

The East Maine School District #63

Strategic Design
Updated 2009



**“Empowering all students
to succeed in a changing world”**

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Introduction

In our rapidly changing world, schools must prepare students to meet the challenges and opportunities they will face after they leave school. Empowering students to succeed in a changing world is the mission of the East Maine School District. To accomplish this critical mission, our schools must be effective and efficient, and our time, dollars, and other resources must be focused on what we believe to be most important. The Strategic Design process, which included all stakeholder groups, allowed District #63 to clearly identify what is most important; that which should be the focus of our school system.

For a plan to be STRATEGIC, it must meet three criteria.

1. It must be client/customer centered. In other words, the District #63 Strategic Design **must focus on students**. Other aspects of a school system, though important, can only be considered after focusing on students and their needs and potential. Schools exist for students.
2. It must be based/grounded on the **best research regarding students and learning** and teachers and teaching. True professions apply their best research to meet the needs of their clients. For example, we know that students learn at different rates and in different ways. The district's vision accommodates these realities.
3. It must be **future-focused**. Schools are charged with preparing students to "succeed in a rapidly changing world." We must do our best to identify the conditions, the challenges, and the opportunities students will face after they leave school so that we can be about preparing them to be successful in THAT world.

The East Maine Strategic Design is inspirational and challenging. The booklet has purposely been kept brief and small so that it can be carried with you. We expect that our values and beliefs, our mission, our learning outcomes, and our vision will become the lenses through which everyone in our district views and makes decisions. We have also attempted to keep the jargon to a minimum so that we all know what is expected of us. Each component of East Maine's Strategic Design will be introduced with a clear definition of the label/term and a rationale to explain why that component is a critical part of an integrated Strategic Design.

Beliefs

What we, as a group, value and what we believe is where setting a Strategic Direction begins. Values and beliefs not only point a direction for people and for organizations, they also inform and inspire the remainder of the planning process. Values are those things that we in District #63 believe to be important; important enough to be consistently acted upon by everyone. The planning process for East Maine begins with the identification of our strongest beliefs regarding learning, teaching, and learning communities. The following beliefs are not without a great deal of support. All are most consistent with basic educational research, accepted theory, and expert opinion.

About Students and Learning . . .

We believe that:

- all students can learn and be successful.
- students learn in different ways and at different rates.
- students must feel valued to reach their potential.

About Teachers and Teaching . . .

We believe that:

- teachers are professionals and life-long learners.
- teachers create a nurturing environment for learning.
- teachers provide students with the tools and motivation for life-long learning.
- teachers empower students to learn.

About Learning Communities . . .

We believe that:

- Student success must be priority number one.
- Effective learning communities incorporate mutual respect, trust, and cooperation among all stakeholders.
- Learning communities provide student support inside and outside of the school Environment.

Universal Values

District #63 believes that there are core universal values that transcend time, cultures, and religions. Students with these values are better prepared to meet the challenges and opportunities they will face after they leave school. These values can be focused on and taught directly, but they must also serve the staff and organization regarding the treatment of students, the relationships between adults, and how the school system goes about its business of running a school.

- **Honesty**
- **Trustworthiness**
- **Loyalty**
- **Fairness**
- **Caring**
- **Respect**
- **Citizenship**
- **Pursuit of Excellence**
- **Accountability/Responsibility**
- **Integrity**

The Mission of East Maine School District #63

*"Empowering All students to succeed
in a changing world"*

Our mission powerfully and concisely states the purpose of District #63. Each word in the statement is important and sets direction. It is challenging and inspirational, as it clearly states why our school system exists, and what we expect to do and be held accountable for. It is the starting point for all decisions regarding curriculum, instruction, policies, practices, and all matters of importance.

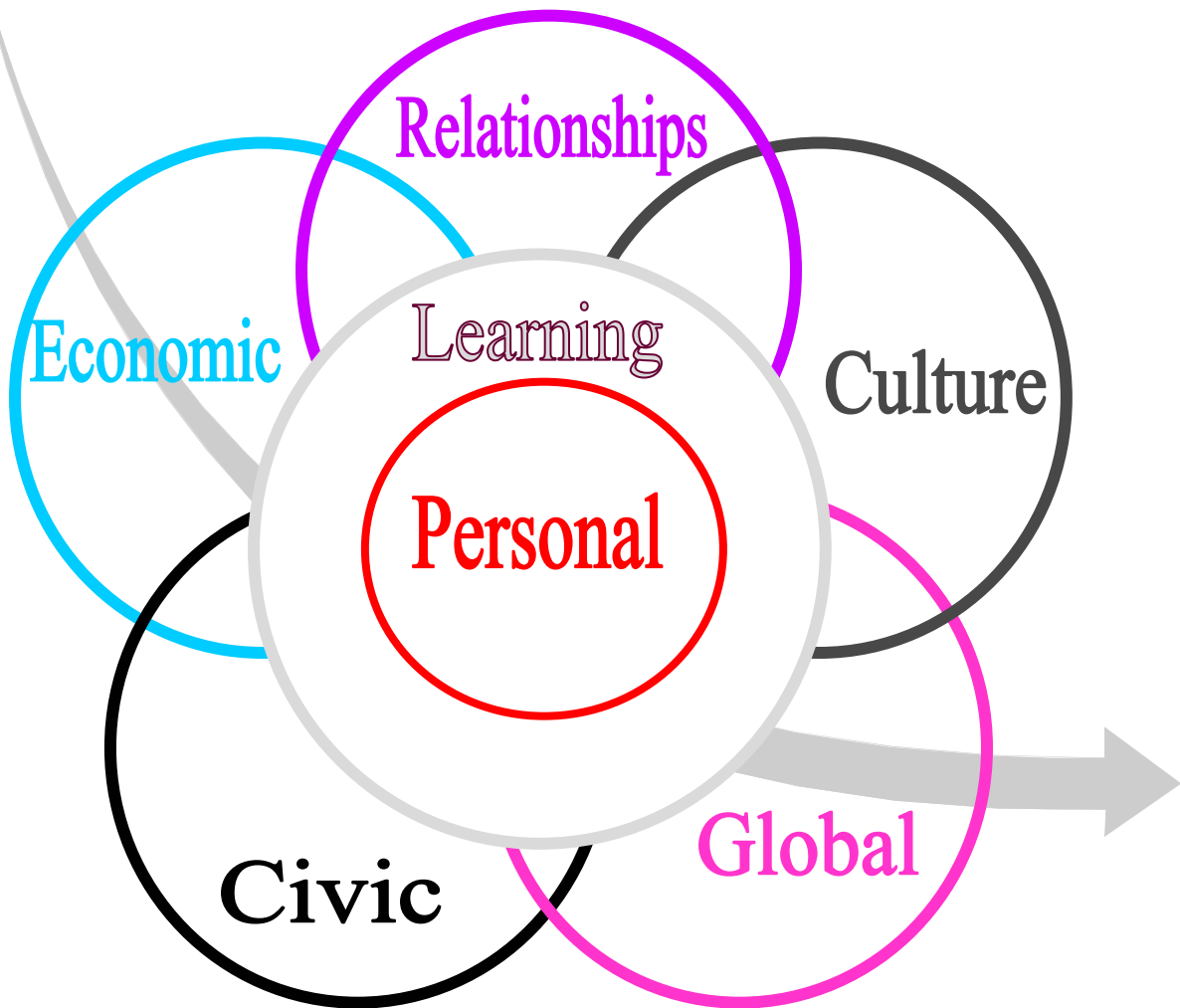


Spheres of Living

If the mission of District #63 is “to empower all students to succeed in a changing world,” the next question becomes “what are the arenas in which people live who lead successful lives?” The planning group identified seven spheres or arenas of living considered to be essential to students as they become well-grounded adults ready to meet the challenges and opportunities of their future. These spheres of living provide the focus for the learner outcomes and have the capacity to drive all school curricula and to impact all instruction. The test for completeness of these spheres/arenas of living is; “If our schools could graduate students capable of functioning effectively in each of these seven arenas, would they be ready to meet the challenges and opportunities that await them?” The District #63 planning group answered that question in the affirmative.

Significant Spheres/Arenas of Living

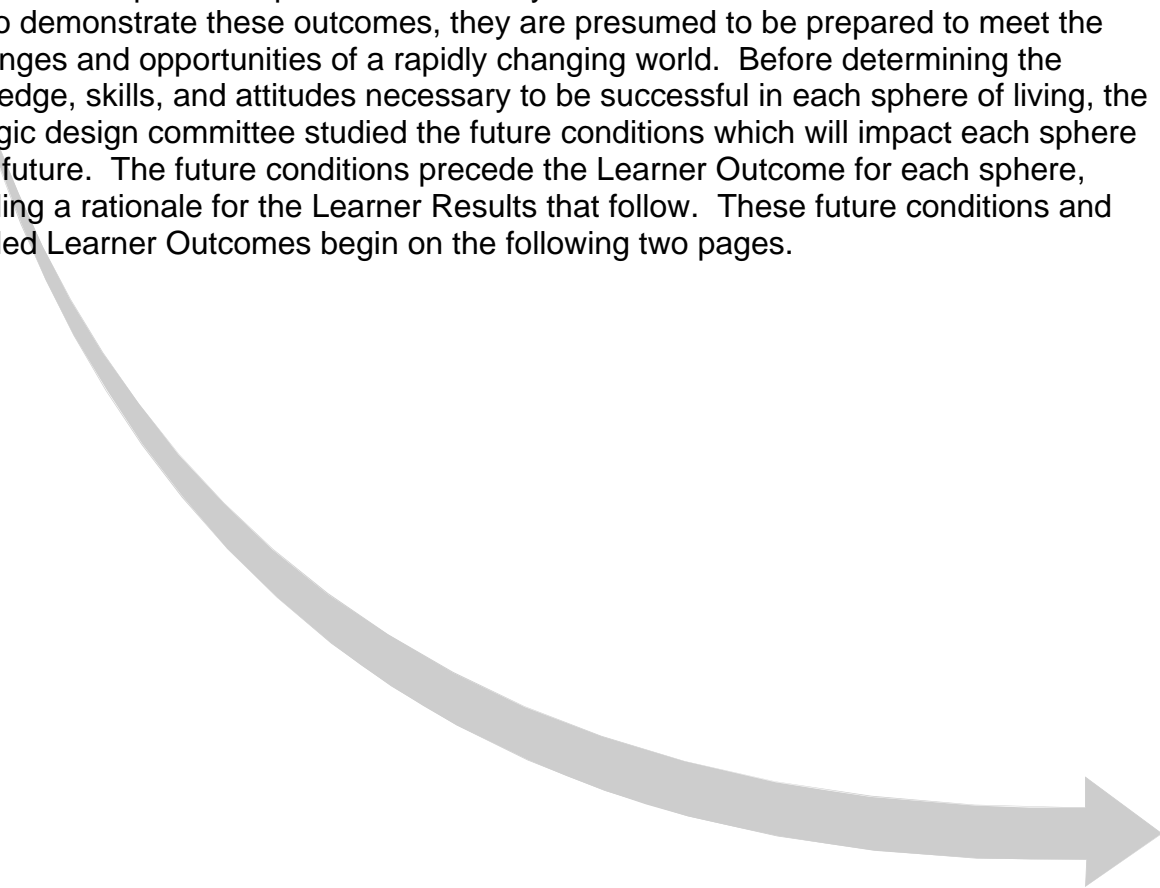
Where our students will spend their adult lives.



Learner Outcomes

What our students will have to know, be able to do, and be like in order to successfully meet the challenges and opportunities of the future.

Dramatic changes in almost all aspects of life in the twenty-first century will redefine what students need to know, be able to do, and be like in order to be successful adults. The East Maine Learner Outcomes were developed to support our mission statement. If we are going “to empower all students to succeed in a changing world”, District #63 will have to ensure that our students are able to demonstrate the following Learner Outcomes. The Learner Outcomes were derived from a study of the shifts, trends, and future conditions that are defining personal and professional life in the twenty-first century. Learner Outcomes specify the knowledge, skills, and habits of mind that students are expected to possess when they leave our schools. When our students are able to demonstrate these outcomes, they are presumed to be prepared to meet the challenges and opportunities of a rapidly changing world. Before determining the knowledge, skills, and attitudes necessary to be successful in each sphere of living, the strategic design committee studied the future conditions which will impact each sphere in the future. The future conditions precede the Learner Outcome for each sphere, providing a rationale for the Learner Results that follow. These future conditions and intended Learner Outcomes begin on the following two pages.



Future Conditions for the Personal Sphere of Living

What one's personal life will be like.

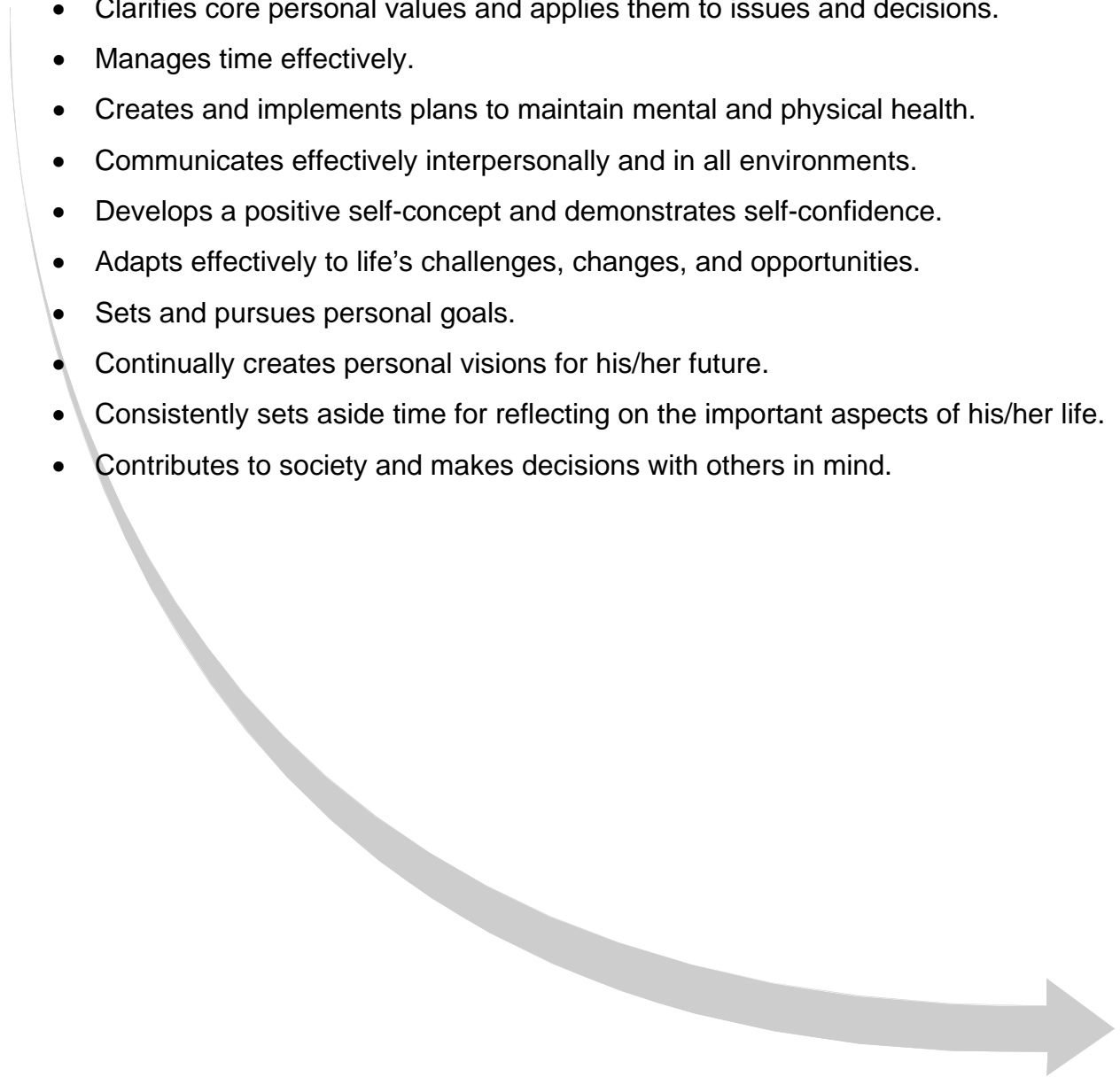
- People are expected to accept personal responsibility for their future.
- People are facing constant change and need to be adaptable and flexible.
- People are facing a wide array of choices regarding morality and spirituality.
- People are living longer and enjoying more opportunities.
- Technology is ever present and sometimes invasive, creating conflicts between work and one's personal life.
- Success requires the ability to change directions, explore, and take risks.
- Life and work require continuous learning.
- Technology has the potential to enhance or to erode personal relationships.
- Traditional roles have changed and family life is more complex.
- People living in a smaller world are encouraged to value diversity.
- America is graying as the population ages.
- Life's demands create personal stress.

Learner Outcome for the Personal Sphere of Living

What our graduates need to know, be able to do, and be like.

A confident, responsible individual who . . .

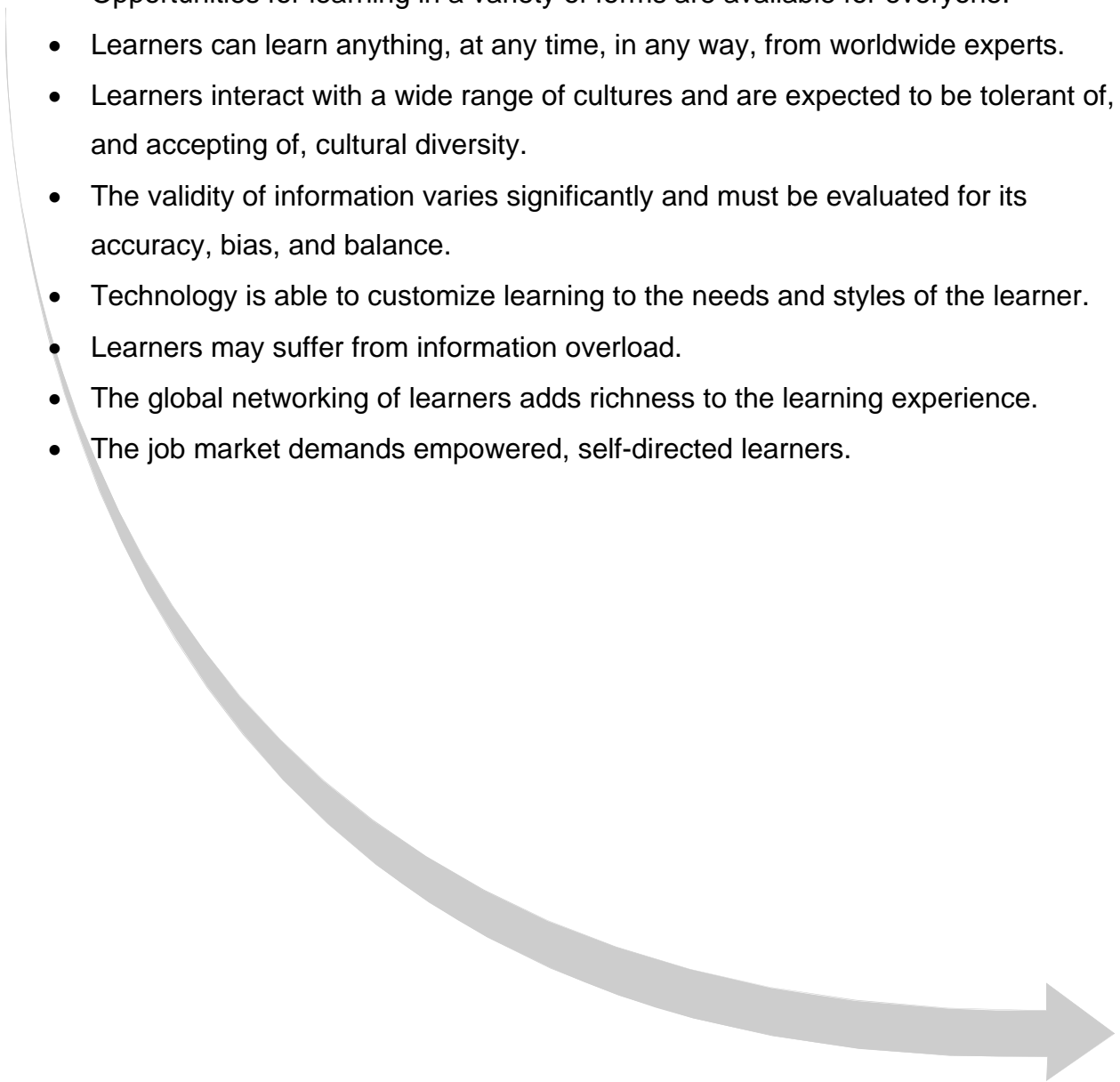
- Clarifies core personal values and applies them to issues and decisions.
- Manages time effectively.
- Creates and implements plans to maintain mental and physical health.
- Communicates effectively interpersonally and in all environments.
- Develops a positive self-concept and demonstrates self-confidence.
- Adapts effectively to life's challenges, changes, and opportunities.
- Sets and pursues personal goals.
- Continually creates personal visions for his/her future.
- Consistently sets aside time for reflecting on the important aspects of his/her life.
- Contributes to society and makes decisions with others in mind.



Future Conditions for the Learning Sphere of Living

What one's learning life will be like.

- Constant change requires constant learning.
- Opportunities for learning in a variety of forms are available for everyone.
- Learners can learn anything, at any time, in any way, from worldwide experts.
- Learners interact with a wide range of cultures and are expected to be tolerant of, and accepting of, cultural diversity.
- The validity of information varies significantly and must be evaluated for its accuracy, bias, and balance.
- Technology is able to customize learning to the needs and styles of the learner.
- Learners may suffer from information overload.
- The global networking of learners adds richness to the learning experience.
- The job market demands empowered, self-directed learners.

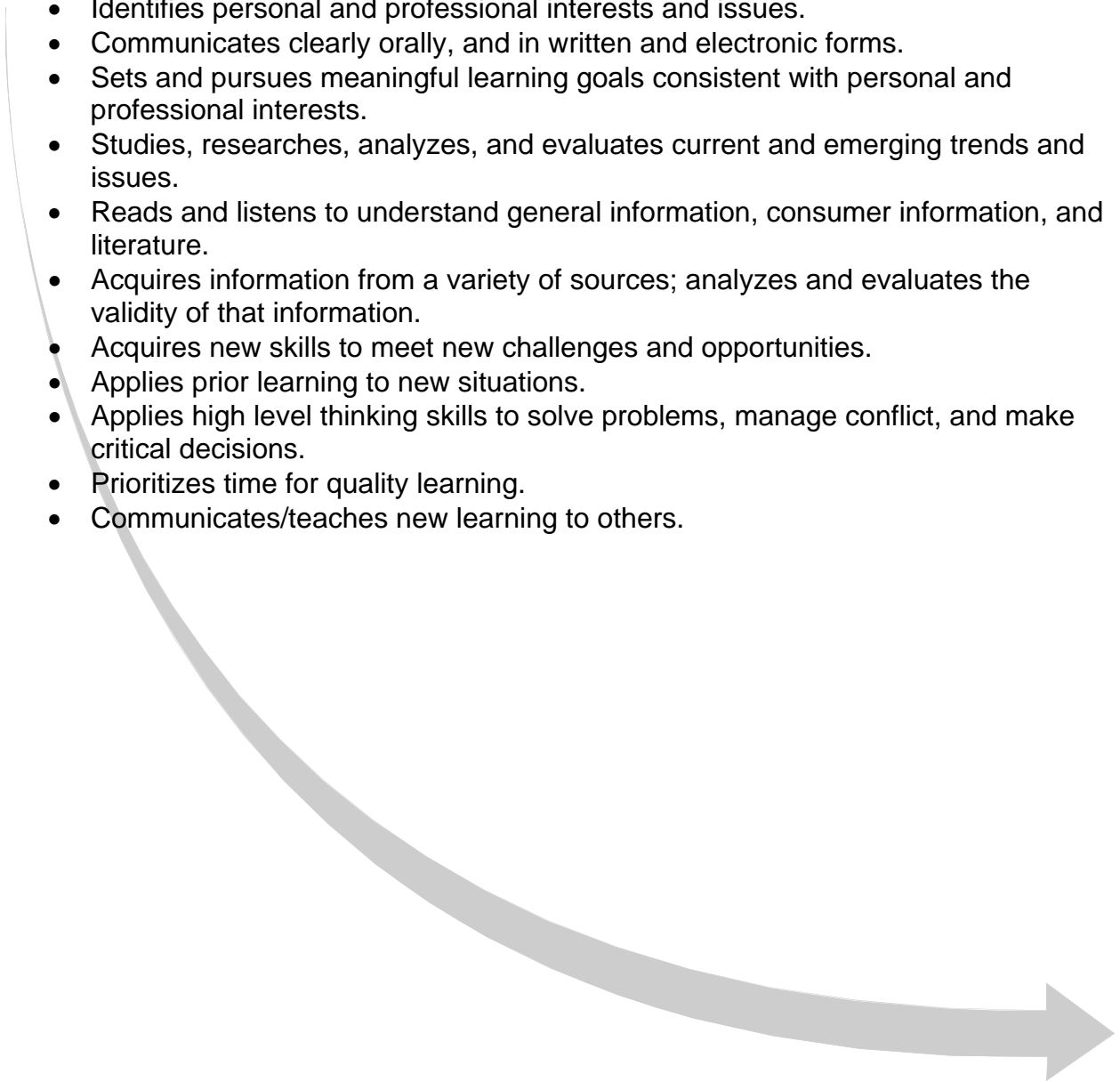


Learner Outcomes for the Learning Sphere of Living

What our graduates need to know, be able to do, and be like.

A self-directed, lifelong learner who . . .

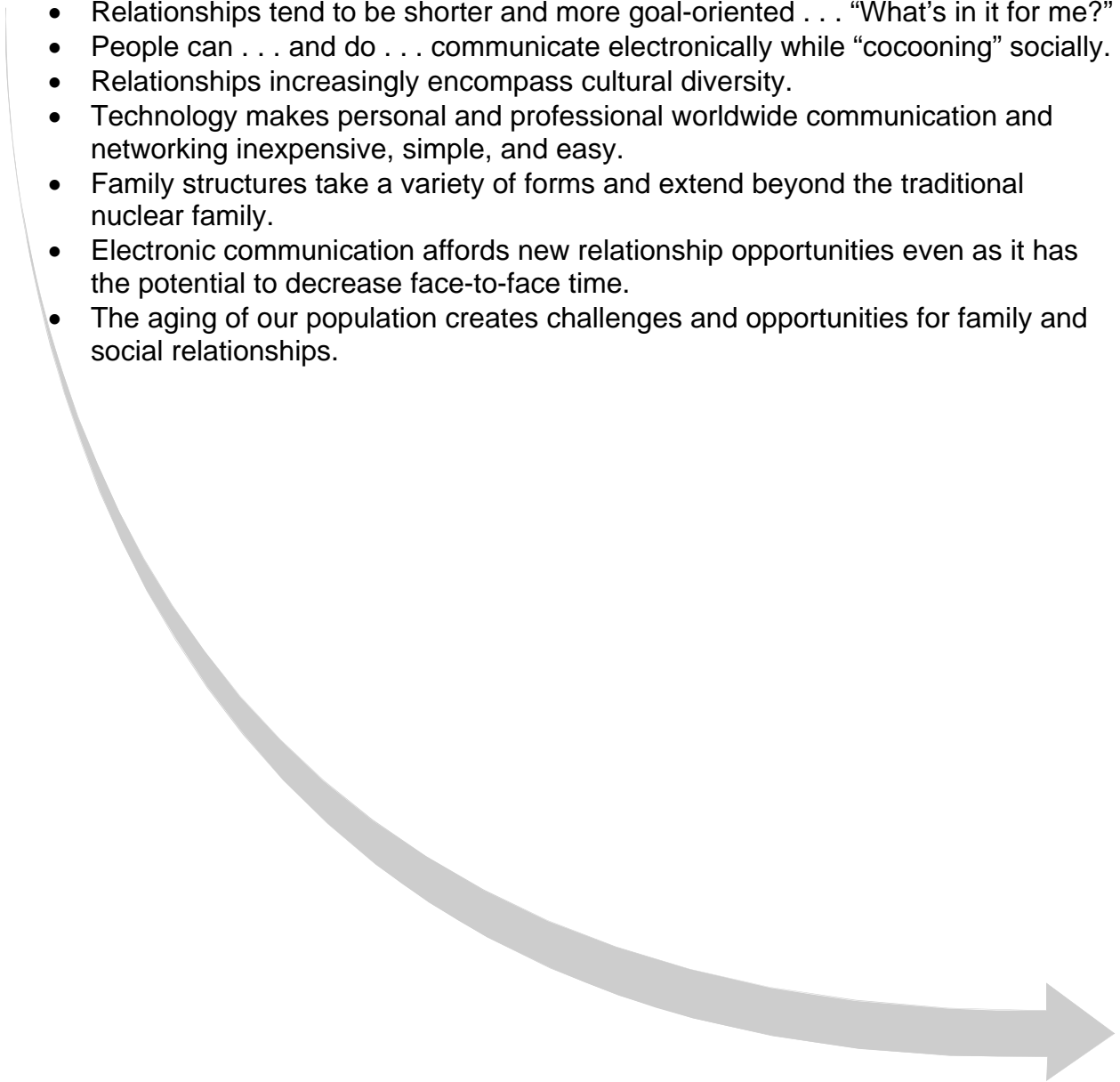
- Identifies personal and professional interests and issues.
- Communicates clearly orally, and in written and electronic forms.
- Sets and pursues meaningful learning goals consistent with personal and professional interests.
- Studies, researches, analyzes, and evaluates current and emerging trends and issues.
- Reads and listens to understand general information, consumer information, and literature.
- Acquires information from a variety of sources; analyzes and evaluates the validity of that information.
- Acquires new skills to meet new challenges and opportunities.
- Applies prior learning to new situations.
- Applies high level thinking skills to solve problems, manage conflict, and make critical decisions.
- Prioritizes time for quality learning.
- Communicates/teaches new learning to others.



Future Conditions for the Relationship Sphere of Living

What one's relationships will be like.

- Outside commitments can easily overwhelm some families.
- New technologies change social interaction.
- Relationships tend to be shorter and more goal-oriented . . . “What’s in it for me?”
- People can . . . and do . . . communicate electronically while “cocooning” socially.
- Relationships increasingly encompass cultural diversity.
- Technology makes personal and professional worldwide communication and networking inexpensive, simple, and easy.
- Family structures take a variety of forms and extend beyond the traditional nuclear family.
- Electronic communication affords new relationship opportunities even as it has the potential to decrease face-to-face time.
- The aging of our population creates challenges and opportunities for family and social relationships.



Learner Outcomes for the Relationship Sphere of Living

What our graduates need to know, be able to do, and be like.

An effective and caring communicator who . . .

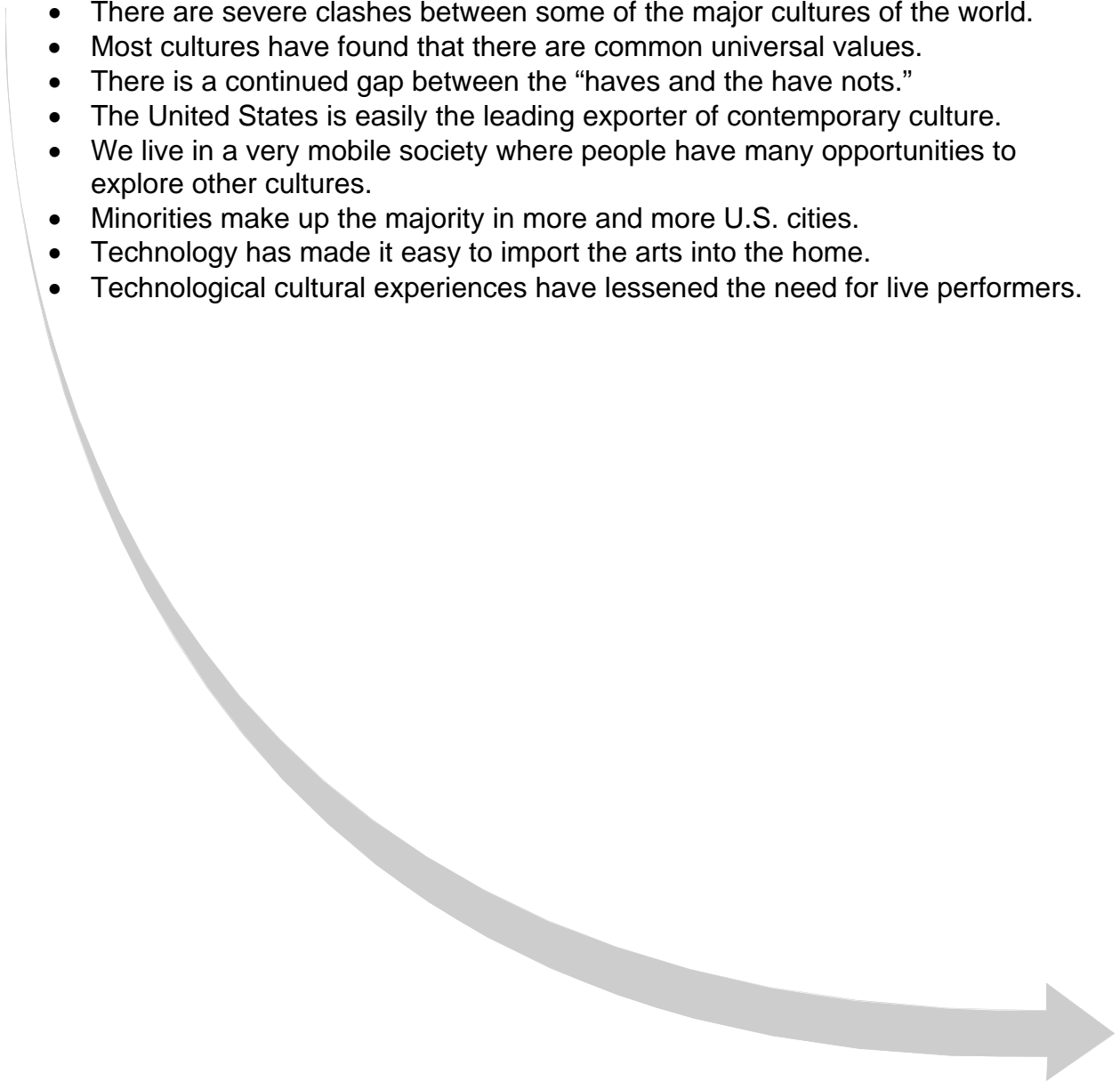
- Creates and maintains open, honest, and positive relationships.
- Demonstrates the interpersonal communication skills of active listening while providing feedback.
- Identifies, manages, and resolves conflicts and problems while searching for “win-win” resolutions.
- Searches for “win-win” resolutions to conflicts and problems.
- Accepts and embraces relationships with diverse people.
- Seeks, values, and engages intergenerational relationships.
- Effectively utilizes technology to create and maintain relationships.
- Constructively participates as a team member.
- Effectively adapts to changing times and changing relationships.



Future Conditions for the Cultural Sphere of Living

What our culture will be like.

- Our world is a culturally diverse and culturally rich place.
- Cultures are required to interact with each other in a global world.
- There are severe clashes between some of the major cultures of the world.
- Most cultures have found that there are common universal values.
- There is a continued gap between the “haves and the have nots.”
- The United States is easily the leading exporter of contemporary culture.
- We live in a very mobile society where people have many opportunities to explore other cultures.
- Minorities make up the majority in more and more U.S. cities.
- Technology has made it easy to import the arts into the home.
- Technological cultural experiences have lessened the need for live performers.

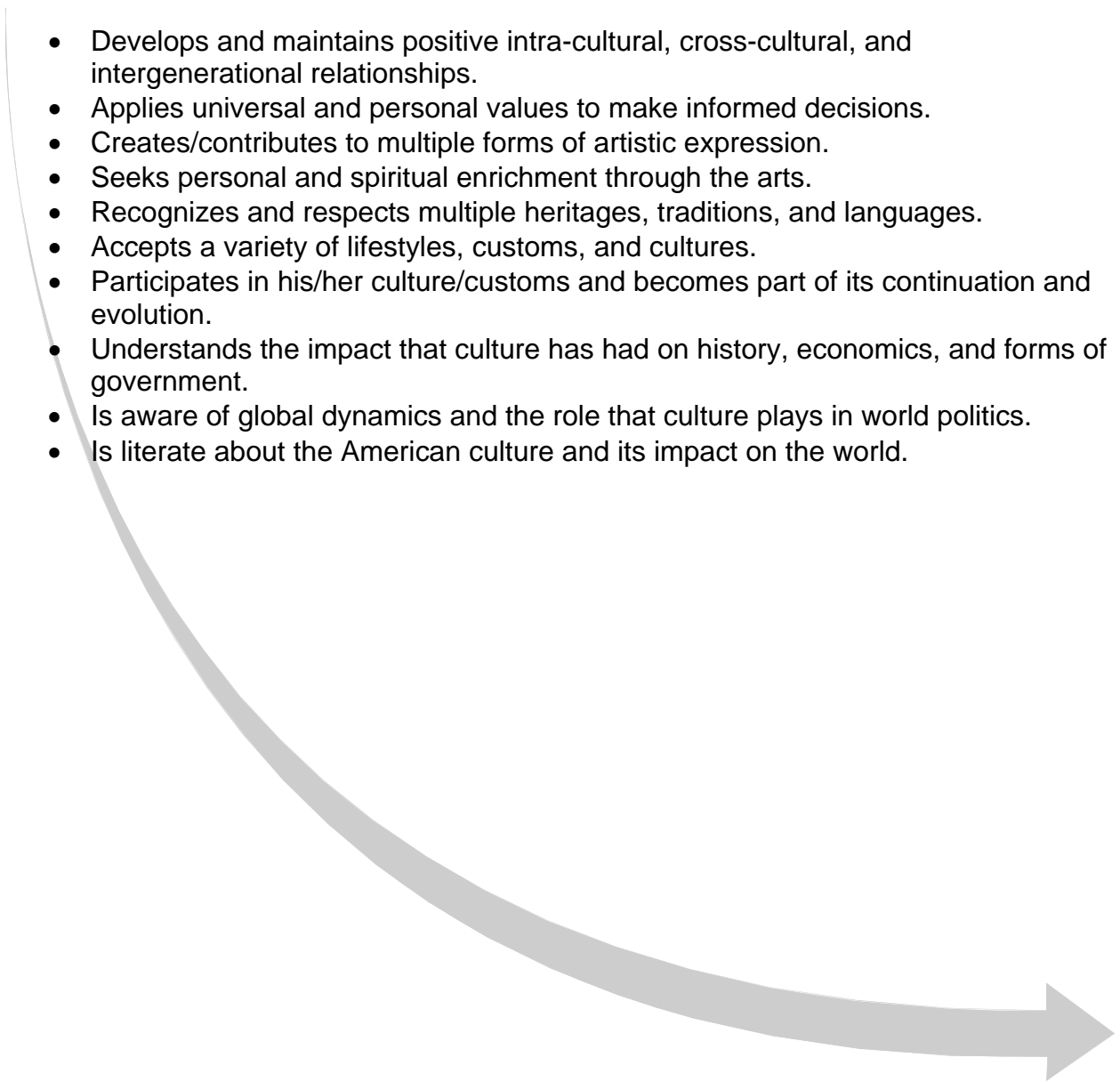


Learner Outcomes for the Cultural Sphere of Living

What our graduates will need to know, be able to do, and be like.

An informed person who . . .

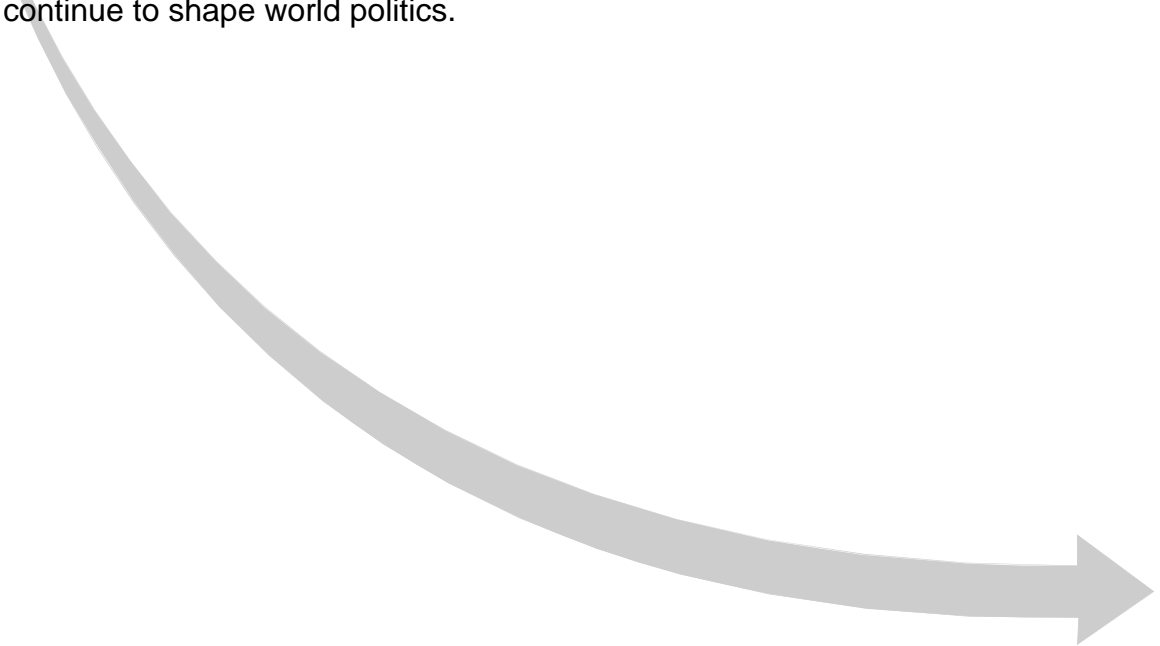
- Develops and maintains positive intra-cultural, cross-cultural, and intergenerational relationships.
- Applies universal and personal values to make informed decisions.
- Creates/contributes to multiple forms of artistic expression.
- Seeks personal and spiritual enrichment through the arts.
- Recognizes and respects multiple heritages, traditions, and languages.
- Accepts a variety of lifestyles, customs, and cultures.
- Participates in his/her culture/customs and becomes part of its continuation and evolution.
- Understands the impact that culture has had on history, economics, and forms of government.
- Is aware of global dynamics and the role that culture plays in world politics.
- Is literate about the American culture and its impact on the world.



Future Conditions for the Global Sphere of Living

What our world will be like.

- All economies are interconnected and interdependent . . . many economic borders are porous and seamless.
- Fear, extremism, and terrorism are used to gain political power.
- Technological change continues to accelerate access to information about the world.
- The technological world is flat, miles are meaningless, and our world has shrunk . . . information technology has everyone competing and/or collaborating with everyone else.
- The U.S. status as the world economic leader is being challenged by China and other emerging economies.
- Our political, economic, social, and cultural worlds are all integrated . . . changing one influences them all.
- Success in the new world economy requires self-starters and out-of-the-box thinkers.
- Countries of the world are drastically divided between the “haves and have nots.”
- Environmental issues have become global.
- Education is critical to success . . . and disparities in wealth and education continue to shape world politics.



Learner Outcomes for the Global Sphere of Living

What our graduates need to know, be able to do, and be like.

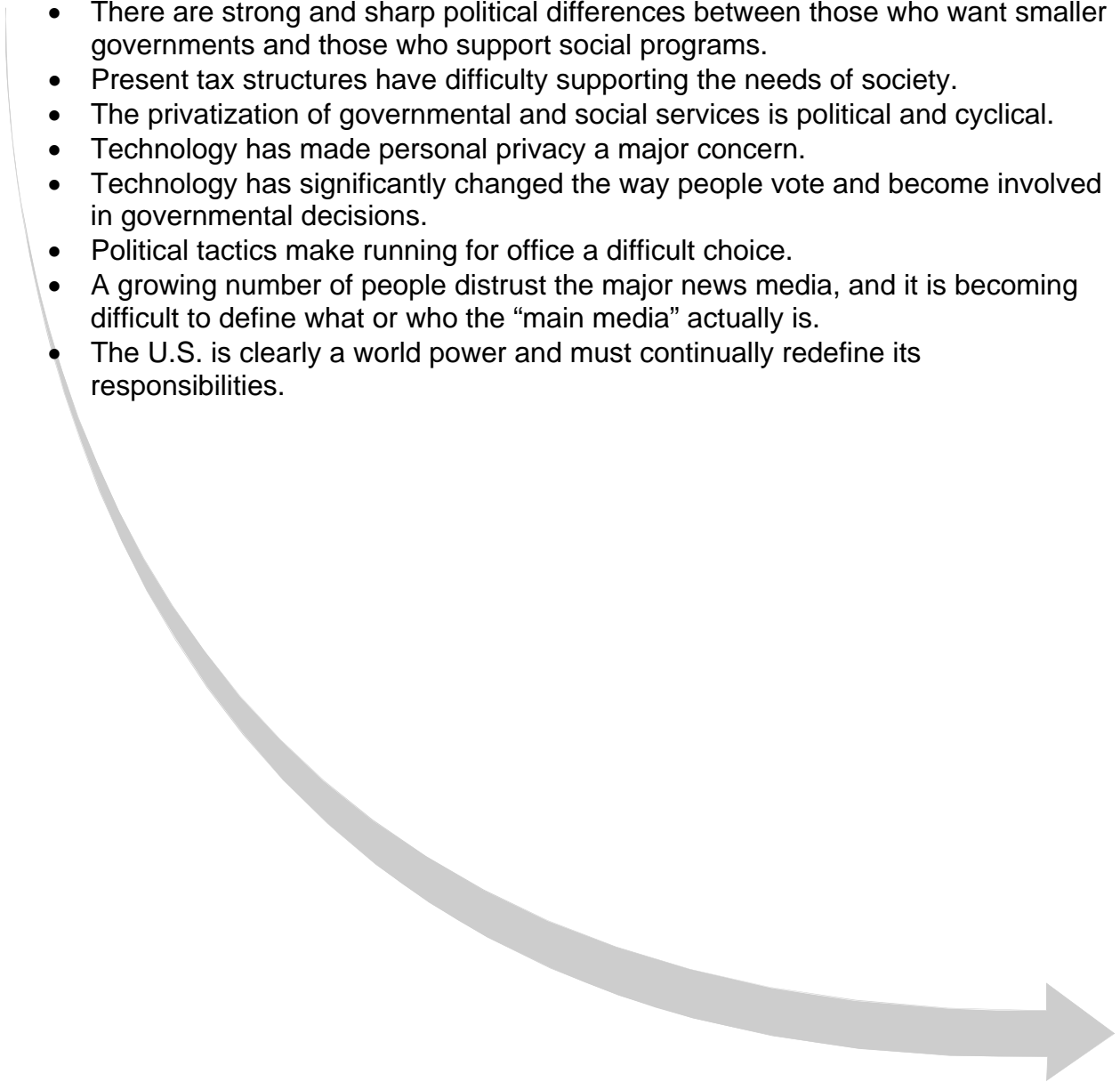
A responsible global steward who . . .

- Speaks and understands at least one language in addition to English.
- Regularly accesses, evaluates, analyzes, and synthesizes information from global sources.
- Has a knowledge of physical and political geography that is used as a backdrop for understanding issues and events.
- Compares and contrasts different forms of government, economies, societies, and cultures . . . past and present.
- Clearly articulates the democratic form of government and is aware of its effect on the global scene.
- Identifies global environmental issues and translates them into local actions.
- Displays technological competence and the responsible use of technology.
- Understands the impact of historical events, and thereby is able to understand, analyze, and evaluate current and future global issues.
- Is connected culturally, economically, and politically to other peoples throughout the world.
- Communicates with others to understand differing points of view regarding issues, policies, and positions.

Future Conditions for the Civic Sphere of Living

What our civic life will be like.

- Individuals live in diverse communities.
- “Time poverty” results in fewer people participating in local government.
- There are strong and sharp political differences between those who want smaller governments and those who support social programs.
- Present tax structures have difficulty supporting the needs of society.
- The privatization of governmental and social services is political and cyclical.
- Technology has made personal privacy a major concern.
- Technology has significantly changed the way people vote and become involved in governmental decisions.
- Political tactics make running for office a difficult choice.
- A growing number of people distrust the major news media, and it is becoming difficult to define what or who the “main media” actually is.
- The U.S. is clearly a world power and must continually redefine its responsibilities.

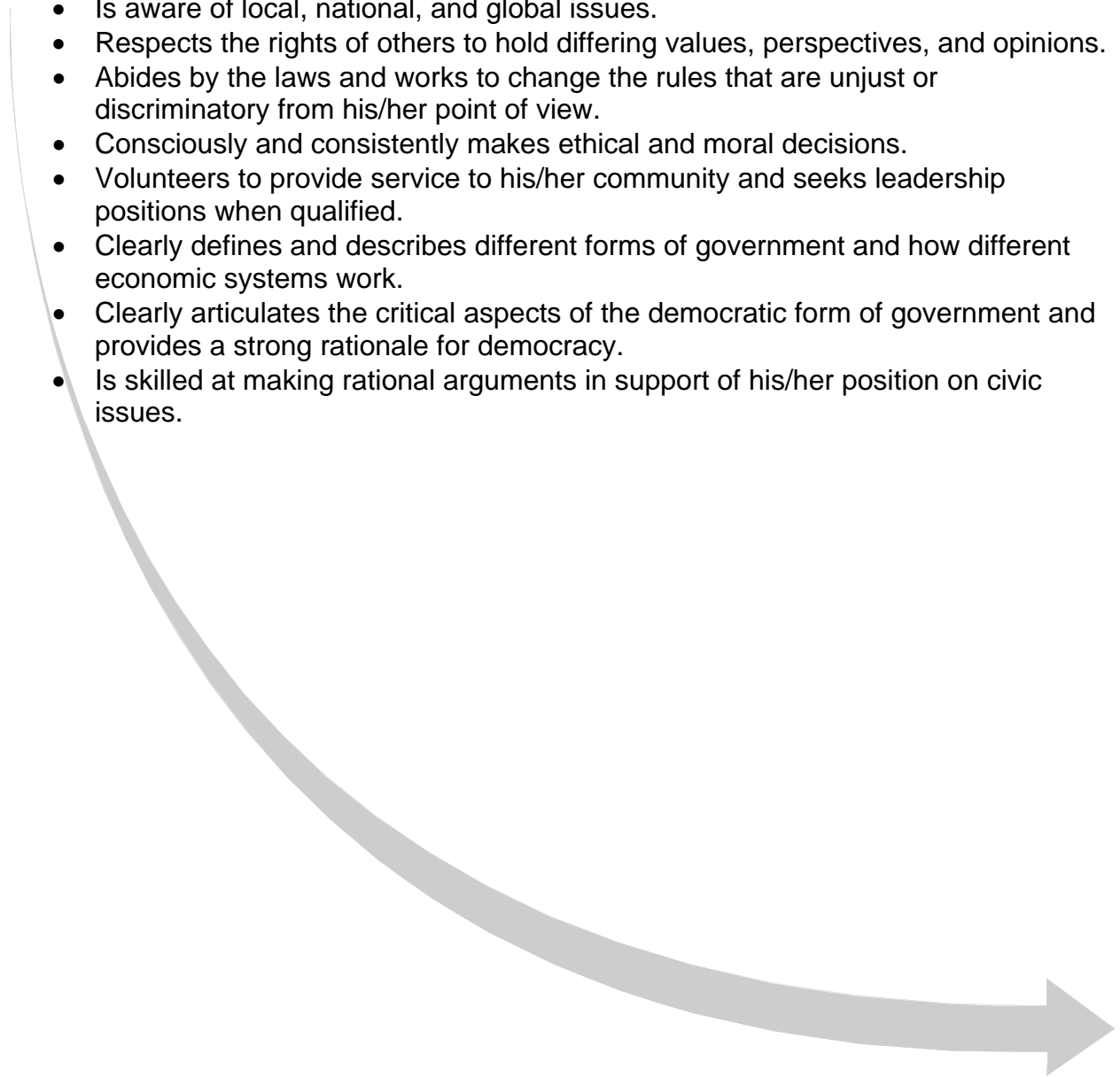


Learner Outcomes for the Civic Sphere of Living

What our graduates need to know, be able to do, and be like.

A responsible, involved citizen who . . .

- Is aware of local, national, and global issues.
- Respects the rights of others to hold differing values, perspectives, and opinions.
- Abides by the laws and works to change the rules that are unjust or discriminatory from his/her point of view.
- Consciously and consistently makes ethical and moral decisions.
- Volunteers to provide service to his/her community and seeks leadership positions when qualified.
- Clearly defines and describes different forms of government and how different economic systems work.
- Clearly articulates the critical aspects of the democratic form of government and provides a strong rationale for democracy.
- Is skilled at making rational arguments in support of his/her position on civic issues.



Future Conditions of the Economic Sphere of Living

What our work and economic life will be like.

- Constant change is the nature of work, and of the global economy.
- E-commerce has virtually removed national economic borders.
- Technology, information systems, outsourcing, and working from the home have changed the way we work.
- New products and services, including “mass customization,” have changed the way we buy.
- Business happens 24/7 and from any place in the world.
- We are living in a time of the entrepreneur and the “free agent” consultant.
- Job security, tenure, and lifetime employment with one company are a thing of the past.
- Higher paid professional positions require a college degree, and in many cases, an advanced degree.
- Skilled trade labor, i.e. mechanics, plumbers, etc. will continue to be in demand.
- The wage gap continues to grow between skilled knowledge workers and the unskilled.
- If it is routine, be it blue collar or white collar, technology will do it better and cheaper.
- E-commerce has made anyone making a living by providing a service between the producer and the customer vulnerable.
- More and more people are working past the normal 65 year retirement age.
- Empowered people produce and are a competitive requirement in today’s economy.
- Consumers are rewarding businesses for ethical and moral practices.
- The “seniors” have control over a great deal of America’s wealth.

Learner Outcomes for the Economic Sphere of Living

What our graduates need to know, be able to do, and be like.

A self-sufficient, innovative producer and resource manager who . . .

- Is a self-directed individual who applies high level thinking skills to solve problems and to take advantage of opportunities.
- Demonstrates strong and productive work habits.
- Is a lifelong learner who anticipates shifts and trends in the marketplace and prepares for them.
- Is highly skilled as a communicator, a relationship builder, and a team member.
- Functions effectively in culturally diverse groups.
- Understands and applies leadership concepts and effective organizational policies, processes, and practices.
- Identifies standards of quality and consistently delivers quality products and services.
- Practices fiscal responsibility through planning and budgeting . . . has a plan to become financially independent.
- Understands and applies analytical economic concepts to make informed financial decisions.
- Approaches all economic and work-related decisions from a moral and ethical point of view.

The East Maine School District Visions

“What we will look like when operating at our ideal best.”

In order to create a picture of what our schools will look like and be like in the ideal future, the Strategic Design Committee addressed eight key areas that will be part of our system’s future planning and action efforts. Together, these elements describe the vision that the East Maine School District holds for itself, that it expects to accomplish, and that it works toward each day.

For a vision statement to be powerful and serve its function, it must run well ahead of East Maine’s present capacity reach it. Visions pull people and organizations toward an exciting future. They are meant to motivate and inspire. True visionaries “make no small plans.”

Vision statements also become more powerful when they are stated in the present tense; hence, we have chosen to do so in these statements.

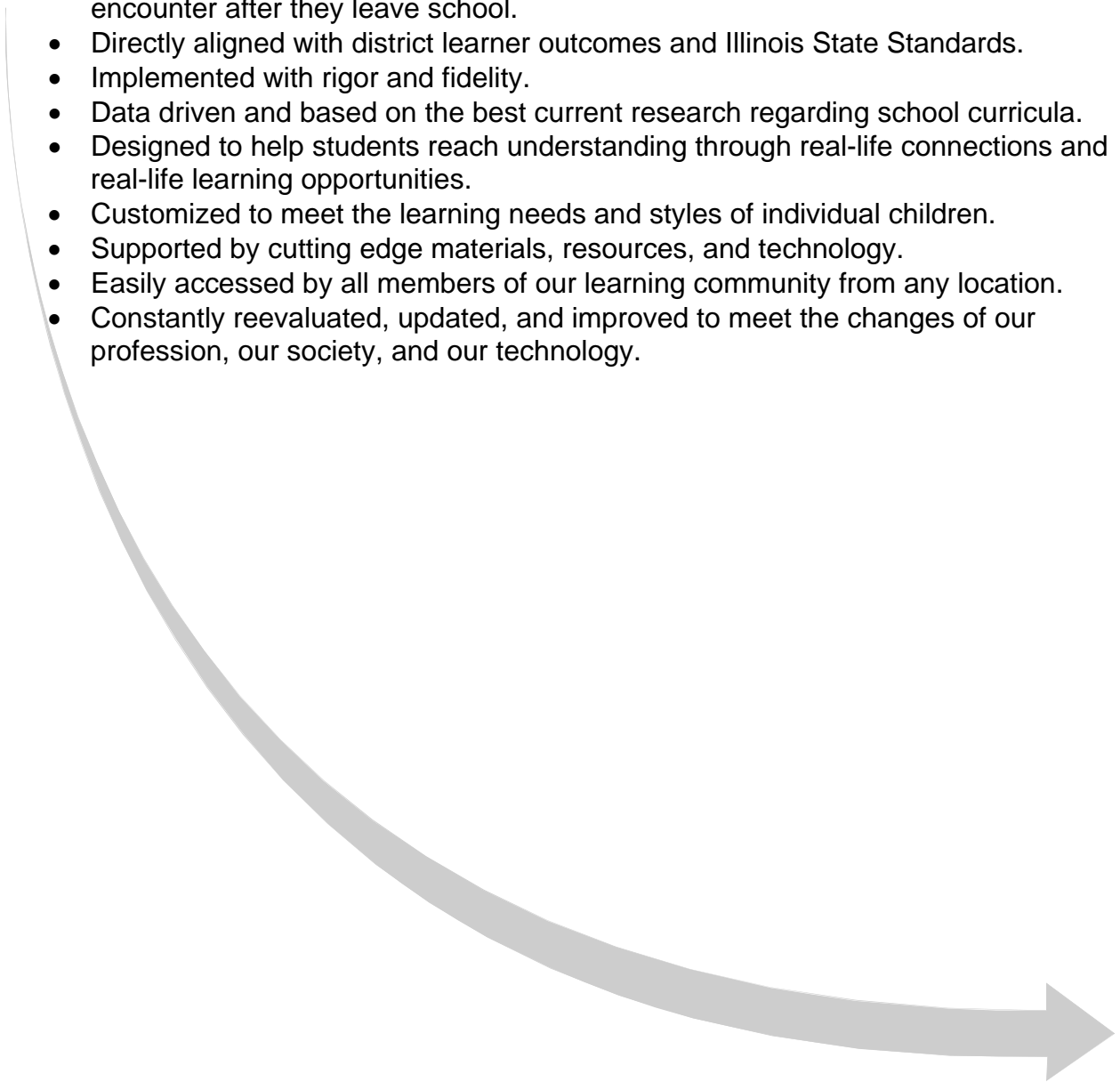
The East Maine Strategic Design Committee chose to create vision statements for the following eight critical aspects of our schools.

Curriculum	What we teach and students learn
Instruction	How we teach and students learn
Assessment	How we measure success and how we are held accountable
Technology	How we use technology to customize and accelerate learning
Leadership	How we provide support at all levels
Personnel	Whom we employ as an ideal staff
Stakeholders	How we involve all members of the East Maine community
Environment	Our places for learning and teaching

Curriculum What we teach and students learn

The East Maine School District Curriculum is:

- Future-focused and based on the challenges and opportunities our students will encounter after they leave school.
- Directly aligned with district learner outcomes and Illinois State Standards.
- Implemented with rigor and fidelity.
- Data driven and based on the best current research regarding school curricula.
- Designed to help students reach understanding through real-life connections and real-life learning opportunities.
- Customized to meet the learning needs and styles of individual children.
- Supported by cutting edge materials, resources, and technology.
- Easily accessed by all members of our learning community from any location.
- Constantly reevaluated, updated, and improved to meet the changes of our profession, our society, and our technology.



Instruction How we teach and students learn

Instruction at the East Maine School District:

- Takes place, whenever possible, in a real-life context making learning relevant, challenging, and practical.
- Meets each child at his/her developmental level, actively involves the child in his/her learning, challenges the child, and helps the child to meet with success.
- Is based upon stated learner outcomes, and the learner is aware of the learning that will be demonstrated to prove mastery.
- Recognizes the need for children to have differentiated learning environments and makes them available to meet individual student learning needs.
- Provides technology to accelerate and personalize learning whenever possible.
- Makes available, in a timely manner, the effective learning resources that match student learning needs.
- Provides an attractive and safe learning environment for children.
- Helps students to be successful each day and be highly motivated to come back tomorrow.
- Is delivered by teachers who are effective role models for children.
- Is delivered by teachers who possess a love of learning and a passion for teaching.
- Allows teachers and all instructional support personnel opportunities to take part in professional development activities directly aligned with East Maine's vision of instruction and the "best practices" of the education profession.
- Is based upon the profession's best research and best teaching practices.

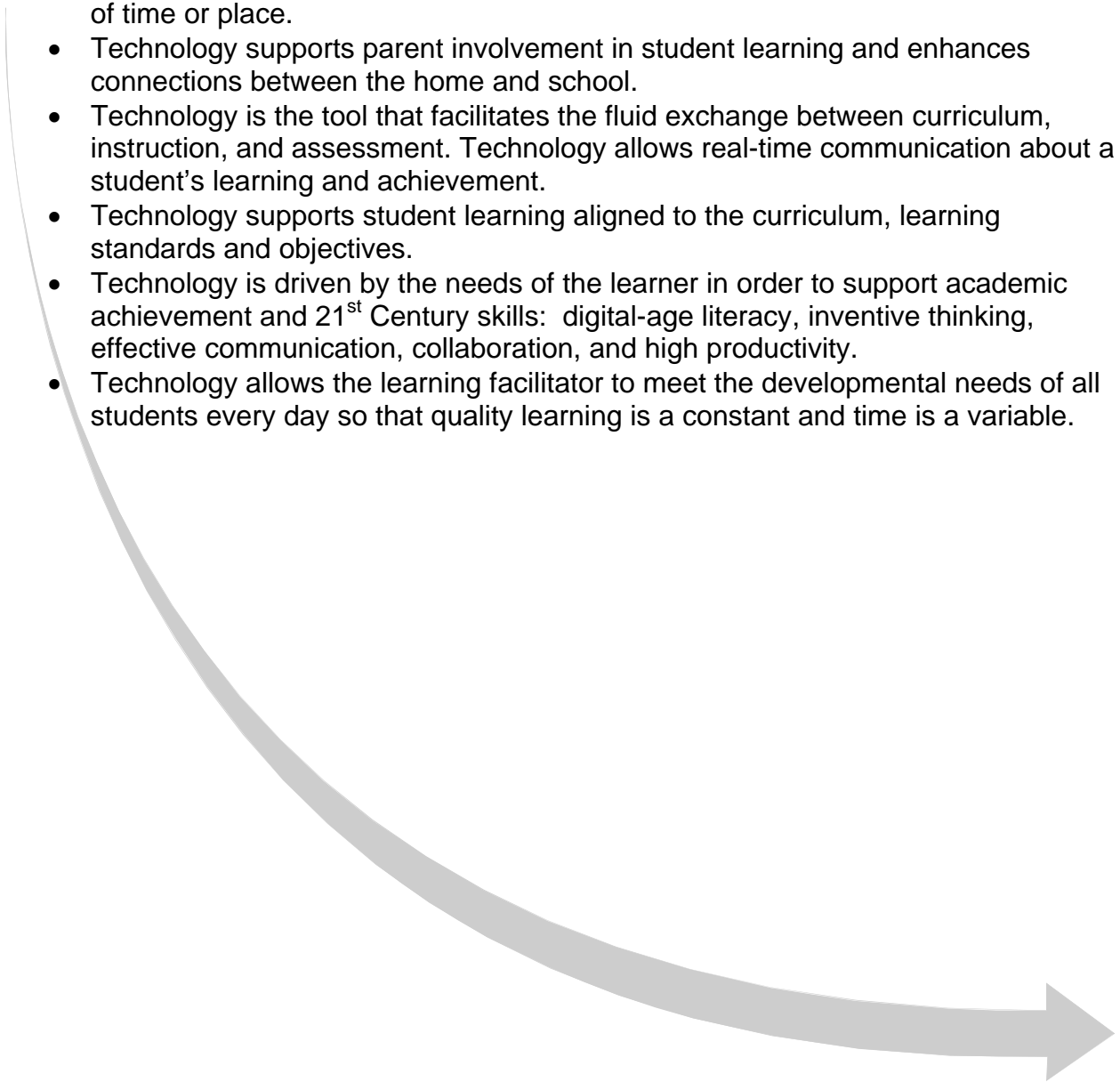
Assessment How we measure success and how we are held accountable

Assessment at the East Maine School District:

- Is designed to monitor student growth and student needs, and is used by teachers for setting personal goals and planning instruction for children.
- Includes multiple forms of student assessment allowing learners to demonstrate their learning in ways appropriate to them and to the nature of the learner outcome.
- Is defined differently from evaluation at East Maine. Evaluation is making judgments about performance. Assessment is about identifying ways of helping learners to improve their performances.
- Is directly aligned with East Maine Learner Outcomes and Illinois State Standards.
- Includes student self-assessment through which students learn to reflect on their work, set learning goals, and practice the skills required to become self-directed, lifelong learners.
- Is rigorous but flexible, allowing for alternative ways and means to demonstrate learning.
- Allows students to demonstrate life-role learner outcomes in real-life settings.
- Students have creative electronic portfolios to document the accomplishment of learner outcomes.
- Makes the learning status of each student available to parents so that parents can know how to partner with the school in ensuring academic success for their children.
- Includes monitoring the continued academic success of our students after they leave our school and enter high school. We determine the degree of their continued success, we identify problems or concerns, and we adjust and improve our process for readying our students for continued schooling and for their life after graduation.

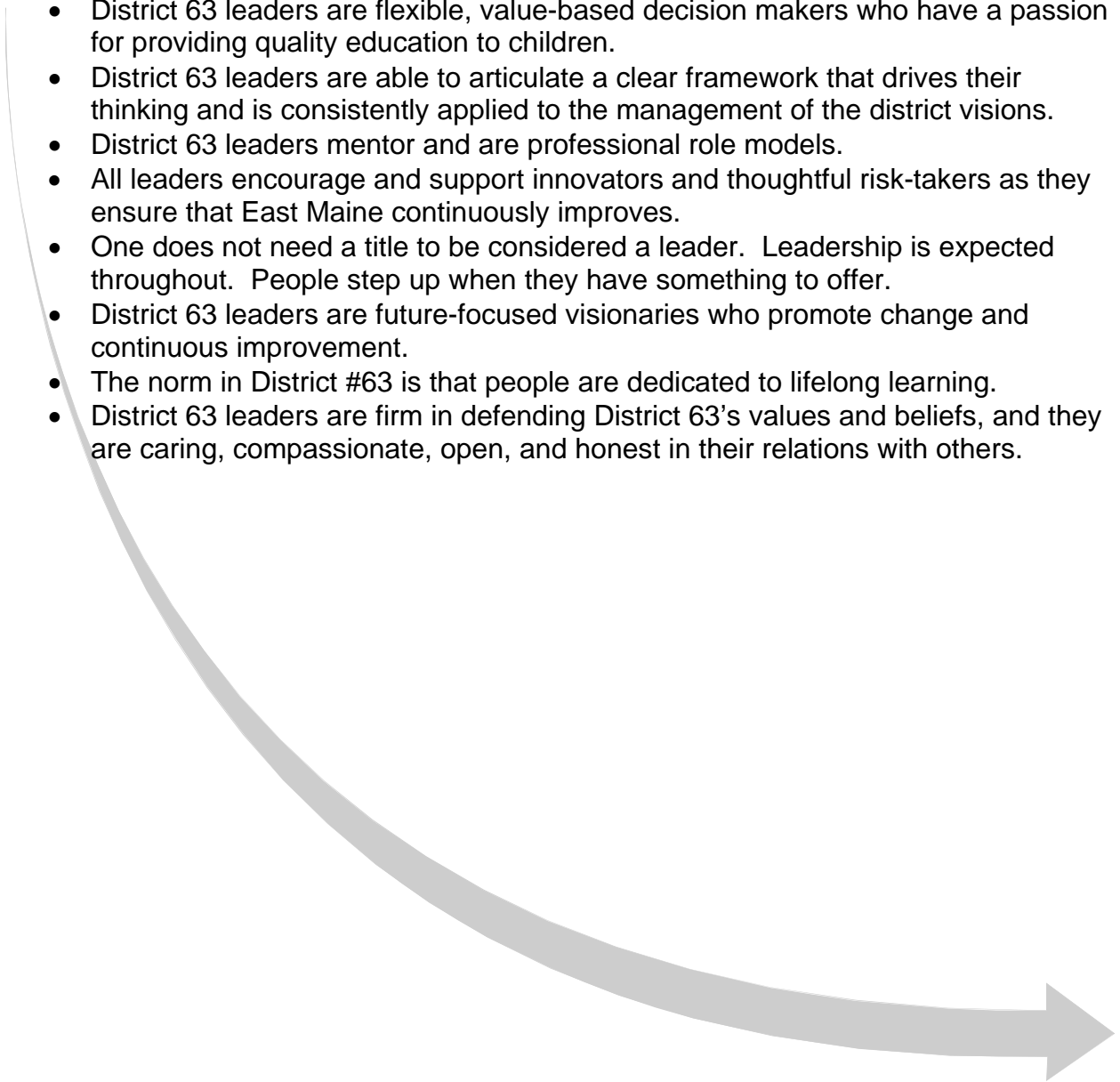
Technology How we use technology effectively to support student learning:

- Appropriate technology is available to meet the rapidly changing learning and communication needs of all students, parents, and other stakeholders regardless of time or place.
- Technology supports parent involvement in student learning and enhances connections between the home and school.
- Technology is the tool that facilitates the fluid exchange between curriculum, instruction, and assessment. Technology allows real-time communication about a student's learning and achievement.
- Technology supports student learning aligned to the curriculum, learning standards and objectives.
- Technology is driven by the needs of the learner in order to support academic achievement and 21st Century skills: digital-age literacy, inventive thinking, effective communication, collaboration, and high productivity.
- Technology allows the learning facilitator to meet the developmental needs of all students every day so that quality learning is a constant and time is a variable.



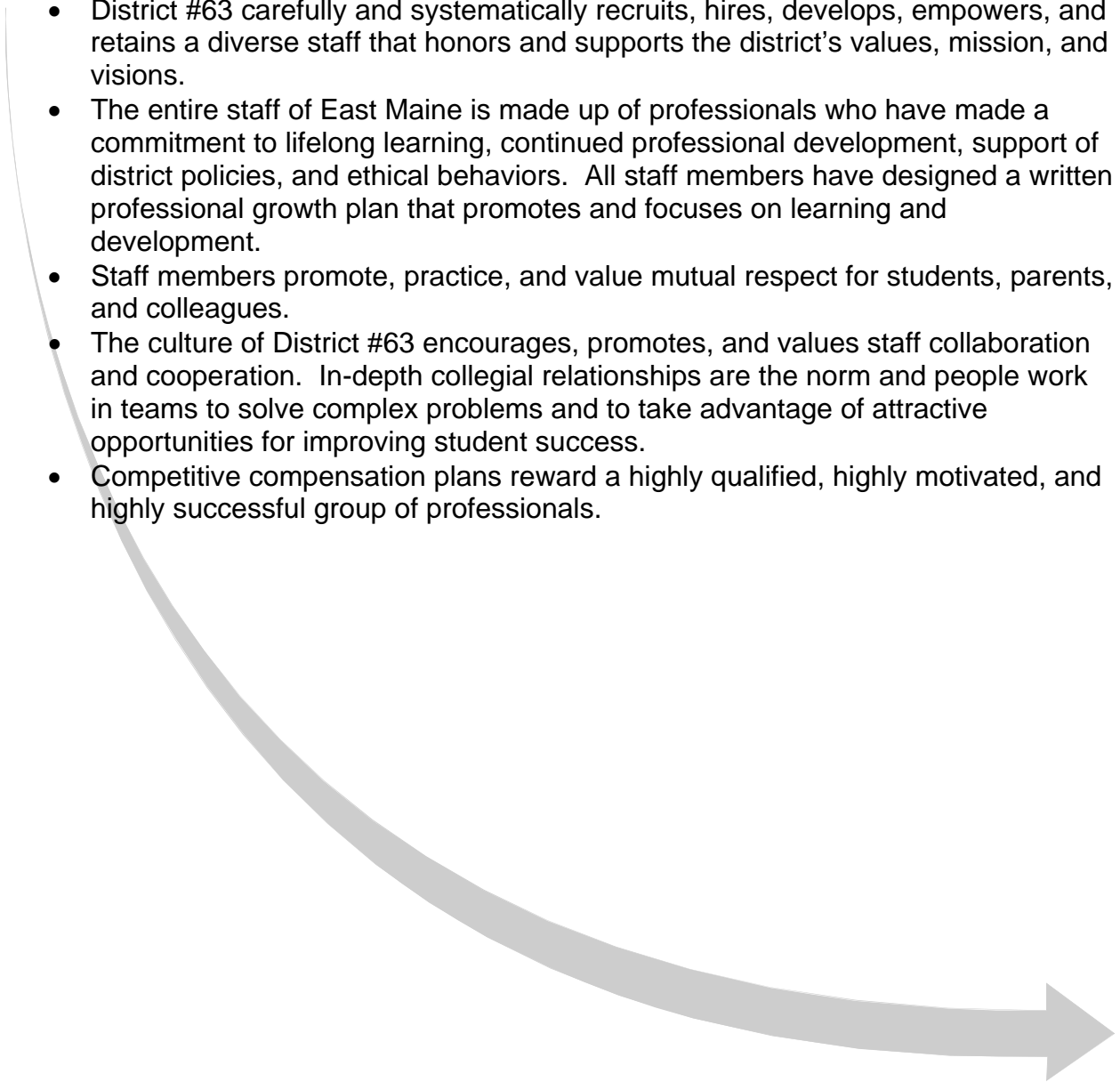
Leadership How we provide support at all levels:

- Leaders at every level, including the Board of Education, communicate openly, honestly, and professionally with colleagues, staff members and the East Maine community. They elicit and accept feedback.
- District 63 leaders are flexible, value-based decision makers who have a passion for providing quality education to children.
- District 63 leaders are able to articulate a clear framework that drives their thinking and is consistently applied to the management of the district visions.
- District 63 leaders mentor and are professional role models.
- All leaders encourage and support innovators and thoughtful risk-takers as they ensure that East Maine continuously improves.
- One does not need a title to be considered a leader. Leadership is expected throughout. People step up when they have something to offer.
- District 63 leaders are future-focused visionaries who promote change and continuous improvement.
- The norm in District #63 is that people are dedicated to lifelong learning.
- District 63 leaders are firm in defending District 63's values and beliefs, and they are caring, compassionate, open, and honest in their relations with others.



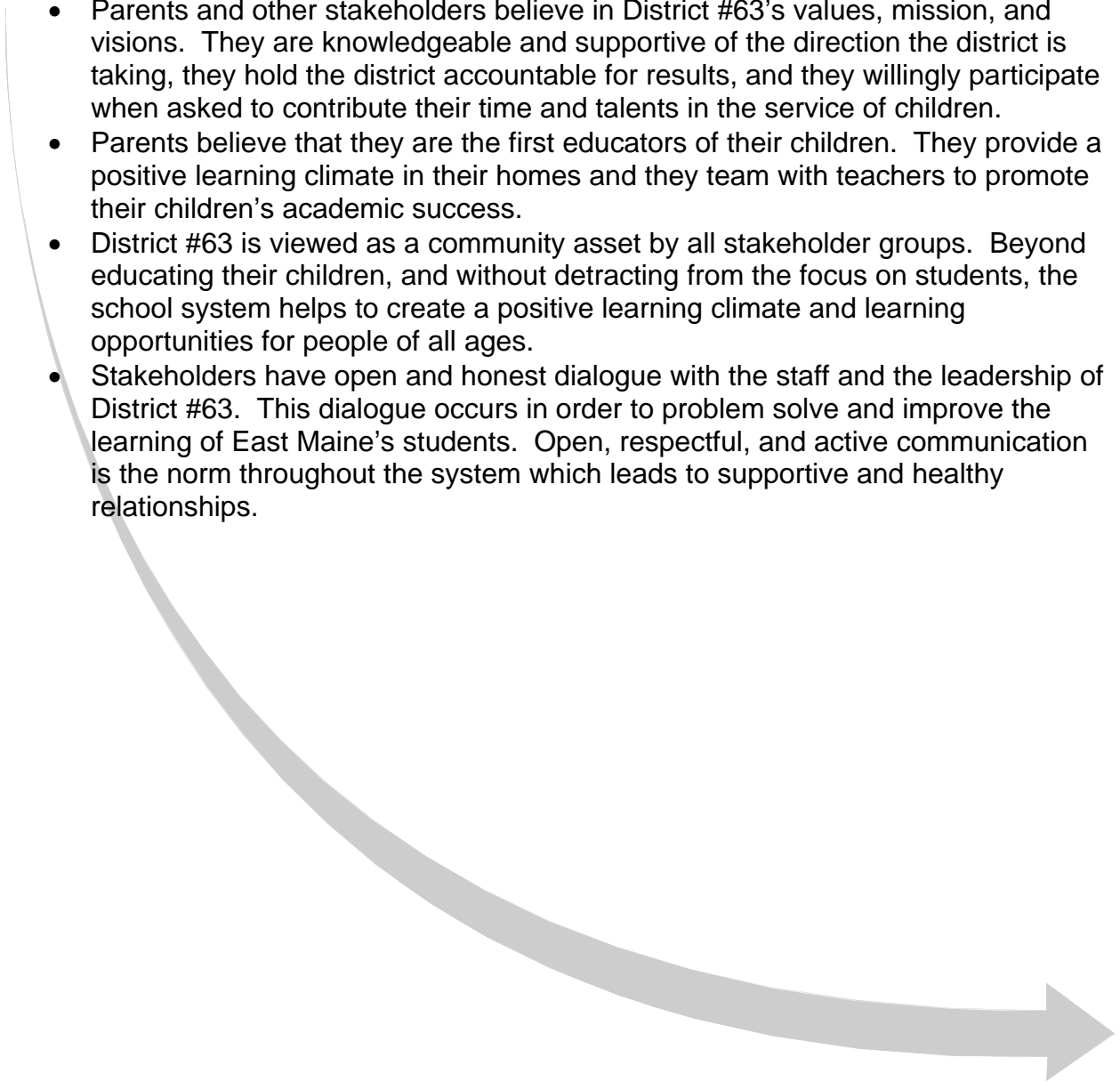
Personnel Whom we employ as our ideal staff:

- All members of the East Maine staff understand and support the district values, mission, and vision and work daily to make the vision a reality. Everyone is focused first on what is best for students.
- District #63 carefully and systematically recruits, hires, develops, empowers, and retains a diverse staff that honors and supports the district's values, mission, and visions.
- The entire staff of East Maine is made up of professionals who have made a commitment to lifelong learning, continued professional development, support of district policies, and ethical behaviors. All staff members have designed a written professional growth plan that promotes and focuses on learning and development.
- Staff members promote, practice, and value mutual respect for students, parents, and colleagues.
- The culture of District #63 encourages, promotes, and values staff collaboration and cooperation. In-depth collegial relationships are the norm and people work in teams to solve complex problems and to take advantage of attractive opportunities for improving student success.
- Competitive compensation plans reward a highly qualified, highly motivated, and highly successful group of professionals.



Stakeholders How we involve all members of the East Maine Community:

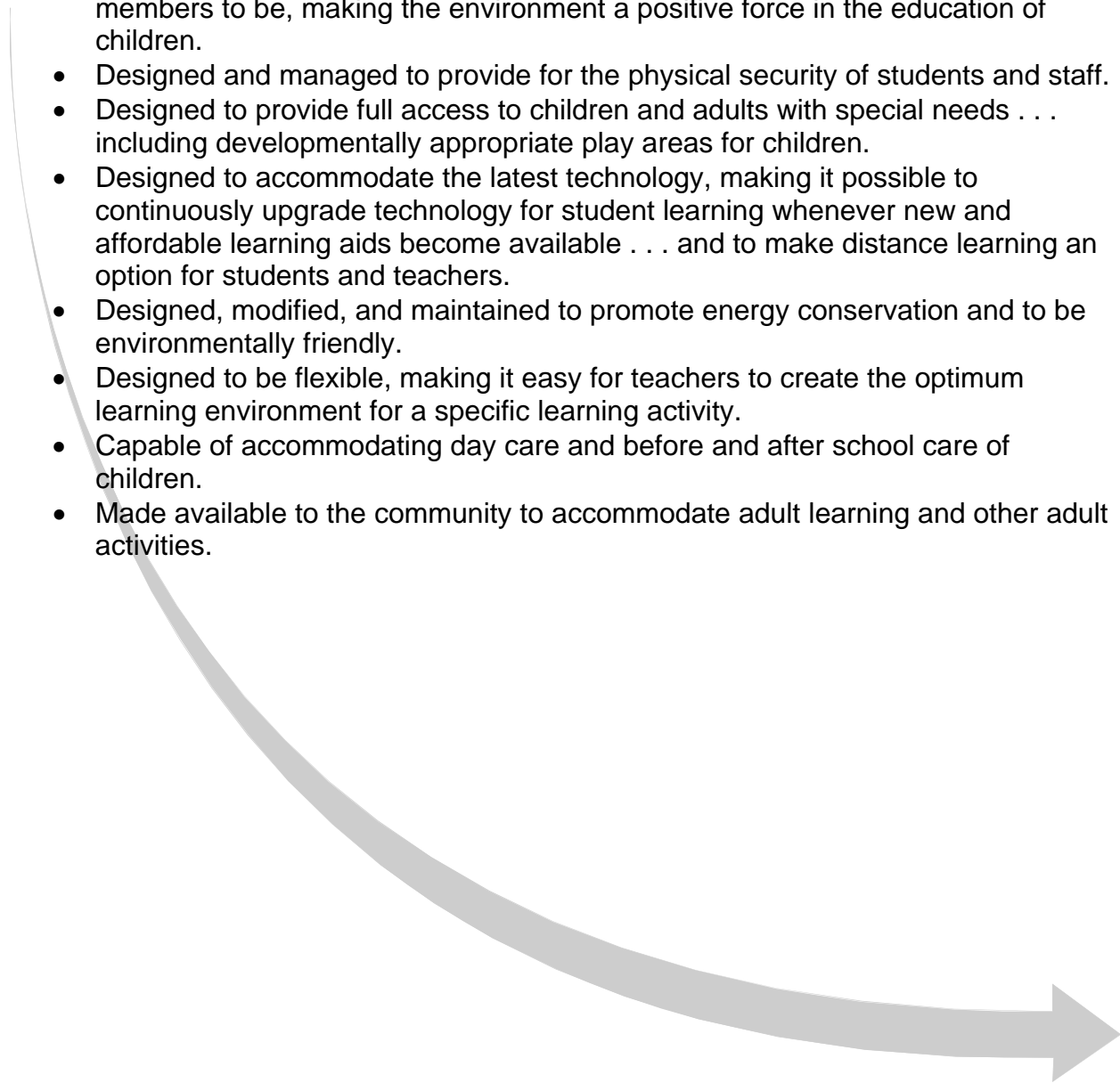
- Members of the East Maine community, as well as community businesses and organizations, are committed to being partners to the school system in the education of children.
- Parents and other stakeholders believe in District #63's values, mission, and visions. They are knowledgeable and supportive of the direction the district is taking, they hold the district accountable for results, and they willingly participate when asked to contribute their time and talents in the service of children.
- Parents believe that they are the first educators of their children. They provide a positive learning climate in their homes and they team with teachers to promote their children's academic success.
- District #63 is viewed as a community asset by all stakeholder groups. Beyond educating their children, and without detracting from the focus on students, the school system helps to create a positive learning climate and learning opportunities for people of all ages.
- Stakeholders have open and honest dialogue with the staff and the leadership of District #63. This dialogue occurs in order to problem solve and improve the learning of East Maine's students. Open, respectful, and active communication is the norm throughout the system which leads to supportive and healthy relationships.



Environment Our places for learning and teaching

Learning Environments in the East Maine School District are:

- Safe, clean, healthy, aesthetic, and comfortable places for children and staff members to be, making the environment a positive force in the education of children.
- Designed and managed to provide for the physical security of students and staff.
- Designed to provide full access to children and adults with special needs . . . including developmentally appropriate play areas for children.
- Designed to accommodate the latest technology, making it possible to continuously upgrade technology for student learning whenever new and affordable learning aids become available . . . and to make distance learning an option for students and teachers.
- Designed, modified, and maintained to promote energy conservation and to be environmentally friendly.
- Designed to be flexible, making it easy for teachers to create the optimum learning environment for a specific learning activity.
- Capable of accommodating day care and before and after school care of children.
- Made available to the community to accommodate adult learning and other adult activities.



Revisiting Our Strategic Visions and Direction March 17, 2009

Participants:

Ms. Katie Bajorek, Parent Liaison
Mr. Daniel Barrie, Administrator
Mr. David Bein, Administrator
Ms. Kim Biederman, Community Member
Mr. Jon Bogie, Assist. Principal
Ms. MaryAnn Bosak, Parent
Dr. Bonnie Boyer, Administrator
Ms. Ilyse Brainin, Community Member
Ms. Alexandra Brook, Parent
Ms. Erin Centanni, Administrator
Dr. Scott Clay, Administrator
Ms. Ellen Del Porte, Administrator
Ms. Gina Dell'Aringa, Instructional Coach
Ms. Lynn Glickman, Principal
Mr. Walter Gluzkin, Board Member
Ms. Nicole Goerner, Literacy Specialist
Ms. Nichole Gross, Interim. Principal
Mr. Eric Henry, Principal
Dr. Scott Herrmann, Principal
Ms. Mindy Horne, Parent
Mr. Vlado Hrnjak, Support Staff
Mr. John Jekot, Board Vice President
Ms. Janet Kaczowski, Board Member
Ms. Carolyn Kosiba, Faculty
Ms. Theresa Kovnat, Parent
Mr. Steve Levy, Board Member

Ms. Patsy Lindoerfer, Curriculum Developer
Ms. Robin Lindquist, Parent
Mr. Dave Lov, Community Member
Ms. Rachel Miller, Instructional Coach
Mr. Larry Mishkin, Principal
Ms. Patricia Mitchell, Faculty
Mr. Scott Paul, Principal
Ms. Eva Perelgut, Faculty
Ms. Karen Peters, Faculty
Mr. Roger Plummer, Board Member
Mr. Eric Poders, Community Member
Dr. Louella Preston, Community Member
Ms. Alice Reyes Gordon, Parent
Ms. Pamela Sarandos, Literacy Specialist
Ms. Judith Satkiewicz, Administrator
Dr. Chuck Schwahn, Facilitator
Ms. Karol Schwed, Parent
Mr. Thomas Simmons, Board Member
Mr. Howard Sussman, Principal
Ms. Kristen Ulery, Assist. Principal
Mr. Harrell Watts, Faculty
Dr. Kathleen Williams, Superintendent
Mr. Mark Williams, Youth Coordinator
Ms. Jane Wojtkiewicz, Board President
Ms. Jennifer Younan, Faculty



Revisiting of EMSD 63's Strategic Direction

April 21, 22, 2006

Participants:

Ms Selvije Arifi, Parent
Ms Harriet Barone, Faculty
Ms Julie Bernett, Parent
Ms Mary Bonkoske, Community Member
Ms Ilyse Brainin, Faculty
Ms Helene Chazin, Faculty
Dr. Scott Clay, Principal
Ms Tracy Clements, Faculty
Ms Susan Deaton, Principal
Mr. Mitch Dubinsky, Faculty
Mr. Jim Egle, Support Staff
Ms Lynn Glickman, Principal
Mr. Walter Gluzkin, Parent
Ms Leslie Hall, Faculty
Mr. Joseph Harrington, Community Member
Mr. Scott Herrmann, Principal
Ms Elizabeth Houlihan, Board Corres.
Secretary
Mr. John Jekot, Board Vice President
Ms Janet Kaczkowski, Parent
Dr. Gwynne Kell, Administrator
Mr. Greg Kleckner, Associate Principal
Ms Carolyn Kosiba, Faculty
Mr. Scott Langlo, Board Member

Mr. Steve Levy, Board Member
Ms Patsy Lindoerfer, Faculty
Mr. Richard Lyons, Community Member
Mr. Nicholas Maldonado, Principal
Mrs. Anne E. Marzullo, Board Member
Mr. John McLaughlin, Faculty
Ms Brenda Merkel, Faculty
Mr. Larry Mishkin, Principal
Ms Patricia Mitchell, Faculty
Ms Beri Nass, Support Staff
Mr. Michael Nowlan, Administrator
Mr. Scott Paul, Assist. Principal
Ms Eva Perelgut, Faculty
Mr. Tom Reinhart, Parent
Ms Kathy Ruck, Faculty
Ms Katherine Ruh, Administrator
Mr. Ramon Sanchez, Community Member
Ms Judith Satkiewicz, Administrator
Ms Pat Schiller, Faculty
Ms Karol Schwed, Parent
Ms Kristina Stafseth, Faculty
Ms Pam Surber, Director of TLC
Ms Kristen Ulery, Assist. Principal
Dr. Kathleen Williams, Superintendent
Ms Jane Wojtkiewicz, Board President

Back to the Future Conference

October 26, 2002

Participants:

Ms. Natalie Adamson, Student
Ms. Gabriel Barnes, Parent
Ms. Karen Beck, Principal
Mr. Melvin L. Berry, Principal
Ms. Mary Bonkoske, Support Staff
Ms. Joanne Braun, Faculty
Ms. Michele Brayndick, Community Member
Dr. Diane Cody, Administrator
Ms. Susan Deaton, Principal
Ms. Karen Dimond, Board Member
Ms. Lynn Edelheit, Faculty
Ms. Cheryl Foxworth, Parent
Ms. Carol Gibbs, Administrator
Ms. Leslie Hall, Faculty
Ms. Janet Halperin, Support Staff
Mr. Dennis Harnack, Principal
Mr. Scott Herrmann, Principal
Ms. Elizabeth Houlihan, Board Member
Mr. John C. Jekot, Board Member
Mr. Michael Johann, Administrator
Ms. Janet Kaczowski, Parent
Mr. Michael Kastler, Administrator
Ms. Kimberly Kaup, Faculty
Ms. Carolyn Kosiba, Faculty
Mr. Jin Lee, Parent

Mr. Steven Levy, Board Vice President
Ms. Patsy Lindoerfer, Faculty
Mr. Nicholas Maldonado, Principal
Ms. Stacey Mallek, Administrator
Ms. Anne E. Marzullo, Board Member
Ms. Adrienne Metcalf, Faculty
Mr. Larry Mishkin, Principal
Ms. Pat Mitchell, Faculty
Mr. Jim Morrison, Assistant Principal
Mr. Michael Nowlan, Administrator
Ms. Kendra Perri, Associate Principal
Ms. Karen Peters, Faculty
Ms. Bonnie Piotrowski, Faculty
Ms. Kathy Ruck, Faculty
Ms. Judith Satkiewicz, Administrator
Ms. Marge Schultes, Support Staff
Ms. Judi Smith, Faculty
Ms. Dolores Stanton, Parent
Mr. Brad Voehringer, Administrator
Ms. Karen Weitzman, Support Staff
Dr. Kathleen Williams, Superintendent
Ms. Kathie Wilson, Parent
Ms. Sonja Witschonke-Mess, Board Corres.
Secy.
Ms. Jane Wojtkiewicz, Board President

Strategic Design Conference
August 9, 10, 11, 2001

Participants:

Ms Nicole Adamson, Student
Ms Natalie Adamson, Student
Ms Caroline Aesho, Support Staff
Ms Kimberly Allen, Faculty
Mr. Sonny Annoreno, Support Staff
Ms Sophia Arvanitis, Faculty
Ms Gabriel Barnes, Parent
Ms Karen Beck, Principal
Ms Mary Bonkoske, Support Staff
Ms Joanne Braun, Faculty
Ms Michele Brayndick, Community Member
Ms Helene Chazin, Faculty
Dr. Diane Cody, Administrator
Ms Susan Deaton, Principal
Ms Karen Dimond, Board Member
Ms Julie Diskin, Support Staff
Ms Lynn Edelheit, Faculty
Mr. Steve Edsey, Faculty
Ms Cheryl Foxworth, Parent
Mr. Martin Friedman, Community Member
Ms Carol Gibbs, Administrator
Ms Judith Gilley, Support Staff
Mr. Ariye Ginzburg, Community Member
Ms Leslie Hall, Faculty
Ms Janet Halperin, Support Staff
Father Pat Hannon, CSC, Community Member
Ms Eileen Harford, Parent
Mr. Dennis Harnack, Principal
Ms Erica Helchen, Administrator
Mr. Scott Herrmann, Principal
Ms Elizabeth Houlihan, Board Member
Ms Nella Incandella, Parent
Mr. John C. Jekot, Board Member
Mr. Michael Johann, Administrator
Ms. Janet Kaczowski, Parent
Mr. Michael Kastler, Administrator
Ms. Marian Koritsaris, Community Member
Ms Carolyn Kosiba, Faculty
Ms Lissa Kriesman, Faculty
Mr. Jin Lee, Parent
Mr. Steven Levy, Board Vice President
Ms Shukuntula Lewis, Student
Ms Patsy Lindoerfer, Faculty
Ms Karen Lui, Student
Mr. Nicholas Maldonado, Principal
Ms. Anne E. Marzullo, Board Member
Ms. Linda Mathis, Community Member
Ms. Vikki Mc Connell, Parent
Ms Adrienne Metcalf, Faculty
Mr. Larry Mishkin, Principal
Ms Pat Mitchell, Faculty
Mr. Michael Nowlan, Administrator
Ms Mary Pendergast, Faculty
Ms Kendra Perri, Assist. Principal
Ms Karen Peters, Faculty
Mr. Orlando Piedra, Principal
Ms Bonnie Piotrowski, Faculty
Ms Margaret Polovchak, Community Member
Ms Kathy Ruck, Faculty
Ms Judith Satkiewicz, Administrator
Ms Marge Schultes, Support Staff
Mr. Melvin Shaikes, Faculty
Ms Tracey Shoellhorn, Administrator
Ms Judi Smith, Faculty
Ms Michaelle Smith, Parent
Ms Dolores Stanton, Parent
Mr. Jim Stavish, Community Member
Officer Robert Tornabene, Community Member
Mr. John Turnbow, Faculty
Ms Karen Weitzman, Support Staff
Dr. Kathleen Williams, Superintendent
Ms Kathie Wilson, Parent
Reverend R. Michael Winters, Community Member
Ms Sonja Witschonke-Mess, Board Corres. Secy.
Ms Jane Wotjkiewicz, Board President
Ms Sharon Zite, Faculty