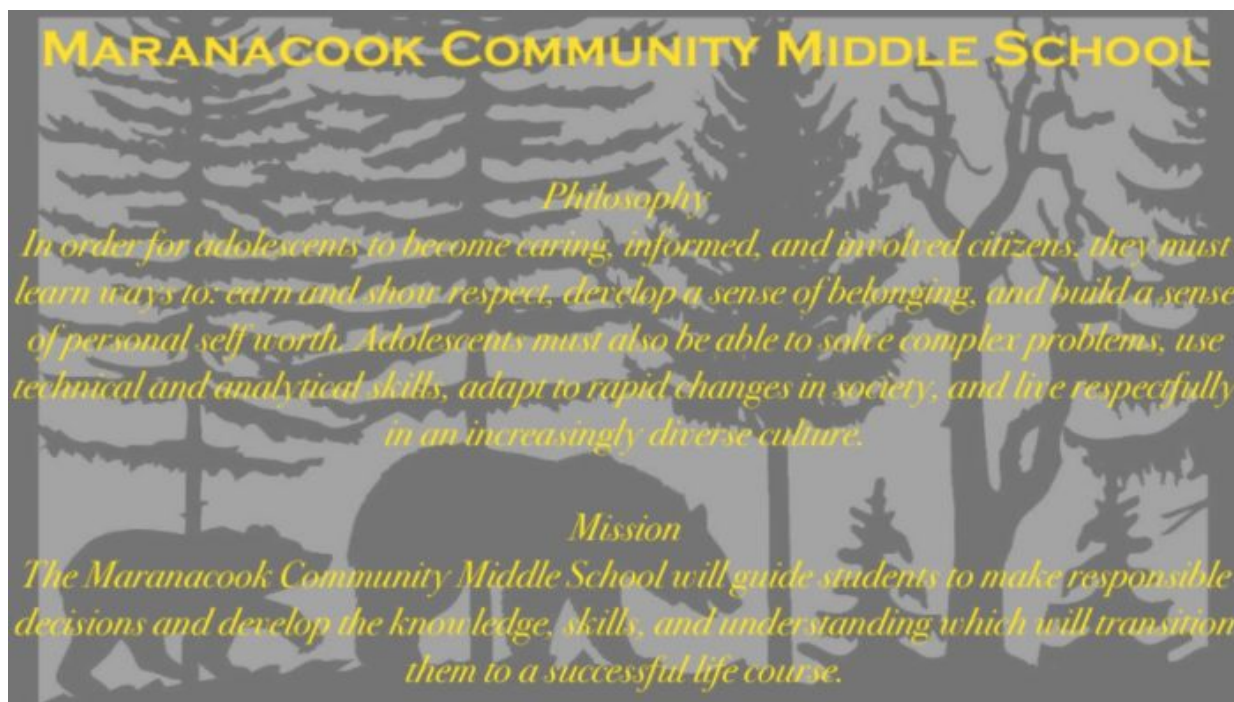


*Welcome to*  
**Maranacook Community Middle School**  
Grades 6-8, Readfield ME



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**Maranacook Community Middle School** has developed a middle school program that is focused on providing young adolescents in the community an outstanding education. We are fortunate to be part of a community that values an educational experience that is responsive to the unique learning needs of this age group. The mission and philosophy (above) of our school keeps us focused on this goal. Below are some highlights and aspects about MCMS that make us a great school!

## Overview of Maranacook Community Middle School...

### Member of New England League of Middle Schools

*Honored as a Spotlight School!*

We are very honored to be recognized nationally as an exemplary middle school by the National Middle School Association, The New England League of Middle Schools. This honor recognizes us as having a record of effective teaching and learning for young adolescents and consistently implementing middle level best practices.

### Advisor Program

MCMS has a well-established advisor/advisee program that supports the social and emotional growth of students. It is a comprehensive support system for students, parents and staff. Each advisee group, organized by grade level, brings together a diverse group of students with a caring adult. Advisors support the social, emotional and academic growth of each advisee by building and sustaining relationships. Advisors stay with their advisee group through





eighth grade. They nurture, advocate and guide each advisee through their unique middle school experience.

## **Athletic and Extracurriculars**

MCMS offers a large variety of athletic and extracurricular options, in an effort to best meet the interests of our students. School sponsored sports include: soccer, field hockey, cross country, basketball, Nordic skiing,



alpine skiing, baseball, softball, and track & field. Extracurricular options include: Yearbook, Drama (spring play), Art Club, Music Ensembles (jazz band and chamber singers), Civil Rights Team, Geography Club, Minecraft Club, Book Club, Bike Club, Magic (the Gathering) Club, i-Team, Tech Exploration, GSA, Math Team, and Student Government Association.

## **Health & Wellness**

The mission of MCMS's Wellness Center is to provide support for the optimal physical and mental health of MCMS students by providing access to a comprehensive array of treatment services, health information and referral services. Our school nurse and school counselor are available everyday. In addition to school nursing and school counseling services, the health center offers 'Expanded Medical and Counseling Services' for families who choose this option. Acute medical care services, delivered in the School Based Health Center, are provided and billed for just as they are in a doctor's office. Minor illnesses and injuries can be assessed and treated at school. If a prescription is required to treat the illness, the nurse practitioner (associated with the wellness center) can order it from the pharmacy. Students can be seen at school, missing less class time. We take great pride in its reputation as a model School-Based Health Center having served students for almost 30 years!

## **Restorative Practices**

Restorative Practices is an approach that proactively builds a positive school community while reducing disciplinary referrals. We feel strongly that the shift to these practices has a very positive impact on our school community. We have created Professional Learning Groups (PLGs) of staff members to learn about these practices. We will continue to implement these practices in our classrooms and advisee groups to help our students foster a positive sense of community and responsibility for their own actions.

## **Proficiency Based Education**

MCMS delivers its' curriculum using the system of instruction called Proficiency Based Education. This refers to any system of academic instruction, assessment, grading and reporting that is based on students demonstrating mastery of the knowledge and skills they are expected to learn before they progress. Starting in August 2019, we will only use a 1-4 proficiency grading scale to report academic grades. MCMS has high expectations for their students, while also providing multiple supports to help each student achieve their academic

goals. We will continue to honor students achievements by identifying students who receive High Honors or Honor Roll each trimester.

## **Habits of Work**

MCMS believes that, in addition to learning academic skills in school, students must also develop strong habits of work to help them achieve their goals, both in school and beyond. All students at MCMS receive Habits of Work scores, that are separated from their academic grades. Students will have opportunities to reflect on their habits of work, while also receiving feedback about these habits. Our goal is to help every one of our students develop into healthy, happy, and productive members of society.

## **Teaming & Multiage**

The middle school is organized with multiage teams. Team options and programs support the diverse learning needs of all students and have a student-centered focus. Teams cultivate meaningful and regular communication with families. Teams provide a collaborative and supportive work group among educators. They also create and sustain meaningful relationships for students. The teams at MCMS are: Katahdin, Acadia, Moose, Royal and Sebago. As all teams are multiage, most classes are taught multiage. Math is an exception, but students who show proficiency can move to grade level standards to best support their individual learning needs. Our goal is that we will help each student exceed and grow academically, emotionally and socially.

## **Integrated Curriculum**

MCMS follows an integrative curriculum model. It focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life. All teams follow the Beane Model, which allows students to collaboratively choose themes for their learning that are based on what students want to know about themselves and the world. It allows for learning to happen both in the classroom and with hands-on approaches. We follow the Common Core State Curriculum on all teams in all grades. So, regardless of the structure, all students are getting the same curriculum, and are expected to meet the same standards. Finally, we place a strong emphasis on literacy and math by supporting teachers as they provide opportunities for all students to be able to grow.

## **Unified Arts**

MCMS has a fully developed Unified Arts program that includes physical education, music (including general music, band, chorus and smaller ensembles), and art (including Gifted & Talented Art). All students also receive a complete health curriculum through their integrated classes. Our band, chorus and music ensembles have received multiple state awards and honors. Our Art program has been honored at the Maine State House, as well as throughout Maine, also winning awards in student art competitions.



## **World Language**

MCMS has an expansive world language program, where students can choose either German, French or Spanish to study each year. Our world language program helps students develop 21st Century learning skills: global awareness, critical thinking, collaboration, communication, and social skills. As studies show, students acquire language skills more quickly when they're young. Starting to learn a world language in middle school will best prepare students for language requirements that may be required for high school and beyond. Learning a world language in middle school also helps students improve understanding of their own language by reinforcing basic reading and writing skills. World language teachers will also integrate vocabulary and cultural content that aligns with team themes, when appropriate.

## **Technology**

All students at MCMS are provided a MacBook Air laptop to use for their academic work each school year. Due to this, curriculum is integrated with technology to allow for unique learning opportunities for all students. Teams also use online student organization tools, such as Google Classroom, to help students organize and manage their work for each class. In addition to 1:1 laptops at the middle school, we also have 3D printers available for students to use and a green-screen set up, for filming and creating podcasts. There is a Tech Exploration group, that meets daily, to learn about Robotics and Coding. This program is open to any interested students. MCMS has a student "i-Team" which meets regularly with the technology integrationist, to help lead and facilitate technology initiatives within the school. Finally, MCMS has been selected to partake in MMSA's Experiential STEM Project for the 2019-20 school year. As one of only five schools in Maine, MCMS will be a part of a network of teams of teachers and student leaders across schools to co-design experiential STEM units that link the classroom to the community– making learning relevant, meaningful, and empowering for students!



## **Response to Intervention, 504 & Special Education**

At MCMS, services are available to all school children to provide support and instruction to students who are experiencing difficulty learning or difficulty with behavioral functioning. Data is collected and analyzed to ensure the best possible education for each student. We have a math interventionist, English- Language Arts interventionist, a math educational technician interventionist, and a behavior specialist. In addition to Response to Intervention approaches, MCMS supports students with staffing-based individual plans, 504 plans, and Individualized Education Plans. MCMS has two full time special education teachers and an expansive special education program to meet students' unique needs. The key to success in special education involves strong partnerships that keep us working on the same page on behalf of the student with a disability. From reading strategies, to behavior plans, and building strong study and organizational skills, the teachers and parents can work together to see that the IEP goals are carried out consistently.

## **Advisory System at Maranacook Community Middle School**

Our advisor/ advisee program is the foundation of the school. Research shows when students have at least one adult at school whom they feel will support and advocate for them, they have a more successful school experience. The advisee groups teach children how to be positive members of a group as well as how to advocate for themselves and others. When students enter into MCMS, they are placed in an advisee group. Advisee groups are done by grade level and students will stay in their advisee group until they finish their 8th grade year. Advisors and advisee groups change when the students reach high school. Students will find out who their advisor is at Step Up Day in June.

### **Advisor System Individual Goals**

Through the Maranacook Advisor/Advisee System students are encouraged to attain the following objectives:

- °To understand themselves and others better
- °To develop positive self-images
- °To identify their interests, values, needs, and abilities
- °To participate in academic programs which address their individual needs and goals
- °To reinforce their values of honesty, integrity, responsibility, and respect
- °To develop social skills focusing on communication, relationship-building, and problem-solving

### **Advisor System Group Goals**

All grade levels will work towards accomplishing the following objectives:

- °To encourage and assist individual students in developing comprehensive listening and communication skills
- °To encourage students to increase their awareness of self and others
- °To encourage students to understand the concept of individuality as well as the value and responsibility of group membership
- °To encourage students to better understand the concept of responsibility as it relates to both personal and academic growth
- °To encourage students to be a positive influence on both school and community

## BEANE PROCESS

*Maranacook Community Middle School uses the Beane Process for thematic development of the curriculum. Each trimester, teams worked on the Beane Process, which is the way the middle school chooses curriculum topics, that are based on student interest.*

- *Students start by asking questions about themselves, their community, and the world.*
- *These are grouped to determine possible themes.*
- *The team votes to determine the most popular theme. After the vote, students have time to ask more questions.*
- *Team teachers then match standards with the questions and create the core classes.*

**Below is a description of each phase of the Beane Process:**

### PHASE ONE

First, group the kids (and any adults that will be working with them) into groups of between 4 and 8. Ask them (individually) to think about questions/concerns that they have about the world and to jot them down. Then ask them to share these questions/concerns with their group. Ask each group to choose someone to record (in question form) any questions/concerns that are shared by two or more members of the group. Once all of the questions/concerns are recorded (on large chart paper), ask them to post them nearby for future reference.

### PHASE TWO

Ask the participants to individually think about attribute describing themselves. After they jot their ideas down, ask that they label each one with either a "K" for keep or a "C" for change. This information is not intended to be shared with the group. It is a way of having people shift their focus from the world to themselves. They do not post this information.

### PHASE THREE

Ask them to individually think about questions/concerns that they have about themselves. Some of these may be reflected in the Keep/Change activity they just did, but they may not. Ask that there be a recorder who documents any questions/concerns that are shared by at least two people in the group. They should be phrased as questions.

### PHASE FOUR

At this time, ask the groups to read their lists to see if there is any overlap in the questions about the world and questions about themselves. They should then generate general themes about those that overlap. For example, a question about divorce and one on war in Bosnia might fit into a theme on Conflict.

### PHASE FIVE

Ask each group to share their lists of themes with the whole group. Someone should record all of these on a chart in front of the whole group. Once all have been shared, then read through the list so everyone can hear all of the themes. Next, have them vote to narrow down choices of themes until one is chosen. A show of hands for voting is sufficient. Continue to vote until a theme is chosen. Let them know that the other themes will still be options for later in the year. You are simply starting with the theme that is selected at that time.

### PHASE SIX



Ask the kids for input on what kinds of activities they would like to do around the theme. You can do this by having the small groups brainstorm and then share their ideas with the whole group. Often some of the best ideas for activities are thought of as a result of this sharing.

#### PHASE SEVEN

The adults (and sometimes small groups of students) then meet to plan the courses based on the themes, the activities and teacher strengths and interests. It usually takes several weeks of planning and collecting resources before teaching the unit. However, at this point, older students could become involved in the planning similar to the Foxfire approach.

**\*You may want to spread the entire process out over two or three mornings so that the kids don't get too overwhelmed.**

**\*\*This process is based on the model developed by James Beane.**

## Maranacook Community Middle School Co- Curricular Clubs & Athletics

### Athletics

*We offer a large variety of athletic programming to students:*

**Fall:** Soccer (girls, 7th and 8th grade -6th graders invited to join if space permits-; boys, 6-8th grade); Field Hockey (girls, 6-8th grade); and Cross Country (coed, 6th-8th grade)

**Winter:** Nordic Skiing (coed, 6th-8th grade); Alpine Skiing (coed, 6th-8th grade); and Basketball (girls, 7th and 8th grade; boys, 7-8th grade. 6th graders invited to join if space permits)

**Spring:** Baseball (7th and 8th grade -6th graders invited to join if space permits-); Softball (7th and 8th grade -6th graders invited to join if space permits-); and Track (coed, 6th-8th grade)



### Bike Club

Bike Club is an activity offered to students during the Activity time each day. Students are able to learn how to and work on donated bikes that have been donated. This club meets daily, during Activity A, to rebuild the bikes. Students will also have opportunities to take home a bike after they are fixed up. Planned after school rides will be scheduled to meet club demands.

### Book Club

MCMS has a book club! Students meet once a week. The group meets during an activity time. Students talk about what book they are currently reading and what they like most about the book. The purpose of the club is to encourage reading and to share books with each other.

### Civil Rights Team

The CRTP and the student Civil Rights Team are active in identifying and addressing issues of bias in our school communities, especially those related to: Race and color; National origin and ancestry; Religion; Physical and mental disabilities; Gender & Sexual orientation. This group meets once a week during Activity time.

### Drama Club

The middle school has a drama club that puts on a theatrical production annually. This club will meet after school in the winter months, starting in January and will present the play to the community in March.



### GSA

Our Middle School GSA (Gender-Sexuality Alliance) is a student-run club which strives to improve our school climate around diversity. We work to assure that each member of our school community is valued and respected regardless of their sexual orientation, gender identity, or gender expression. We provide a safe place for students to meet, support each other, and talk about issues related to sexual

orientation, gender identity, and gender expression. Historically the acronym also represented Gay-Straight Alliance but this language has been updated to better reflect the communities of young people running the clubs.

### **I-TEAM**

I-Team, the middle school's student technology team, which meets during tutorial time. These students are trained on ways to help others with technology. They work directly with the technology integrator and are seen as technology leaders in the school.

### **Magic Club**

The Magic the Gathering/Dungeons & Dragons club is an informal group. Many take part in the Magic/D&D activity period in the middle of the school each day. We play Magic the Gathering and Dungeons & Dragons. The focus is on learning the rules, playing to have fun and showing good sportsmanship. Sometimes students bring other card games like Pokemon or Yugioh. Other card games and board games are also an option. Two to four times a month, Mr. Radcliff supervises an after school session on Fridays from 2:30 to 5pm.

### **Math Team**

If you know a middle schooler who likes math then they may be interested in joining the team!

There are three meets throughout the fall and winter on Saturdays. They also have an opportunity to compete in the MathCounts competition(s) in the spring.

### **Minecraft Club**

MCMS has a MineCraft Club! This is held before school, starting at 7AM on Tuesdays and Thursdays. Minecraft is an electronic game which allows players to build with a variety of different blocks in a 3D world and requires creativity from players to create their online space.

### **Music Program: Ensemble Options**

#### **Chorus**

Chorus is a unique course offered at Maranacook in that students are encouraged to participate all year for three years. In general, chorus is designed to strengthen vocal technique, build music reading skills, improve music vocabulary, and develop harmony/part singing and strengthen interpersonal skills while continuously promoting individual confidence.

Specifically chorus students will accurately perform music that includes changes of tempo, key and meter while demonstrating proper posture and technique. They will also apply accumulated knowledge of musical notation, symbols and terminology to a music performance. Students will analyze literature and compare elements of music including: pitch, rhythm, tempo, dynamics, form, timbre, texture and harmony.

#### **Chamber Choir**

Students who wish to participate in a more rigorous vocal experience are encouraged to audition for Chamber Choir. This is a select vocal ensemble that meets bi-weekly during lunch A. Through

performing diverse repertoire, students in Chamber Choir develop solo performance skills and stylistic interpretation from a wide variety of genres.

### **Band**

Band, like chorus, is a course offered at Maranacook where students are encouraged to participate all year for three years. In general, and is designed to expand music reading skills, improve music vocabulary, strengthen interpersonal skills while continuously promoting individual confidence. Band members are introduced to quality literature to appropriately challenge their abilities. Through band student's practice establishing goals and building individual confidence.

Specifically band students will accurately perform music that includes changes of tempo, key and meter while demonstrating proper posture and technique. They will also apply accumulated knowledge of musical notation, symbols and terminology to a music performance. Students will analyze literature and compare elements of music including: pitch, rhythm, tempo, dynamics, form, timbre, texture and harmony.

This year the middle school band meet twice each week for 45 minutes as an ensemble as well as participate in bi-weekly sectionals.

### **Jazz Band**

Students who wish to participate in a more rigorous instrumental experience are encouraged to perform in jazz band. This is a select instrumental ensemble that features a rhythm section (drum set, piano, guitar and bass) as well as the traditional band instruments. Jazz Band meets bi-weekly during lunch A. Through playing jazz standards, students also develop solo performance skills and stylistic interpretation.

If you have any questions about our program, please reach out to Adam Scarpone at: [adam\\_scarpone@maranacook.com](mailto:adam_scarpone@maranacook.com)

### **Tech Exploration**

We have a Tech Exploration group that meets during Activity in the Learning Commons, daily. Students interested in engineering, robotics and technology have opportunities to try out different technological devices and build their own projects! Students can sign up for this whenever they sign up for activities.

### **Wednesday Art Tutorial**

Mrs. Lord is available to meet with art students during Wednesday morning tutorials. This is a time for students in art classes to work on projects if they are behind or want more time to practice the art techniques taught in class. Students who are not in art but have a passion for it may also attend, if they have prior permission from the art teacher, Hope Lord.

### **Yearbook Committee**

The middle school yearbook committee meets on Friday afternoons, starting in early October. This club runs after school until 4pm on Fridays. Students on the committee will work with peers to create the yearbook, which students can purchase, and receive at the end of the year.

### **Geography Class**



MCMS offers an elective, fun, *Geography* class! The group meets during a tutorial and an Activity time. The group learns about geography, including concepts around the five themes, and places around the world.

#### **Student Government**

MCMS offers a student council, which meets before school on Tuesdays, and once a week, during Activity. The group provides student voice which helps build the school culture and activities.

#### **Green Team**

The Green Team runs the school's recycling program! The group meets about once a week to run the recycling initiatives in the school.

### Maranacook Community Middle School: Habits of Work

Habits of Work scores are a part of the “standards grades” area of the gradebook. The scores will not be a part of the academic grade, and will be apart of the standards grade. MCMS believes that, in addition to learning academic skills in school, students must also develop strong habits of work to help them achieve their goals, both in school and beyond. All students at MCMS receive Habits of Work scores, that are separated from their academic grades. Students will have opportunities to reflect on their habits of work, while also receiving feedback about these habits. Our goal is to help every one of our students develop into healthy, happy, and productive members of society.

MCMS HOW Standard	Reference to Maine Guiding Principles Standard/ Strand
<b>I am a RESPECTFUL member of my learning community.</b>	
<b>RESPECT</b>	A. A clear and effective communicator; B. A self-directed and lifelong learner; C. A creative and practical problem solver; D. A responsible and involved citizen; E. An integrative and informed thinker
I communicate politely and kindly	A. A clear and effective communicator; B. A self-directed and lifelong learner
I work cooperatively with others	A. A clear and effective communicator; B. A self-directed and lifelong learner; D. A responsible and involved citizen
I take care of resources and materials while acting as a steward of our community.	A. A clear and effective communicator; C. A creative and practical problem solver; D. A responsible and involved citizen; E. An integrative and informed thinker
<b>I take RESPONSIBILITY for my success as a learner.</b>	
<b>RESPONSIBILITY</b>	B. A self-directed and lifelong learner; A. A clear and effective communicator; D. A responsible and involved citizen; C. A creative and practical problem solver
I arrive for each class on time and prepared.	B. A self-directed and lifelong learner
I participate mindfully in class and use my time wisely.	A. A clear and effective communicator; B. A self-directed and lifelong learner
I thoughtfully complete all assignments in a timely manner.	B. A self-directed and lifelong learner; C. A creative and practical problem solver
<b>I PERSEVERE to produce high quality work.</b>	
<b>PERSEVERANCE</b>	B. A self-directed and lifelong learner; C. A creative and practical problem solver; E. An integrative and informed thinker

I demonstrate diligence when overcoming challenges and setbacks.	B. A self-directed and lifelong learner; C. A creative and practical problem solver
I use assessment tools and feedback to improve my work.	B. A self-directed and lifelong learner; C. A creative and practical problem solver; E. An integrative and informed thinker
I improve my learning by seeking help when needed and by asking questions.	B. A self-directed and lifelong learner; C. A creative and practical problem solver; E. An integrative and informed thinker

Below are the specific sub-standards not addressed through the HOW )

Sub-Standard	Location within school-wide MCMS Curriculum
A.1. Demonstrates organized and purposeful communication in English and at least one other language	<i>Mandatory World Language, yearling courses (effective 2019-20+)</i>
A. 4. Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)	<i>Unified Arts programming; world language (embedded in all student curriculum)</i>
D. 5. Displays global awareness and economic and civic literacy	<i>Core classes &amp; Advisory (Social Studies standards and Career &amp; Guidance standards)</i>
E. 3. Applies ideas across disciplines	<i>Theming (Beane Process); Core Classes (multi-disciplinary)</i>



## Integrated Curriculum

All students at MCMS will experience integrated curricula. Integrated curriculum is defined as "student generated thematic units of study which cut across disciplines and focus on essential questions in order to connect to students' lives." The thematic units are determined through the Beane Process.

*A summary of the Beane Process :*

- *Themes based on issues identified by young people who are experiencing the curriculum*
- *Knowledge and skills that are integrated in the context of a theme and drawn from a variety of sources*
- *Themes based on real life issues faced by young people or major social problems*

### **Backwards planning to develop integrated curricula:**

*Backwards planning is used to tie it together, after the Beane Process is completed*

- Teachers look at student questions to see what common ideas pop out
- Questions are asked of thematic units broken into 3 core classes to divide the labor
- Each core has a scope and sequence with assessments to track student learning tied to standards
- Scales help to track student learning as they increase complexity of understanding from tasks such as "identify" to "analyze" or "create"

### **Integration as seen through school day:**

- **Core classes** are developed based on the questions and how they can attach to the standards. **Health standards** are integrated into the curriculum. Some health classes may be separated, and done age-specific, as appropriate.
- **Reading classes** often include books based on the themes, and are tied to standards
- **Writing classes** have projects based on the themes, and are tied to standards
- **Math classes** are based on grade-level standards. Math classes are not always tied to the standards
- **Health standards** are also integrated into team core courses, and taught by the health teacher. This integration increases student's health literacy; allows students to apply health concepts to other academic areas; and provides opportunities for students to practice academic skills in real life situations.
- **Tutorial time** is used to support students in completing in all assigned work, in all subject areas.
  - *Some students will have band or chorus during tutorial. Band is generally on Monday and Wednesday and Chorus is on Tuesday and Thursday*
- **Quiet study** is also available as an additional time for students to have support from teachers. This occurs during an activity time and students may self-select to go here, or teachers may sign students up for it





## Lunch and Activity Time

All students at the middle school have 50 minutes for lunch and activity every day. Within this time, 25 minutes is dedicated for lunch and the other 25 minutes is for activity. Half of the student body eats lunch during the first half of this block ("Lunch A") while the other half is in activity, and vice versa for the second half of the period ("Lunch B").

Students may request which lunch period they want to eat, as well as their activity. Each lunch period is limited to 150 students, which is what the cafeteria holds. Students may also sign up to have a quiet lunch, in a teacher's classroom.

### **Some of the activities available to students include:**

Indoor/Outdoor Social, Outdoor Active, Indoor Active, Tech Exploration, Bike Club, Quiet Study, Magic, Dungeon & Dragons and More, and Indoor Games

**Some clubs and ensembles also meet during this time as well, once a week.** Students may either attend the club meeting, instead of activity, or they may bring their lunch to the club. Some of these clubs and ensembles include:

**Ensembles:** Jazz Band, Chamber Singers

**Clubs:** Civil Rights Team, GSA, Book Club, Geography Club, and Student Government



## Proficiency Based Grading at Maranacook Community Middle School

### What is Proficiency Based Education and what does it mean our students?

MCMS delivers its' curriculum using the system of instruction called Proficiency Based Education. This refers to any system of academic instruction, assessment, grading and reporting that is based on students demonstrating mastery of the knowledge and skills they are expected to learn before they progress. Starting in August 2019, we will only use a 1-4 proficiency grading scale to report academic grades.

MCMS has high expectations for their students, while also providing multiple supports to help each student achieve their academic goals. We will continue to honor students achievements by identifying students who receive High Honors or Honor Roll each trimester.



### Tenets of Proficiency in RSU 38

- **Curriculum is guaranteed and viable.**
  - Learning opportunities for ALL students with necessary time available to meet standards.
- **Students can see their progress and get support as needed.**
- **Learners are engaged at appropriate levels.**
  - Learning occurs in zone of proximal development.
- **Feedback is given to enhance learning opportunities.**
- **Our learning environments help students develop agency.**
  - Ownership, purpose, motivation, engagement, voice, choice, and self-efficacy.

### Benefits of Proficiency Based Education

- Ensures that all students succeed in building college and career readiness, consistent with the Common Core of world class knowledge and skills;
- Builds the capacity of districts, schools and educators to respond more rapidly to the needs of students and engage in continuous improvement;
- Takes advantage of the extraordinary technological advances in online learning for personalization, allowing students to learn at their own pace, any time and everywhere.

*Proficiency Based Education allows for (1) teaching and learning are designed to ensure students are becoming proficient by advancing on demonstrated mastery and (2) school is organized to provide timely and differentiated support to ensure equity. A PBE structure enables personalized learning to provide flexibility and supports to ensure mastery of the highest standards possible.*

## Restorative Practices at MCMS

Restorative Practices is "an approach that proactively builds positive school communities while dramatically reducing discipline referrals, suspensions and expulsions." <sup>1</sup> The underlying premise of Restorative Practices is the belief that people will make positive changes when those in positions of authority do things with them rather than to them or for them. We feel strongly that the shift to these practices have very positive impact on our school community.

Restorative practices take incidents that might otherwise result in punishment and create opportunities for students to:

- Become aware of the impact of their behavior.
  - *To listen and respond to the needs of the person harmed and the person who harmed.*
- Understand the obligation to take responsibility for their actions.
  - *To encourage accountability and responsibility through personal reflection within a collaborative planning process.*
- Take steps toward making things right.
  - *To create caring climates to support healthy communities.*

We will continue to implement these practices in our classrooms and advisee groups to help our students foster a positive sense of community and responsibility for their own actions. Please do not hesitate to reach out to us if you have any questions about restorative practices.



<sup>1</sup> Costello, Bob. Wachtel, Joshua. Wachtel, Ted. *The restorative Practices Handbook: for Teachers, Disciplinarians and Administrators.* International Institute for Restorative Practices. 2009

## **Teams and Looping**

### **What are the teams like at the middle school?**

When students first come to the middle school they are placed on teams. Instead of having one teacher instructing in all subject areas, like many elementary schools, middle school students have a team of two or three teachers teach all of the core subject area classes. Students are placed on their team in grade six and stay with the same group of teachers and students until the end of eighth grade. This is referred to as looping.

*The team names are: Royal River, Moose Island, Katahdin, Acadia and Sebago*

### **Structure of Teaming at MCMS**

- Four Regular Education Teams + One Alternative Education Team
- Each regular education team has approximately 70 students and 3 teachers
- Alternative education has two teachers, two ed techs, and approximately 20 students.
- Teams are made of 6th, 7th, and 8th grade students

We follow the Common Core State Curriculum on all teams in all grades. So, regardless of the structure, all students are getting the same curriculum, and are expected to meet the same standards. This is done through common assessments.

### **Multiage Instruction**

Because all teams are multiage, most classes are taught multiage. Math is an exception, but students who show proficiency can move to grade level standards to best support their individual learning needs. All students should be appropriately challenged each year. There are multiple different options to help ensure this, including:

- RTI Intervention for math, writing and reading
- Special Education services and instruction for eligible students
- Gifted/ Talented Instruction for eligible students
- Ability to take more challenging math (either in a math "grade" above, Gifted & Talented, or at the high school) for students who have met the appropriate standards).
- Individualized instruction for higher order thinking



## Technology at Maranacook Community Middle School

Learning to be safe, responsible and respectful information consumers and creators with technology is an important piece of a Maranacook Middle School experience. Each student is issued a MacBook Air and is given instruction on how to take care of and maintain their learning device. They are taught and expected to take responsibility for their laptop as well as develop personal strategies to improve organization, productivity, critical thinking, creativity, collaboration, and effective communication over the course of their time here. Teachers support them by designing lessons and projects where students continually apply and refine their tech skills while learning the required subject matter. Teachers and advisors assist them in making positive choices with technology in and out of school. Some may make poor choices along the way, but we have many safeguards in place here at school to protect them and help them learn from these mistakes. We try to work with parents as a team and look forward to working with you to help your son or daughter be a safe, respectful and responsible digital citizen.



### Unified Arts

Students will take Art, Music and Phys Ed, all each for a trimester. These classes are held every other day for the entirety of the trimester. All students also have the option to participate in band and/or chorus, which meet during tutorial time.



### World Language

Students may choose to study Spanish, German, or French- we do our best to honor student preferences.

*Yearlong World Language will...*

- Help students develop 21st Century learning skills: global awareness, critical thinking, collaboration, communication, and social skills.
- Offer students the time to learn how to USE another language to communicate, rather than simply memorizing vocabulary sets (as they have in short Unified Arts units).
- Improve students' understanding of their own language by reinforcing basic reading and writing skills.





## Maranacook Community Middle School

### Who to Go To When

### Family Quick Sheet



Topic	Description	Contact Information
Academic Support	If your child is struggling in a class, subject or work completion, we have different options to help support your child, including: after school study (Wednesday and Thursday until 4:30), Team Based Quiet Study, Tutorial (Targeted) and other intervention supports.	1. Please contact your child's advisor (advisor's first name_last name@maranacook.com)
Advisor Program	MCMS has an advisor program in which approximately 10 students. Advisee groups are done by grade level and students will stay in their advisee group until they finish their 8th grade year. Advisors and advisee groups change when the students reach high school. Students will find out who their advisor is at Step Up Day in June.	1. Your child's advisor Advisor coordinators (Gwen Mohlar; 685-3128 x1140 or gwen_mohlar@maranacook.com and Anna Satterfield; 685-3128 x1133 or anna_satterfield@maranacook.com)
Anxiety, Depression, Counseling Referral	Of you have any concerns regarding your child's mental health, and would like additional support for school	1. Please contact your child's advisor (advisor's first name_last name@maranacook.com) School Counselor (Gwen Mohlar); 685-3128 x1140 or gwen_mohlar@maranacook.com
Attendance/ Tardy/ Early Dismissal	Please contact the school to let us know if your child is going to be absent, late or picked up early.	1. Front Office (Phyllis Cote); 685-3128 x1114 phyllis_cote@maranacook.com
Bus Change	If you need to change your child's bussing needs.	1. Transportation Department (Blenny Butterfield);-- or blenny_butterfield@maranacook.com
Check Grades or Standards	Currently, MCMS tracks 0-100 grades in PowerSchool and a child's standard-progression (0-4) in Jump Rope	1. PowerSchool and JumpRope login information will be shared at the start of the school year. It can also be obtained through contacting the front office (Phyllis Cote); 685-3128 x1114 or: phyllis_cote@maranacook.com Please contact your child's advisor (advisor's first name_last name@maranacook.com)will also provide you with information on your child's academics

Co and Extracurricular Activities	MCMS strives to offer many co and extracurricular activities for students.	1. For more information about options please contact your child's advisor (advisor's first name_last name@maranacook.com) If your child is already involved or interested in one, you can contact the individual coach or advisor. Student Services Admin. Assistan (Andie Smith) 685-4923 x1023 or andie_smith@maranacook.com You may also contact the Student Services Director (Brant Remington); 685-4923 x1045 or: brant_remington@maranacook.com
Food Services	<p>Maranacook Food Services program operates on a debit system. Each account should have a positive balance in order to purchase food.</p> <p>PowerLunch is the lunch/breakfast management portion of PowerSchool and parents are able to monitor meals sold as well as account balances by signing in through our website: mcms.maranacook.org, parent/student, powerschool student &amp; parent access - use your individual ID &amp; password. Please make checks payable to MCMS Lunch and turn in to the cafeteria. You can also pay by credit card through our website: mcms.maranacook.org, parent/student, lunch menu, AndroPay lunch.</p>	1. Food Services Director - Jeff Bridges 685-4923 x1085
Intervention Services	MCMS offers extensive intervention services, including behavioral, reading, writing and math remedial intervention programs. We also offer a strong Gifted and Talented Program	<p>1. Your child's advisor Intervention Coordinators - Janet Aspinall 685-3128 x 1124 or janet_aspinall@maranacook.com and Kathy Farrin 685-3128 x1117 kathy_farrin@maranacook.com)</p> <p>Gifted and Talented Coordinator - Pat Godin 685-3128 x1123 or pat_godin@maranacook.com</p>
Medical Needs	MCMS has a full time nurse available to support students. We also have a nurse practitioner and physical therapist available (with appts) for students who sign up for the health center services	1. School nurse (Vicky Gabrion; 685-3128 x1120 or vicky_gabrion@maranacook.com)
Music Program	MCMS offers an extensive music program. Music is a part of the Unified Arts cycle each student participates in. In addition there are	1. Music Director (Adam Scarpone; 685-3128 x1115 or adam_scarpone@maranacook.com)



	many ensembles available for students to join: Chorus, Chamber Singers, Band, Jazz Band	
Social Groups	MCMS offers social skill groups, Executive Functioning groups and Project Adventure Groups that run for approximately 6 weeks at a time	For more information, please contact the behavioral interventionist (Rick Sirois; 685-3128 x1155 or rick_sirois@maranacook.com) or the school counselor (Gwen Mohlar; 685-3128 x1140 or gwen_mohlar@maranacook.com)
Special Education and 504	<p>Special Education: The middle school offers a continuum of services to meet the needs of individual students. Students are included in regular classrooms with additional support from the learning center. Specialized instruction in reading, writing, organizational skills and life skills are provided on an individual basis. Participation in these programs is determined through the special education process.</p> <p>504: If there is a reason to believe that, because of a handicap, as defined under Section 504, a student needs either special accommodation or related service in the regular setting in order to participate in the school program, the district must evaluate the student. If the student is determined to be a student with a disability under Section 504, the district must develop and implement a plan for the delivery of all needed services.</p>	<p>1. Special Education: Please refer to the district's website:(www.maranacook.org) for Special Education Rights and Process policies and information. Special Education Admin. Assistant Nicole Fyfe 685-3336 x6 504: Please contact the principal (Kristen Levesque; 685-3128 x 1128 or kristen_levesque@maranacook.com)</p>
Student Discipline	MCMS uses Restorative Practices for discipline, in order to help students learn from their behavior.	<p>1. If your child receives any disciplinary write ups, they will be sent home through your child's advisor. In the case of any major disciplinary actions, the behavioral interventionist, (Rick Sirois 685-3128 x1155 or rick_sirois@maranacook.com) or the principal (Kristen Levesque; 686-3128 x1128; kristen_levesque@maranacook.com) will be in contact with you.</p>
Team Questions	MCMS uses a team based structure for student learning. If you have any questions about what is happening on your child's teams, you should contact the team leader first.	<p>1. Current Team Leaders: Acadia - Dan Holman; 685-3128 x1127 or dan_holman@maranacook.com Katahdin - Richard Aspinall; 685-3128</p>

		<p>x 1121 or  richard_aspinall@maranacook.com  Moose - Amy Tucker; 685-3128 x  1122 or amy_tucker@maranacook.com  Royal - MaryEllen Tracy; 685-3128  x1162 or  maryellen_tracy@maranacook.com  Sebago - Rick Sirois; 685-3128 x1155  or rick_sirois@maranacook.com  Unified Arts Classes - Adam  Scarpone; 685-3128 x1115 or  adam_scarpone@maranacook.com</p>
Technology	For any help/guidance with school based technology (including adding parental controls) or with connecting with online educational programs used by your child	<p>1. Please contact your child's advisor (advisor's first name_last name@maranacook.com) Technology Integrator (Denise Churchill); 685-3128 x1111 or: denise_churchill@maranacook.com</p>