they could explain the requirements of LD 1422. Following the workshop, 71% said they could explain the requirements. Additionally, many faculty expressed a better understanding of what the next steps should be in transitioning to proficiency-based learning.

Following recommendations from the Maine DOE implementation framework, we devoted much of our professional development time in departments to developing content area graduation standards and performance indicators. As part of the feedback from the October workshop day, some teachers expressed interest in visiting other schools to learn about their work.

Teams of teachers visited Noble High School and Hall-Dale High School. A team of teachers and the high school principal attended the NESSC High School Redesign in Action conference in March to learn from schools around New England implementing proficiency-based learning. After each visit, the visiting team presented its findings to the full faculty. Some of the key findings from these visits have been:

- Teacher, administrators, students and parents must speak a common language and use consistent practices.
- Time and support is essential to meet student needs (through intervention periods, for example).
- Differentiated instruction in the classroom is a key practice, as is formative assessment of student learning.
- Having a point-person or team is an important component while planning for and transitioning to proficiency-based education.

To address these essential components that were found in all site visits and presentations, we have taken these steps:

- Presented to the RSU 1 school board and community to ensure common understanding of LD 1422 and the progress at Morse High School. (see attached agenda & minutes, attachment A)
- Drafted schoolwide grading expectations for teachers to pilot and revise based on faculty and student feedback. (see attachment B)
- Drafted a schoolwide habits of work rubric, enabling teachers to provide feedback to students separate from their academic performance. (see attachment C)
- Provided release time as requested by departments to work on graduation standards and common assessments.

- Dedicated March 13, 2014 workshop day to department-level planning and refinement of graduation standards, performance indicators, and assessments.
- Formed a proficiency-based learning committee to plan professional development goals and an implementation plan to ensure that the Class of 2020 will graduate by demonstration of proficiency.
- Supported department-level professional time during the summer to continue to refine graduation standards, performance indicators, and common assessments to pilot and refine during the 2014-15 school year. (see sample assessment D)

Currently, the English department and Science department have agreed-upon graduation standards, performance indicators and some common assessments to measure them. The progress of these departments is due, in part, to the recent introduction of Common Core State Standards in English and Math and the Next Generation Science Standards in Science; in other words, the departments that had already been addressing changes in standards are farther along than others, as we may expect. That said, other departments have done diligent, careful work aligning their courses, and we expect all departments to have graduation standards and performance indicators by January 2015 and two common assessments per course to pilot by August 2015. (See sample science standards attachment E)

The impact of our work on teachers and students is, at this stage, largely anecdotal. Some teachers that have piloted proficiency-based practices, such as separating work habits from academic grades, and have reported much clearer conversations with students and parents about strengths and areas of concern. That said, they have also reported increased workload, and part of our work moving forward must be to support teachers to work efficiently with new ways of assessing, providing feedback, and communicating expectations. One teacher asked students to provide feedback on the draft school wide grading agreements. Students reflected positive feelings about the fact that academic grades would be based solely on successful demonstration of knowledge and skill and that they would have multiple opportunities to demonstrate proficiency. Students also offered constructive criticism on the draft work habits rubric, as they felt it would be an unfair, and inaccurate, reflection of their work habits because the descriptions of performance expected near-perfection. Faculty members shared this concern too, and part of our work the upcoming year is to continue to communicate with stakeholders through community forums.

Our work over the past year has resulted in our readiness for Option 5 to implement LD 1422. We have partnered with Great Schools Partnership to support our work and connected with schools that have already demonstrated sound practice with proficiency-based learning. We believe that our implementation plan will prepare our school and community for a thoughtful transition to proficiency-based learning.

Multi-year Implementation Plan

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

Criteria:

- **Multi-year plan is aligned with the School Administrative Unit 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**

A Proficiency-Based Learning Committee was established at Morse in the spring of 2014. This PBL team met for a series of days in August of 2014 to construct a plan for proficiency-based learning implementation. The Morse High School PBL team has developed an aggressive yet obtainable multi-year plan to become a PBL school by the 2020 school year. Morse has established Professional Learning Groups (PLGs) with long-term meeting plans to promote cross-departmental understanding and develop a common language. Professional development time is split between PLG groups as well as curriculum time within departments. Our long-term, school-wide vision is carried out through the PLG groups while curriculum specific work is done in departments. Both of these groups have already started working toward our common goals. These goals, in order of priority, are:

1. To develop and align curriculum with standards and indicators
2. To develop assessments that are aligned to the performance indicators and standards for each course taught at MHS.
3. To establish a system of support and intervention
4. To promote and expand best teaching practices
5. To inform community about PBE and provide opportunity for feedback

Attachment F includes a detailed work plan for the 2014-2015 school year with benchmarks for the subsequent school years up to 2020. The work this year will focus on the first and second goals. Benchmarks for the 2014-2015 school year include:

Benchmark #1 (Goal 1): By January of 2015, departments will determine graduation standards and performance indicators in each content area. Evidence of this will be in the form of written graduation standards and performance indicators in all eight content areas of the Maine Learning Results.

Benchmark #2 (Goal 1): By June of 2015, a draft of cross-curricular standards and indicators based on Maine's Guiding Principles will be developed by the guidance department, with input from staff. Evidence of this will be documented cross-curricular standards and indicators.

Benchmark #3 (Goal 2): By August of 2015, departments will have developed two common assessments per course that are aligned to the graduation standards and performance indicators. Evidence of this will be in the form of common summative assessments and rubrics to accompany them.

Benchmark #4 (Goal 3): By June of 2015, a Support and Intervention Team (S&I Team) will be established at MHS, comprised of teachers and support staff. This team will be tasked with creating a Support and Intervention Plan for MHS and seeking feedback from staff along the way. Evidence of progress will be in the form of a draft plan for supports and interventions by June 2015.

Benchmark #5 (Goal 4): Throughout the 2014-2015 school year, teachers will post and record Learning Targets (LT's) for each lesson. Evidence will be in the form of a running record of Learning Targets for each unit.

Benchmark #6: (Goal 5): Information about PBE will be shared with the community in each Navigator newsletter that is sent home. In addition, community informational meetings will be held to provide information and elicit feedback. Evidence of this will be in the form of newsletters, agendas and recorded minutes from meetings.

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**

Our system of supports for students who are not demonstrating proficiency is currently in transition. This year we are making efforts to revise both behavioral and academic supports while simultaneously integrating those supports into the proficiency-based learning framework at Morse.

Currently, Morse teachers provide feedback to students on a daily basis through the use of formative and summative assessments and during classroom interaction. Teachers are required to update their online gradebooks in Infinite Campus frequently, thereby providing students and parents with regular feedback on classroom performance. All students and parents have Infinite Campus (IC) accounts, which offer them up-to-date information on grades, announcements, and school information. Many teachers communicate with parents regularly via IC emails and messages. Additionally, School Counselors, Social Workers, and Administrators regularly communicate with parents and students when academic and behavioral expectations are not met. Finally, feedback is given to both parents and students at least twice throughout the school year in a formal setting during Parent Teacher Conferences.

Student progress is monitored by teachers at the classroom level using Infinite Campus. Students who do not meet academic expectations are offered remediation in the classroom, or, in some cases, referred to School Counselors or other support staff. In many cases, teachers and counselors work cooperatively with parents to develop individualized systems of supports for students. Student progress is also monitored using a "top down" approach; both administrators and support staff use Infinite Campus data to inform interventions. Often, counselors and administrators meet with students individually, call home, and meet with parents to assist students who struggle both academically and behaviorally.

Currently, a large number of our existing supports are tailored to ensure that students earn enough credits to graduate and are successful in the academic classroom environment. These supports include:

Freshmen Teams: Incoming students are placed on one of two teams for their core classes to facilitate learning and ease the transition to high school. Teachers on each team have common planning time and work cooperatively to communicate with parents and support student success in the classroom.

Co-Teaching: Special Education teachers have partnered with regular education teachers in History, Math, Science, and Social Studies in order to provide added support to special education students in the regular education classrooms.

Study Strategies: Special Education and select regular education students receive guided practice support in a study hall setting, where teachers and Ed Techs provide academic assistance to ensure that students accomplish assigned homework and projects.

Alternative Education Program: A pull-out program housed at Morse for students who are not successful in a traditional classroom setting. Students are offered a hands-on, project-oriented curriculum and earn credits toward a Morse diploma.

Jobs for Maine Graduates (JMG) Program: Morse has an on-site JMG Specialist who works with over 50 at-risk students to help them develop job skills, career interests, and civic responsibility.

OdysseyWare Credit Recovery: Morse previously used PLATO as its credit recovery software platform, and is in the process of making the transition to piloting this as the replacement.

Bath Adult Education Center: Bath Adult Ed. is housed in Morse High School and students have the opportunity to take up to six credits toward their Morse diploma. At-risk students can also transfer into Adult Education and earn an Adult Ed. diploma or work toward their GED.

Bath Regional Career and Technical Center (BRCTC): Morse students have access to BRCTC and many pursue programs of study during their junior and senior year. This alternative pathway to earning credit provides hands-on learning opportunities and allows for students to take the AccuPlacer. The Center also has dual enrollment credits available from SMCC and CMCC and a full-time Applied Academics Instructor.

504/IEP Teams: These teams meet regularly to discuss and implement both behavioral and academic supports for regular and special education students.

Teacher Blogs/Websites: Most teachers have a blog or website that allows students and parents to access classroom information and homework assignments. Students who are absent are encouraged to check teachers' blogs/websites for their assignments.

Office Hours/After & Before School Help: Some teachers have posted after school "office hours," which allows students to come in for extra help and to make up missing assignments. Teachers who do not specifically post hours are almost always available for extra help before school, after school, or during study halls.

Morse also offers some social-emotional and behavioral supports for students. These supports include:

Freshmen Awareness Program: A three-day program for all freshmen designed to promote health, wellness, and awareness of social issues.

Counseling/Support Staff: Morse currently has three School Counselors, a Social Worker, a School Psychologist, a School Nurse, and Sweetser School-Based Counselor who work cooperatively to support students' mental-health needs. Additionally, the School Counselors provide classroom psychoeducational units on a variety of topics that support the Guiding Principles.

School Resource Officer (SRO): Provides support to staff and students daily and ensures that the health, welfare, and safety of the school is maintained.

As we transition to a proficiency based education, where learning is constant and time becomes the variable, we are rethinking many of these supports. Our most immediate need is to revise our current schedule so that it supports RTI during the school day. Our teachers need 1:1 or 1:2 time with students who need more time on their work. We would also like to develop a Student-Centered Team that focuses on early identification of at-risk students and developing appropriate RTI action plans. Additionally, our system of evidence-based behavioral and academic interventions needs to be revised so that it reflects the needs of the current student body and the capabilities of our current staff.

A committee of staff members will be formed during the 14'-15' school year to develop a proposal for revising the support and intervention structure at Morse. As our departments fine tune the graduation standards and performance indicators this year (14'-15') a new system of supports will follow that will allow students to be successful in a proficiency-based learning environment.

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: 0**
- **Practice: 100% (See Attachment G)**
- **Community Engagement: 0**
- **One-year Carry Over: 0**

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 intended impact for the major portion of our transition funds is, like last year, to support the coaching contract with Great Schools Partnership. This association has proved to be invaluable in moving Morse High School (MHS) along the continuum towards becoming a proficiency-based learning environment. It is questionable that, without the grant, the District would be able to support such an expense.

In addition, the MHS PBE Leadership Team will need to do some future work after contracted hours. Thus, RSU#1 will use a small portion of the grant monies to pay for this.

Visits to schools who are further along in implementing PBE, such as Ellsworth High School, Monmouth High School and Bucksport High School, will continue over the next few months. It is essential that MHS faculty members see PBE in action and have the opportunity to talk to colleagues about what works and what they might do differently.

2014-2015 Budget

Great Schools Partnership Contract	\$21,600 (See Attachment H)
PBE Leadership Team Beyond Contract Hours	1, 750
School Visits	550

School Board Vote and Approval of the Extension Request

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

See Attachment I that includes the cover page for the Board meeting, the minutes of the PBE Presentation, and the page that reflects the vote on the waiver.

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.

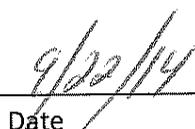
We certify that the information contained in the extension application accurately reflects the current status of our implementation of proficiency-based diplomas.

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:

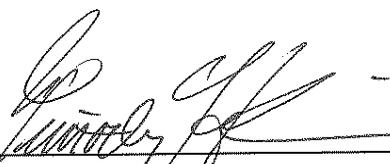
- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results 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.



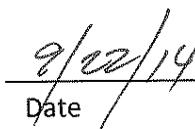
 Superintendent of Schools



 Date



 Chair of School Board



 Date

ATTACHMENTS



Regional School Unit 1



The Schools of Arrowsic – Bath – Phippsburg – West Bath – Woolwich

*Patrick M. Manuel, Superintendent
Ruth E. Moore, Business Manager*

*Judith A. Harvey, Assistant Superintendent
Sharon L. Brown, Director of Special Services*

"Education of a lifetime – for a lifetime"

**Board of Directors Regular Meeting
Monday, April 28, 2014 – 6:00 pm
West Bath School
New Meadows Road
Bath, ME 04530**

- 1.0 Call to Order
- 2.0 Pledge of Allegiance
- 3.0 Recognition and Comments from Chair
- 4.0 Approve/Amend Minutes of March 24, 2014, April 3, 2014, and April 14, 2014
- 5.0 Adjustments to Agenda
- 6.0 Public Session
- 7.0 Public Forum – FY 2015 School Budget
- 8.0 Great Schools Partnership – Ken Templeton
- 9.0 Staff Report
 - 9.1 Update on Evaluation Process – Jay Pinkerton and Sandra Gorsuch-Plummer
- 10.0 Committee Reports
 - 10.1 Facilities Committee Report
 - 10.2 Finance Committee Report
 - 10.3 West Bath Withdrawal Committee
- 11.0 Superintendent's Report
 - 11.1 Good News
 - 11.2 Financial Report
- 12.0 Old Business
 - 12.1 Review of Board Goals
 - 12.2 Second Reading of Policy CHA – Development of Administrative Procedures – Action
 - 12.3 Second Reading of Policy GAB – Job Descriptions – Action
 - 12.4 Second Reading of Policy ADC and ADC-R – Tobacco and Related Products Use and Possession – Action
 - 12.5 Second Reading of Policy DJC – Petty Cash Accounts – Action

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GREAT SCHOOLS PARTNERSHIP

Superintendent Manuel invited Ken Templeton, Senior Associate at Great Schools Partnership, to the meeting to provide us with some information on proficiency-based education, outline what the contract with Great Schools Partnership has provided this year and review the goals for next year. Mr. Templeton stated that Great Schools Partnership is a nonprofit organization based out of Portland, Maine. Mr. Templeton explained what LD1422 is and reviewed the current state requirements needed to graduate from high school and those needed for the Class of 2018. Mr. Templeton reviewed the core principles of proficiency-based education and what we have been doing at MHS to implement proficiency-based education. Our goal is to have the common grading practices in place by end of school year as well as maps of experience and standards aligned. Principal Pinkerton reported that some departments have already had foundation work done so they are further ahead but every department continues to make good progress towards providing personalized education for each student. We have a lot of work ahead of us and will be asking for a waiver for one year. Mr. Templeton reported that the law states that we can request more time. Community engagement is extremely important and school districts are encouraged to be more deliberate about changes by involving parents, community members and students in the discussions. Policies, practices and public understanding are the three steps of implementation and working on these three areas at the same time is critical to success.

UPDATE ON EVALUATION PROCESS

Principal Jay Pinkerton and Principal Sandra Gorsuch-Plummer updated the Board on the district's revised teacher evaluation process. One reason for the change to the evaluation process was to improve student learning through effective teaching. The goal is to conduct 10 mini-observations with each teacher (10 minutes per observation). Each observation will be followed up by a conversation with the teacher and written feedback within 48 hours of the observation. The observations will be unannounced, frequent and short. The 10 mini-observations will give the administrators an adequate sample of their day-to-day teaching. The challenge facing the administrators is finding the time to do the observations and follow up with the teaching staff. To date our administrators have done over 1,000 observations this year. Superintendent Manuel announced that the teachers were asked to complete a survey monkey to share their thoughts on the evaluation process and approximately 80% of our staff reported that they thought this model was more effective than the previous one.

FACILITIES COMMITTEE REPORT

Board member Perkins reported that the adhoc Facilities Committee as it relates to the elementary schools has a representative from each community with the exception of Arrowsic. Superintendent Manuel and Facilities Director David Richards will be moving forward to develop a PowerPoint presentation relating to the Harriman report and our existing facilities. The committee will be working with the PTAs to set up a mutually agreeable time to make this presentation to each community. Superintendent Manuel stated that the Harriman report is a space utilization study that contains notes and talking points at the end of the report. The point of going out to the communities is to have a conversation, share what is report and get input from the communities. If any community member has questions, they are encouraged to call the Superintendent's office. Our goal is to get to each community by the end of this school year. With the recent announcement regarding funding of Morse High School, the district will be meeting with the Department of Education soon to develop an action plan of how to proceed with our project.



Morse High School
DRAFT: 4-8-14

Schoolwide Grading Agreements

Tuning Protocol for Feedback Discussion

The purpose of this document is to clarify for all faculty, students, and parents how we determine student achievement at Morse High School. By using a consistent method, we can have a more equitable system of grading for our students. Additionally, discussions with parents about grading become much easier, as there is only one system to remember, as opposed to as many approaches as we have teachers.

This draft was developed by Carolyn Nichols, John Maskarinetz, Johnna Stanton, Amanda Nalls, Eric Varney, and David Ingmundson. Ken Templeton facilitated the group's meeting.

The group used Ken O'Connor's 15 Fixes for Broken Grades as a starting point for its work. We acknowledged that not all of O'Connor's ideas suit our school, but they gave us a concrete place to begin.

*This is a **draft** and the faculty's feedback will be helpful to make sure these agreements can be consistently applied across MHS. The planning group does not anticipate implementing all of these changes for the 2014-15 school year - we will*

Reporting

- MHS will use numerical grades to report student performance on academic standards and work habits. Work habits are assessed using a schoolwide rubric.
- The grading scale is as follows:
 - 90-100 = Exceeds all expectations
 - 80-89 = Meets all expectations and exceeds some expectations
 - 70-79 = Meets all expectations
 - Below 70 = Not yet meeting expectations

Academic Grades

- 85% of a student's grade is based on summative work. Summative assessments (ie: projects, essays, tests, reports, presentations) most accurately assess the complexity of content and skill required by state and national standards. Therefore, the majority of a student's grade should be based on his/her performance on summative assessments. Teachers utilize a variety of summative assessments to assess student learning.
- 15% of a grade is derived from formative assessments. Formative assessments (ie: entrance/exit tickets, quizzes, homework, informal class discussions, etc.) provide students the opportunity to practice skills and knowledge with low stakes attached.



Teachers utilize a variety of formative assessments to gauge student understanding, provide feedback and support in preparation for summative assessments.

- Gradebooks will be organized by learning standards, then by assessments for the standards. Most summative assessments will address multiple learning standards. (See examples of gradebooks in the resources section below.)
- We will report academic standards grades separately from work habits to provide clearer information to students and parents about what students know and are able to do as well as how they approach their work.
- Students will receive an academic grade and a work habits grade in each course. The grades will be included on progress reports, report cards and transcripts.

Work Habits Grades

- Work Habits grades will be based on a schoolwide rubric.¹
- Work Habits grades are not included in a student's academic GPA.
- If a student's grade in work habits is below expectations, s/he will be ineligible for co-curricular activities and honor roll.
- In the event that a student needs to reassess on a given standard, his/her work habits grade must be passing in order to reassess (see **Reassessment** below).
- Teachers will update work habits grades every two weeks.

Reassessment

- Students' work habits grade must be meeting expectations to be eligible for reassessment.
- Summative assessments not yet meeting standards (Below 70) **must** be reassessed within ten calendar days of receiving feedback. Students with work habits grades below expectations must improve the low work habits grade within the ten calendar days *prior to* reassessing. Students may improve their work habits grade by meeting outside of class with the teacher, completing missing assignments, or making other arrangements approved by the teacher to improve the grade.
- Summative assessments meeting standards (70 and above) **can** be reassessed within the ten-day window, but students are not required to do so. Students with work habits grades below expectations must improve the low work habits grade prior to reassessing. Students may improve their work habits grade by meeting outside of class with the teacher, completing missing assignments, or making other arrangements approved by the teacher to improve the grade.
- After ten calendar days, grades that meet the standards (70 and above) are final.
- After ten calendar days, grades Not Yet Meeting are final and must be addressed outside of the course (ie: summer school or other RTI options).
- Formative assessments cannot be reassessed for a grade.

¹ An MHS work habits rubric is in development. Several teachers are piloting versions of the rubric and will provide feedback on its use.

Late Work, Missing Work, Cheating

- If a student has not submitted summative work for a standard, the category will be graded "I" for "Incomplete." The student has ten calendar days to submit the work before the "I" grade is final and the student must use RTI support (ie: summer school) to meet the standard. If the work is submitted late, guidelines for late work are followed.
- If work is turned in late, the work will be assessed according to academic standards and the students' work habits grade will reflect the lateness of the assignment.
- If a student plagiarizes or cheats on a summative assessment, s/he will receive an "AD" grade for academic dishonesty, and cannot resubmit work in the course. S/he must use RTI support (ie:summer school) to reassess on the standard. Successful work on the standard will be recorded, and also noted that it was completed through RTI due to academic dishonesty. A student's work habits grade will be lowered by the academic dishonesty.

Terms

Formative assessments. Common examples of formative assessments include entrance/exit tickets, informal class discussions, quizzes, drafts of writing or projects, and homework.

Formative assessments:

- are intended for students to practice knowledge and skills
- are low stakes, with either no grade or very little weight attached to them
- are used by teachers to adjust instruction and/or provide descriptive feedback to students
- are used by students to adjust approaches to learning

Summative assessments. Common examples of summative assessments include presentations, projects, essays, tests, or exhibitions. Summative assessments:

- are used to evaluate student learning, usually at the end of a unit
- integrate knowledge and skills, asking students to demonstrate complex reasoning and apply content knowledge
- *can* be used formatively, if students will have the opportunity to improve the work based on feedback

Reassessment. Reassessment is a common practice in proficiency-based learning for students who need to improve their work to meet standards. Reassessment takes a variety of forms. Some ways to reassess are:

- Students revise a paper or presentation based on feedback to improve their work.
- After receiving a test back, students write explanations of their mistakes and how they would approach the problem differently in the future.
- After an unsuccessful attempt at a written response to a prompt, students are presented with a different prompt to write a new response.
- Students propose alternate ways they can design to demonstrate their knowledge and skills.



Homework. If a teacher assigns on-going project work, for example, to be completed outside of class, that assignment would be a summative assessment, not “homework.” Homework can be defined as “assignments students complete to practice skills learned in class or to prepare for classwork.” It is an essential part of the learning process, and is included as a formative assessment for academic grading; homework completion is also included as part of work habits grades.

Resources

Gradebooks

- [This video](#) features Susan McCray, of Casco Bay High School, describing how she sets up her gradebook.
- [This document](#) includes a screenshot of a gradebook at Noble High School.

Work Habits Rubrics

- Burnaby North Secondary [Rubric](#)
- Westerly High School [Rubric](#)

HABITS OF WORK - DRAFT

	Not Meeting Expectations 0	Meeting Expectations 1	Exceeding Expectations 2	Your Score
Attendance and Punctuality	<ul style="list-style-type: none"> • 2 or more Excused Tardies or • 1 unexcused absence or tardy 	<ul style="list-style-type: none"> • 1 excused absence or tardy 	<ul style="list-style-type: none"> • 0 absences of tardies 	
Organization and Participation	<ul style="list-style-type: none"> • 1 or more classes without materials ready for class. • 1 or more classes of being unprepared to ask and respond to questions or being unwilling to do so. • More than 1 reminder to stay on task during independent or group work 	<ul style="list-style-type: none"> • 1 class needing a reminder to have materials ready for class. • Consistently asks and responds to questions in class discussions. • Stays on task during independent or group work. 1 reminder to focus on task 	<ul style="list-style-type: none"> • Always has materials ready for class without a reminder. • Consistently asks and responds to questions in class discussions and builds on peers' ideas. • Stays on task during independent or group work without a reminder. 	
Work Completion	<ul style="list-style-type: none"> • 1 or more missing assignments <i>or</i> • More than 1 assignment was not completed on time. 	<ul style="list-style-type: none"> • All assignments are complete. • 1 assignment completed late. 	<ul style="list-style-type: none"> • All assignments are complete. • All assignment completed on time. 	
Respectfulness	<ul style="list-style-type: none"> • More than 1 occasion of classroom disruption or disrespect that requires teacher redirection <i>or</i> • 1 occasion of classroom disruption that requires a meeting after class, detention, or office referral. 	<ul style="list-style-type: none"> • 1 occasion of minor classroom disruption or disrespect that requires teacher redirection. 	<ul style="list-style-type: none"> • Always treats others respectfully. • Never distracts others from their work. 	
Academic Honesty	<ul style="list-style-type: none"> • 1 occasion of cheating or plagiarism. • Sources are cited, but there are major errors in citation formatting. 	<ul style="list-style-type: none"> • The student has completed all assignments honestly. • All sources are cited, but there may be small errors in citation formatting that need correction. 	<ul style="list-style-type: none"> • The student has completed all assignments honestly. • All sources are cited without any formatting errors. 	



Morse High School English Department
Graduation Standard for Common Core

Assignment Title: Thesis-driven essay: literature-based question

Standard to Meet:

- 1. I will demonstrate my ability to comprehend and interpret literary and informational texts (indicators 1, 4)**
- 2. I will demonstrate my ability to write clear and coherent arguments (indicators 2, 6)**

Grade Level: Grade 9 , 10

Objectives:

- Students will build a critical essay with a clear and concise thesis (defendable argument).

Accommodations for Diverse Learners:

- Students will have the opportunity to hand in multiple drafts.
- Students will receive one-on-one teacher/student tutoring throughout the draft process.
- Students will have more than one opportunity to revisit and strengthen the thesis.
- Students may have the opportunity to select additional topics within the parameters and expectations of the specific writing prompt.

Rationale:

- We want to encourage our students to understand and to value the importance of wedding personal opinion with textual evidence.

Materials and Technology:

- MHS and Patten Free Library
- Online sources

Procedures:

- Students will select the thesis through brainstorming and teacher/student tutoring.
- Student will adhere to the scheduled due-dates.
- Students will share with the classmates and the teacher their experience through periods of peer-to-peer and teacher/students tutoring sessions.

Student Assessment:

- Student will complete a thesis-driven essay
- Students will select from a list of assessments and must not repeat a particular assessment over the course of the school year.



Morse High School English Department
Graduation Standard for Common Core

Assignment Title: The College Application Essay

Standard to Meet:

- 3. I will demonstrate my ability to write clear informative and narrative writing (indicators 2, 5)**
- 4. I will demonstrate my ability to develop and strengthen writing. (indicators 2, 3, 4)**

Grade Level: 12

Objectives:

- Students will write effectively in response to a specific application essay question
- Students will use problem solving skills to select the proper essay topic and select the best school for which to apply
- Students will engage in multiple drafts in the writing process to create a piece of publishable quality

Accommodations for Diverse Learners:

- Assignments may be completed using a computer or iPad, including adaptive technology
- Students will complete multiple drafts, allowing for multiple opportunities for feedback
- Students will have access to one-on-one assistance
- Students will have access to graphic organizers and brainstorming activities

Rationale:

- We want students to participate in the entire writing process, from selecting a proper topic to creating a publish-quality essay answering a particular question
- We want students to have college essays ready for submittal
- We want students to write for a specific purpose and specific audience

Materials and Technology:

- Computer and/or iPad use
- Exemplar papers from successful applications
- Collegeboard.org

Procedures:

- Students will go through the writing process
- Students will peer edit and receive teacher feedback
- Students will research college options

Student Assessment:

- Essays will be assessed based on their readiness to be part of an application and their adherence to the question
- Rubric

Name: _____ Date: _____ Class: _____

D

Light Spectra and Evidence of Universe Formation

Science Graduation Standard:

Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. (HS-ESS1-2)

Directions: respond to the following writing prompt with a full explanation. Be sure to write full sentences and proof-read your work before submitting. You may type your response and submit electronically or hand write the response.

Writing Prompt:

Explain how visible light, microwave radiation, spectroscopes, and the red shift provide evidence of the big bang theory.



Morse Science Department
Overall Alignment to State Science Graduation Standards

Standard 1: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS	Currently covered in this course	Plan to cover in this course	Needs to be covered in a new course
Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 1 + PS 2)			
A. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (HS-PS1-1)	CP-Chem (intro/S1) Ecology HC		
B. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (HS-PS1-2)	CP-Chem (intro/S1) HC		
C. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (HS-PS1-3)	CP-Chem (S1) HC		
D. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. (HS-PS1-4)	CP-Chem (S2) AP Bio HC		
E. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (HS-PS1-5)	CP-Chem (S1) AP Bio HC		
F. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. (HS-PS1-7)	CP-Chem (S1) HC		
G. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. (HS-PS1-8)	CP-Chem S2 HC Earth Systems		
H. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. (HS-PS2-1)	Honors Physics CP physics		



	semester 1		
I. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. (HS-PS2-2)	Honors Physics CP physics semester 1		
J. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. (HS-PS2-4)	Honors Physics CP physics semester 1		
K. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. (HS-PS2-5)	Honors Physics CP physics semester 2		

Standard 2 PHYSICAL SCIENCES: ENERGY, WAVES, AND ELECTROMAGNETIC RADIATION	Currently covered in this course	Plan to cover in this course	Needs to be covered in a new course
Understand and analyze energy and the characteristics and dynamics of waves as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (PS 3 + PS 4)			
A. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. (HS-PS3-1)	CP chem (Intro S1) Honors Physics HC CP physics semester 1		CP-Chem
B. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields. (HS-PS3-2)	Honors Physics HC CP physics semester 1		CP-Chem S2
C. Plan and conduct an investigation to provide evidence that	HC		CP-Chem

2014-2015 Plan

Area: Policy	November 2014	January 2015	April 2015	June 2015
Review existing policies	- Become familiar with expectations in IKF (Work to begin in earnest in Fall 2015 after decisions are made that will inform IKF & other relevant policies.)	Convene MHS admin and district admin group to review policy and revision timeline	Present policy review findings to policy committee	

Area: Practice				
Curriculum	November 2014	January 2015	April 2015	June 2015
Develop content-area graduation standards (5-8) for each of the eight content areas	Work on in departments on late start Wednesdays	Standards will be complete; Review cross-content at January 16th inservice	Continue to review and revise graduation standards as needed	Draft of MHS graduation standards and performance indicators by content and cross-curricular
Develop content-area performance indicators (5-10) for each standard in a content area	Work on in departments on late start Wednesdays	Performance Indicators will be complete; Review cross-content at January 16th inservice	Continue to review and revise performance indicators as needed	Continue to review and revise performance indicators as needed
Develop learning targets for each indicator	Ongoing, recording	Ongoing, recording	Ongoing, recording	By June 2015, each course should have a

					list of LT's listed for each indicator
Align curriculum with graduation standards		Work on in departments during late start Wednesdays	Work on in departments during late start Wednesdays	Work on in departments during late start Wednesdays	Work on in departments; alignment by August 2015
Design units aligned to standards and indicators	Staff PD on unit design framework	Select departments begin work on unit design, continued PD	Unit design ongoing in departments	Unit design ongoing in departments	Unit design ongoing in departments
Develop assessments aligned to standards and indicators	Staff PD on assessment	Ongoing PD on assessment	Work with others in content area to develop 2 common assessments aligned to standards/indicators	Two common assessments aligned to standards and indicators by August 2015- ready to pilot in 2015/2016 school year	
Develop cross-curricular graduation standards based on the guiding principles	Guidance department will review and draft	Draft reviewed by full staff at January 16th inservice; Guidance dept. collects feedback	Revised draft submitted to staff, late start Wednesday analysis of where and how cross-curricular standards could be assessed	Final draft of cross-curricular standards complete	
Determine evidence and opportunities for students to meet cross-curricular standards			Guidance utilizes staff feedback to determine where and how students will demonstrate proficiency	Final draft and scoring criteria ready for pilot implementation of cross-curricular standards in 2015/2016	
Grading	November 2014	January 2015	April 2015	June 2015	

Align standards to assignments in current grade reporting tool (Infinite Campus)		Standards in IC for English and Science	Some teachers in English and Science pilot tagging assignments to standards	Some teachers in English and Science pilot tagging assignments to standards
Revise and refine Habits of Work			As a staff, revisit scoring criteria for habits of work	PBL committee will seek feedback and resources for HOW discussion to resume in August 2015
Develop a schoolwide grading policy			As a staff, revisit school-wide grading agreements, including percentages of summative vs. formative assessments	Continue to discuss school-wide grading agreements
Supports and Intervention	November 2014	January 2015	April 2015	June 2015
Establish an intervention and support committee	Establish committee	Committee meets to continue next two steps		
Develop a comprehensive intervention and support system to ensure support when students don't meet standard	S&I will explore options for alternate scheduling to allow for intervention time	S&I committee recommends alternate schedules for feedback from staff	Determination of schedule adjustments for built-in interventions	Draft a plan for intervention and support
		PD and research for S&I Committee on	S&I Committee will determine components	

Determine a system for reassessment, differentiation, and extended learning opportunities		support and intervention systems	of the intervention and support system	and elicit feedback from staff
			PD for staff on differentiation and reassessment	PD for staff on differentiation and reassessment

Area: Community Engagement	November 2014	January 2015	April 2015	June 2015
Communicate with School Board	Extension application reviewed Sept. 2014	Ongoing regular communication	Ongoing regular communication	Ongoing regular communication
Parent Information Events	Ongoing communication in the Navigator	PTC presentations in individual schools Ongoing communication in the Navigator	Informational meeting for grade 7 students/parents PTC presentations, cont'd Ongoing communication in the Navigator	Ongoing communication in the Navigator
Community Forum Series	Community informational meeting	Informational meeting for grade 7 students/parents	Community informational meeting	

Multi-year Plan

Area	2015-2016 School Year	2016-2017 School Year	2017-2018 School Year	2018-2019 School Year	2019-2020 School Year
Policy	Graduation standards and indicators approved by school board IKF adopted by board Policy review ongoing	Adoption of policies (ex: IK, IKAB, IKE) pending state recommendation	Revisit policies to be certain all those related to PBE are in place		
Practice					
<ul style="list-style-type: none"> Curriculum 	Two common assessments, aligned to standards, will be piloted by each department Departments will continue to develop common assessments Departments will align curriculum to standards	Content-area curricula aligned to standards and indicators Departments will continue to develop common assessments Departments will participate in common scoring sessions around common assessments	All common assessments and unit plans in place and aligned to standards Data collection and review of student progress Fine tuning of curriculum and common assessments	Fine tuning of curriculum and common assessments	Fine tuning of curriculum and common assessments

	<p>Departments create units aligned to standards</p> <p>Vertically aligned content area teams meet (grades 6-12)</p>	<p>Departments will continue to create units aligned to standards</p> <p>Content area team (grades 6-12) work ongoing</p>			
<ul style="list-style-type: none"> Grading 	<p>School-wide grading agreement established by faculty, staff and administration at MHS</p> <p>Plan to refine habits of work and grading HOW</p> <p>Determine a method for linking standards to grades in the reporting system (IC)</p>	<p>Grade reporting system in place for tracking student progress against the standards</p>	<p>Methods in place to certify proficiency against the standards</p> <p>School-wide grading practices fine-tuned</p>	<p>Review and revise grading and reporting</p>	<p>Review and revise grading and reporting</p>
<ul style="list-style-type: none"> Intervention and support 	<p>Committee formed to review advisory curriculum</p> <p>S&I committee will continue exploring</p>	<p>Advisory curriculum in place</p> <p>Revised schedule for RTI implemented</p>	<p>Review data on RTI system effectiveness and make revisions</p>	<p>Review and revise systems of Intervention and Support</p>	<p>Review and revise systems of Intervention and Support</p>

	intervention opportunities -Plan for implementing RTI time into schedule	Begin tracking student progress in RTI system			
Community Engagement	Informational meetings on assessments & grading Informational meetings for students/parents	Informational meetings on reporting grades Informational meetings for students/parents	Informational meetings for students/parents	Ongoing meetings as needed	Ongoing meetings as needed

REGIONAL SCHOOL UNIT 1 Proficiency Based Diplomas

Statement Code: Proficient

Account Number / Description	Adopted Budget	Current Period	Reported Period	Encumbrances	Amount Remaining	Percent Remaining
	7/1/2013 - 6/30/2014	6/1/2014 - 6/30/2014	7/1/2013 - 6/30/2014	7/1/2013 - 6/30/2014	7/1/2013 - 6/30/2014	7/1/2013 - 6/30/2014

2232 Proficiency-Based Diploma	Adopted Budget	Current Period	Reported Period	Encumbrances	Amount Remaining	Percent Remaining
0000 Overhead						
900 Systemwide						
2232-0000-2210-53400-900-60-00 Contracted Fees	23,934.34	0.00	23,934.34	0.00	0.00	0.00%

Posting Date	Batch #	Document Type	Document #	Doc Code	Reference	Debit	Credit
12/03/2013	10130	General Journal	179583	2204	Reclass Great Schools Partnership, Inc.	9,500.00	0.00
12/04/2013	10122	Voucher	RSU 1 Final		2204-Great Schools Partnership, Inc.	9,500.00	0.00
03/24/2014	10583	General Journal	190613		Reclass reimbursement to C. Nichols	121.75	0.00
03/26/2014	10558	Voucher	3/20, 21	3102	3102-Pinkerton, John	373.83	0.00
03/26/2014	10558	Voucher	MHS-763	864	864-Varney, Eric	121.75	0.00
03/26/2014	10558	Voucher	MHS-762	707	707-Nichols, Carolyn	224.92	0.00
04/01/2014	10626	Voucher	Mileage 3/20, 21	928	928-Ingnumdson, David	219.88	0.00
04/14/2014	10664	Voucher	Coaching Support	2204	2204-Great Schools Partnership, Inc.	3,872.21	0.00
TOTAL 900 Systemwide						23,934.34	0.00

TOTAL 900 Systemwide						\$23,934.34	\$0.00	0.00%
TOTAL 0000 Overhead						\$23,934.34	\$0.00	0.00%
TOTAL 2232 Proficiency-Based Diploma						\$23,934.34	\$0.00	0.00%
GRAND TOTAL						\$23,934.34	\$0.00	0.00%



**GREAT SCHOOLS PARTNERSHIP, INC.
CONTRACT FOR SERVICES**

ATTACHMENT A

AGREEMENTS: The School, RSU #1, and the Great Schools Partnership, Inc., do mutually agree to the following:

SPECIFICATIONS OF WORK TO BE PERFORMED:

20 days (on and off site) of school/district coaching for RSU #1. Total cost - \$20,900

GSP Suite of Services:

iWalkthrough Classroom Observation database - Cost - \$1,250 – **WAIVED**

iWalkthrough Action Planning Team Edition - Cost - \$99– **WAIVED**

Services and activities for the school coach shall include school and district-based support for school redesign activities collaboratively designed and agreed to by the school coach and school, including, but not limited to: action planning, data analysis, development of a school leadership team, and implementing foundational organizational and instructional processes.

Goals for May, 2014-June, 2015

1. **Professional development to support instructional practices aligned with proficiency-based education.**
By working with a proficiency-based learning team, we can design professional development that focuses on shifts in classroom instruction that supports students learning and demonstrating proficiency. Skills to develop include: use of formative assessments, cooperative learning, targeted direct instruction through mini-lessons, and technology integration. Many faculty at Morse have great expertise in each of these topics, and the team can plan for teacher-led professional development as well as building on past work in professional learning communities to support instructional improvement.
2. **Refinement of assessments aligned to department-level performance indicators.**
As noted above, quality assessments are the cornerstone of proficiency-based learning. Much of the professional development around assessment practice can come through the refinement of assessments in department work. By using tools to analyze the quality of assessments, teachers can reflect on the rigor and personalization in assessments and take steps to improve them with colleagues.
3. **Review and revision of key policies.**
The school board will need to review graduation, attendance, grading, and other policies related to proficiency-based education. Not all policies will require revision, depending on the direction the board takes. For example, if high school graduation remains determined by credits, only minor revisions to the policy are needed to indicate that students must *also* demonstrate graduation standards.
4. **Community education and engagement.**
Many districts have hosted on-going community engagement forums to support their transition to proficiency-based learning. I think this step makes sense. As I have mentioned before, the more that teachers can deliver messages to the public in consistent ways, the better, because parents and community members value teacher perspectives on school improvement over administrators or external partners. Supporting community forums with resources and facilitation, though, is a good role for a school coach, and I would be happy to take this step with you.

PAYMENTS:

First payment of \$9,000 due on May 15, 2014

Second payment of \$1,450 due on July1, 2014

Third payment of \$10,450 due on January 1, 2015 — Pd

Travel: is estimated at \$700 and will be invoiced separately.

Great Schools Partnership will charge a 1.5% late fee per month for all payments over 30 days late.

SPECIAL TERMS AND CONDITIONS:

Approved By:

School:

signature

GSP:

signature

END OF ATTACHMENT



MINUTES OF THE REGIONAL SCHOOL UNIT 1 MEETING HELD September 22, 2014 AT 6:00 PM AT BATH MIDDLE SCHOOL. (NOTE: These minutes are not official until approved by the Board. Such action, either to approve or amend and approve, is anticipated at the October 27, 2014 meeting).

Members Present: Tim Harkins, Chairperson; Stephen August, Vice Chairperson; Dave Barber, Jennifer Ritch-Smith, Bill Perkins, Alan Walton, Kyle Yacoben; Kara Leavitt, Student Representative; Patrick Manuel, Superintendent of Schools

Others Present: Debra Clark, Judy Harvey, Jay Pinkerton, Emily Thompson, Kevin O'Leary, and members of the RSU 1 community

CALL TO ORDER

Chairperson Harkins called the meeting to order at 6:00 pm and the Pledge of Allegiance was recited.

RECOGNITION AND COMMENTS FROM CHAIR

Chairperson Harkins thanked the audience for attending the meeting. Mr. Harkins acknowledged the sudden and tragic loss of Morse High School teacher Sarah Doubleday and sent his condolences to her family.

Chairperson Harkins stated that because the majority of the people in attendance were at the meeting because of the West Bath situation he took the opportunity to address some issues and talk about the process. The process has been dictated by the state through a 22 step process which we are currently on step 8. We have made it clear all along that all of the meetings have been public and the public has been encouraged to attend. In regard to Bath choice students attending West Bath School, Mr. Harkins reported that the West Bath Working Group has always been in favor of having those students attend West Bath School. Early on in the process it was the intent of the RSU 1 Working Group to honor that continuity; however, financial issues have come up that caused the group to take different path. Once we were aware of the cost involved in sending these students to West Bath we needed to step back and take a look at the big picture. We had to look what impact this would have on our serving communities, all of the RSU 1 students and what precedent does this set going forward. This process began back in February and the two groups did not come face to face to talk about a plan until the end of July. The way the process works is that the two groups had to come together and come to agreement on a document that will go to the Commissioner and communities. There will be public hearings and opportunities for feedback and revisions from the West Bath and RSU communities. Mr. Harkins stated that the Board will be presented with the agreement signed by West Bath during tonight's meeting and will have the opportunity to discuss this document for the first time as a Board. Mr. Harkins felt that due to the concerns from parents that send students to West Bath that someone may ask that this be tabled which in turn may be an impediment to the process. Mr. Harkins asked the audience to allow the Board the opportunity to digest and discuss the document. It has been the intent of the Board to have a meeting with parents that send their students to West Bath when we had a document that both teams had agreed on. Mr. Harkins reviewed the process of the two public comment sessions. Mr. Harkins expressed his frustration with this issue and stated that this is a new process to the Board and West Bath. He felt that the Board had covered the communication and public outreach piece through this process. Mr. Harkins stated that this a volunteer Board with good intentions but it is a hard to take if members of the public are thinking that the Board is acting in a way that is underhanded or lacks transparency.

**APPROVE/AMEND MINUTES AUGUST 25, 2014****MOTION:** Perkins**SECOND:** Walton**VOTE:** Board (7-0)
Student (1-0)**TO:** Approve the minutes of August 25, 2014 as written.**ADJUSTMENTS TO AGENDA**

Superintendent Manuel adjusted the agenda to include two field trip requests and nomination of a high school Social Studies teacher.

PUBLIC COMMENTS

West Bath resident Lindsay Davis felt it would be important for the West Bath residents to know whether withdrawing from RSU 1 would cost West Bath and the taxpayers more or less money.

Phippsburg resident Eric Jacobs would like to see some sort of alternative provided to keep school choice in tact while being able to find a financial plan to compensate the different school districts that want to work together and support each other.

West Bath resident Jan Driver felt that this is a complex issue and believed that the right thing to do would be to allow the school choice students to complete their education in West Bath even though the law only provides for them to attend one more year.

West Bath resident Dennis Crews stated that the two school districts can come to any agreement regarding sending children to another district whether this agreement passes or not which is something to think about to help move this agreement forward.

PROFICIENCY-BASED EDUCATION PRESENTATION

Morse High School Principal Jay Pinkerton reported that in August 2013 the district signed a contract with Great Schools Partnership to help support Morse's transition to proficiency-based education. We dedicated our in-service day in October to proficiency-based learning, used late start Wednesdays to work on standards and performance indicators, and sent teams of teachers and staff members to other high schools to look at their work with proficiency-based education. A group of staff members also attended the NESSC High School Redesign and Action conference in March. Mr. Pinkerton reviewed the key findings as a result of the school visits and conference and the steps taken as a result of these findings.

Great Schools Partnership representative Katie Thompson reported that she met with the Proficiency-Based Learning Committee in August to draft a set of goals for this year which includes (1) to develop and align curriculum with standards and indicators by the end of the school year, (2) to develop two assessments, and (3) align performance indicators and standards for two units within each course by next August. Ms. Thompson reported that the committee divided the 2014-2015 plan into three parts, policy, practice, and community engagement.

I

Assistant Superintendent Judy Harvey stated that the standards are evolving constantly and will always be a moving document, but she does not anticipate any big changes as a result of the Department of Education review committee. Ms. Harvey reported that the administrative team had a retreat in August with Katie Thompson and Ken Templeton of Great Schools Partnership (GSP) to get a basic understanding of proficiency-based education and to talk about how grading will change in the future. A copy of the month by month schedule that GSP helped us to design was shared with the Board.

Ms. Harvey reported that state law dictates that all students will graduate with a proficiency-based diploma in 2018. The state realized that many of the districts would not be ready in 2018 and designed a waiver application process to put off the proficiency-based diploma until 2020. The deadline to submit the application is October 17th and requires Board approval. Ms. Harvey reviewed each section of the application and attachments required of the multi-year plan. Informational sessions will be held with the parents of our current 7th grade class as they will be the first class to be impacted by the new diploma.

WEST BATH WITHDRAWAL COMMITTEE REPORT

Board Member Yacoben reported that the West Bath Withdrawal Committee and the RSU 1 Working Group agreed upon the terms in the agreement during the last joint meeting. Mr. Yacoben clarified that the document originates from West Bath and pertains to the West Bath students and citizens. Mr. Yacoben reviewed each item contained in the agreement.

Chairperson Harkins stated that it is important to West Bath to move forward to meet their timeline and important that the RSU is not an impediment to that timeline. The agreement has been signed by the West Bath group and sent to the Board in time for them to review the document before this meeting. Board member August stressed that he would like West Bath to stay in the RSU but that this is the direction the West Bath voters wanted to go which led us to where we are today.

Chairperson Harkins stated that it is important to weigh the interest of the school choice families with the need for the community of West Bath to meet their timeline. Regardless of the outcome of tonight's meeting, the Board will schedule a meeting with parents to look at what our options are going forward to transition those students. It is important to hear from those parents before this document goes before West Bath for a vote.

Board member Yacoben stated that tabling this motion tonight would hinder the process. This is an agreement that both sides have agreed to and the Commissioner could send it back to us with some substantial changes. Once the Commissioner approves the agreement we would need time for a public forum and if that results in more changes, the agreement would need to go back to the Commissioner to be approved. We have a deadline of January 31st in order for this to take affect for the school year 2015-2016.

Board member Barber stated that he felt strongly that the Board needs to vote on this tonight. It is still a work in progress and this 22 step process allows for further discussion, recommendations, revisions, and amendments as we move forward.

I**FUNDRAISER REQUESTS**

The Board was provided with a list of upcoming fundraisers in the district. The next report will be in January.

OLD BUSINESS

Due to the length of the meeting, Chairperson Harkins suggested that the Board table all old business until next month.

MOTION: Yacoben **SECOND:** Walton **VOTE:** Board (7-0)
Student (1-0)

TO: Table all old business until the regular October Board meeting.

DISCUSSION OF NEW GRADE 2 TEACHER AT PHIPPSBURG

Superintendent Manuel reported that there are 24 students in the grade 1/2 class at Phippsburg School which exceeds our limit according to the class size policy. Due to the class needs and high enrollment, Dr. Manuel recommended adding another 2nd grade teacher in Phippsburg. Phippsburg Principal Sandra Gorsuch-Plummer reported that we have received applications from teachers with Everyday Math experience and would like to fill this position within the next three weeks.

MOTION: August **SECOND:** Perkins **VOTE:** Board (7-0)
Student (1-0)

TO: Table

FIRST READING OF PROFESSIONAL SCHOOL COUNSELOR JOB DESCRIPTION

The Professional School Counselor job description was reviewed by the Board without questions or revisions.

PROFICIENCY-BASED DIPLOMA EXTENSION

MOTION: August **SECOND:** Perkins **VOTE:** Board (7-0)
Student (1-0)

TO: Approve the Proficiency-Based Diploma Extension application as presented.

FIELD TRIP REQUESTS

The following field trip requests were reviewed by the Board:

- BRCTC Culinary Arts students to visit Johnson Wales University in Providence, RI
- MHS JMG students to visit Camp Susan Collins in Stoneham, ME (overnight trip)

MOTION: August **SECOND:** Perkins **VOTE:** Board (7-0)
Student (1-0)

TO: Approve the field trip requests as presented.