

Belfast Area High School

98Waldo Ave.

Belfast Maine

Steve Fitzpatrick Principal

Terry Kenniston AP / AD

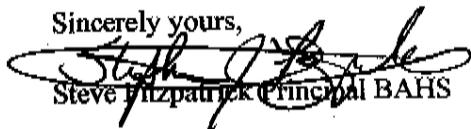
Thomas A. Desjardin, Acting Commissioner
Dept. of Education
23 State House Station
Augusta, Maine 04333-0023

Dear Commisioner Desjardin,

This letter is written to accept the Department of Education's recommendation to resubmit an application for Extension option three as outlined in your letter dated January 29, 2014. A seperate letter was submitted earlier this week (as well as faxed) to provide the requested clarification regarding the total amount from RSU 20's FY 15 proficiency-based transition funds that were allocated to Belfast Area High School.

The DOE indicated that the criteria in this extension are more closely aligned with the evidence submitted with our first application and will provide the time needed to further close student achievement gaps. We do understand that we may or may not need the full time offered in Extension Option 3 and will not be penalized if we are ready to award proficiency-based diplomas before July 1, 2020. We appreciate the feedback offered by DOE Specialist Diana Dorin and will continue to work closely and diligently with the DOE as we develop our proficiency based system.

Sincerely yours,


Steve Fitzpatrick Principal BAHS

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 3

At the time of the extension application the SAU will:

- Provide evidence demonstrating its preparedness to deliver diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles in 2019.
- Provide an implementation plan that outlines benchmarks for the 2014 2015 school year that the SAU will meet in order to pilot and refine the mechanisms for reporting and refine assessments that have already been developed and are necessary 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.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds 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 20**4. High School(s): Belfast Area High School****5. Name and title of people completing the extension request: Steve Fitzpatrick, Principal****6. Superintendent's name, address, phone number and email: Brian Carpenter, P.O Box 363, Belfast, Maine; (207) 338-1960; bcarpenter@rsu20.org****Evidence of Preparedness****7. Describe the SAU's preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after**

January 1, 2019. 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**

Belfast Area High School began its journey toward standards-based education in 2007 with the accreditation visit from NEASC. It was at that juncture that BAHS began the groundwork of embedding the Maine Learning Results explicitly, and in a consistent manner, in all content areas through the Maine Course Pathways Project. Staff designed analytic rubrics for the Guiding Principles adopted by BAHS based on the Maine Learning Results and developed rubrics for school-wide writing and presentation expectations for assessment and reporting purposes. In the 2012-13 school year BAHS partnered with the Great School Partnership to develop in earnest a dual reporting proficiency-based system, bringing together what is critical to our constituents in the current credit-based system with the goal of improving the achievement for all students at BAHS utilizing a standards-based, student-centered approach school wide. This action runs concurrently with the RSU 20 Board of Directors' adoption and endorsement of Proficiency based Education for all students in the Regional School Unit and LD 1422. (Evidence Document 1 (E-1))

A significant amount of work has been accomplished toward that end and yet additional time is needed to develop an appropriate and high quality system of proficiency-based education (PBE) at BAHS. It is the request of BAHS to be granted an extension as outlined by the MDOE and Commissioner Rier described as option 3 for the purpose conveying a Proficiency Based diploma demonstrated by students attaining the standards of the eight content areas as well as the standards of the Guiding Principles adopted, beginning with the BAHS class of 2020. All the foundational elements of a PBE system are in place; however, an extension will allow BAHS to refine its system of assessment and reporting to ensure an equitable and high quality system for all BAHS students.

Please note below the work underway in the movement towards a PBE system.

Proficiency Based Education work completed to date	Evidence
POLICY: <ul style="list-style-type: none"> • Board adoption of a resolution to guarantee a proficiency based 	<ul style="list-style-type: none"> • <i>Board Resolution (E-1)</i>

<p>system of education for all RSU 20 students (2012-13)</p> <ul style="list-style-type: none"> ● Revision of graduation policy reviewed by BAHS Leadership Team Spring 2014 ● Program of Studies reviewed and revised to reflect proficiency based expectations for class of 2018 	<ul style="list-style-type: none"> ● <i>draft graduation policy to be reviewed by Board Fall 2014 (E-2)</i> ● excerpt from program of studies (E-3)
<p>PRACTICE:</p> <ul style="list-style-type: none"> ● Graduation Standards and performance indicators defined for guiding principles and all 8 content areas of the Learning Results (2012-13) ● School wide rubrics in place to assess guiding principles (2007) ● Daily RTI period instituted February 2013 and refined each year to ensure all students have access to the academic support they need during the school day ● Freshman Team launched 2013-14 to support grade 9 students' transition to HS 	<ul style="list-style-type: none"> ● ELA graduation standards and performance indicators (E-4) ● Sample school wide rubrics (pages from the NEASC 5 year report) essay, paragraph, oral presentation (E-5) ● RTI proposal (Jan 2013); current description (E-6) ● Freshman team common expectations document. (E-7) ● Freshmen Team meeting agenda inaugural draft (E-9)
<p>PUBLIC ENGAGEMENT:</p> <ul style="list-style-type: none"> ● Presentations by BAHS LT to school board every year for the past 3 years to share school progress in planning for a proficiency based diploma ● Freshman team communications with parents (8th grade parents' night, Student Led Conferences, Board Presentation upon completion of Pilot year to Board, Administrative and guidance presentations with parents at open house, and 8th grade transition meeting) ● Annual Fall Open House 	<ul style="list-style-type: none"> ● PPT slides (Steve) (E-8) ● Overview of redesigned open house or brochure for parents with activities and meetings opportunities that night (E-10) ● MELMAC opportunities for parents (FAFSA and other nights) (E-11)

Impact on Students:

A significant factor with regard to BAHS in developing a proficiency based system at this time is that all RSU 20 students have experienced a standards based system prior to coming to BAHS. With the current development at BAHS this will be a refinement and extension to their schooling and therefore will provide congruity and consistency in their experience. In addition other impacts will be:

- Development of PBE Graduation Standards and Performance indicators clearly define learning targets for students and the evidence needed to support proficiency attainment goals.
- Establishment of the Freshmen team allows for a common language, common expectations, and collaborative approach and focus on students' aspirational, behavioral, and academic achievement.
- Provides for equitable opportunity for all students to develop 21st Century learning skills.
- System of supports (RTI) enabling teachers to provide more time to students as needed.
- Provides for a more personalized and relevant education for students as the school becomes more student-centered.
- Provides for increased multiple-pathways opportunities for student achievement of the PB Graduation Standards.

Impact on staff

The Staff will definitively be the most impacted by the development of proficiency based education as the changes challenge some philosophically, and pedagogical practice and will require ongoing professional development for internalization and mastery. Additional impacts for staff will be:

- Allows for staff responsibility for each individual student's achievement around clear learner outcomes.
- Development of student achievement best practices and student-centered learning pedagogy, impacting teacher practice where more individualized, personalized and differentiated instruction occurs.
- Requires additional teacher collaboration opportunity enhancing and promoting a prolific learning community and culture at BAHS.

Impact on Community

The Community has a strong commitment to the education of their youth and historically have supported BAHS programming and budgetarily. The Community expects continued growth, development and improvement to better serve our students in a progressive manner. PBE will impact the community by providing:

- Assurance to the community in defining explicitly high standards for teaching and learning, i.e. high quality educational opportunity.
- Improved and increased the communication between staff and community/parents about individual student achievement as well as the academic program overall
- Educational programming serves all students in more progressively rigorous and positive manner in the development of 21st Century skills.
- We have reached out (Freshmen orientation, open house, Website, International night) to increase parent and community involvement.

Overall Implementation Plan

8. **Provide a description of the overall 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 January 1, 2020. The description should include benchmarks and metrics that the SAU will meet in the 2014-2015 school year. 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:

- Overall plan is aligned with the SAU shared vision focus areas (E-12)
- 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

The Belfast Area High School Teacher Leadership Team has reviewed the school's progress towards implementation of a proficiency based diploma and defined the work in terms of the groups responsible for implementation in the areas of policy (primarily the RSU 20 school committee), practice (school-based, led by the Leadership Team; department-based, led by department coordinators).

POLICY: The Leadership Team drafted a revised graduation policy May 2014, and while the Board was prepared to review it for adoption in June, the LT wanted to be sure there was broad support among the staff for these revisions. This extension allows teacher leaders the opportunity to solicit feedback and ensure staff commitment to this policy. The revised policy will be presented to the Board in December. Once the graduation policy is adopted, the

Leadership Team and Policy Committee of the Board will review and revise other policies impacted by this revision to ensure alignment.

PRACTICE: There are several elements of a proficiency based diploma that require school wide agreement. The Leadership Team will serve as the coordinators of these efforts which include several key areas:

1. Aligning the advisory (Academic Coaching) curriculum to ensure all students have the opportunity to demonstrate proficiency in the Career Education Development standards;
2. Refining the use of school wide rubrics to ensure all students are developing and demonstrating proficiency in all areas of the Guiding Principles;
3. Agreement on grading practices that align with a proficiency based system of education.

The major focus of the work this year, however, is focused on refining assessment and reporting practices. This work will be led by department coordinators (who also serve on the Leadership Team) and will occur during monthly department meetings, quarterly early release workshops, and day long planning sessions (release days from classes). The Freshman Team is piloting assessments and sharing their experiences with their respective department colleagues, so all are learning from reflecting on what the freshman teachers are implementing.

COMMUNITY ENGAGEMENT: The Freshman Team and Guidance Office will continue to take the lead in this area. This work is enhanced this year through close work between MS and HS teachers as they share their standards, as well as their instruction and assessment practices.

Activity details and quarterly benchmarks are listed below.

QUARTERLY BENCHMARKS

Quarter 1 -- to be completed by October 31, 2015	Evidence
<ul style="list-style-type: none"> ● SCHOOL BOARD: BAHS presentation to school board 9/23/14 to share status of PBE work to date and next steps; 10/14/14 Board approval of extension application ● BAHS LEADERSHIP TEAM: finalize revisions to graduation policy to present to school board in December; plan professional development for school-wide learning and decision-making to support PBE system ● DEPARTMENTS: refine scoring criteria and assessments for grade 9 & 10 (Semester 1) performance indicators; calibrate scoring for analytical writing in all content areas using school wide rubrics (10/10/14) 	<ul style="list-style-type: none"> ● Extension application (Board Minutes 10/14/14 (E-13)) ● PD plan (TBD) ● Sample scoring

<ul style="list-style-type: none"> ● FRESHMAN TEAM: pilot and refine reporting processes in Infinite Campus ● COMMUNITY ENGAGEMENT: Conduct open house and parent conferences in support of grade 9 students 	<ul style="list-style-type: none"> ● criteria and assessments (TBD) ● anchor works ● sample report card(E-14) ● agenda
Quarter 2 -- to be completed by January 30, 2016	
<ul style="list-style-type: none"> ● SCHOOL BOARD: adopt revised graduation policy ● BAHS LT: coordinate action plan groups' refinement of PBE components: <ul style="list-style-type: none"> ○ monitor effectiveness of RTI system; ○ refine use of school-wide rubrics to assess Guiding Principles; ○ support Academic Liaisons in alignment of Career Education Development standards with advisory curriculum ○ monitor development of senior capstone proposal ● DEPARTMENTS: refine scoring criteria and assessments for grades 9 & 10 (Semester 2) performance indicators; review mid-terms for alignment with standards (grades 9-12) ● FRESHMAN TEAM: refine assessments and reporting procedures based on Sem 1 experiences ● COMMUNITY ENGAGEMENT: Conduct parent conferences; share information through website and newsletters 	<ul style="list-style-type: none"> ● Graduation Policy (TBD) ● RTI system description (TBD) ● guidelines for use of school wide rubrics(TBD) ● Advisory curriculum (TBD) ● sample scoring criteria and assessments (TBD) ● description of reporting processes (TBD) ● sample newsletter
Quarter 3 -- to be completed by April 15, 2016	
<ul style="list-style-type: none"> ● SCHOOL BOARD: adopt revised program of studies to align with revised graduation requirements; policy committee draft additional policies to support proficiency based diploma (e.g., IKFF - Multiple Pathways) ● BAHS LT: guide full staff discussions of grading and reporting practices; guide decision-making processes for reporting students' progress on the Guiding Principles and Career Education Development standards ● DEPARTMENTS: continue review and refinement of proficiency based assessments and units (grades 11 & 12, Sem 1); vertical planning meetings in core content areas (MS/HS) 	<ul style="list-style-type: none"> ● IKFF policy (TBD) ● draft grading guidelines handbook (TBD) ● Dept updates re: status of assessments in place (TBD) ● Gr 8 student / parent

<ul style="list-style-type: none"> ● FRESHMAN TEAM: Sem 1 data analysis (gr 9 students' proficiency); clarify interventions needed before year's end ● COMMUNITY ENGAGEMENT: engage in transition meetings with sending MS, incoming freshmen and parents 	agendas, (TBD) feedback
Quarter 4 -- to be completed by June 30, 2016	
<ul style="list-style-type: none"> ● SCHOOL BOARD: policy committee draft additional policies to support proficiency based diploma (e.g., IKC - Transcripts) ● BAHS LT: confirm plans for standards-recovery summer school; define PD plans for summer 2015; draft PD plans for 2015-16; develop 2015-16 action plan ● DEPARTMENTS: continue review and refinement of proficiency based assessments and units (grades 11 & 12, Sem 2); determine summer planning and support needs ● FRESHMAN TEAM: conduct student led conferences for freshmen to reflect on year's progress relative to proficiency on standards ● COMMUNITY ENGAGEMENT: engage in transition meetings with sending MS teachers, incoming freshmen and parents 	<ul style="list-style-type: none"> ● IKC policy (TBD) ● 2015-16 action plan (TBD) ● standards recovery plan(TBD) ● agendas, feedback from SLCs and other community meetings (TBD)

System of Supports for Student Learning

9. Describe the system of supports you have in place for secondary 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

Currently the support systems that have been in place to assist students in improving their performance when they do not demonstrate proficiency are an RTI program available to all students during the school day and subject specific study labs for students with a free period in their schedule. In addition BAHS will offer an after-school RTI program beginning this first quarter and the English Department has put into place a standards-based credit recovery course to work on proficiencies.

RTI Program

The RTI program in place is a twice weekly opportunity for students to receive instruction and support and to work on assessments during the first period of the day (during Academic Coaching time), on Tuesdays and Thursdays; an additional day Friday is added for students needing further RTI in the last four weeks of the quarter, based on student performance at progress report time. For this program, teachers flag students at least one day in advance in Infinite Campus to notify their Academic Coach, and students may request that their teacher flag them to attend one of these support periods; students report to their requesting teacher on the designated Tuesday or Thursday morning for thirty minutes. Teachers review student performance on formative and/or summative assessments on a daily and weekly basis to determine which students need support in these sessions. Also students who have been absent have opportunity in these sessions to receive instruction and/or make up an assessment to demonstrate proficiency. Students in these sessions may work independently, and receive one on one support from the teacher, or may be a part of small group instruction.

Study Labs

The study labs are offered in several content areas, including math, science, English, and social studies. Students with a free period in their schedule are assigned to a study lab at the beginning of each semester. Students who are failing or are not showing proficiency in one of these subject areas after progress reports or quarter grades are assigned to the subject area study lab for which they need support to demonstrate proficiency. Students then receive individual instruction and support from a teacher of the specific content area in addition to support they may receive from their own teacher during the morning RTI sessions; also there may be some opportunity for small group instruction in these subject-specific labs. The teacher of the student assigned to the lab will provide information to the lab teacher about the student's needs and progress; the lab teacher for an assigned student will work with the student providing support for the standards work and also monitor student progress through Infinite Campus during the time the student is assigned to this lab.

After School Support

This year we are initiating an after school RTI program for students who have failed to show proficiency in specific areas and are struggling to pass a specific class. In the last four weeks of each quarter, after progress reports are distributed, students who need additional support will be assigned to the after school, two-hour RTI session in the subject area needed. The parents of students who need this support will be contacted in advance to notify the parent of the student need and to make sure that transportation arrangements for the student may be arranged. Here students will receive more intensive support over an extended period.

English Recovery

This year the English Department is offering a Recovery Course for students who need to demonstrate proficiency from their English course a prior semester or year and to recover English credit for graduation. In this course, each student works with the teacher to identify the standards and performance indicators the student needs work on and demonstrate

proficiency in and develops an individual plan to achieve proficiency and recover the required credit. Most often, the student will pursue student directed learning in an area of interest he or she chooses. The student works independently to develop and demonstrate the proficiencies identified. While most of the work here is done independently, there are some opportunities for students with shared proficiency needs to receive group instruction and group work to practice needed skills. The recovery teacher works closely with each student helping the student to unpack the standards and performance indicators to ensure the student has a clear understanding of the skills needed and is able to develop a learning experience which provides opportunity to successfully demonstrate the standards and related performance indicators. The recovery teacher monitors the student's progress closely through frequent formative assessments. Further, once the student demonstrates the identified proficiencies, the student will receive the earned credit and may exit at that time from the course. This is a model which the Math Department is currently considering for implementation next year as well.

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:** \$0.00
- **Practice:** \$ 18,841.79 (94%)
- **Community Engagement:** \$0.00
- **One-year Carry Over:** \$1158.21 (6%)

The Primary focus for the transitional funds to date have been on Leadership team planning and development of PBE Standards in each content area as well as the Guiding Principles, the development and identification of performance indicators for those graduation standards, Rubric and common assessment development as well as the development and implementation of a RTI program to support student learning. In addition, teachers have reviewed all courses offered and are in-progress to update and identify Standards proffered in the program of studies. This has been done by each department concurrently with the Leadership Team BAHS Action Plan focused on advancing student achievement in the area of writing across the curriculum, improving attendance and personalization, providing student support for success, and advancing college awareness and readiness through the Melmac Grant programming.

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.**

BAHS has used and will continue to engage teacher leadership and collaboration in the design of a PB system of reporting that allows not only the differentiation and specificity of a traditional grading system but also one that targets identified standards, their related performance indicators and achievement of the same as well as how well each student is meeting proficiency with the Guiding Principles and Career proficiency expectations adopted by BAHS. The Freshmen Team is piloting and will refine the reporting system utilizing Infinite Campus. Through extensive departmental work BAHS will refine the scoring criteria and assessments utilized for performance indicators, and calibrate scoring for analytical writing in all content areas using school wide rubric(s). BAHS will also support the Academic Team liaisons in developing and refining career educational proficiency using the Academic Team program in place. In addition to the above BAHS will engage in Vertical Planning specifically in the Core subjects of Math and ELA to address needed proficiencies in relation to the transition to high school content attainment. BAHS will also engage in reviewing and refining PB assessments and Unit development.

Outcomes:

- Refined system for tracking and reporting proficiency
- Clarified advisory processes to document students' proficiency in the Career Education Development standards
- Refined system for documenting students' proficiency in meeting the Guiding Principles.
- Ongoing refinement of assessments aligned with BAHS standards (See Quarterly Benchmarks)

Use of funds:

- Teachers' time outside of class (funding for subs or hourly rate for teachers outside of school hours) \$12,467.47 inclusive of carryover funds by August 31st 2015.
- School visits and conferences to continue to deepen self-directed aspect of proficiency based learning (\$4000.00) to be expended by June 30th 2015.

Transitional Fund Chart

Expenditures	FY 2014	FY2015
LT/Department & Teacher PDtime	\$18,841.79	\$12,467.47

School Visits / LT Planning	District funds	\$4,000.00
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Option 2 Authorization Page

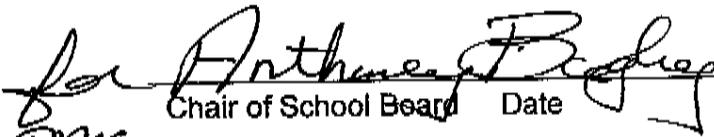
The SAU will submit a confirmation report to the Maine DOE by July 1, 2015. This report will include evidence that the SAU is prepared to award students graduating after July 1, 2018 a diploma based on proficiency of the standards of the eight content areas and standards of the Guiding Principles.

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, 2018 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 1/21/15


 Chair of School Board Date 1/21/15
 BMC

REGIONAL SCHOOL UNIT #20

**Belfast • Belmont • Frankfort • Morrill • Northport
Searsmont • Searsport • Stockton Springs • Swanville**

REGULAR MEETING OF THE BOARD OF DIRECTORS

January 8, 2013

MINUTES

The Board of Directors of Regional School Unit #20 met in regular session on Tuesday evening, January 8, 2013 at the Troy Howard Middle School.

1. The meeting was called to order by Chairperson Anthony Bagley at 6:30 p.m. with the following directors present: D. Anderson, S. Catus, S. Hopkins, P. King, V. Mank, D. Odell, J. Perkins, C. Poirier, D. Riley, and A. Schweikert.

Also present were the following: RSU #20 Supt. of Schools B. Carpenter, Ass't. Supt. J. McDonald, and J. Austin.

Also present were staff members C. Boone, B. Brown, P. Lynam, J. Page, J. Richards; and Reporter T. Mitchell.

2. Recognitions – None
3. Adjustments to the Agenda – None
4. **Upon motion of D. Riley, seconded by D. Odell, and without comments or objections, the directors voted 10-0-0 to approve the Board Meeting Agenda.**
5. Consideration of Minutes.
 - 5.1 **Upon motion of D. Riley, seconded by A. Bagley, the directors voted 10-0-0 to approve the Minutes of the Regular Board Meeting of December 11, 2012.**
6. Consent Agenda.
 - 6.1 **Upon motion of D. Riley, seconded by A. Bagley, the directors voted 10-0-0 to approve the Consent Agenda, with a correction to reflect Directors S. Catus and S. Hopkins did not attend the Finance Committee:**
 - Personnel Committee Meeting – December 11, 2012
 - Curriculum Committee Meeting – December 13, 2012
 - Finance Committee Meeting – December 18, 2012
7. Presentations – None
8. Public Participation – None

9. Superintendent's Report – None

9.1 Assistant Superintendent's Report – None

10. Committee Reports

10.1 **Region #7 Cooperative Board.** Director A. Bagley reported on behalf of the Region #7 Board and stated that the Board met on Thursday, December 20, 2012.

10.2 **Finance Committee.** Director A. Bagley reported on behalf of the Finance Committee and stated that the committee had met at 5:00 p.m. on Tuesday, December 18, 2012, and is scheduled to meet again on Tuesday, January 15, 2013 at 5:30 p.m. in the Central Office Conference Room.

10.3 **Personnel Committee.** Committee member D. Anderson reported on behalf of the Personnel Committee and stated that the committee met prior to the Board meeting.

10.31 **Upon motion of D. Anderson, seconded by D. Riley, the directors voted 11-0-0 to approve the job description for Database Manager.**

10.32 The committee also accepted the resignation/retirement of Business Manager Brian MacFarland, effective June 30, 2013.

10.33 The committee also accepted the resignations of 21st Century Program Director Kristine Braga, effective January 22, 2013.

10.4 **Building, Grounds and Transportation Committee.** No report.

10.5 **Negotiations Committee.** Supt. Brian Carpenter reported on behalf of the Negotiations Committee and stated the Teachers Association will vote on the proposed Comprehensive Contract on Wednesday, January 16, 2013.

10.6 **Policy Committee.** Committee Chairperson D. Riley reported on behalf of the Policy Committee and stated that the committee had not met.

10.7 **Dropout Prevention Committee.** Director V. Mank reported that the committee had not met.

10.8 **Curriculum Steering Committee.** Committee Chair John McDonald reported on behalf of the Curriculum Steering Committee and stated that the next meeting has not been scheduled at this time.

11. Old Business – None

12. New Business

12.1 **Upon motion of S. Hopkins, seconded by P. King, the directors voted 11-0-0 to approve the To Approve the Field Trip Request from Searsport District High School for Senior Trip/Project Graduation to North Conway, New Hampshire, June 9-10, 2013**

- 12.2 There was a withdrawal update given to the directors.
- 12.3 **Upon motion of A. Bagley, seconded by S. Hopkins, the directors voted 11-0-0 to approve the Board Resolution for Belfast Area High School proficiency-based diplomas. (Copy attached to official Minutes).**
- 12.4 The directors were informed of the 'Program of Studies' now in place for Belfast Area High School and Searsport District High School.
- 12.5 The job description for Database Manager was approved by Personnel Committee.
- 12.6 **Upon motion of D. Riley, seconded by J. Perkins, the directors voted 11-0-0 to approve the K-5 Social Studies Curriculum, as presented with a typographical correction on Page #21.**
- 12.7 There was no presentation by School Resource Officer G. Stearns.
- 12.8 There was a short discussion among the directors regarding the future of the Stockton Springs Elementary School.
- 12.81 **Upon motion of D. Odell, seconded by D. Riley, the directors voted 11-0-0 to have the next Board Meeting at the Stockton Springs Elementary School.**
13. The next regular meeting of the Board of Directors is scheduled for Tuesday evening, January 22, 2013 at 6:30 p.m. at the Stockton Springs Elementary School.
14. **Upon motion of S. Hopkins, seconded by D. Dakin, and with no further business, the directors voted to adjourn the meeting at 7:04 p.m.**

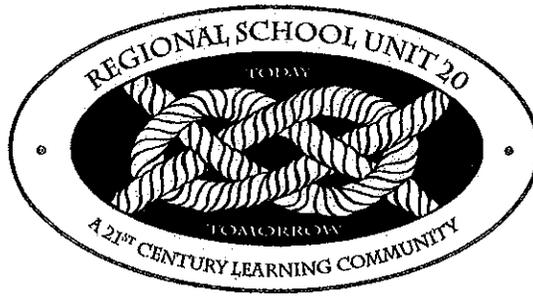
Respectfully submitted,



Brian M. Carpenter
Superintendent of Schools

BMC: rcs

Attachment



**Belfast • Belmont • Frankfort • Morrill • Northport
Searsmont • Searsport • Stockton Springs • Swanville**

**Awarding of Proficiency Based Diploma
Belfast Area High School**

Whereas the State of Maine and Maine Department of Education has legislated that beginning with the class of 2015, students graduating from high schools demonstrate proficiency in the content areas of English language arts, mathematics, science and technology, social studies and health, physical education and wellness.

Whereas the State of Maine and Maine Department of Education has legislated that beginning with the class of 2017, students graduating from high schools must demonstrate proficiency in the content areas of career and education development; English language arts; world languages; health, physical education and wellness; mathematics; science and technology; social studies; and visual and performing arts,

Therefore, Be It Resolved that the RSU 20 Board of Directors supports the Action Plan(s) and Goals developed by Belfast Area High School to adopt curriculum and assessment programs and pedagogy leading to a Diploma awarded to students based on Demonstration of Proficiency by January 1, 2017, in content area Standards according to Maine State Law.

**Regional School Unit 20
Belfast Area High School**

Graduation Requirements

Awarding a high school diploma based on the accumulation of credits earned for passing courses has been a longstanding practice in American high schools, but this system has not ensured that students meet high academic standards and demonstrate proficiency. Consequently, many graduates leave high school unprepared to succeed in postsecondary education and modern careers.

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, Regional School Unit 20 has adopted a proficiency-based system of teaching, learning, promotion, and graduation. Beginning with Belfast Area High School Class of 2018, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and modern careers.

The district's proficiency-based diploma system also requires our schools and educators to provide the interventions, support systems, and personalized-learning pathways that each student needs to meet the expected standards and graduate college and career ready.

A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, our schools, educators, and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—the graduation standards and diploma requirements that must be met to earn a high school diploma.

The Superintendent, through the high school principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students at the time of course selection. This policy will also be referenced in each edition of the high school student handbook and on the district and high school websites.

As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the district's graduation requirements, which extends to all applicable changes in relevant state law, rules, or regulations.

The Board has approved the following schedule of minimum requirements for graduation, which encompasses minimum graduation requirements specified by the state and described in relevant laws, rules, and regulations. The Board is aware that current law and regulations are subject to change.

B. Academic Requirements for Graduation

For the Belfast Area High School classes of 2014–2017, the following graduation requirements remain in effect:

From BAHS 2013-14 Program of Studies:

In order to receive a diploma from Belfast Area High School, a student must take at least 6 academic subjects per year. The minimum requirement for graduation is 24 credits, which must include successful completion of course in the following areas:

1. English Language Arts (4 years)
2. Mathematics (3 years)
3. Science (3 years, including 1 year each of Earth Science and Biology, and 1 semester each of Chemistry and Physics)
4. Social Studies (3 ½ years, including 3 semesters of Geography or World History, 2 semesters of American Studies I and 2 semesters of American Studies II)
5. Physical Education (2 semesters)
6. Health (1 semester)
7. Fine Arts (1 year)

Commencing with the Class of 2018, all students attending Belfast Area High School must also demonstrate that they have achieved proficiency in the content-area graduation standards of the Maine Learning Results. Meeting the standard entails demonstrating proficiency in each of the following content areas prior to graduation:

1. English Language Arts
2. Mathematics
3. Social Studies
4. Science and Technology
5. Health Education and Physical Education
6. Visual and Performing Arts
7. World Languages
8. Career and Education Development

The Belfast Area High School administration, faculty, and staff will develop and apply a set of graduation standards and performance indicators that align with the content-area standards of the Maine Learning Results.

To satisfy graduation requirements, all students must be engaged in proficiency-based educational experiences in all eight content areas of the Maine Learning Results in order to demonstrate proficiency. Students must be engaged in English Language Arts, Mathematics, and Science and Technology experiences in each year of their secondary school program. The

standards of Career and Education Development may be embedded and addressed in other content-area learning experiences.

B2. All students will demonstrate that they have achieved proficiency in the cross-curricular Guiding Principles of the Maine Learning Results.

The Guiding Principles state that each Maine student must leave school as:

1. A clear and effective communicator
2. A self-directed and lifelong learner
3. A creative and practical problem solver
4. A responsible and involved citizen
5. An integrative and informed thinker

The Belfast Area High School administration, faculty, and staff will develop and apply a set of graduation standards and performance indicators that align with the cross-curricular standards of the Guiding Principles of the Maine Learning Results.

~~**B3.** All students will complete a capstone project, through which students will demonstrate their knowledge, skills, and work habits by conducting in-depth research, using technological applications, producing a high-quality exhibition of learning, and presenting their research and findings to a review panel.~~ *hold off on this -- plan during 2014-15*

B4. All students will complete and submit at least one application to a postsecondary educational institution, training program, or other certified learning experience, such as the military, that will provide them with continued opportunities for academic, career, and personal growth.

B5. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy Belfast Area High School's graduation requirements during a period of time that is either accelerated or lengthened, based on their distinct learning needs. All students (*or, All students who wish to accelerate or extend their academic program?*) are expected to develop a Personal Learning Plan with assistance from counselors, teachers, and/or administrators that allows them to meet expected standards at the pace and with the support they need.

C. Multiple Pathways

Belfast Area High School offers all students multiple learning options that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements. Belfast Area High School also encourages its students to explore a broad range of learning experiences, including outside-of-school options.

To pursue outside-of-school learning options, students must describe their learning experiences in a Personal Learning Plan, approved by the principal, including how the experience satisfies both graduation requirements and expected cross-curricular and content-area standards.

Learning options may include, but are not limited to, the following:

1. Academic courses offered by the school
2. Dual enrollment or early college courses
3. Career and technical education programming
4. Online or blended learning options
5. Alternative or at-risk programming
6. Apprenticeships, internships, field work, or exchange experiences
7. Independent studies or long-term projects
8. Adult education

D. Transfer Students

For students who transfer to Belfast Area High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with Belfast Area High School's cross-curricular and content-area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Belfast Area High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal. The Superintendent will ultimately determine whether these students are eligible to receive a diploma.

E. Home-Schooled Students

For home-schooled students wishing to receive a diploma from Belfast Area High School, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Belfast Area High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal. A home-schooled student must have attended Belfast Area High School for a minimum of two (2) years or four (4) semesters to be eligible for a diploma.

F. Students Receiving Special-Education Services

Students who successfully meet Belfast Area High School's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

G. Delayed Awarding of Diplomas

If a student leaves high school to attend an accredited, degree-granting institution of higher education, the student may, upon satisfactory completion of the freshman year, be awarded a high school diploma, provided that the student has notified the Principal at the time of the early admission.

H. Extended Study

Students are eligible for extended years of study to complete the school's graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

I. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma to participate in graduation exercises.

Legal Reference

20-A M.R.S.A. § 4722-A (as revised) Proficiency-Based Diploma Standards
Ch. 127 § 7 (Me. Dept. of Ed. Rule) (as revised)

Cross References

IK: Assessment of Student Learning

IKA: Grading and Reporting System

IKC: Transcripts

IHCDA: Dual Enrollment and Early College

IKD: Academic Recognition

IKE: Promotion, Retention, and Acceleration

IKFF: Multiple Pathways

Approved: 00/00/0000

SOCIAL STUDIES

COLLEGE GEOGRAPHY 211/212 .5 CREDIT/SEMESTER GEOGRAPHY 213/214

GRADE 9

This course presents an interdisciplinary approach to the economic, political, social, historical and cultural aspects of global human activities. The course is intended to provide students with knowledge of the world's geographic regions and to relate that knowledge to events in today's rapidly changing world. Included in instruction are the use of maps, globes, worksheets and essays, along with note taking and class discussion. The completion of daily assignments is a course requirement. Semester one covers Europe and the Middle East. Semester two covers Asia, Africa, and the Americas.

The following standards can be met or partially met in this course:

Geography: Analyze the cultural and physical geography of all regions of the world.

Economics: Compare and contrast various global economic systems.

Application of Skills: Collaboratively and independently research, present, and defend aspects of Geography, World History, American History, Government, and Economics.

***The difference between Adv. Geography and Geography is pacing, difficulty and the amount of independence required of the students.**

FUNDAMENTALS OF GEOGRAPHY 217/218 .5 CREDIT/SEMESTER GRADE 9

A course designed to provide students with more help with academic processes, especially reading and writing. Students will address the same content areas as the Geography course, but will receive more intense aid in note taking, study skills, researching, and essay writing and reading. Students for this course will be selected by an application and screening process requiring teacher recommendation, samples of the student's work, and previous records.

The following standards can be met or partially met in this course:

Geography: Analyze the cultural and physical geography of all regions of the world.

Economics: Compare and contrast various global economic systems.

Application of Skills: Collaboratively and independently research, present, and defend aspects of Geography, World History, American History, Government, and Economics.

MATHEMATICS

HONORS GEOMETRY 322

1 CREDIT

GRADE 9-12

Prerequisite: Algebra 1

This course is recommended for students with a strong Algebra background and who would like to proceed with the study of Geometry in depth and at a faster pace. The course rigorously develops the concepts of point, line, plane and space, parallel lines and their angles, triangles, polygons, circles, right triangles and trigonometry, perimeter, circumference, area, surface and volume. The emphasis will be on developing the ability to use geometrical reasoning.

The following Graduation Standards can be met or partially in this course:

Numbers and Quantity; Algebra; Geometry

Course#	Course Name	Standard Group	Standard Name	Amount
1003	ACADEMIC_12	BAHS/Senior Obligations	Senior Contract	1.00
1109	LITERACY	English/Reading Comprehension	Comprehend literary & informational texts independently & proficiently	1.00
1109	LITERACY	English/Reading Comprehension	Determine the central ideas of the text and provide an objective summary	1.00
1109	LITERACY	English/Reading Comprehension	Determine or clarify the meaning of words in text.	1.00
1109	LITERACY	English/Reading Interpretation	Interpret, analyze, and evaluate text.	1.00
1109	LITERACY	English/Reading Interpretation	Cite strong and thorough textual evidence in support of a claim.	1.00
1109	LITERACY	English/Reading Interpretation	Delineate and evaluate the argument and specific claims in a text.	1.00
1109	LITERACY	English/Writing	Produce clear and coherent writing for a range of tasks, purposes	1.00
1109	LITERACY	English/Writing	Write arguments using valid reasoning and evidence.	1.00
1109	LITERACY	English/Writing	Demonstrate command of standard English conventions and usage in writing.	1.00
1110	HON ENGLISH 1	English/Reading Comprehension	Determine or clarify the meaning of words in text.	1.00
1110	HON ENGLISH 1	English/Reading Comprehension	Determine the central ideas of the text and provide an objective summary	1.00
1110	HON ENGLISH 1	English/Reading Comprehension	Comprehend literary & informational texts independently & proficiently	1.00
1110	HON ENGLISH 1	English/Reading Interpretation	Delineate and evaluate the argument and specific claims in a text.	1.00
1110	HON ENGLISH 1	English/Reading Interpretation	Cite strong and thorough textual evidence in support of a claim.	1.00
1110	HON ENGLISH 1	English/Reading Interpretation	Interpret, analyze, and evaluate text.	1.00
1110	HON ENGLISH 1	English/Research	Conduct research projects and demonstrate an understanding the topic	1.00
1110	HON ENGLISH 1	English/Research	Integrate information into the text and cite correctly.	1.00
1110	HON ENGLISH 1	English/Speaking & Listening	Organize and develop materials for presenting or from listening.	1.00
1110	HON ENGLISH 1	English/Speaking & Listening	Participate in discussions, and clearly present information.	1.00
1110	HON ENGLISH 1	English/Writing	Demonstrate command of standard English conventions and usage in writing.	1.00
1110	HON ENGLISH 1	English/Writing	Write arguments using valid reasoning and evidence.	1.00
1110	HON ENGLISH 1	English/Writing	Produce clear and coherent writing for a range of tasks, purposes	1.00
1111	COL ENGLISH 1	English/Reading Comprehension	Comprehend literary & informational texts independently & proficiently	0.00
1111	COL ENGLISH 1	English/Reading Comprehension	Determine the central ideas of the text and provide an objective summary	0.00
1111	COL ENGLISH 1	English/Reading Comprehension	Determine or clarify the meaning of words in text.	0.00
1111	COL ENGLISH 1	English/Reading Interpretation	Delineate and evaluate the argument and specific claims in a text.	0.00
1111	COL ENGLISH 1	English/Reading Interpretation	Interpret, analyze, and evaluate text.	0.00
1111	COL ENGLISH 1	English/Reading Interpretation	Cite strong and thorough textual evidence in support of a claim.	0.00
1111	COL ENGLISH 1	English/Research	Integrate information into the text and cite correctly.	0.00
1111	COL ENGLISH 1	English/Research	Conduct research projects and demonstrate an understanding the topic	0.00

Oral Presentation - Grades 9-12
Belfast Area High School English Department

Score	1	2	3	4
Content	<ul style="list-style-type: none"> • Poor understanding of subject: little to no evidence is presented to support claim or opinion • No evidence of organization • No clear introduction or conclusion are presented • Unrelated ideas are presented and lack consistency • No controlling idea established • Frequent irrelevant points 	<ul style="list-style-type: none"> • Basic understanding of subject: speech provides uneven or weak evidence to support claim or opinion • Attempt at organization • Introduction and conclusion are vaguely presented • A weak connection between ideas is established • Attempts to establish controlling idea but frequently strays from topic • Some irrelevant points 	<ul style="list-style-type: none"> • General command of subject: speech provides adequate evidence to support claim or opinion • Evidence of organization • Introduction and conclusion are adequately presented • Idea progress from beginning to end • Establishes a controlling idea and generally maintains focus throughout speech • Generally flows, informs, entertains, inspires and/or persuades 	<ul style="list-style-type: none"> • Broad command of subject: speech provides thorough and convincing evidence to support claim or opinion. • Clarity of organization • Effective Introduction and conclusion for audience and purpose • Utilizes a logical progression of idea • Establishes and maintains a controlling idea throughout the speech in a creative, stylish manner • Flows, informs, entertains, inspires and/or persuades
Delivery	<ul style="list-style-type: none"> • Does not focus audience • Topic not mentioned • Poor volume and /or projection • Vague ideas, lacks clarity, or uses inappropriate language • Does not enunciate 	<ul style="list-style-type: none"> • Frequently loses audience • Topic unclear at times • Poor volume and/or projection • Insufficient use of language of academic and context-specific terminology) • Poor enunciation 	<ul style="list-style-type: none"> • Generally engaging • Catches attention • Topic is clear • Good volume and projection • Adequately uses language (including academic and context-specific terminology) • Good enunciation 	<ul style="list-style-type: none"> • Stylish and creative • Grabs attention • Topic is clear • Good volume & projection • Precisely uses language (including academic and context-specific terminology) • Excellent enunciation
Digital Graphic & Audio/Visual Aids, Props or Costumes	<ul style="list-style-type: none"> • Did not use 	<ul style="list-style-type: none"> • Little or no creativity • Distracting • Does little to enhance 	<ul style="list-style-type: none"> • Good effort at creativity • Somewhat distracting • Generally enhances & helps focus 	<ul style="list-style-type: none"> • Artistic & vivid usages • Never distracting • Enhances by helping focus & understanding

BAHS Intervention Plan 2012-13

Addressing the needs of our underperforming students is a priority for BAHS and we are working on several strategies. One of those strategies is the “In-School” intervention plan we discussed at several staff meetings. Based on staff feedback the Learning Committee revised the proposal as outlined below.

PURPOSE: To help reduce failures and increase the academic culture of the school. Because this proposal takes a proactive approach, it was decided that the term “intervention” is more appropriate than “remediation.” For the majority of the students who are on track to succeed, this is an opportunity for extra study time or independent reading time.

SCHEDULE: Tuesdays and Fridays – Modified schedule:

No infringement of those days – no class meetings, no activities, etc...

Current Schedule, minus 3 minutes from each class, 35 minute Homeroom

7:37 – 8:26 - 49 minutes (*currently first period of the day is only 52 min....*)

8:26 – 9:18 – 52 minutes

9:18 – 9:27 - BREAK

9:27 – 10:19 – 52 minutes

10:19 – 10:54 – 35 minutes - Homeroom

10:54 – 11:46 – 52 minutes

11:46 – 12:21- 35 minutes - Lunch

12:21 – 1:13 – 52 minutes

1:13 – 2:05 – 52 minutes

IDENTIFICATION OF STUDENTS:

- Jason will review with staff the previously sent tutorial to explain the process of identifying students using Infinite Campus; he will be available for follow up at the next staff meeting 1/17.
- Failing students should get priority over those who just want extra help, but if the teacher is free for extra help, that can continue, too.
- The number of students identified is up to teacher discretion; all teachers should be involved in the process of supporting students’ success.
- If students are identified by multiple teachers, those teachers in collaboration with the AT advisor will determine the priority for the student – academic coaches will make final decision if necessary.

(E-6)

- Attendance is mandatory for identified students to work on targeted learning.
- Identification/Flagging of students will occur on or before 2:30 pm Monday and Thursday preceding the Intervention day.
- Substitute teachers will be given a master list from the office on intervention days of flagged students. In addition BettyLu will send the master sub list via email to staff to enable communication with substitutes as necessary.

“ON TRACK” STUDENTS:

- During Tuesday remediation time those students who have not been identified as needing support will have silent/ Guided work period/or sustained silent reading in homerooms while teachers work with students.
- Library staff is willing to help with reading materials and lists.

PROCESS:

- All students meet first in Homerooms.
- Academic Coach and student determine priorities and send students from there with the appropriate colored pass.
- NHS, Peer Leaders and other students who are willing to work with students will be invited to help if they choose (voluntary basis)

ACADEMIC HOMEROOM:

- AT Curriculum will be handled in the three days a week remaining...with monitoring /feedback from Academic Team Liaison to Sonya & Steve on needs ... Schedule may be modified as necessary

ONGOING REVIEW AND DEVELOPMENT:

- Learning Committee will monitor how this process is working and make modifications as needed; contact LC with questions or updates on progress.
- The idea of a “Friday Rewards Day” is on hold for the time being until we see how this works.
- Upcoming school visits and ongoing research will help us enhance these opportunities for students.

Phase - In schedule for second semester

1. January 28th -The first week after second semester, teacher introduce the Guided work / SSR blocks to the AT time. No students go for support - they just get accustomed to the expectations for Guided work/ silent reading.

(E-6)

2. February 4th, Week 2, teachers do Guided work / SSR, but have conversations with their advisees about where they would go during the interventions time. Every advisee is addressed in 3-5 minute check-ins over the two days. This will provide practice for teachers / students with some students reading, and some students conferencing.

3. Feb 11, Week 3, interventions period begins with identified students moving to other teachers' rooms for support. Please share feedback to LC and administration with questions / concerns or ideas in an on-going manner.

4. February Break Week of Feb 18-24

5. February 25...ongoing implementation

Naming Ballot for Staff 1/17/2013 Staff Please choose one from the list below:

- Students See Success = (S cubed)
- Achievement Time =(abbreviated ACT)
- ASPIRE = academic success. in order to remediate and educate
- Target time (TT)
- ILT= individualized learning time
- RTI = Response to Intervention
- Rise-Up = Remediation and Intervention for Successful Education

Freshman Team Common Expectations

Purpose/Mission:

The BAHS Freshman Team mission is to provide rigorous standards and an environment where all freshmen have the opportunity to succeed. Each member of the freshmen class receives support while transitioning to the high school. Success involves students, families, and faculty collaborating on the ABCs - Attendance, Behavior, Course performance.

Attendance:

- Attendance is vital for student success; therefore all freshmen are expected to attend every day.
 - Students who are absent will be assigned RTI and will have 2 days for each excused absence to complete their missed assignments.
 - All assignments are expected to be completed before the unit assessment.
 - Missing work due to unexcused absences may have an 80% limit/ceiling.
- Blue and orange attendance cards will be used consistently. Upon returning to school following an absence, freshmen must report to the office for attendance validation. For unexcused absences/tardiness you will receive an Orange Card. For excused absences/tardiness you will receive a Blue Card.

Preparedness Tools:

- Planners are required in all freshmen classes (provided by BAHS)
- Writing utensils
- 3 ring binder/paper
- Textbook
- Calculator (Math & Science Class)
- Laptop/ipad/tablet (optional)
- Colored pencils (optional)

Class expectations needed for success:

- Be on time and prepared
- Complete assignments
- Present a positive learning attitude and work ethic
- Respect: peers, teachers, self, and school property
- Participate: ask questions, listen, and provide authentic feedback

These expectations reflect the BAHS core mission to develop: *Clear and Effective Communicators, Self Directed and Lifelong Learners, Creative and Practical Problem Solvers, Responsible and Involved Citizens, Collaborative and Quality Workers, and Integrated and Informed Thinkers*

Grading:

- To receive credit for a course, students must both earn a 70 and meet subject standards for the course.
- Late work will negatively impact your grade.
- All students will be required to maintain a notebook/binder for each of their classes. Students will be awarded a notebook maintenance grade for each class.
- All assignments are expected to be completed before the unit assessment.

Note: See each teacher for any course-specific grading

BAHS Grading Scale

93-100	A
85-92	B
77-84	C
70-76	D

Honor Roll Criteria

High Honors	All A's
Honors	All A's and B's
Commendable	85 Average with no grade below 80

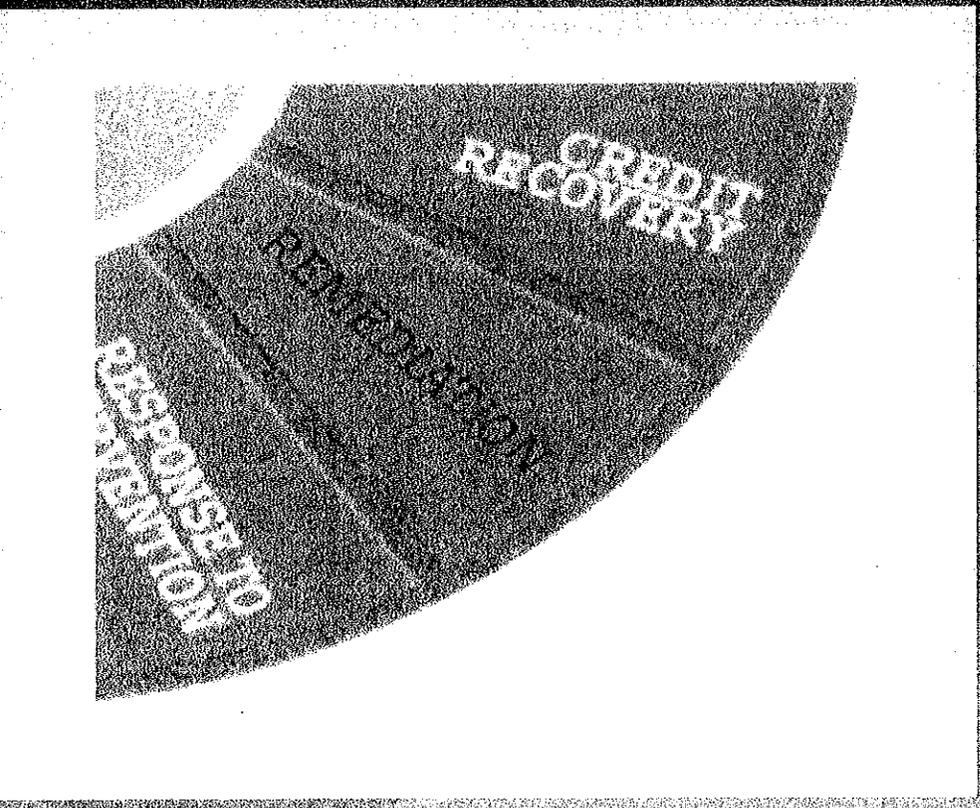
To contact any member of the freshman team: call the high school at 338-1790, or email any member of the team.

Implementation and Needs

- District-wide: resources to cover professional development time, time to meet and develop initiatives, support for our requests
- BAHS Administration: Data collection, strategic planning, coordination of committees
- BAHS Staff: committee work, professional development

LC and Remediation

- How to address multiple failures
- INSIDE the school day
- OUTSIDE of the school day
- Challenges: time and money



BAHS Freshmen Team Meeting
Monday July 8, 2013
8:30 am Central office conference room

Today's Focus

- Review and determine team roles and operational norms
- Identify needed Freshmen Data, (NWEA scores, absences, course performance, work habits scores, disciplinary referrals) Use (Thursday?)
- Develop BAHS Freshman culture/expectations
- Review, revise team purpose/mission (Jim could you facilitate this with the Northport Tuning Protocol?)
- Other ...continue on discussion held in June

Today's "Take Aways":

1. A clear sense of how common planning time will be spent.
2. Roles and processes to make sure common time/&meetings are purposeful.
3. Common grading principles applicable to all ninth grade classes.
4. Document for Team purpose, roles, and operational norms.
5. Freshmen Team Action plan (initial draft) to include use of CPT, RTI, etc.

Agenda:

Time	Topic/Process
8:30	Welcome, Check in, logistics, review focus and "take aways" <ul style="list-style-type: none"> • Agenda order
8:45	Revisit 3-15 team notes regarding team, roles, responsibilities, norms, use "fist to five" to determine and agree on the same.
10:00	<ul style="list-style-type: none"> • Break
10:10	<ul style="list-style-type: none"> • Use of Common Planning Time (CPT) • Common Expectations/attendance, behavior, achievement, grading principles (Ellsworth document)(see below) • •
11:30	<ul style="list-style-type: none"> • Lunch (provided)
12:00	<ul style="list-style-type: none"> • Identify potential Strategies, protocols, data points needed etc.
1:15	<ul style="list-style-type: none"> • Mission/purpose (Tuning protocol...Jim) • Other
2:10	<ul style="list-style-type: none"> • Develop next ... Agenda /meeting date / next steps
2:30	<ul style="list-style-type: none"> • Adjourn

- Reminder of agreed-upon early topics
 - o Late Work – 2 days for every 1 day missed
 - o No work accepted after unit is completed
 - o Possible 9th period – after school
 - o All agreed that late work will have consequences
 - o Tools – all agreed that there were necessary elements
 - Planners, Writing Utensils, Notebooks, Paper....
- Decision was made by the group to continue in the same ATeam model as previous years. That ay be revisited.
- Start with grading procedures discussion – how common/flexible do we want to be?
- Create common document or common part of our opening day documents
- Common planning time – how do we want to structure it?

Draft

opportunity to
include additional
information here!
Ideas?

OPEN HOUSE

Thursday
October 23rd
5:30-7:30

Look inside for locations, times,
and descriptions of sessions
being offered this evening.



Activities Fair

Lobby

- Footlights
 - Parent Engagement
 - Class Advisors
 - Boosters
- Guidance Hallway**
- MELMAC
 - Nurse/Health
 - Wellness
 - Jobs for Maine's Graduates
 - Peer Leadership
 - Guidance
 - Foreign Language: French, Spanish, & Latin

Fine Arts Wing

- Yearbook
- National Art Honor Society
- Fine Arts Department

Social Studies Hallway

- Student Senate
- Liberian Education Fund
- Go Pro Club
- Technology Team
- Social Studies Department
- Health & PE Departments

Science Hallway (221 toward Library)

- Science Olympiad, Ocean Science Bowl, and Envirothon
- Outing Club
- Science Department

English Wing (222 toward 226)

- Civil Rights Team
- English Department

Math Wing

- Math Team
- National Honor Society
- Math Department

Exercise Room

Note: Descriptions of multiple sessions are placed only in the first session offered.



All Sessions

Activities Fair

Location: throughout school

Student clubs and organizations will have displays and representatives promoting opportunities for students to get involved. We encourage you to take some time to walk the halls and see the many fun activities and wide areas of interests that we have available!

Infinite Campus

Location: LIBRARY (2nd Floor)

Learn tips and tricks about how to get the most out of Infinite Campus, our online grading & reporting program. Sign up for a Parent Portal account! Learn the best ways to use this tool to help your students succeed!

Visual/Performing Arts

Location: ART WING (1st and 2nd floor)

The talents of our student musicians and art students will be on display in the Visual/Performing Arts Wing.

Play Rehearsal

Location: STAGE IN GYM

Get a sneak peak of this years Fall Musical, *The Wizard of Oz!* Show dates: Friday, November 7th @ 7pm, Saturday, November 8th @ 7pm, Sunday, November 9th @ 2pm, Friday, November 14th @ 7pm, Saturday, November 15th @ 7pm, and Sunday, November 16th at 2pm.

Session 1: 5:40-6:00

Academic Team Overview (Sessions 1 & 3) Location:

CHORUS ROOM (1st floor)

This presentation will review the mission of our Advisor - Advisee program here at BAHS, as well as the goals for each grade level required for graduation.

Athletics

 (Sessions 1 & 3)

Location: MATH WING 115 (1st floor)

Parents or students who would like to learn more about what athletic opportunities are available at BAHS and the MPA rules and regulations regarding eligibility.

FAME- Finance Authority of Maine (Sessions 1 & 3) Location: SOCIAL STUDIES WING 203 (2nd floor)

FAME is committed to promoting access to and completion of postsecondary education by providing free information on planning and paying for college, career preparation and financial education, including responsible borrowing.

MELMAC (Session 1 & 4)

Location: ENGLISH WING 224 (2nd floor)

BAHS is in the second year of our college readiness grant. Come find out about the new & exciting opportunities available at Belfast Area High School.

Session 2: 6:10-6:30

Waldo County Technology Center (WCTC)
(Sessions 2 & 3)

Location: ENGLISH WING 226 (2nd floor)
Come learn about the many educational opportunities available at the Waldo County Technical Center.

Naviance/Family Connections (Session 2 & 4)

Location: MATH WING 116 (1st floor)
Parents of 9th-11th grade students, Naviance is a college and career readiness platform by Hobsons (<http://www.hobsons.com/>) that helps connect academic achievement to post-secondary goals; a great tool for college planning!

9th grade Team (Session 2 & 4)

Location: CHORUS ROOM (1st Floor)

For parents of current 9th graders or students who will be in the 9th grade soon (current middle school students.) Teachers of the ninth grade team will discuss how the team works and the benefits to parents and students.

Session 3: 6:40-7:00

Academic Team Overview (Sessions 1 & 3) Location: CHORUS ROOM (1st floor)

Athletics (Sessions 1 & 3)

Location: MATH WING 115 (1st floor)

FAME- Finance Authority of Maine (Sessions 1 & 3) Location: SOCIAL STUDIES WING 203 (2nd floor)

Waldo County Technology Center (WCTC)
(Sessions 2 & 3)

Location: ENGLISH WING 226 (2nd floor)

Session 4: 7:10-7:30

MELMAC Initiated Parent Sessions for Belfast Area High School

8th grade parent night-Spring

College Admission Night-Fall, held @ UMaine Hutchinson Center with BAHS and UMaine presenters

Financial Aid Night-Winter, held @ BAHS with Finance Authority of Maine presenter

FAFSA Fiesta- Winter, FAME sponsored, held at WCTC 2014 and 2015, part of their MELMAC grant, heavily attended by BAHS parents in 2014

Open House- Fall, Re-vamped in 2014 to include a session format and student performances and presentations

Testing Results Information Night-Spring

MISSI Financial Aid Support-Through the MELMAC grant, provides support for families with regard to financial aid. 2013-14 academic year was the first time this was offered, BAHS had several families meet with out MSSI representative to fill out their FAFSA.

Financial Aid Night

in the BAHS Band Room
Monday, December 9th
from 6-7:30pm

with presentations from
the BAHS Guidance Department and
Finance Authority of Maine (FAME)

Juniors and Seniors and their parents are
encouraged to attend

One lucky attendee will
win a Kindle Fire HD!

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*****REMINDER*****

College Admissions Night at the Hutchinson Center, **Monday, October 20th** from 6-7:30pm.

Representatives from BAHS School Counseling office and the University of Maine will be there to discuss the college application process.

Students and parents of juniors and seniors are welcome and encouraged to attend.

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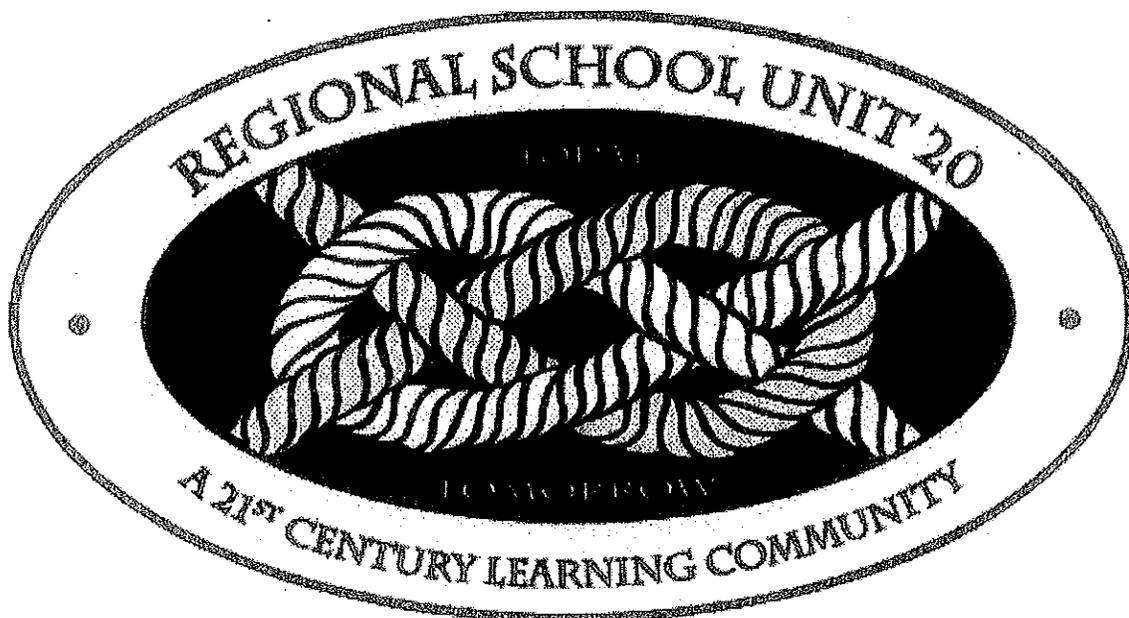
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Belfast • Belmont • Morill • Northport • Searsmont
Searsport • Stockton Springs • Swanville

Our Vision

RSU 20 is a 21st Century Learning Community providing high quality education, enabling our students to meet the challenges of contemporary life. In partnership with our communities, our dedicated staff work to engage our students through a balance of experiential, classical, and technology-based curriculum and diverse learning experiences. We establish rigorous standards for academic achievement, and hold high expectations of citizenship for all within our schools. We work collaboratively to maintain a safe, friendly, and open educational environment that engages our students. We recognize the spirit, integrity, and individuality of our partner communities in the pursuit of excellence in education.

Our Mission

The Mission of RSU 20 is to provide the highest quality education possible for our students. Our stakeholder groups, teachers, parents, administrators and community members, have identified six areas important to achieving our goal.

To fulfill our mission, as stakeholders in Regional School Unit 20, we will...

21st Century Learning

- ⦿ set clear expectations and high standards for student achievement and citizenship
- ⦿ engage in a team approach to teaching and learning
- ⦿ develop a system of data-driven decision making and accountability
- ⦿ ensure all students achieve mastery of core standards in content, skills, critical thinking and problem solving

Rigorous Curriculum

- ⦿ balance the utilization of technology, classical and experiential education to develop diverse learning experiences for our students
- ⦿ develop a highly collaborative and integrative approach to teaching and learning across all grade levels
- ⦿ utilize state, national and global standards to guide the development of challenging, effective curricula

Student Centered Approach

- ⦿ honor a student-centered approach to teaching and learning
- ⦿ facilitate student initiated and directed learning
- ⦿ provide programs and flexibility to meet the needs of all learners
- ⦿ establish multiple pathways for graduation
- ⦿ support alternative education and technical education programs
- ⦿ support special education programming
- ⦿ support fine arts education
- ⦿ facilitate student government structures and programming in community service and service learning
- ⦿ utilize restorative practices in student discipline and student conduct issues