

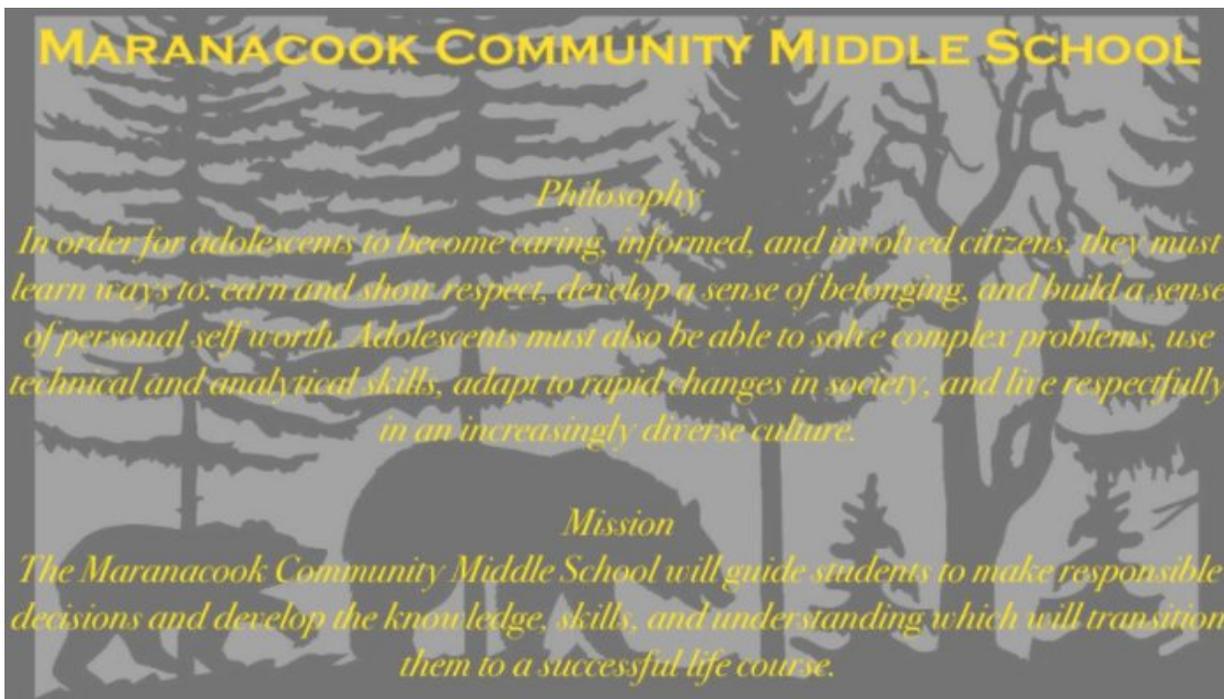
Welcome to Maranacook Community Middle School

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 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 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, Manga Club, Robotics 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.

Standards Based Education

MCMS delivers its curriculum using the system of instruction called Standards 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. 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: Acadia, Katahdin, 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 use student choice in a democratic brainstorming process 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

We have 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

We have 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 are provided a MacBook Air laptop to use for their academic work each school year. 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 for filming and creating podcasts. There is a Tech Exploration group to learn about Robotics and Coding. This program is open to any interested students. We have a student "i-Team" which meets regularly with the technology integrationist, to help lead and facilitate technology initiatives within the school. MCMS has been selected to participate 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 & 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 organized 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 entering the 6th grade 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

THEME PROCESS

Maranacook Community Middle School uses a process to choose the thematic development of the curriculum, which involves a lot of student voice and choice. Each trimester, teams go through a team-wide thematic brainstorming, 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.*

“The search for coherence is not a single magical curriculum neatly bound in a three ring binder or an attractive textbook. Instead, it is a messy exploration of the ways in which diverse people connect, organize and make sense out of their experiences.” - James Beane

Why use themes? *Theme teaching is considered a best practice in education, especially for the middle grades (www.aml.org). It focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life. Teams use a student centered approach to identify themes in which students will be taught the curriculum. This includes science, social studies, and English- language arts. Math is taught separately.*

- 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
- Tutorial time is used to support students in completing all assigned work, in all subject areas.
- 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

Maranacook Community Middle School Co- Curricular Clubs & Athletics

Athletics

We offer a large variety of athletic programming to students:

Fall

Girls 7th/8th Soccer (6th invited to join if space permits)

Boys 6th/8th Soccer

Girls 6th/8th Field Hockey

Boys/Girls 6th/8th Cross Country

Winter

Boys/Girls 6th/8th Nordic Skiing

Boys/Girls 6th/8th Alpine Skiing

Girls 7th/8th Basketball (6th invited to join if space permits)

Boys 7th/8th Basketball (6th invited to join if space permits)

Spring

Boys 7th/8th Baseball (6th invited to join if space permits)

Girls 7th/8th Softball (6th invited to join if space permits)

Boys/Girls 6th/8th Track & Field

Manga Club

Manga is a style of Japanese comic books and graphic novels, typically aimed at adults as well as children. In the club, we will be drawing manga and we will be talking about Japanese culture.

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.

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 is a course offered where students are encouraged to participate all year for three years. It 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. Student's practice establishing goals and building individual confidence.

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. Band meets twice each week for 45 minutes as an ensemble and they 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 music program, please reach out to Adam Scarpone at:
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.

Robotics Club

We offer a Robotics Club on Wednesday mornings from 7:00-8:00am. Participants will sharpen their coding and problem solving skills in preparation to compete in the Wonder League Robotics Competition (WLRC). The WLRC is a global competition. Teams of students design solutions to real-world science and technology challenges by programming their robots (Dash or Cue depending on their age bracket). They develop creative problem solving skills and have fun working as a team. Students who are interested in coding or robotics will enjoy this opportunity.

Student Government

We 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.

Walking Club

Many students at MCMS opt to “walk the hallways” before school every morning. Some students arrive at school at 7:30am, which results in these students walking 20-25 minutes in the morning, which adds up to roughly 1 mile! We want to promote this healthy habit in our students and acknowledge those who are able to walk many miles over the course of the year. Sign ups are on the table outside of the front office.

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 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.

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
I am a RESPECTFUL member of my learning community.	
RESPECT	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
I take RESPONSIBILITY for my success as a learner.	
RESPONSIBILITY	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

I PERSEVERE to produce high quality work.

PERSEVERANCE	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 & Advisory (Social Studies standards and Career & 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: Jazz Band, Chamber Singers, Civil Rights Team, GSA, Book Club, Geography Club, and Student Government.



Restorative Practices at MCMS

Restorative Practices is “an approach that proactively builds positive school communities while dramatically reducing discipline referrals, suspensions and expulsions.”¹ 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.

¹ 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: Acadia, Katahdin, Moose Island, Royal River 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 one trimester of Art, Music and Phys Ed. These classes are held every other day for the entirety of the the trimester. All students also have the option to participate in band and/or chorus, which meet during tutorial time.

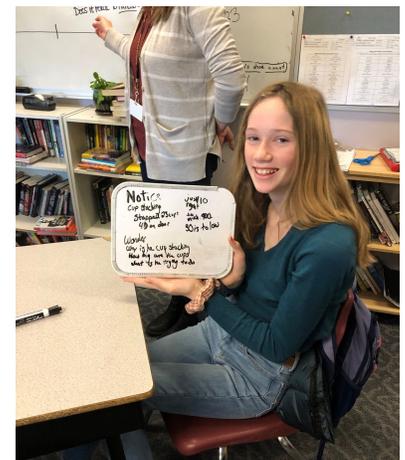


World Language

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
<p><i>Academic Support</i></p>	<p><i>If your child is struggling in a class, subject or work completion, we have different options to help your child, including: after school study (Wed & Thur until 4:30), Team Based Quiet Study (during Activity time), Tutorial and other intervention supports.</i></p>	<p><i>* your child's Advisor first name_last name@maranacook.com</i></p>
<p><i>Advisor Program</i></p>	<p><i>Advisee groups are done by grade level and have approximately 11 students for each advisor. Students stay in this group through 8th grade. Advisor & group will change when students enter 9th grade. Incoming 6th graders find out who their middle school advisor is on step-up day in June.</i></p>	<p><i>*Your child's Advisor first name_last name@maranacook.com</i></p> <p><i>*Advisor Coordinators Gwen Mohlar 685-3128 x1140 gwen_mohlar@maranacook.com</i></p> <p><i>Anna Satterfield 685-3128 x1133 anna_satterfield@maranacook.com</i></p>
<p><i>Anxiety, Depression, Counseling Referral</i></p>	<p><i>If you have concerns regarding your child's mental health and you would like additional support for school.</i></p>	<p><i>* your child's Advisor first name_last name@maranacook.com</i></p> <p><i>*School Counselor Gwen Mohlar 685-3128 x1140 gwen_mohlar@maranacook.com</i></p>
<p><i>Attendance Tardy Early Dismissal</i></p>	<p><i>Please notify the school office if your child is going to be absent, tardy or dismissed early. Illness needs to be coded by symptoms so please specify: Fever, Gastro-intestinal or Respiratory.</i></p>	<p><i>*Front Office Phyllis Cote 685-3128 x1114 phyllis_cote@maranacook.com</i></p>
<p><i>Bus/Transportation Bus Change Bus Questions</i></p>	<p><i>If you need to change your child's drop off location. If you have questions about your child's transportation route, bus number, bus driver, etc.</i></p>	<p><i>*Front Office Phyllis Cote 685-3128 x1114 phyllis_cote@maranacoo.com</i></p> <p><i>*Transportation Office Julie Greenleaf 685-3621 x1 julie_greenleaf@maranacook.com</i></p>

<p><i>Grades or Standards</i></p>	<p><i>Parents can sign into powerschool anytime and check on grades for their child. We also send Trimester reports 3 times per year. Progress Reports are emailed 3 times per year. Warning Notices are mailed 3 times per year if needed.</i></p>	<p><i>PowerSchool login information is shared at the start of each school year. You can also contact your child's Advisor or the Front Office for assistance.</i></p>
<p><i>CoCurricular and Extracurricular Activities</i></p>	<p><i>We strive to offer many co and extracurricular activities.</i></p>	<p><i>*Check the Daily Announcements</i></p> <p><i>*contact your child's Advisor</i></p> <p><i>*Individual Coach</i></p> <p><i>*Student Services Admin. Assistant</i> <i>Andie Smith</i> <i>685-3128 x1023</i> <i>andie_smith@maranacook.com</i></p> <p><i>*Student Services Director</i> <i>Brant Remington</i> <i>685-3128 x 1045</i> <i>brant_remington@maranacook.com</i></p>
<p><i>Food Services</i></p>	<p>Maranacook Food Services program operates on a debit system. Each account should have a positive balance in order to purchase food. 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 & parent access - use your individual ID & 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>	<p><i>*Food Services Director</i> <i>685-3128 x1085</i></p>
<p><i>Intervention Services</i></p>	<p>We offer extensive intervention services, including behavioral reading, writing and math remedial intervention programs. We also offer a strong Gifted & Talented Program.</p>	<p><i>*Your child's advisor</i> <i>first name_last</i> <i>name@maranacook.com</i></p> <p><i>*Intervention Coordinators</i> <i>Janet Bertrand</i> <i>janet_bertrand@maranacook.com</i> <i>685-3128 x1124</i></p> <p><i>Kathy Farrin</i> <i>kathy_farrin@maranacook.com</i> <i>685-3128 x1117</i></p> <p><i>*GT Coordinator</i> <i>Rachel Smith</i> <i>rachel_smith@maranacook.com</i> <i>685-3128 x1130</i></p>

<p><i>Medical Needs</i></p>	<p><i>We have 2 Nurses that share a full time position and 1 full time Guidance Counselor. We also have Nurse Practitioner & Physical Therapist available by appointment for students that sign up for extended health care services (parents can sign up at the beginning of each school year)</i></p>	<p><i>*Nurses Vicky Gabrion vicky_gabrion@maranacook.com 685-3128 x 1120</i></p> <p><i>Angela Palmer angela_palmer@maranacook.com 685-3128 x 1120</i></p>
<p><i>Music Program</i></p>	<p><i>We offer an extensive music program. Music is part of the Unified Arts cycle that each student participates in. We also have many ensembles available for students to join: Band, Jazz Band, Chorus, Chamber Singers.</i></p>	<p><i>*Music Director Adam Scarpone adam_scarpone@maranacook.com 685-3128 x 1115</i></p>
<p><i>Social Groups</i></p>	<p><i>We offer social skills groups, Executive Functioning groups and Project Adventure groups that run for 6 week sessions.</i></p>	<p><i>*Dean of Students Rick Sirois rick_sirois@maranacook.com 685-3128 x 1155</i></p> <p><i>*Counselor Gwen Mohlar gwen_mohlar@maranacook.com 685-3128 x 1140</i></p>
<p><i>Special Education and 504</i></p>	<p>Special Education: We offer 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 a child has a handicap as defined under Section 504, a student may need a special accommodation/related service in the regular classroom setting in order to participate in the school program. The district must evaluate the student to assess needs. 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><i>Special Education: Please refer to the district's website for Special Ed Rights & Process Policies. www.maranacook.org</i></p> <p><i>Special Ed Admin. Assistant Nicole Fyfe nicole_fyfe@maranacook.com 685-3336 x 6</i></p> <p><i>504: Please contact Principal Kristen Levesque kristen_levesque@maranacook.com 685-3128 x 1128</i></p>
<p><i>Student Discipline</i></p>	<p><i>We use Restorative Practices for discipline to help students learn from their behavior.</i></p>	<p><i>Disciplinary Write-Ups will be sent home through your child's advisor. In the case of major disciplinary actions, the Behavior Interventionist or the Principal will contact the parent.</i></p> <p><i>*Dean of Students Rick Sirois</i></p>

		<p><i>rick_sirois@maranacook.com</i> 685-3128 x 1155</p> <p><i>*Principal</i> Kristen Levesque <i>kristen_levesque@maranacook.com</i> 685-3128 x1128</p>
<p><i>Team Questions</i></p>	<p><i>We use a team based structure for student learning. If you have questions about what is happening on your child's team, you should contact the teacher and/or team leader.</i></p>	<p><i>*Teacher</i> <i>first name_last</i> <i>name@maranacook.com</i></p> <p><i>*Team Leader</i> Acadia - Dan Holman <i>dan_holman@maranacook.com</i> 685-3128 x 1127</p> <p>Katahdin - Sherri Pelletier <i>sherri_pelletierl@maranacook.com</i> 685-3128 x 1121 x1145</p> <p>Moose - Amy Tucker <i>amy_tucker@maranacook.com</i> 685-3128 x1122</p> <p>Royal - Kelly Jewell <i>kelly_jewell@maranacook.com</i> 685-3128 x 1139</p> <p>Sebago - Rick Sirois <i>rick_sirois@maranacook.com</i> 685-3128 x 1155</p> <p>Unified Arts Classes - Adam Scarpone <i>adam_scarpone@maranacook.com</i> 685-3128 x 1115 Hope Lord <i>hope_lord@maranacook.com</i> 685-3128 x 1135</p>
<p><i>Technology</i></p>	<p><i>For any help/guidance with school based technology (including adding parental controls) or with connecting with online educational programs used by your child.</i></p>	<p><i>*your child's advisor</i> <i>first name_last</i> <i>name@maranacook.com</i></p> <p><i>*Technology Integrator - Denise Churchill</i> <i>denise_churchill@maranacook.com</i> 685-3128 x 1111</p>