

THE MAINE APPRISE

A Publication of the Maine Principals' Association

Volume XXV, Number 6

February 2017



From the President ...

Dan Welch, Principal, Boothbay Region High School and President of the MPA

This brisk Monday morning I am, as my usual routine dictates, having coffee at my desk and reading the various online news sources. Over the last year or so I have noticed a stark increase in my consumption of national news stories. On one hand I am

happy to be a more informed citizen who can speak somewhat intelligently on current events. On the other, I find I am often dismayed and astonished at the climate of our country. I hope you don't think I am using this medium to promote a certain political agenda. In fact I am promoting the exact opposite. I am hoping that all of us, the school leaders around the state, will continue to make school a place where we promote the concepts of tolerance for all differences. I can only imagine what adolescents and younger students think when they see the drastic- and at times vicious- dialog that is being displayed on social media feeds and traditional news sources. Whether it

be protesting, contentious confirmation hearings, or immigration reforms, our students are growing up in a time when our country is more divided than any other time I can remember my generation experiencing.

We, as educators, have a wonderful opportunity to set the example for our students. Our country was founded on the concept that we are individuals and have different ideas and beliefs. Not all students will get that same message outside of school. Tommy Chang, the superintendent of the Boston public schools, wrote, "As educators, we should use this opportunity as a teachable moment to have conversations with our students about the democratic process, how we can resolve differences and conflicts, and how we can address diverse and sometimes conflicting ideology."

Together we can help guide generations of citizens who are kind to one another, tolerant of those who are different, and lead our nation in difficult and turbulent times.

NAESP Report

By Jane P. Stork, Principal of the Etna-Dixmont School and NAESP State Representative ~ jstork@rsu19.org

Over the years, NAESP has worked aggressively on Capitol Hill on advocacy priorities that support principals and the many facets of education. This year the advocacy team will be working on Title IV Part A, funding for school leaders and the following: 1) the reauthorization of the Higher Education Act; 2) student data privacy bills aimed to address data and privacy concerns raised by parents, students, and schools; 3) the reauthorization of Child Nutrition; and 4) the reauthorization of the Perkins Career and Technical Improvement Act with an added focus to provide opportunities for middle school career exploration and technical education.

In March, I will be attending the National Leaders' Conference in Washington D.C. as your NAESP State Representative. The focus of the conference is on strategic advocacy, leadership, membership training, and governance activities. While there, the NAESP state representatives will work with the NAESP advocacy team focusing on strategic advocacy in preparation

for a day of visits to Capitol Hill. Before returning to Maine, I will be meet with our Senators and Congressmen to discuss NAESP priorities as well as the state of education in Maine.

NAESPMembers Benefits Corner—The 2017-2018 budget process is upon us and it is my hope that you will seriously consider renewing or joining the National Association of Elementary School Principals. NAESP membership includes the following benefits: state and federal advocacy around protecting the interests of elementary principals and education; career support both professionally and legally; insight and best practices for and by principals; a vast professional community with state and national networks; and online resources and support that focuses on pre-K through grade eight principals. Thank you for your serious consideration of NAESP membership and I encourage you to contact me with any questions you may have about the benefits of NAESP membership. Remember to join or renew through the MPA office - same cost for you and saves you time!

PRincipal Tips

Keep your community's elected officials informed about your school's achievements and challenges. Here are some ideas:

- Invite an official to *speak to a class* about government and what he/she does.
- *Volunteer to talk with an official* when he/she has a question about education issues.
- Invite officials to *attend student events*. Better yet, have one of your students invite them.
- Hold a *"see for yourself" day*. Invite elected leaders to visit your school and see first-hand the results

of programs they fund.

- Offer to *provide a choral group* to sing background music or entertain at events held by local governments or sponsored by elected officials.
- Develop an annual *list of your school's achievements* and send it to officials.
- *Remember to thank elected leaders* for supporting your school and students.

—National School Public Relations Association,
PRincipal Communicator,
January 2017.

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207-622-0217

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41 = Gerry Durgin	

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**ALL sessions run from
3:15-4:15 p.m.**

February 15—*School Leadership*;

March 7—*Community Support and Involvement*;

March 21—*Professional Development*;

April 11—*Managing Student Council*;

and May 9—*Instructional Practices*

Click [HERE](#) to Register.

MPA 2017 Spring Conference

"THE IF FACTOR: Why Everything You Know About Success in Education Could Be Wrong"

**with Keynote Speaker
Dan Waldschmidt**

**April 27-28, 2017
Samoset Resort**

Click [HERE](#) to Register.

*30th Annual Seminar for
School and District
Secretaries, Special Educa-
tion Secretaries, and
Administrative Assistants*

"Dealing with Difficult Situations"
with Stan Davis

Wednesday, April 5, 2017
Hilton Garden Inn, Bangor

Thursday, April 6, 2017
Double Tree, South Portland
(Across from the Maine Mall)

Click [HERE](#) to Register.

Professional Reading Suggestions

100+ Ways to Recognize and Reward Your School Staff (2012). By Emily E. Houck.

"This book provides school administrators with practical, easy-to-use, and inexpensive ways to reward and recognize the efforts of their staff. More than 100 ideas are divided into three categories based on the amount of effort they require. Recognizing and rewarding your staff can be as simple as writing a heartfelt thank-you note to a bus driver or as unexpected as taking a teacher's grading duty for a night.

This invaluable guide will help principals and superintendents everywhere bring out the best in their teachers and staff members. The best part is that rewarding and inspiring your staff will be rewarding and inspiring for you too."



Retaining New Teachers: How Do I Support and Develop Novice Teachers? (2015). By Bryan Harris.



"K-12 schools in the United States are suffering from an epidemic of teacher attrition: nearly half of all new teachers leave the field within their first five years, and thousands of teaching positions across the country are going unfilled. What can school leaders do about this persistent turnover and the resulting loss of human potential?

In this timely book, Bryan Harris describes the four broad supports that he says are crucial to helping early-career teachers succeed and stay in the profession: comprehensive induction programs, supportive administrators, skilled mentors, and helpful colleagues. He offers practical, research-based strategies to help leaders provide these supports and create a culture of collaboration across the school. The result is a school in which beginning teachers truly thrive as effective practitioners who see themselves successfully helping students learn more every day."

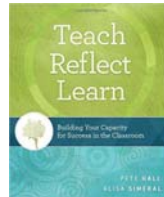
Teach, Reflect, Learn: Building Your Capacity for Success in the Classroom (2015). By Pete Hall and Alisa Simeral.

"As a teacher, you work hard to make a positive difference in the lives of your students. But this kind of progress doesn't happen overnight, and it doesn't happen accidentally. It's the result of intentionality, planning, effort . . . and thought.

The difference between learning a skill and being able to implement it effectively resides in your capacity to engage in deep, continuous thought about that skill. In other words, recognizing why you do something is often more important than knowing how to do it.

To help you deepen your thinking and reflect on your capacity as an educator, Pete Hall and Alisa Simeral return to the Continuum of Self-Reflection, which they introduced to coaches and administrators in their best-selling *Building Teachers Capacity for Success*, and redesign its implementation so you can take charge of your own professional growth.

In these pages, you'll find tools specifically made to enhance self-reflection on professional practice, including the Continuum of Self-Reflection and the Reflective Cycle. You'll be able to assess your current self-reflective tendencies, identify opportunities to reflect on your instruction, and begin to forge a path toward continuous growth and educational excellence."



OBSERVANCES

- * **February 1-28**
 - American Heart Month
 - Dental Health Month
- * **February 1**
 - National Freedom Day
Commemorating the end of slavery on the date of passage of the 13th Amendment in 1865
 - Change Your Password Day
- * **February 2**
 - Groundhog Day
- * **February 4**
 - Rosa Parks Day
Honoring an important person in the civil rights movement
 - Take Your Child to the Library Day
- * **February 6-10**
 - School Counseling Week
- * **February 9**
 - National Stop Bullying Day
- * **February 12**
 - Abraham Lincoln's Birthday
- * **February 13**
 - Clean Out Your Computer Day
- * **February 13-17**
 - International Friendship Week
 - Random Acts of Kindness Week
- * **February 14**
 - Valentine's Day
- * **February 20**
 - President's Day
- * **February 22**
 - George Washington's Birthday

The Maine Apprise is published 10 times a year, September to June, by the Maine Principals' Association.

The Apprise welcomes articles from its members and other representatives of the education community. Please submit them to the editor by the first day of the month preceding publication.

The material published in this newsletter does not necessarily reflect the opinion or views of the Maine Principals' Association.

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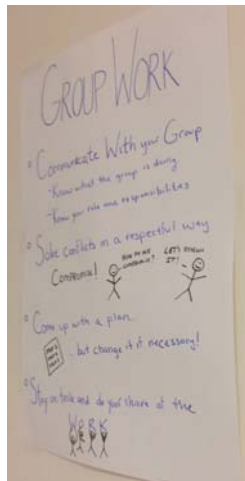
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Featured Regions!

Each month, the *Apprise* is going to feature at least three schools from each of the eight regions in Maine. There are many great things going on in our schools that people don't know about, and it's time THEY ARE spotlighted! The February *Apprise* features the York Region. Next month we will feature the Cumberland Region. If you would like to have your school spotlighted, please send Holly Couturier an e-mail stating your interest and at least one great thing about your school. She will contact you and make arrangements for an hour long visit. During her visit, she will not only speak to you and take a picture of you and the school, she would also like to talk to students in your school and get their perspective of "What makes their school and principal great?" Enjoy!



Biddeford Middle School is a grades 6-8 school in Biddeford, Maine. 544 students are taught by 48 teachers and 11 educational technicians. They have a 57% free/reduced lunch rate, a 19% special education population, and a 6% ELL population.



"Personalization" is the mantra of Biddeford Middle School. For three years the staff has been working hard at individualizing instruction for all of the students at the school. In fact, personalization has driven the schedule to change on a regular basis. On Mondays, Tuesdays, and Fridays all of the students have all of their core classes. What makes Biddeford different from many other schools is on Wednesdays and Thursdays, all of the core classes are a little shorter in order to provide time for two 40-minute blocks of time: the first is strictly academic-RTI or enrichment. The second 40-minute block is used for band or other clubs that the students are interested in: student leadership, civil rights, peer support, Pokemon, writing, robotics – whatever the students are interested in. This time can also be used to continue providing academic support for those who are not meeting the targets.

They fully believe in personalization for professional development for the entire staff at Biddeford Middle School as well. During each of the staff development days (3 hours/month), a menu of professional development offerings is given to the staff. From this menu of options, the teachers choose what they want to learn. Recognizing that they are each other's best resource, staff are encouraged to offer a workshop on a topic of their choice. Additionally, the school's Peer Coaches will send out messages to the staff, "if you'd like to see... in practice, come to this room at this time..." Visiting other's classrooms is encouraged and supported.

The staff work together to identify best practices for personalizing learning in the classroom. They began this process by answering the question of "Why is this change necessary?" From this discussion, the school was able to create a shared vision with all stakeholders' input. At this point each team at the school created a Code of Collaboration based on the vision and this is used to score Habits of Work (which helps to determine eligibility and honor roll). They developed Standard Operating Procedures (S.O.P.) that help the students and the staff stay focused on the vision of the school – personalized learning for all.

There are so many amazing things happening at this school: from the STEM academy learning path for some students, a Food Consumer Science Class for all students, and to the Teacher "Pathfinders" who lead the school's work of developing innovative student-centered teaching practices. This school is supportive, collaborative, and doing what is best for the students. I highly encourage you to visit!



Contact Information:

Biddeford Middle School, 25 Tiger Drive, Biddeford, ME 04005 ~ 207-282-6400

Principal Kyle Keenan • Assistant Principal Jennifer Vitiello

E-mail: kkeenan@biddefordschooldepartment.org



Kennebunk High School

Kennebunk High School (KHS) is a grades 9-12 high school in Kennebunk, Maine. 646 students are taught by 50.69 teachers and two educational technicians. They have a 17% free and reduced lunch rate and an 18% special education population.

“If you have the right program – you don’t have behavior issues,” is a firm belief at Kennebunk High School. “We have an amazing Ad. Team, faculty, and staff. We are all on the same page when it comes to the school and the students. We work hard to ensure there are multiple pathways in which students can demonstrate proficiency. 72% of our students take at least one college class before they graduate. We are also an IB School. Over 40 teachers

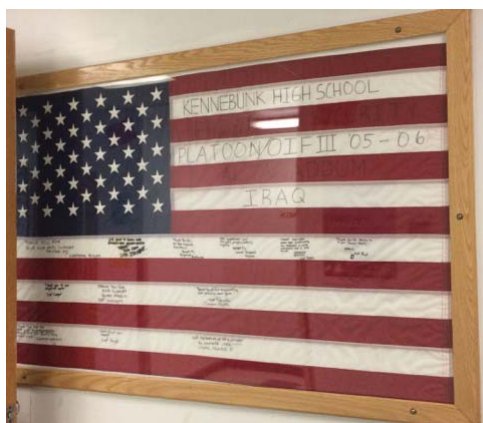
have been formally trained,” says Principal Susan Cressey.

The staff has accepted and embraced RTI for all students. They have a tiered system that begins with the classroom teacher, then a guided study hall, learning centers, as well as after-school homework help. For those seniors who may be in danger of not graduating, Principal Cressey has created a form that is presented to the student and parents half-way through senior year. Working as a team with the administration and guidance, they determine the plan of action that will lead to graduation. Because of this, graduation rates have increased over the years.

The school is undergoing a major renovation which will take the school (originally built in 1939), into the new century. This will be completed in 2018. The students and staff are very pleased to see the progress as their brand new school becomes a reality.



Even though spaces needed to be shifted during this renovation, the dedication to student success has remained constant. Apprenticeships, community involvement, an alternative education program, STEM program, and the ability to start any club of interest are just some of the ways that students have the opportunity to demonstrate and express their desire to learn.



“Teen Trendsetters” is a specific program that allows students to read children’s books to students in the first grade. “Our seniors model the appropriate behavior and expectations for our undergraduate students,” says Principal Cressey. “Because of this, we have created a culture of respect at KHS.”

Kennebunk High School is the school to visit – even under construction – if you want to see a student-centered way of life at the high school level. The kids are excited about learning in this environment and that is visible in any class which you enter.

Contact Information:

Kennebunk High School, 89 Fletcher Street, Kennebunk, Maine 04043 ~ 207-985-1110
Principal: Susan Cressey • Assistant Principals: Bruce Lewia and Jason Sullivan
E-mail: scressey@rsu21.net

Margaret Chase Smith School

The Margaret Chase Smith School is a kindergarten to grade three school in Sanford, Maine. 368 students are taught by 26 full-time, 4 part-time teachers, some contracted personnel, and 12 educational technicians. They have a 51% free/reduced lunch rate and a 21% special education population.

“This is the school where everyone wants to be,” says Principal Chuck Potter. Parents love the Margaret Chase Smith School and its teachers. “Everyone is comfortable here and know that everything we do is because we love and care about the students.” The feeling is reciprocated. The staff at the school is happy to be there and work above and beyond what is expected in order to take care of the whole child.



Mr. Potter was able to shift people in different spaces throughout the school so that the guidance, occupational therapist, and social worker are in the same vicinity. This helps all students, not only those who are identified with an emotional disability. These people work closely together to be support for each other, the students, and the staff who teach them on a regular basis.

Teachers are also in grade-alike clusters as well. This has helped the staff who teach students in each grade collaborate with each other on a regular basis – beyond the built-in weekly PLC time. These teachers also have the opportunity to collaborate with grade-alike teachers in the other elementary school twice a month as well. These teams each have grade level coordinators who check-in with the principal.

The community is very involved in the school as well. A perfect example of this is “Marvin.” Marvin is a fictional character who is portrayed by a community member who comes to the school and encourages the kids to “Do the right thing.” As a matter of fact, Margaret Chase Smith School recently had a “Do the Right Thing” Rally where Marvin attended a whole-school assembly and spoke to the kids about “Being a Bucket Filler.” Every day there is an announcement where students are reminded of Marvin’s message of being a bucket filler, “Remember what Marvin said...”

The staff work hard to keep class sizes small. This is instrumental to providing a quality education for all of the students. This will be easier for the staff when they build an extension on to the building which will double the square footage of the building in the next two years. At that time, Margaret Chase Smith School will house all students from pre-k-4 and be able to better meet the needs of all of the students.

There is a sign welcoming guests when they first walk through the doors of the school, “Our Students are Terrific Kids: Achieving by Believing.” This is the feeling that one has when walking through the halls of Margaret Chase Smith School. It is a terrific space for terrific kids.



Contact Information:

Margaret Chase Smith School, 248 Twombly Road, Sanford, ME 04073 ~ 207-324-7586

Principal: Chuck Potter

E-mail: cpotter@sanford.org



MPA PHOTO ALBUM

ELE Epsilon Class

Hussey Seating Company and Pratt and Whitney ~ January 13, 2017



Great Beginnings Series Session III January 27, 2017

