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RSU #20

Belfast ♦ Belmont ♦ Morrill ♦
Northport ♦ Searsmont ♦ Searsport ♦
Stockton Springs ♦ Swanville

FAX

TO: Diana Diron

FAX #: 1-877-227-9838

FROM: Brian Carpenter

DATE: 10-15-14

SUBJECT: Confirmation of Readiness

NUMBER OF PAGES (including cover) 32

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School Administrative Units (SAUs) award diplomas. The Maine Department of Education's role is to ensure that SAUs base the awarding of a diploma on student proficiency for students graduating after January 1, 2018.

Directions for submitting the confirmation of readiness

1. Complete the document and provide evidence to support the responses. Our intent is to keep the process streamlined and reasonable and have therefore set word limits of 1000 words for each section in the application and request that districts submit a total of no more than 25 pages of evidence.

2. Convert the confirmation of readiness document and all pages of evidence to a PDF format and fax your complete application to Diana Doiron at the following fax number: 1-877-227-9838.

Note: Confirmations of readiness that are incomplete or lack sufficient evidence will receive feedback requesting additional information. Our plan is to process all submissions within a month of the submittal window. This plan is dependent on the number of submissions received per submittal deadline.

Confirmation of Readiness

At the time of the submittal the SAU will:

- Provide evidence demonstrating its preparedness to deliver diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles in 2018.
- Include an updated copy of the SAU's Basic School Approval Transition to Proficiency-based Graduation plan
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds carried over to support the implementation of proficiency-based diplomas

LIMIT RESPONSES TO QUESTIONS TO 1000 WORDS PER QUESTION AND LIMIT TOTAL ATTACHED EVIDENCE TO 25 PAGES

Submittal Window

1. Indicate the submitting date.

August 18, 2014, 5 pm September 17, 2014, 5 pm October 18, 2014, 5 pm

Superintendents Region

2. Indicate the superintendent region in which your SAU is a member.

Aroostook	
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	X
Penquis	
Washington	
Western Maine	
York	

3. School Administrative Unit: RSU 20
 4. High School(s): Searsport District Middle/High School
 5. Name and title of people completing the confirmation of readiness: Kent Hoffman, Principal
 6. Superintendent's name, address, phone number and email: Brian Carpenter, P.O Box 363, Belfast, Maine; (207) 338-1960; bcarpenter@rsu20.org

Evidence of Preparedness

7. Describe the SAU's preparedness to award diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles after January 1, 2018. Limit your description to 1000 words (approximately 2 pages single spaced or four pages double spaced) and attach evidence to support your description referencing the name of the document(s) and specific page(s).

Criteria:

- Updated copy of the SAU's Basic School Approval Transition to Proficiency-Based Graduation plan

- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear evidence of the capacity and infrastructure to fully implement a proficiency-based system in September 2014 at the secondary level for incoming freshmen.**

Over the last ten years, Searsport District Middle / High School has introduced and used a fully implemented, grades 6-12, standards-based educational system resulting in proficiency based diplomas aligned with the Maine Learning Results. This work was reviewed carefully by the NEASC visiting committee during their visit, November 2013. An excerpt from their report clearly affirms the effectiveness of SDM/HS's model for a proficiency based diploma. **(EVIDENCE A: SDM/HS NEASC Report pp 12-19, 44-45)**

Adopting these standards has had an impact on the staff, community and students by increasing the clarity of learning expectations and individual students' progress toward meeting those standards. Having these standards has provided teachers a clear focus for their instruction; students know the areas where they need to seek support; and parents have more accurate information about their student's learning growth and needs. In addition, teachers and staff are able to customize instruction to the student's strengths and weaknesses such that if students have difficulty meeting a particular standard, they may gain proficiency through a number of intervention opportunities rather than having to re-take an entire course.

As evidence of our progress, there are several documents attached to this report, listed below. Taken together, this is clear evidence that Searsport District High School has

adopted a proficiency-based system of awarding diplomas and is using this system currently.

- Excerpts from the November 2014 Visiting Committee Final Report describing the committee's observations in response to Standard 1 (Core Value, Beliefs and Learning Expectations) and Standard 4 (Assessment of and for Learning).
(EVIDENCE A: SDM/HS NEASC Report pp 12-19, 44-45)
- Board meeting minutes when standards-based diploma plan was first presented (April 2006) **(EVIDENCE B: BOARD MINUTES)**
- Graduation Policy for a proficiency based diploma **(EVIDENCE C: GRADUATION REQUIREMENTS)**
- Sample SDHS report card **(EVIDENCE D: REPORT CARD)**
- Sample SDHS transcript **(EVIDENCE E: TRANSCRIPT)**
- "White" day schedule showing interventions **(EVIDENCE F: SCHEDULE)**
- Sample SDHS Social Studies standards **(EVIDENCE G: SS STANDARDS & INDICATORS)**
- Sample SDHS ELA rubric **(EVIDENCE H: ELA RUBRIC)**

System of Supports for Student Learning

8. Describe the system of supports you have in place for secondary students when proficiency is not demonstrated. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced) and attach evidence to support the description referencing the name of the document(s) and specific page(s).

Criteria:

- **Clear description of the practices/protocols for improving student performance and ensuring feedback is timely, specific to each student and delivered when and where it has the most benefit**
- **Clear description of practices for regular monitoring of student progress**
- **Clear description of equity of opportunity for support in any content area and Guiding Principle**

Because every student is expected to master each standard and the standards are assessed individually, teachers can customize instruction and intervention to the student's strengths and weaknesses. Searsport District High School has numerous supports in place to aide students in achieving proficiency. Teachers meet regularly in grade level teams to identify and discuss the appropriate interventions needed by individuals and groups of students. The attached schedule (EVIDENCE F: SCHEDULE) shows a range of interventions that are built into the Master schedule; on "Blue" days, grade level team time is built into the schedule. Following is a description of some of the interventions that are currently in place.

Academic Support//Intervention Labs

All high school students have a seventy minute block every other day for academic support (Lab) and enrichment with their core teachers. Students use this time for remediation, teacher assistance, assessment revision, honors challenge work, and homework.

Teachers use this time for reteaching small groups and individualized, differentiated instruction. Because all teachers have academic lab at the same time there is the flexibility to schedule students to specific content area teachers as appropriate. All Searsport District High School students who have fallen behind academically are required to work with a specific teacher in order to get caught up with assignments or for remediation.

FAME

FAME is a skills-based intervention with a targeted curriculum designed to develop literacy skills. The focus is on fluency, vocabulary, and deeper exploration of topics.

Rewind

This intervention is a pathway to recover specific standards from core classes and is used as an alternative to repeating a class.

Lunchtime Intervention

This is an effort-based intervention designed to make sure students do not fall behind in formative work such as class work and/or homework. Should a student come to class with work not completed, completed incorrectly, or having been absent from a class, he or she will be immediately referred to a concentrated academic support during the intervention block. Student progress is tracked on a Google docs form which all teachers access during Intervention. While in Intervention, teachers work with the student to ensure that the student can find academic success.

Block 5

This intervention is scheduled with particular grade level teams and teachers for the purpose of additional assistance in meeting the standards. It is often used by students who need additional time to meet standards. The length of time of these sessions is decided on by the grade level team and or the individual teacher, so students must look at their

syllabus for instructions or speak with the teacher(s) from whom they need help.

Transportation is provided by a late bus at 3:30.

Academies

This intervention runs at the end of each marking period (for six days each quarter) and then in the summer (on Monday, Tuesday, Wednesday during the month of July, from 8:00 a.m. - 12:00 p.m.). This is specifically for students who have started but not completed particular assessments during the marking period or for students who have not trended to a 3.0 in all standards. Teachers may have students revise assessments or complete alternative assessments to show proficiency. This intervention combines the ideas behind Guided Study and Block 5. Fall, Winter, and Spring Academy each last for six after-school sessions where, from 2:10 – 2:40, the student meets with the classroom teacher to receive additional instruction and then, from 2:45 – 4:00, he or she goes into an Academy study room where a staff member will be there to keep students focused and to provide some help, although they will not be able to help with every subject area and/or assignment.

Multiple Pathways / Individual Learning Plans

In addition to these supports, students also have the opportunity for summer academic programs, alternative paths for obtaining mastery of standards or recovery, and other modifications that might be determined for the benefit of the student.

Proficiency-Based Diploma Transition Funds

9. Identify the approximate percentage of the 2013-2014 proficiency-based transition funds and how these were applied to proficiency-based education expenditures in the following areas:

- **Policy:**
- **Practice:**
- **Community Engagement:**
- **One-year Carry Over:**

10. Provide a description of the intended impact for your transition funds. Attach a budget for the 2014-2015 transition funds and any 2013-2014 transition funds that were carried over after June 30, 2014. For each expense, identify the amount and date by which it will be expended. Limit your description to 1000 words (approximately 2 pages single spaced or 4 pages double spaced). Attach a budget document and limit the budget document to 2 pages.

Criteria:

- **Clear description of intended impact for your use of transition funds**
- **Budget aligns to intended impact**

Expense:

12,000.00----Teacher/Staff per diem

Outcomes:

- Refined advisory processes to document students' proficiency in the Career Education Development standards
- Refined system for documenting students' proficiency in meeting the Guiding Principles
- Ongoing refinement of assessments aligned with SDM/HS standards
- Processes for students to access multiple pathways for demonstrating proficiency through self-directed and project-based learning opportunities

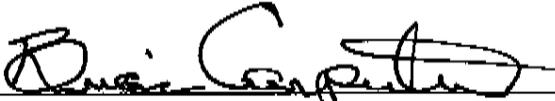
Use of funds:

- Teachers' time outside of class (hourly rate for teachers outside of school hours)
- School visits to continue to deepen self-directed aspect of proficiency based learning

We certify that the information contained in the confirmation of readiness accurately reflects the current status of our implementation of proficiency-based diplomas.

We certify that the criteria for awarding a diploma beginning after January 1, 2018 will be the following criteria from Maine Revised Statutes 20-A §4722-A:

- A. Demonstrate that the student engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling;
- B. Demonstrate proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;
- C. Demonstrate proficiency in each of the Guiding Principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.


 _____ 10-14-14
 Superintendent of Schools Date


 _____ 10/14/14
 Chair of School Board Date

SPRINTS MODEL REPORT
November, 2013 12**1****Core Values, Beliefs, and Learning Expectations**

Effective schools identify core values and beliefs about learning that function as explicit foundational commitments to students and the community. Decision-making remains focused on and aligned with these critical commitments. Core values and beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the core values and beliefs and supports all students' achievement of the school's learning expectations.

1. The school community engages in a dynamic, collaborative, and inclusive process informed by current research-based best practices to identify and commit to its core values and beliefs about learning.
2. The school has challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.
3. The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.
4. The school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities.

Conclusions

The Searsport District Middle/High School (SDM/HS) community engaged in a collaborative and inclusive process, informed by research-based practices, leading to a strong and evident commitment to what it has identified as its core values and beliefs about learning. The present Searsport District Middle/High School statement of core values and beliefs about learning is the final result of a process begun with the 2008-2009 merger of the high school and middle school, which, taken together with the schools' earlier (2006) progressive adoption of standards-based education, required new approaches and a fresh expression of shared core values and beliefs for the new institution. This process of creating a new statement of core values and beliefs began with a series of meetings of a six-member joint middle school-high school faculty committee. This committee's draft statement was informed by consideration of the National Association of Secondary School Principals' *Breaking Ranks* initiative, and the state of Maine's *Promising Futures* report and follow-through activities associated with them. A number of other schools' statements, drawn from inside and outside the state of Maine, were collected and reviewed by the committee, before it produced a draft statement for SDM/HS. Student input was canvassed through polling in the advisory program, and comments collected through advisory activities ultimately led to the incorporation in the final document of "requiring inclusion in core learning experiences", "promoting mutual respect and tolerance", and "encouraging responsibility" -- values of particular concern to students. Meetings of the full faculty followed, leading to staff approval of the statement of core values and beliefs about learning. In August 2012, the SDM/HS faculty revisited the core values and beliefs statement, examining how it is demonstrated in the classrooms, and identifying particular strengths and weaknesses in its execution.

The SDM/HS statement of core values and beliefs is published on the district website, and is ubiquitous in the school and accompanied by its own student-designed graphic. Students, faculty members, and parents, when speaking about what their school does, and why it does what it does, consistently express, unprompted, the language of the school's statement of core values and beliefs. This observation affirms the findings of the December 2011 Endicott survey, which revealed that 67 percent of students and 71 percent of parents said they are familiar with the school's core values and beliefs. A report produced by University of Southern Maine concurred with the findings of the Endicott study by noting that the core values and beliefs of SDM/HS were evident throughout the daily practices and operations of the school. Such a widespread understanding of what SDM/HS does, and more importantly why it does it, can only aid the process of inevitable change and growth faced by every school as it goes forward. (self-study, parents, students, teacher interviews, Endicott survey)

Searsport District Middle/High School has clearly identified challenging and measurable 21st century learning expectations for all students that address academic, social, and civic competencies, and are defined by school-wide rubrics that identify targeted levels of achievement in the social and civic sphere, as well as by school-wide academic rubrics targeting high levels of achievement for five identified core competencies.

SDM/HS has a comprehensive and lengthy set of learning expectations in the academic realm. These learning expectations comport in large measure with widely-used 21st century learning expectations like those promoted by the International Society for Technology Education/National Educational Technology Standards (ISTE/NETS), without explicitly sourcing them. The middle school has a similar set, although it is less extensive. Currently, the grades 6 through 12 vertical teams are reviewing the school's existing learning expectations.

This review is intended to serve as the beginning point of a year-long process of deriving power standards from the existing constellations of subject-area standards. The process of refining and aligning standards and performance indicators with national standards is ongoing.

In the high school there are school-wide academic rubrics for five identified core competencies: reading, writing, research, participation, and presentation. These universal process rubrics are used in whole and in part by classroom teachers to set consistent expectations and to provide consistency in performance-based evaluation across the curriculum. Each of these five core-competency rubrics is clear about the expected level of achievement. In the rubrics used within individual classes or departments to assess work, when the academic rubrics may not apply, students report some variation in language and presentation, in part inadvertent and perhaps inevitable, but students generally find their work is gauged by rubrics they understand, and with which they are familiar. The various levels of attainment and their meaning are part of the culture of the school shared by students and teachers. This is true of parents to a lesser extent, when they consider their children's work and progress. The students on the whole find the standards challenging.

Civic and social expectations were set for the high school in 2009-2010 school year. There are structures in place, particularly the advisory program, to provide opportunities and encouragement for students to meet them, while the school-wide analytic rubrics for measure these expectations exist. Frameworks also provide opportunities to demonstrate student success in meeting these social and civic expectations have been created and adjustments and adaptations are ongoing. One such adjustment was the removal of a service requirement for graduation, as it was not accomplishing its goal of students demonstrating met civic expectations. At the middle school level, service learning projects are undertaken through advisory.

In the fall of 2012, the grade 11 and 12 teachers piloted a new Habits of Work (HOW) rubric in an effort to encourage students to develop skills in the area of timeliness, preparedness, and participation. Data is being collected on the timeliness of work completion, class preparation, and classroom behaviors, with the goal of addressing the core value of encouraging responsibility in the school. The prospect of students fulfilling expectations about quality work citizenship is greatly enhanced by those expectations being ubiquitous and clearly understood. The identification of challenging and measurable expectations and school-wide analytic rubrics allows the school to accurately measure student achievement. (self-study, student work, teacher interviews, teachers)

The school's core values, beliefs, and 21st century learning expectations are actively reflected in the culture of the school, drive curriculum, instruction, and especially assessment in every classroom and guide the school's policies, procedures, decisions, and resource allocations. SDM/HS moved toward standards-based instruction and assessment beginning with the high school in 2006, four years prior to adopting its present statement of core values and beliefs. The middle school fully implemented standards-based instruction in 2011. It is clear that the school's attachment to the principles embodied in the statement of core values and beliefs and in its learning expectations, antedated the creation of the current statement and informed its creation and continued application. The introduction of the Positive Behavioral Intervention and Support (PBIS) program in the fall of 2010 in the middle school and its extension in 2012 to the high school is an example of a programmatic effort to promote a safe and caring atmosphere, carrying that particular value into action.

The high value placed on inclusion and equity drives curriculum, instruction, and assessment, as evidenced by SDM/HS's heterogeneously grouped core classes for all students,

from sixth through twelfth grade, including those in special education. The University of Southern Maine's May 2012 report titled Study of Improving Maine High Schools found “a strong systemic curriculum and instructional focus on core skills of reading, writing, numeracy, and thinking to build an equitable knowledge base for ALL students.” The USM researchers also found “teachers and leaders who held a belief that all students deserve equitable access to intellectual experiences as a means toward a better world.”

The school's express belief in “providing multiple pathways for learning” has led to a profusion of opportunities such that 100 percent of the present senior class will have participated in at least one of the alternative modes of providing instruction and assessment. Each student is able to select from a multitude of opportunities such as those offered by or through the Maine School of Science and Mathematics, and the University of Maine's Hutchinson Center. Some staff members, however, are concerned about striking a balance between core courses and multiple pathways -- a potential issue instinct in the core values and beliefs statement which calls for both “inclusion in core learning experiences” and “providing multiple pathways for learning.”

In a school where the commitment to maintaining a safe and caring atmosphere and promoting mutual respect and tolerance found their way into the statement of core values and beliefs about learning through a student initiative, one would expect the climate to be positive, welcoming and respectful. It is, and emphatically so. SDM/HS's core values, beliefs, and 21st century learning expectations are actively reflected in its safe and caring culture; furthermore, they actively drive instructional practices and school-wide decisions. (USM Improving Maine High Schools study, program of studies, standard subcommittee interviews)

Searsport District Middle/High School's core values and beliefs document was created in 2010 and has not been amended since its adoption by the school board. The means to perform a regular process review and revision are in place, and people and structures are ready perform this task. The Continuous School Improvement Team (CSIT), a team of teacher leaders and administrators, has in its charter the following: "Purpose: to help make decisions about the direction of the school based on our core values and beliefs and to guide and facilitate school improvement"; however, this is not presently done in a systematic fashion. Regular reflection on the statement of core values, beliefs about learning and the school's academic standards is instinctive in the CSIT's mission, but the process is only implicit. The emphasis at SDM/HS has been on carrying core values and beliefs into action, and staff time and resources, always limited, have been directed toward projects like the Nellie Mae grant, whose major objectives generally coincide with and support the core values and beliefs.

Data collection has been regular and varied. Data and research have been used to evaluate the school's adherence to its core values and beliefs through the use of iwalk-throughs; post-graduate data on college persistence; a middle/high school student survey that addresses school culture and safety, academics and support, and aspirations; SAT and NECAP data; and NWEA's at the middle and high school level. This data is widely used to steer students into timely interventions and other instructional purposes, but there has not always been sufficient time to process it and to use it to review the efficacy of the core values and beliefs statement.

Despite ongoing reference to and alignment of the core value and beliefs statement with the educational practices at SDM/HS, there is no formalized timeline for revisiting the statement, nor has there been community involvement in reviewing the document to assess its relevance to the surrounding community. When a formal mechanism is used to review the core values and

beliefs, SDM/HS will have an important tool for addressing needs challenges as they emerge.

(self-study, agendas and minutes of CSIT meetings, teacher interviews, standard subcommittee)

Commendations

1. The school's early and thorough development of standards-based instruction and assessment, leading to the widespread use of standards assessed by rubrics
2. The inclusion of meaningful and insightful student contributions to the fundamental document of the school
3. The connection between the school's aspirations and achievement in key areas such as inclusion, providing multiple pathways for learning and offering students "real world" experiences

Recommendations

1. Extend the thorough and pervasive application of standards-based assessment already found in assessing academic competencies to civic and social competencies
2. Ensure greater participation by parents and community, especially in the early stages of the process to review the school's core values and beliefs
3. Establish a timeline for reviewing the school's statement of core values and beliefs and include all stakeholders in the process

SEARSPOURT MHS WEASC Report
November, 2013 44

[4] Assessment

Conclusions

The professional staff continuously utilizes a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations. Content rubrics are used school-wide in these areas: Participation, Presentation, Writing, Research, Reading skills, and the newly introduced Habits of Work. Implementation is universal, although school-wide rubrics are often adapted by teachers and used in tandem with subject standards to fit the classroom assessments. At times the focus is solely on subject standards and the school-wide rubrics for basic skills are not part of the assessment. Teachers have common rubrics for each subject which are consistently shared with students. These clearly guide instruction, focus the learning, and gauge proficiency in teacher and student self-assessment. Although the rubrics vary in format from teacher to teacher, students fully understand each teaching tool and work to reach stated goals. Student self-assessment and teacher feedback were noted on many of the examples of student work. Students understand learning targets and what is expected to meet proficiency. Some students explain how seeing the required standards in a rubric gives them a focus for daily classwork and provides a framework to make sense of the big picture of learning. They have become accustomed to looking for this structure and are comfortable having a target for daily learning. The implementation of process and content rubrics have ensured that students are regularly assessed in their progress towards achieving the school's 21st century learning expectations.

The professional staff of Searsport District Middle/High School deliberately communicates individual student progress in achieving the school's 21st century learning expectations to students and their families in a variety of ways. In the classroom, students are aware of required learning targets and self-assess their own learning through teacher-generated

rubrics that are aligned with standards. Teachers are able to offer specific and timely feedback directly related to the standards being assessed. For specific learning needs, teachers share a Google doc showing missing or incomplete student work and sending students directly to teachers for help during intervention period. Every teacher interviewed or visited was able to quickly access this document and students were observed working on individual projects during the regular lab or intervention period. In many cases, the students were already aware of tasks to focus on or of teachers to meet with during that time even before a teacher viewed the notes on Google Docs.

SDM/HS has taken steps to keep parents and community informed of student progress. The newly utilized Infinite Campus provides up-to-date online records for parents, teachers and students. Some parents reported that they find this very helpful in keeping track of their students' achievements. The Endicott survey shows 70.8 percent of responding parents indicate that "the school provides me with a formal report, in addition to course grades, which explain my son's/daughter's progress in achieving school-wide learning expectations." Additionally, report cards, progress reports, and standardized test reports are mailed directly to parents. The school also provides a quarterly newsletter to the community and publishes the Honor Roll list in the local newspapers.

Teachers especially communicate with parents when students need additional support. Parent contacts are made by individual teachers, grade-level teams, case managers, and/or advisors when students are in danger of not meeting standards. The Student Assistance Team (SAT) may be offered for additional follow-up support. The Response to Intervention (RtI) program is a more intense support that requires a parent meeting in order to generate an action plan for the student.

MAINE SCHOOL ADMINISTRATIVE DISTRICT NO. 56

Frankfort • Searsport • Stockton Springs

Minutes

Board of Directors Meeting

April 25, 2006 – 6:30 P.M.

Central Office - Searsport

Present: Kimberly Asheby Bonnie-Jean Brooks Robert Danks
 Harold Grove Michael Housman Veronica Magnan
 Twyler Webster

Absent: Nedra Bellows, Tom Calderwood, Christopher Krause (all excused)

Visitors: 16

1. **CALL TO ORDER.** Chairperson Bonnie-Jean Brooks called the meeting to order at 6:31 P.M.

2. **ADJUSTMENTS TO THE AGENDA.** The following items were added to the agenda: Under New Business, B2. Consideration of approval of a field trip to Boston on May 26-27, 2006 by the Humanities class; C. Consideration of accepting a bid for the Frankfort Elementary School asbestos abatement project; D. Consideration of accepting a bid for the replacement of VCT tile at the Searsport Elementary School. Under Executive session, add: A. Labor contract discussions between the MSAD #56 Education Association (Teaching Staff) and the MSAD #56 Board of Directors pursuant to 1 MRSA § 405 (6) (D); and B, Discussion of the condition of property pursuant to 1 MRSA 405 (6) (C).

3. **APPROVAL OF MINUTES.** A motion was made by Twyler Webster and seconded by Harold Grove to approve the April 4, 2006 Board minutes.

VOTE: 7-0-0

A motion was made by Twyler Webster and seconded by Bob Danks to approve the April 11, 2006 Board minutes with two corrections: On page 2, change "houses" to "all of the classes will be housed", and on page 4, change "a maximum of 36 hours" to "27 hours". These changes will be made in the official minutes kept in the Official Minutes Book at the Central Office.

VOTE: 7-0-0

4. **PRESENTATIONS.**

A. Standards. Gregg Palmer, Jeff Shula, Darci Bradstreet, Maura DiPrete, Jean Lawlis, and Marti Stamp presented the Searsport District High School work on standards. Mr. Palmer complimented the high school staff on their work over the last two years and having the best interests of the students in mind. Their proposal will be phased in with the freshman class of 2010. These are not all the standards, but only those for the freshman year. Students will meet these standards in lieu of Carnegie units. A lengthy but very informative discussion with questions followed.

5. **PUBLIC PARTICIPATION.** None.

REGIONAL SCHOOL UNIT #20
Belfast • Belmont • Frankfort • Morrill • Northport
Searsmont • Searsport • Stockton Springs • Swanville

IKF

GRADUATION REQUIREMENTS

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

The Board has approved this schedule of minimum requirements for graduation, which includes minimum requirements specified by the State. The Board is aware that current law and regulations are subject to change.

The Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

BELFAST AREA HIGH SCHOOL

I. ~~ACADEMIC REQUIREMENTS FOR STUDENTS' GRADUATION FROM BELFAST AREA HIGH SCHOOL~~

~~Students who anticipate graduating must meet the following minimum requirements in order to be awarded a high school diploma.~~

~~A. The student must successfully complete a total of 24 credits. Of these credits, at least 16 must be those specified by the State of Maine and/or Belfast Area High School. They are:~~

- ~~1. English/Language Arts – 4 credits;~~
- ~~2. Mathematics – 3 credits;~~
- ~~3. American Studies/Government – 2 credits;~~
- ~~4. Geography/World History – 1.5 credits;~~
- ~~5. Earth Science/Lab Science – 1 credit;~~
- ~~6. Biology – 1 credit;~~
- ~~7. Chemistry - .5 credit;~~
- ~~8. Physics - .5 credit;~~
- ~~9. Fine arts - 1 credit;~~
- ~~10. Health – .5 credit; and~~
- ~~11. Physical education – 1 credit.~~

~~Department Chair and Principal and 2) progress is monitored by a member of the High School's professional staff.~~

- ~~E. Advanced courses or courses not available at Belfast Area High School may be taken at other secondary schools or at approved postsecondary institutions with the approval of the Guidance Counselor and Principal.~~
- ~~F. A student may earn credits through independent study approved by the Guidance Counselor, Department Chair and Principal and monitored by the teacher(s) of the subject(s) to which the independent study is related.~~

SEARSPORT DISTRICT HIGH SCHOOL

I. ACADEMIC REQUIREMENTS FOR STUDENTS' GRADUATION FROM SEARSPORT DISTRICT HIGH SCHOOL

A. Every student will demonstrate competency in meeting core standards that represent the following content areas. Meeting the core standards will mean earning a 3.0 or higher for each standard prior to graduation which will indicate the successful demonstration of the content standards in the Maine Learning Results as specified in units of study.

1. English Language Arts (4 experiences)
2. Math (4 experiences)
3. Science and Technology (4 experiences)
4. Social Studies (4 experiences)
5. Physical Education (1 experience) and Health (1 experience)
6. Visual and Performing Arts (2 experiences) OR World Languages (2 experiences)
* (if a student chooses WL, s/he must have 1 experience that addresses all VPA standards)
7. Career and Education Development (embedded in the other six content areas)

B. Every student will complete 3 skill-based interventions/enhancements, one each in numeracy, literacy, and writing. ^

C. Every student will successfully complete a minimum of 2 elective experiences beyond the 22* core experiences. The total for graduation is 24*. The elective requirement will be met after the student demonstrates competency in meeting the core standards of the first two years of high school (or School 1) unless modified through a personal graduation plan. The elective experience can be additional public school course work or developed from Multiple Pathways (see #2, below). The student will meet standards in the elective(s), earning a 3.0 in each standard attached to the chosen elective experience(s), or s/he will fulfill criteria, approved by the school, taken from or developed through the Multiple Pathway experience(s).

II. Every student is eligible to create a Multiple Pathway. (See I.A. under "Additional Considerations" in this policy.

III. Every student will complete and submit an application to a post-secondary educational institution, training program, or other experience to provide an

opportunity for continued growth.

* Beginning with the graduating class of 2013. For graduating classes of 2010 – 2012, students will have 1 experience in Visual Performing Arts and no option for replacement with World Languages. The class of 2013 will go from a total of 24 core experiences to 25 and, from 22 to 23 experiences prior to taking electives.

^ For graduating classes of 2010 – 2012, these intervention/enhancement experiences can have been waived by the school.

ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDED OF A DIPLOMA FROM RSU #20 HIGH SCHOOLS

A. In order to create a Multiple Pathway to graduation a student must have a personal graduation plan detailing how the student will demonstrate competency when a Pathway is in lieu of core academic experiences. Each Pathway option provides a quality learning experience that is rigorous for individual student capacity. Multiple Pathway experiences will be determined, assessed, and documented through the school.

Pathway options include the following:

1. Career and Technical Education Programming
2. Online / Virtual Learning
3. Alternative / At-Risk Programming
4. Adult Education
5. Apprenticeships / Internships & Additional Field Work and/or Exchange Experiences
6. College and/or Dual Enrollment Courses

B. Transfer Students

For students who transfer to RSU #20 High Schools from another state, country, home schooling program, or from an educational program that is not required to be aligned with the content standards of the Maine Learning Results, the High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements for a High School diploma or Certificate of Attendance. These students will need to satisfy all credit requirements, assessment requirements, and proficiency requirements in the appropriated content subject areas. Unless approved by the Principal, all students must take Senior English and American Studies II at Belfast Area High School. The Superintendent will ultimately determine whether these students are certified to receive the appropriate diploma or certificate.

C. Home-schooled Students

For home-schooled students wishing to receive a diploma from RSU #20 high schools, the Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home schooled student must have attended Belfast Area High School for a minimum of two (2) semesters in order to receive a Belfast Area High School diploma.

D. Students Receiving Special Education Services

Students who successfully meet the graduation requirements, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

E. Delayed Awarding of Diplomas

A student who leaves an RSU #20 high school to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

F. Early Awarding of Diplomas

Refer to policy file IKFA, Early Graduation.

G. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

H. Certificate of Completion

The Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student and who has not met the Board's graduation requirements. This certificate acknowledges participation in the educational program for at least four years with an 85% attendance rate.

I. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma or a Certificate of Attendance in order to participate in graduation exercises.

J. Honors and Awards at Graduation

Refer to policy file IKC, Class Rankings/Grade Point Averages

Legal Reference: 20-A M.R.S.A. § 4722
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHCDA – Post-Secondary Enrollment Options
IK – Assessment of Student Performances
IKC, Class Rankings/Grade Point Averages
IKFA - Early Graduation

Adopted: February 23, 2010



Searsport District High School
 24 Mortland Road
 Searsport, ME 04974
 (207)548-2313

~~XXXXXXXXXX~~
 2014 - 2015 Report Card
 Grade: 12

Attendance Summary:

Q1		Q2		Q3		YR		Total	
Absent	Tardy								
1	0	0	0	0	0	0	0	1	0

Grade Report:

Course	Task	Q1	Q2	Q3	YR
111-1 English 12 - KVCC (Wirth, Raymond)	Effectively use the conventions of standard English				4.0
	Effectively research, synthesize, evaluate, and communicate their findings				4.0
219-4 HUMANITIES -GOVERNMENT (Goosman, Christi A)	Habits of Work				3.5
	Understand political relationships between countries.				3.0
512-1 PHYSICS (Guse, Claire L)	Habits of Work				4.0
	Apply inquiry & problem solving to formulate and justify decision making.				3.0
	Communicates effectively in the application of science and technology.				3.0
	Understands the motion of objects and how forces can change that motion.				3.0
520-1 ENGINEER/PROB SOLVING (Guse, Claire L)	Habits of Work				4.0
	Communicates effectively in the application of science and technology.				4.0
	Participate as members of a literacy community				3.5
621-1 THEATER (Goosman, Christi A)	Habits of Work				3.5
	Understand and apply the principles and processes of the arts				3.5
	Create, perform, and communicate/express meaning through the arts.				3.5
	Develop an awareness and appreciation of the arts to enrich their lives				4.0
902-6 SR EXPERIENCE (Gregory, Leslie A)	Habits of Work				2.5
	<i>Term 4 Comments: need a more solid plan</i>				

Academic Performance Level for SDHS Rubric						
4.5	4.0	3.5	3.0	2.5	2.0	DNM
Exceeds (Honors)	Exceeds (E)	Meets (M+)	Meets (M)	Partially Meets (PM+)	Partially Meets (PM)	Does Not Meet (DNM)

Quarter 1 Progress Report printed 10/02/2014

Senior Pictures due October 15!

To Parent/Guardian of ~~XXXXXXXXXX~~
 126 Mortland Road
 Searsport, ME 04974



Searsport District High School Official Transcript

Tel: (207)548-2313 Fax: (207)548-2354
24 Mortland Road, Searsport, ME 04974

Student Number: [REDACTED] Grade: 12
PO Box 453, Searsport, ME 04974
Generated on 10/08/2014 02:30:43 PM Page 1 of 1

Transcript Statistics

Cumulative GPA (Unweighted) 3.843

Student #: [REDACTED]
Diploma Date: 06/08/2014
Current Grade: 12
Birthdate: 12/02/1995
Gender: F

Courses Taken 2010-2011 Grade 9
from 1720 Searsport District High School

Course	Mark	Weight	Credit
Core English I 101-1	3.5	1.000	1.000
Forensics 1501-1 & 502	3.5	1.000	1.000
Health 800-5 S2	3.5	0.500	0.500
Int Math I 201-1	3.5	1.000	1.000
Phys. Ed. I 812-6 S1	3.5	0.500	0.500
US History I 211-2	3.5	1.000	1.000
Earth/Env/Science 500-3	4	1.000	1.000
Art I 601-5 S1	3.5	0.500	0.500
FAME (E) 094-1	M	0.000	1.000
METS/TAL Search S1/S2	M	0.000	1.000
Total Credits: 8.500			

Courses Taken 2011-2012 Grade 10
from 1720 Searsport District High School

Course	Mark	Weight	Credit
Journalism 121-1 S1	3	0.500	0.500
Pre-Calculus 325-1	3	1.000	1.000
Intro Phys Science 502-1	3.5	1.000	1.000
Biology 510-2	4	1.000	1.000
Honors English II	4	1.000	1.000
Statistics 327-1	4	1.000	1.000
U.S. History II 202-1	4	1.000	1.000
Marine Science 525-1	4.5	1.000	1.000
A Plus	M	0.000	1.000
ALBYS	M	0.000	1.000
METS/TAL Search S1/S2	M	0.000	1.000
Total Credits: 10.500			

Courses Taken 2012-2013 Grade 11
from 1720 Searsport District High School

Course	Mark	Weight	Credit
503-1 Chemistry	3.5	1.000	1.000
Honors English III	3.5	1.000	1.000
203-3 World History	4	1.000	1.000
515-1 Anatomy/Physiology	4.5	1.000	1.000
608-3 Art Ind. Study (S2)	4.5	0.500	0.500
608-3 Art IS (S1)	4.5	0.500	0.500
METS/TAL Search	M	0.000	1.000
German I	4	1.000	1.000
German II	4	1.000	1.000
Total Credits: 8.000			

Courses Taken 2013-2014 Grade 12
from 1720 Searsport District High School

Course	Mark	Weight	Credit
HONORS HUMANITIES IV -	4	1.000	1.000
ELA			
HUMANITIES	3.5	0.500	0.500
GOVERNMENT			
HUMANITIES - ECONOMICS	4	0.500	0.500
TRIG/INTRO CALC	4	1.000	1.000
PHYSICS A	3.5	0.500	0.500
PHYSICS B	3	0.500	1.000
SR EXPERIENCE	3.5	0.500	1.000
Total Credits: 5.500			

Standard Tests

Name	Score	Result/Level	Result Date
SAT CR - MAY13	530		
SAT CR - OCT13	500		
SAT M - MAY13	520		
SAT M - OCT13	470		
SAT W - MAY13	410		
SAT W - OCT13	410		

Official's Signature

F

Schedule

	8:45 - 10:45 (11:05)	10:30-11:00	11:00-11:30 ... 11:30-12:4	11:30 (11:50) - 2:10 (20 minutes)
	Block I 7:55-9:04	Advisory 10:30-11:00	Block III 12:05-1:15	Block IV 1:20-2:30
Raymond	Eng 10	Eng 9	SSR/Jump	Eng 9
Shula	Eng 10 X	Outdoor Adventure	X	Eng 11 X
Jenkins	Eng 12	X		Eng 12
Wirrh				
Groening	ELA/SS Rewind	US II		US II
Goosman	World History	Govt/Eco		World History
McGinn	Sped (Humanities)	US I		US I
George	Math Rewind	Algebra 2/Trig		Algebra I
Kuvaja	Algebra I	Algebra I		Geometry (Boatbuilding)
DSK	course development	E/E		E/E
Colby	IPS	IPS		FAME M
Diprete	Science Discovery	Anatomy		Biology
Guse	Chemistry	Chemistry		course development
Richards				
Tech Integrator				
Ed Techs	Classes	All Prep	9th ELA/Read Room 5- ALL	Classes
Stamp	9th Math	Prep	Math/Science Testing	Math/Science
White	In Classes Room 5 RR Lab	Lunch	7th French	9th ELA/Raymond
Gray	Spanish I	Prep	Prep	LEVEL III WL
Bisbee	Art I (1/2, 1/2)	Prep	MS (12:15-2:30)	MS (12:15-2:30)
Edmondson	Music (1/2, 1/2)	Prep	MS (12:15-2:30)	MS (12:15-2:30)
Golder (Wellne	Outdoor Adventure	Prep	MS (12:15-2:30)	MS (12:15-2:30)
Tripp (Wellness	course development	Prep		
Gregory	MS/HS Literacy	8th adven (9:40-10:10)	MS/HS Literacy	Senior Experience

Numeracy 9 teachers
 2- senior SR
 7- homogeneous group 130 revised 8/29/14

Seamless District HS
SS Standards & Indicators
APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS

6

LINK TO STATE DOC TO FILL IN:
<https://docs.google.com/forms/20>

CITIZENSHIP AND RESPONSIBILITY

ECONOMICS

TSW be able to define key introductory economic terms
TSW be able to identify the different Economic Freedoms apply them to a business.
TSW be able to compare and contrast the different types of economic systems and how a business would operate within each system.
TSW be able to identify the different types of businesses found in the free market system.

GOVERNMENT

HISTORY

GEOGRAPHY

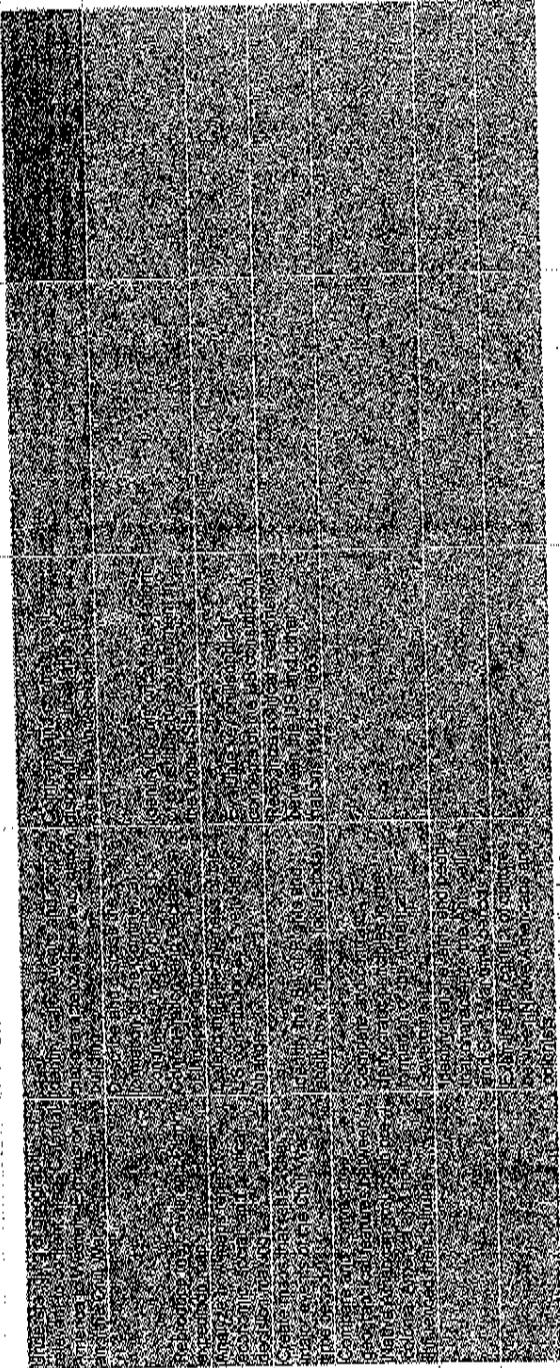
Grade 9

Grade 10

*Describe the circumstances under which civil disobedience might be justified.
*Explain basic economic terms related to Industrial Revolution

*Demonstrate understanding of basic map terms
*Examine and analyze primary and secondary sources

Defend why participation by a citizenry is important in a democracy
Identify the social, political, and economic differences between the three American colonial regions
Evaluate resource material such as documents, artifacts, maps, artworks, and literature interpreting US History from precolonial to the Civil War



LINK TO STATE DOC TO FILL IN: <https://docs.google.com/a/ru20>

APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS

CITIZENSHIP AND RESPONSIBILITY

ECONOMICS

GOVERNMENT

HISTORY

GEOGRAPHY

*Describe how the strategic location of 20th century states and the outcomes of the wars affected the political geography of the world.

*Examine the impacts of countries working together and against one another

Analyze how the civil rights movement affected United States society

*Determine the impact of industrialization on the American economy and society, including impact on the state of Maine

*Assess how new inventions and consumerism influenced daily life

*Describe and evaluate the political, economic, and social impacts of 20th century wars

*great depression

*Demonstrate an understanding of how political and world events had an impact on the lives of Americans

*Analyze and draw conclusions from historical viewpoints

Cold War Era

Recent history

analyze and draw conclusions from historical viewpoints

*Assess how America's Imperialism altered world relationships

*Compare differing American reactions to overseas military involvement

*Examine the social effects of major 20th century events and eras.

*Investigate how mass media affected American society

Analyze the social, cultural, and economic changes that occurred through the Cold War era

Assess how new inventions and consumerism influenced daily life

Distinguish how groups borrow from the past (e.g. Renaissance)

Describe how people and groups make change (e.g. Reformation)

Show the impact of contact between cultures (e.g. East and West) (cause, effect)

Evaluate the benefits and costs of imperialism

Compare/contrast our standard of living with the global village

Interpret data using maps

Apply historical and current geography

Describe the impact of institutions such as governments upon citizens (e.g. monarchies, modern dictatorships)

Evaluate how advances in technology have shaped American lifestyles

Determine the impact of industrialization on the American economy

Analyze changes in the responsibilities of citizens and government due to increased industrialization

Examine the process of a jury trial and Americans are affected by participation in the justice system

Analyze landmark Supreme Court cases

Demonstrate how people and groups make change (e.g. Reformation, Revolutions)

Recognize and interpret events from multiple perspectives

Demonstrate how principles of democracy and human rights are practiced around the world

Communicate findings in a variety of ways

Conduct and present research

Demonstrate an understanding of cause and effect

Demonstrate how people and groups make change (e.g. Reformation, Revolutions)

Recognize and interpret events from multiple perspectives

Demonstrate how principles of democracy and human rights are practiced around the world

Communicate findings in a variety of ways

Conduct and present research

Demonstrate an understanding of cause and effect

Describe the impact of institutions such as governments upon citizens (e.g. monarchies, modern dictatorships)

Distinguish how groups borrow from the past (e.g. Renaissance)

Describe how people and groups make change (e.g. Reformation)

Show the impact of contact between cultures (e.g. East and West) (cause, effect)

Evaluate the benefits and costs of imperialism

Explore historical impact of belief systems (e.g. World Religions)

Summarize, analyze text and evaluate various theories

Integrate and evaluate multiple primary and secondary sources

Compare/contrast our standard of living with the global village

Interpret data using maps

Apply historical and current geography

Grade 11

ELA Rubric (H)

Task: Create an informative writing portfolio and 1 final draft piece

- Pre-plan and write rough drafts to complete at least 3 or more informative prompts.
- Take one rough draft through the writing process (minimum 3 steps – 1 peer review, 1 edit, 1 revision)
- Submit final draft

Title: Informative writing rubric				
Standard - ELA 3: Students employ a variety of writing and speaking strategies to communicate with different audiences for a variety of purposes.				
objective	DNM	Partially meets (2.0-2.5)	Meets (3.0-3.5)	Exceeds (4.0)
I can write informatively to convey ideas and concepts clearly and accurately	<p>Ideas & Content</p> <p>Directions for the writing task are partially followed</p> <p>Strays off focus of topic</p> <p>Topic/main idea lacks development: few details, facts, examples</p> <p>Organization and Craft</p> <p>connections between ideas/content are not clear and/or logical</p> <p>Writing is simple and to the point</p> <p>Vocabulary</p> <p>Uses simple vocabulary or advanced vocabulary incorrectly</p>	<p>Ideas & Content</p> <p>Follows directions for the writing task</p> <p>Introduces a topic and maintains focus on that topic</p> <p>Topic is supported by a variety of information: relevant details, sufficient facts, examples, quotes</p> <p>Organization and Craft</p> <p>Organizes ideas/content in a logical and effective manner, uses transitions</p> <p>Writing shows beginning awareness of writer's craft (voice/writing technique)</p> <p>Vocabulary</p> <p>Begins to use precise vocabulary, some might be used incorrectly or unnecessarily</p>	<p>Ideas & Content</p> <p>Topic is developed in complexity and supported by rich detail</p> <p>selection of examples shows sophisticated awareness of audience knowledge</p> <p>Organization and Craft</p> <p>Ideas/content and sentences flow easily from one point to the next</p> <p>Voice is present, shows a variety of technique in crafting final draft</p> <p>Vocabulary</p> <p>Uses sophisticated vocabulary appropriately in meaningful manner</p>	
ELA 4: Students understand and consistently use the conventions of standard English when writing and speaking.				
I can consistently use standard English conventions	<p>Work has several errors in grammar, punctuation, capitalization, usage, and spelling, but they do not interfere with communication</p> <p>Sentence structure is simplistic</p>	<p>Produces work that has few errors in grammar, punctuation, capitalization, usage, and spelling</p> <p>Some sentence structure is varied, though there may be incorrect punctuation</p>	<p>Produces work that has minimal or errors in punctuation, grammar, capitalization, usage, and spelling</p> <p>Sentence structure is purposeful, varied, and punctuated correctly</p>	
ELA 5: Students consistently participate as knowledgeable, reflective, creative, and critical members of literacy communities.				
I can use the writing process to improve my work.	<p>Little evidence of prewriting, revision, and editing</p>	<p>Demonstrates evidence of prewriting, revision, and editing</p>	<p>Evidence of prewriting, revision, editing shows multiple and thoughtful responsiveness to reader feedback and reflection</p>	