

RSU #38 School Board Curriculum Committee

Central Office Conference Room

October 30, 2018

4:00-5:15

1. Welcome

Roles & responsibilities (3 Areas for Board Focus-excerpt from MSBA Handbook; Policy ADF; Policy BBA, Policy IGA, District Model of Instruction)

2. Updates on proficiency-based education - Jay & Nancy

Proficiency based Diplomas (MDOE HS Diploma –Oct. 18;
Graduation Policy IKF)

Standards-based Curriculum

Standards-based Grading

3. Updates on Coaching and instructional support positions – Jay and Nancy

Beliefs → Approach → Job Descriptions & Roles → Increased Student Achievement and Teacher Retention

4. Future Agendas & Meeting Dates

Career & Education, 6-12 Curriculum	Jan/Feb
Social Studies, K-12 Curriculum	Mar/Ap?
Visual & Performing Arts, K-12 Curriculum	May?

What documentation do you want? i.e....

Source of Standards & Scope/Sequence

Curriculum Guides for each level?

Sample Unit Maps for each level?

Sample Common Assessments or

Reports of Pilot/PD Work?

7. THE BOARD'S ROLE IN CURRICULUM AND INSTRUCTION

Among the most important responsibilities of the board are the areas of curriculum and instruction. School boards are required to do the following:

- Courses of study. They shall adopt courses of study in alignment with the system of Learning Results (20-A MRSA § 1001-6).
- Operate kindergarten and grades 1 to 12. They shall either operate programs in kindergarten and grades 1 to 12 or otherwise provide for students to participate in those grades (20-A MRSA § 1001-8).
- They shall adopt a policy governing the selection of educational materials and may approve educational materials (20-A MRSA § 1001-10A).

Boards are required by state laws and regulations to adopt policies related to curriculum, defined as the administrative unit's written document that includes the learning expectations for all students for all content areas of the system of Learning Results, as well as the content areas specified by the school board. (Chapter 125 § 2.10, Chapter 127 § 2.07, ME DOE rules.)

The Learning Results set up grade-level expectations in Math, English Language Arts, Social Studies, Visual and Performing Arts, World Languages, Health and Physical Education, and Career and Education Development.

Boards also must adopt policies related to other educational issues, including educational philosophy/mission, school system goals and objectives, professional development, selection of instructional and library materials, and student tests and assessments. (See more information on *Learning Results* and assessments starting on page 7-6.)

Three Areas for Board Focus

Curriculum and instruction issues frequently intimidate new board members, who are not usually trained educators. The simplest route may be to defer to the recommendations of the superintendent and professional staff when taking action on curriculum matters. However, the law makes it clear that the board is not intended to be just a rubber stamp. The board has an important leadership role to play in establishing and evaluating the educational direction of the school unit, listening to and responding to the needs of students and the community, and stimulating quality work and reflection on the part of the professional staff. There are three ways that the board can make a tangible and positive difference in curriculum:

1. **Commit to curriculum.** A board that takes its curriculum role seriously leads through its actions: developing a mission and vision statement, adopting policies, and discussing curriculum issues at board meetings. In other words, the board provides leadership and insists that curriculum matters be a major focus of the school unit.
2. **Allocate adequate resources.** A board that expects the school unit to have an effective curriculum and staff must adopt budgets that allocate adequate resources to curriculum development and evaluation as well as staff supervision, evaluation, and professional development. The board should also ensure that students have access to up-to-date textbooks, library materials, and other instructional materials.
3. **Make informed decisions.** In order to make good curriculum decisions, the board needs information—not only about the curriculum in place in the schools now, but what the curricular and instructional possibilities may be. The board needs regular reports from administrators and presentations on issues such as:
 - What are we doing to ensure that there is continuity in curriculum between grade levels?

- How is our school unit meeting the curriculum and staff development requirements of the Learning Results?
- What assessment tools are we using, and how are we using the data to improve the curriculum?
- What is our plan for evaluating and revising major curriculum areas?
- How are we using our staff development time, and what more needs to be done?
- When new courses of study, curriculum, or textbooks are being discussed, what is the research that indicates that the recommended material is the best for our school unit?
- Is the curriculum balanced, and does it provide for the differing needs of our students?
- Are we providing multiple pathways for students to demonstrate they are meeting learning goals?
- Is there a Response To Intervention (RTI) program in place to identify those students who are not achieving and offer help before a student fails?

There will often be strong pressure from interest groups—both among the staff and in the community—for the board to adopt particular materials or set a particular direction. Board members should insist on receiving the information they need to make informed, reasoned decisions on curriculum matters that serve the best educational interests of the school unit's students.

From MSBA Handbook, 2011 Edition

REGIONAL SCHOOL UNIT NO. 38
SCHOOL DISTRICT COMMITMENT TO MAINE'S LEARNING STANDARDS

The Regional School Unit No. 38 Board of Directors hereby adopts Maine's system of Learning Standards. The Learning Standards are intended to serve as a foundation for education reform and to promote and provide assessment of student learning, accountability and equity. The Board recognizes that the legislative intent of the Learning Standards is to provide children with schools that reflect high expectations and create conditions where these expectations can be met.

The Board understands that implementation of the Maine Learning Standards and the mandate to provide all students with equitable opportunities to meet the content standards of the Learning Standards have broad implications for the school unit, including curriculum, budget, professional development, student assessment, professional evaluation, and graduation requirements. Therefore, the Board is committed to examining its policies and school system practices to ensure that they are consistent with the intent and goals of the Maine Learning Standards. This will require a concerted and coordinated effort involving the Board, the Superintendent, administrators, teachers, parents, students, and the community.

The Superintendent will be responsible for implementing the Maine Learning Standards, including development of appropriate administrative procedures. The Board further directs the Superintendent to report to the Board on a semi-annual basis on student achievement and progress toward implementing the Maine Learning Standards.

Legal References: 20-A MRSA §§ 1001(6), 6208-6209
 L.D. 1536, Chapter 51 Resolves
 Chapter 127 § 3; 131; 132 (Maine Dept. Of Ed. Rules)

Revised by RSU No. 38 Board of Directors: March 5, 2014

**REGIONAL SCHOOL UNIT NO. 38
BOARD POWERS AND RESPONSIBILITIES**

The RSU No. 38 Board shall have general charge of all the public schools of this unit and shall exercise such other responsibilities as specifically provided by law.

The Board shall concern itself primarily with broad questions of policy rather than with administrative details. The application of policies is an administrative task to be performed by the Superintendent and his/her staff, who shall be held responsible for the effective administration and supervision of the entire school system.

The Board, functioning within the framework of laws, court decisions, attorney generals' opinions, and similar mandates from the state and national levels of government, and recognizing the authority of the state, fulfills its mission as the governing body of a political subdivision by acting as follows in the execution of its duties:

- A. Enacts policy;
- B. Selects, employs and evaluates the Superintendent;
- C. Provides for the planning, expansion, improvement, financing, construction and maintenance of the physical plant of the school system;
- D. Prescribes the minimum standards needed for the efficient operation and improvement of the school system;
- E. Requires the establishment and maintenance of records, accounts, archives, management methods and procedures incidental to the conduct of school business;
- F. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;
- G. Estimates the funds necessary from taxes for the operation, support, maintenance, and improvement of the school system;
- H. Adopts courses of study;
- I. Provides staff and instructional aids;
- J. Evaluates the educational program to determine the effectiveness with which the schools are achieving the educational purposes of the school system;
- K. Provides for the dissemination of information relating to the schools necessary for creating a well-informed public; and
- L. Approves/disapproves personnel nominations from the Superintendent and determines (where appropriate via collective bargaining) compensation and working conditions of all staff.

Legal Reference: 20-A MRSA § 1001
20-A MRSA § 1476 (RSU)

Cross Reference: IG – Curriculum Development and Adoption

Revised by RSU No. 38 Board of Directors: April 27, 2009

REGIONAL SCHOOL UNIT NO. 38 CURRICULUM DEVELOPMENT AND ADOPTION

As defined in Maine Department of Education rules, “curriculum” means Regional School Unit No. 38’s (RSU #38) written document that sets forth the learning expectations for all students for all content areas of Maine’s system of standards, as well as for other content areas as specified by the Board.

The RSU #38 curriculum shall reflect continuous, sequential and specific instruction aligned with the knowledge and skills identified in the content areas of the standards and the “*Guiding Principles*” of the Learning Results.

Pursuant to the adoption of the RSU #38 Guiding Principles, dated December 5, 2012, we believe students need an evidence based, rigorous curriculum that:

- focuses on state standards;
- promotes engagement;
- provides a challenging range of courses, experiences, and extra-curricular activities;
- recognizes the needs, interests, and abilities of all learners;
- blends the changing needs of society with the needs of individual learners; and
- integrates technological advances and collaboration.

Through its curriculum, the schools will provide courses and/or learning experiences that support multiple pathways for learning, accommodate variety of learning styles, provide multiple options for students to demonstrate proficiency, and prepare students for responsible citizenship and success in a global society.

The Board recognizes that curriculum development, review and evaluation is an ongoing process, and that programs and practices may need to be adjusted or revised to meet educational standards, to reflect community aspirations and values, and to serve the best interests of students.

In development, revision and evaluation of curriculum, the Board expects that:

- A. School administrators and staff will continue to examine and consider initiatives such as the new standards (*Common Core, Next Generation Science Standards, and Proficiency Based Diplomas*), and other changing conditions that may require modifications in curriculum.
- B. All programs will be subject to ongoing review and evaluation to ensure that they meet the instructional needs of students.
- C. The school system will undertake intensive curriculum revision as needed.
- D. The Superintendent/designee will take the lead in the ongoing curriculum development and review process, and the alignment of curriculum with educational standards with advances in knowledge, educational research and “best practices.”

- E. Curriculum development and revision will be achieved with appropriate involvement of administrators, instructional and support staff and the Board.

The Board will appoint one or more of its members to serve as a member(s) of the RSU #38 Curriculum/Assessment Committee.

The Board will review and adopt all curriculum guides, course descriptions and courses of study prior to their implementation.

The Superintendent/designee is expected to develop plans and timelines as necessary for the development, implementation and evaluation of the curriculum.

The Superintendent is expected to make recommendations to the Board, consistent with Board policy, in regard to professional development, instructional materials and the resources needed for curriculum implementation.

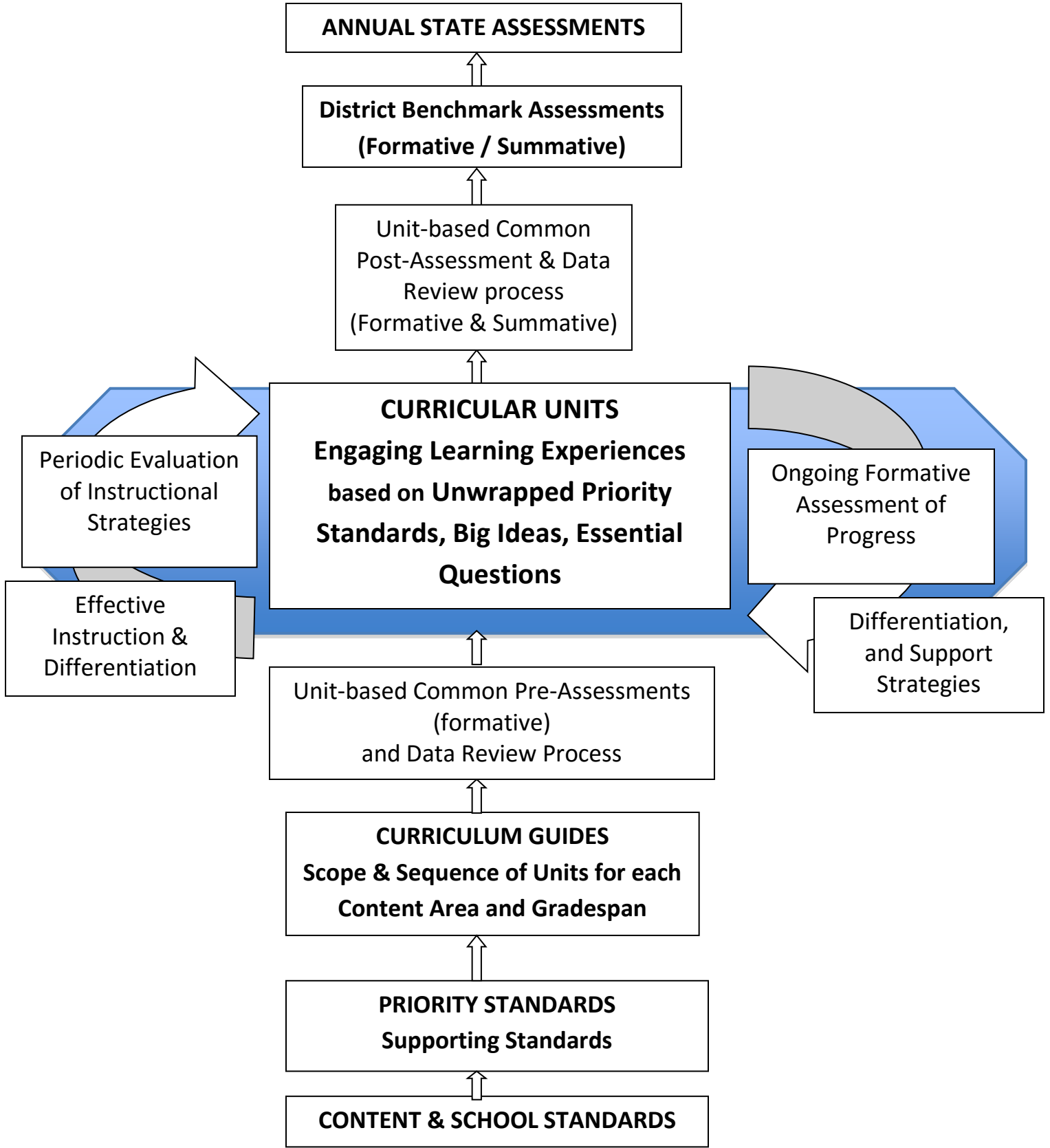
The Superintendent/designee will report annually, or as otherwise requested, to the Board on the status of the curriculum.

Legal Reference: 20-A M.R.S.A. §§ 1001(6), 4701-4729, 6209
Me. Dept. of Ed. Rule Chapters 125, 127

Cross Reference: ADF-School District Commitment to Learning Results
IGA-P – RSU 38 Curriculum, Instruction and Assessment Design
IJJ-Instructional and Library-Media Materials Selection
ILA–Student Assessment/Local Assessment System

Revised by RSU No. 38 Board of Directors: May 6, 2015

RSU #38 MODEL OF INSTRUCTION



Adapted from Ainsworth: Rigorous Curriculum Design Alignment Diagram, 2010

Maine High School Diploma Options and Requirements

This resource provides a general comparison of the two diploma options as established in Public Law 2017, Chapter 466, enacted in July 2018. The points of comparison are relevant to the requirements of a high school diploma as provided for in the new law.



Statutory Requirements	Proficiency-based Diploma Law	Credit-based Diploma Law
Legislation/Statute	PL 2017, Chapter 466	Title 20-A, §4722 as referenced in PL 2017, Ch. 466
State requirements for award of diploma	Demonstration of proficiency in all (8) content areas of the <u>Maine Learning Results</u> and the <u>Guiding Principles</u> Demonstration of proficiency in The Guiding Principles of the Maine Learning Results Educational experiences relating to English language arts, mathematics, and science and technology in each year of a student's secondary schooling	Credits in <ol style="list-style-type: none"> 1. "English--4 years; 2. "Social studies and history, including American history, government, civics and personal finance--2 years 3. "Mathematics--2 years 4. "Science, including at least one year of laboratory study--2 years. 5. "Fine arts, which may include art, music, forensics or drama--one year"
Locally determined requirements for award of diploma	Allowed; specified by local governing body (typical examples: participation in assessments, specific courses, endorsements or badges, service learning, exhibitions, post-secondary plans)	Allowed; specified by local governing body (typical examples: participation in assessments, additional courses/credits, endorsements or badges, service learning, exhibitions, post-secondary plans; grade/score thresholds)
Applicability of content area standards of the <u>Maine Learning Results to the Diploma</u>	Certification of "proficient" in all eight content areas required for diploma	All secondary school students expected to "achieve" the standards. Certification of achievement is not required by state for diploma
Applicability of <u>Guiding Principles of the Maine Learning Results to the Diploma</u>	Certification of "proficient" in the Guiding Principles required for diploma	None specified
Students with Disabilities: State requirements for diploma	"As specified by Individual Education Program (IEP) team," students must complete all diploma requirements; tasks and accommodations must "maintain integrity of standards."	"As specified by goals and objectives of their Individual Education Plan," students must meet the standards of the Maine Learning Results, and students must satisfy graduation requirements.
Career and Technical Education CTE students: State requirements for diploma	Demonstration of proficiency in six content areas and the Guiding Principles; and Complete state-approved CTE program and meet third-party-verified state or national industry standards OR earned six credits in a dual enrollment CTE program	May, "with the approval of the Commissioner," satisfy minimum state-mandated course requirements with CTE through separate or integrated study within CTE curriculum and courses
Programmatic curricular and instructional requirements specified in diploma laws	Schools must provide "Sufficient opportunity and capacity through multiple pathways for all students to study in [the eight content areas of the Maine Learning Results]."	Schools must provide "Sufficient opportunity and capacity through multiple pathways for all students to study in [the eight content areas of the Maine Learning Results]"
Pedagogical approaches (i.e. methods of teaching)	None; determined by local governing body	Determined by local governing body
Grading/scoring approaches	None; determined by local governing body	Determined by local governing body
Transcript requirements	<ol style="list-style-type: none"> 1. Certification of content-area proficiency "must be included with... permanent...transcript" 2. Certification of post-secondary readiness, based on objective measures 	<ol style="list-style-type: none"> 1. Certification of post-secondary readiness, based on objective measures
Official academic credential	<ol style="list-style-type: none"> 1. Certification of content area proficiency 2. Transcript 	Transcript

REGIONAL SCHOOL UNIT #38 GRADUATION REQUIREMENTS

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

RSU #38 is implementing a proficiency-based system of learning as required by Maine law. To be awarded a high school diploma from Maranacook Community High School, students graduating in the Class of 2021 and beyond will need to demonstrate proficiency in the Guiding Principles and content areas of the Maine Learning Results, and fulfill all additional graduation requirements set by the School Board.

Students graduating in the Classes of 2017-2020 must meet the credit and other graduation requirements as specified in the previous RSU #38 Graduation Requirements Policy dated March 3, 2005. (Attachment A)

A student who would have graduated with the Class of 2020 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by School Board policy will have until June 30, 2020 to fulfill the graduation requirements applicable to the Class of 2020. As of July 1, 2020 students will be required to fulfill Policy IKF requirements below.

The Superintendent, through the high school principal or other designee, shall be responsible for making available accurate information concerning graduation requirements 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 School Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The School Board is aware that current law and regulations are subject to change.

The School 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.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

Contingent on Department of Education approval of the RSU #38's schedule for implementation of proficiency-based diploma requirements after July 1, 2020, the awarding of a diploma from Maranacook Community High School will be contingent on the demonstration of proficiency in the Guiding Principles and content areas of the Maine Learning Results as described below. Students will also need to fulfill all additional graduation requirements set by the School Board.

Students can satisfy graduation requirements through educational experiences at Maranacook Community High School through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

The following diploma requirements will be phased in from the 2020-2021 school year to the 2024-2025 school year in accordance with Maine State Law. (Refer to Proficiency Handbook)

1. A student graduating in the graduating class of 2020-2021, must demonstrate proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, and social studies;
2. A student graduating in the graduating class of 2021-2022, must demonstrate proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least one additional content area of the student's choice;
3. A student graduating in the graduating class of 2022-2023, must demonstrate proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least 2 additional content areas of the student's choice;
4. A student graduating in the graduating class of 2023-2024, must demonstrate proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies, and at least 3 additional content areas of the student's choice; and
5. A student graduating in the graduating class of 2024-2025 and for each subsequent graduating class, must demonstrate proficiency in meeting the state standards in all content areas.

For the purposes of this paragraph, "content areas" refers to the content areas of the system of learning results established under section 6209.

English Language Arts
Mathematics
Science and Technology
Social Studies
Health Education and Physical Education
Visual and Performing Arts
World Languages
Career and Education Development

In addition, RSU #38 requires students to complete the following:

1. English: 4 credits, 1 content specific experience per year;
2. Math: 3.5 credits, 1 content specific experience per year;
3. Science: 3.5 credits, 1 content specific experience per year;
4. Social Studies: 3.5 credits, 1 content specific experience per year;
5. World Languages: **2 credits in the same language** * If proficiency is demonstrated after 1 credit the student may take a different language, *credit from 8th grade World Language class will be awarded if student reaches Level 1 Proficiency prior to start of 9th grade year;
6. Fine Arts: 1 credit;
7. Physical Education: 1.5 credits;
8. Health: .5 credits;
9. Technology: .5 credits;
10. Financial Literacy: .5 credits; and
11. Electives: 3.5 credits.

Total Credits: 24

II. MULTIPLE PATHWAYS FOR EDUCATIONAL EXPERIENCES

Students may choose from multiple pathways for educational experiences and/or credits in order to gain and demonstrate proficiency in the required Maine Learning Results. In addition to taking courses offered by Maranacook Community High School, a student may demonstrate proficiency and/or earn credits through non-traditional pathways. Examples of non-traditional classes include, but are not limited to:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Community Service
- Exchange programs
- Independent study
- Alternative education/“At Risk” programming
- Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit’s own educational experience (course) offerings.

If a student wishes to gain and demonstrate proficiency in specific content areas through non-traditional experiences (multiple pathways) the student must submit a plan to the Multiple Pathways Committee. The plan must detail how the pathway will provide exposure to the content standards of the Learning Results and/or the Guiding Principles and how the student will demonstrate proficiency in meeting the standards and/or credit requirements. The plan must be approved by the Multiple Pathways Committee. Following completion the student must demonstrate proficiency to the Committee by presenting multiple types of evidence, including but not limited to teacher-designed or student-designed assessments.

III. STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

A student with a disability may meet graduation requirements and become eligible for a diploma by demonstrating proficiency in state standards established in the system of learning results through performance tasks and accommodations that maintain the integrity of the standards as specified in the student’s individualized education program by the student’s individualized education program team.

IV. INFORMING STUDENTS AND PARENTS

The Superintendent/designee will inform students and parents, as soon as practicable, but prior to the start of the class cohort’s 9th grade school year of any State-imposed proficiency standards/requirements that must be met before students may be awarded a high school diploma.

V. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM MARANACOOK COMMUNITY HIGH SCHOOL

This section applies to all students, in all graduation classes.

A. Transfer Students

For students who transfer to Maranacook Community High School from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Maranacook Community High School Principal shall

determine the value of the student's prior educational experience towards meeting graduation requirements.

B. Home-schooled Students

For previously home-schooled students wishing to receive a diploma from Maranacook Community High School, the Maranacook Community High School Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home-schooled student must be a full time student at Maranacook Community High School for their senior year.

C. Early Awarding of Diplomas

A student who has met the State's and the School Board's diploma requirements in fewer than four years of high school will be awarded a diploma.

D. 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.

E. Certificate of Completion

The School 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 who has earned/completed the required credits or courses/learning experiences but has not met Learning Results proficiency standards that may be mandated by the State.

F. Advanced Levels of Proficiency

Advanced levels of proficiency accomplishment in a content area will be recognized at the time of graduation.

G. Participation in Graduation Ceremony

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

Legal Reference: 20-A MRS § 4502(8), 4722, 6209
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHEDA – Post-Secondary Enrollment Options
Attachment A, Graduation Requirements Policy dated March 3, 2005

Adopted: 03/03/05

Adopted by RSU #38 Board of Directors: 04/27/09

Revised: 06/07/17

REGIONAL SCHOOL UNIT NO. 38 GRADUATION REQUIREMENTS

The Board recognizes the need to establish minimum standards for the awarding of a high school diploma that are consistent with State law and regulations and with community educational values and expectations. With the implementation of Maine's system of Learning Results and local assessment systems to measure student progress toward achievement of the content standards of the Learning Results, the phasing in of standards-based diploma requirements is necessary.

Before entering high school, students need to know the standards for receiving a high school diploma in order to plan an appropriate 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 given to all incoming ninth grade students at the time of course selection. A copy of this policy will also be mailed to parents/guardians of incoming ninth grade students.

- I. Students who graduate in the Classes of 2005, 2006, or 2007 must meet the following minimum requirements in order to be awarded a high school diploma:
 - A. The student must successfully complete a total of twenty-one and one-half (21.5) credits. They are:
 1. English/Language Arts – 4 credits;
 2. Mathematics – 3 credits;
 3. Social studies and history, including one year of American history and government – 3credits;
 4. Science, including at least one year of laboratory study – 3 credits;
 5. Fine arts, which may include art, music, forensics or drama – 1 credit;
 6. Health – .5 credit;
 7. Physical education – 1.5 credits; and
 8. Electives – 6 credits
 - B. Maranacook Community High School also requires that students demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance, in compliance with State law.
 - C. A student who has not met the above academic requirements may meet the requirements through a post-secondary course, a State-approved adult education course, a State-approved summer school program, or a distance learning or correspondence course. The school principal must approve these options prior to registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

D. Note: Maranacook Community School (High School) graduation requirements exceed the State mandated requirements, which are listed below:

1. English/Language Arts – 4 credits;
2. Mathematics – 2 credits;
3. Social studies and history, including one year of American history and government – 2 credits;
4. Science, including at least one year of laboratory study – 2 credits;
5. Fine arts, which may include art, music, forensics or drama – 1 credit;
6. Health – .5 credit; and
7. Physical education – 1 credit.

II. INITIAL STANDARDS-BASED DIPLOMA – for students who graduate in the classes of 2008 & 2009 but prior to the start of the 2009-2010 school year

A. The student must successfully complete a total of twenty-two (22) credits. They are:

1. English/Language Arts – 4 credits;
2. Mathematics – 3 credits;
3. Social studies and history, including one year of American history and government – 3credits;
4. Science, including at least one year of laboratory study – 3 credits;
5. Fine arts, which may include art, music, forensics or drama – 1 credit;
6. Health – .5 credit;
7. Physical education – 1.5 credits; and
8. Electives – 6.5 credits

The student must meet the requirements as described in IB – ID. In the 2007-2008 and 2008 - 2009 school years, diplomas will be awarded only to students who have met the content standards of the system of Learning Results in English/language arts, mathematics, science and technology, social studies, and health and physical education, as measured by the school unit's Local Assessment System.

III. STANDARDS-BASED DIPLOMA – for students who graduate in the class of 2009-2010 and thereafter

The student must meet the requirements as described in section IIA and IB – ID. In addition, beginning with the 2009-2010 school year, diplomas will be awarded only to students who have met the content standards of all content areas of the system of Learning Results, as measured by the school unit's Local Assessment System. These content areas are English/language arts, mathematics, science and technology, social studies, health and physical education, career preparation, modern and classical languages, and visual and performing arts.

In addition to the content standards described above,

IV. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF STANDARDS-BASED DIPLOMAS

A. Transfer Students: For students who transfer to Maranacook Community High School from another state or from an educational program that is not required to meet the content standards of the system of Learning Results, the Maranacook

Community High School principal or designee shall determine the value of the student's prior educational experience towards achieving the standards in a manner consistent with the school unit's Local Assessment System and applicable Board policies.

- B. Students Receiving Special Education Services: To receive a diploma, students must meet the content standards of the grade 9 – 12 Learning Results as determined by the Local Assessment System. A student's IEP will be used to personalize instructional strategies, provide for supportive services, and adapt assessments in an effort to determine *how* a student will demonstrate whether he or she has met the standards.
- C. Early Awarding of Diplomas: A student who has met the State's and the Board's diploma requirements in fewer than four years of high school may be awarded a diploma.
- D. Any substitution or exception to the local course requirements for graduation will require the approval of the Principal.
- E. Certificate of Achievement: The Board may provide a student who leaves school without meeting the standards of the Learning Results with a Certificate of Achievement, provided that the student has earned twenty-two (22) credits as stipulated in IIA above.
- F. Delayed Awarding of Diplomas: At the Superintendent's discretion, a student who leaves Maranacook Community 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, although he/she may not have met all diploma requirements.
- 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 that may be available. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.
- H. Correcting Deficiencies: Seniors who correct any deficiencies by the end of the first full semester following the graduation date may receive their original diploma.
- I. Secondary Credits for Subjects Taken by Middle School Students: With the approval of the Middle School and High School Principals, students in grades 6 – 8 may take high school courses and receive secondary credit if the course is successfully completed.
- J. Courses Taken through Adult and Community Education: With prior approval, students may earn a half credit toward graduation for each diploma course taken in the Adult and Community Education Diploma Program. This procedure is referred to as "concurrences" and requires approval of the Guidance Counselor, Adult and Community Education Director, and Principal or designee.

Adopted by RSU No. 38 Board of Directors: April 27, 2009