



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. The following Proficiency-Based Diploma Extension application is intended to provide the Department and the school administrative unit with evidence of a good fit between the district's current progress and their extension request.

Directions for submitting an extension application

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 extension application 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: Extension applications 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.

Proficiency-Based Diploma Extension Option 4

At the time of the extension application the SAU will:

- Provide evidence of demonstrated preparedness to award diplomas based on proficiency of the standards in English language arts and mathematics in 2018. If there is a demonstrated preparedness to deliver diplomas based on proficiency in the standards of other content areas or the Guiding Principles, include this evidence as well.
- Provide a description of the overall plan to meet the goal of awarding of diplomas based on proficiency in the standards of the eight content areas and the standards of the Guiding Principles. The description should include benchmarks for the 2014-2015 school year and each year for which the extension is requested.
- Include a budget for the use of all existing targeted proficiency-based diploma transition funds during 2014-2015 and any 2013-2014 funds that were 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	X
Cumberland	
Hancock	
Kennebec Valley	
Midcoast	
Penquis	
Washington	
Western Maine	
York	

3. **School Administrative Unit:** RSU 29
4. **High School(s):** Houlton High School
5. **Name and title of person completing the extension request:** Rae Bates, Curriculum Coordinator; Mike Hammer, Superintendent
6. **Superintendent's name, address, phone number and email:** Mike Hammer, mihammer@rsu29.org

Evidence of Preparedness

- 7. Describe the proficiency-based system in place at the secondary level for students to demonstrate proficiency in English language arts and mathematics. (If there is a demonstrated level of preparedness in other content areas or the Guiding Principles, include these in your description and evidence as well.) 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:

- **Clear description of the proficiency-based education work completed to date**
- **Clear connection between evidence and the work done**
- **Clear description of the impact the proficiency-based work is having on students, staff and community**
- **Clear alignment to extension option**

Overall Implementation Plan

Blended System: Houlton High School which was formerly identified as a “Persistently Low Achieving School” in 2010. The district opted to not receive the state funds but instead worked at all levels of student performance in order improve academic success and student scores. Currently the student SAT scores for the Class of 2015 had higher scores than the State and ranks in the top quartile of all Maine high schools which makes it difficult to make a case for why the staff needs to move to a proficiency based system. The teachers have had strong success by using a standards-referenced model of instruction while focusing on the needs of *all* students and striving to have all students meet the instructional standards. In striking a balance with our previous practice, we are committed to a blended system of credits and standards to earn the high school diploma. We continue to have course standards while aligning the curriculum to the standards and creating assessments that contribute simultaneously to the composition of the quarter and semester grades as well as to earning academic credit and document student proficiency in four of the eight content standards listed in LD 1422.

This blended system requires that student successfully engage in rigorous, relevant, and progressive coursework with embedded assessments that reflect acquisition of the standards in ELA, math, Health, and PE for the Class of 2018. In the fall of 2015 we will add the other four (4) content areas for the Class of 2019 along with two (2) more Guiding Principles. The final Guiding Principle will be added for the Class of 2020. We will be piloting Educate/Empower during the 2014-2015 school year and may decide to use that system for the Classes of 2019 and 2018 which would mean removing this blended system of credits and standards.

As this blended system exists for the Class of 2018, students are expected to demonstrate proficiency in content area standards in proportion to their four-year progression through required, credit-bearing courses. Many students will accelerate past this proportion target while other students will require diverse intervention pathways in one or more content areas to remain on track for meeting the diploma performance standards in four years.

2012/13

- PLG training with Great Schools Partnership - group read Dufours On Common Ground
- PLG's on curriculum, instruction and assessment K-12

- Hosted Bea McGarvey for full day staff development on proficiency based education
- Established a district leadership team
- Planned a Future Search with Judy Enright as facilitator

2013/14

- September - held Future Search with primary emphasis on developing framework for proficiency based education
 - Grades 4-12 group read: A Repair Kit for Grading by Ken O'Connor
 - Established Grading Guidelines for all teachers EXHIBIT # 1
 - Established Graduation Standards for ELA, Math, Health and Physical Education
 - Explored graduation standards with Great Schools Partnership (GSP)
 - Two teachers participated in State level Guiding Principle Assessment Development
 - Examined the MCCL curriculum
 - Developed and joined the Northern Maine Educational Collaborative (NMEC) leading to the development of a countywide professional development plan
 - NMEC selected Empower and MCCL curriculum as our reporting system and curriculum documents

- 8. Provide a description of the overall plan to meet the goal of awarding diplomas based on proficiency in the standards of English language arts and mathematics in 2018. (If there is a demonstrated level of preparedness in other content areas or the Guiding Principles, include these in your description and evidence as well.) The description should include benchmarks and metrics for the 2014-2015 school year and benchmarks for each year for which the extension is requested to reach the ultimate goal of awarding proficiency-based diplomas in eight content areas and the Guiding Principles after July 1, 2020. 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:

- Overall plan is aligned with the SAU shared vision focus areas
- Benchmarks for progress in 2014-2015 include activities/actions that will support the achievement of the benchmarks and metrics to measure them.
- Evidence included clearly supports the benchmarks !!!

We have clearly articulated benchmark/graduation and course benchmark standards in ELA, Math, Physical Education and Health. Our plan to implement our proficiency based diploma begins in year 2014/15 with ELA, Mathematics, Health and Physical education. Our diploma requirements reflect a phase-in of the other content areas for 2015/16; these are articulated in our graduation policy EXHIBIT #2. We also have a phase-in structure for the Guiding Principles EXHIBIT #3 that will be reported out for our class of 2018. Our reporting system for the standards is through Power School with consideration for Educate/Empower content in physical education and health. We have a set of grading guidelines that are intended to make our grading consistent across the district. The grading guidelines indicate our expectations for proficiency, and we believe give evidence of achievement for the benchmark standards. How we will ultimately report on the Guiding Principles as they relate to determining a student's success in meeting the requirements to graduate is under development as is how we will use the Guiding Principles to determine academic eligibility.

- Future Search 1 ½ day community forum which led to mission and vision statements EXHIBIT # 4
- Phase in of standards-based courses in 2015 - 2016 referenced in our Proficiency Based Implementation Plan EXHIBIT # 3

System of Supports for Student Learning

Overall Implementation Plan

9. Describe the system of supports you have in place for secondary school 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

Our system of support includes traditional elements: After School Program for grades 6-9 (2014/15), math and ELA instructional labs during the school day, summer school, and study hall support. Summer School for Summer 2015 will be provided with district funding as a means of capturing students from a wider spectrum of need rather than focusing solely on those who meet Title I requirements. The high school has a Math Lab and an ELA lab available to any student who might be struggling with standards and timely work completion. We are working to implement a RTI time built into the school day in each content area each week. Presently, this will be last hour of the school day for 6th grade and during the instructional blocks for 7th through 12th grade. Our students are allowed re-takes and re-dos for their formative assessments if that re-take will show the student moving to proficiency. We provide instruction and further formative assessment/s prior to the re-taking of a summative assessment. Push in and pull out intervention is provided weekly by Title 1 interventionists who work with students in grades Pre K - 6 when it is evident that students are struggling with meeting benchmark standards. Student progress is monitored every two weeks and students are added or removed from intervention services based on progress monitoring. Monthly data team meetings at the Pre - K to grade 5 level allow continual assessment of student progress toward proficiency.

Proficiency-Based Diploma Transition Funds

10. 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: 50%
 - Community Engagement: 50%
 - One-year Carry Over:
11. 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**

Summer Curriculum work to review standards, assessment, and grading practices relating to proficiency based education for eight (8) to ten (10) teachers to work for three (3) days in the summer for \$5,000.

We want to expend \$5,000 for a project manager who will coordinate our Student Information System (SIS/Power School) with our Learning Management System (Educate/Empower) for a portion of time during academic year 2014 - 2015.

We are aware that Educate/Empower is much more than an electronic grade book so we require that coaching piece to help our staff work through issues we anticipate them having. We feel that having such a person in this position will build capacity with our staff.

Attached budget: EXHIBIT 5

EXHIBIT 1

RSU #29

Grading Guidelines

June 09, 2014

1. Grades will clearly communicate progress toward meeting standards and current academic standing as to what students know and are able to do in each class.
2. Students will have multiple opportunities to show what they know and can do.
3. Teachers and schools will support students in acquiring all of the essential knowledge and skills in a course.
4. Students will be made aware of the purpose of individual assessments, formative (practice work) or summative (an in-depth performance task, *test*, or other assessment of the completion of a unit of work), and be provided with ongoing descriptive feedback about their performance so as to promote higher levels of achievement.
5. Student behavior, participation, and effort will be scored using the RSU #29 Guiding Principles of Self Directed and Lifelong Learner and Responsible and Involved Citizen and will be reported separately from the indicator of achievement (grade). These two Guiding Principles will be used as part of a mid-trimester or mid-semester "Progress Report" that will be made available to parents.
6. Teachers will recognize that learning is developmental and accumulates over time as a result of instruction and practice. The indicator of achievement (grade) will reflect the most current evidence provided by the student regarding the graduation standards selected by RSU #29. The completion of "more" work, such as extra credit or bonus points, will not be used as additional evidence of the student's achievement.
7. Support will be provided for students who are struggling to complete work on time. Students will not be penalized for completing and turning in assignments late. The quality of timeliness will be reported using the appropriate Guiding Principle/s rather than the indicator of achievement (grade).
8. Attendance will be kept separate from the indicator of achievement (grade). When a student has not provided a sufficient amount of evidence for the teacher to judge the level of achievement at the end of a grading period, the student will receive a "NY" for *not yet* having completed the evidence. A student who has not turned in any work at all or minimal work will receive a "NEY" for *no evidence yet*. Students will have three {3} weeks from the time of the distribution of the report card to provide such evidence to the teacher. At the end of the three {3} week period, the "NY" or "NEY" will be changed to the appropriate indicator of achievement {grade} using whatever evidence is present at that time. A

student will have the option of using either the After School Program or Summer School to complete the evidence in standards that were "NY" or "NEY" in order to complete the course standards. However, for at least 2014-2015 a zero, with the qualifier "missing," will be used as a placeholder during the current marking period to convey to the students, parents, and administrators that a student is not keeping up with teacher pace.

9. Teachers will use a variety of methods to gather evidence of a student's achievement toward meeting the identified learning standards.
10. An indicator of achievement (grade) will reflect only evidence completed by the individual student, not a group of students. Collaborative group work is a valuable instructional method and may be best suited for formative lesson elements. The behaviors of a student working within a collaborative group will be reflected in the appropriate Guiding Principle.
11. Teachers will provide to students and parents clear descriptions of learning targets and use the targets to assign an indicator of achievement (grade).
12. Teachers will use only quality assessments. A quality assessment must have a clear purpose, clear learning goals, be of sound design, and avoid bias.
13. Teachers will primarily rely upon summative assessment data when determining an indicator of achievement (grade).
14. For Classes of 2015, 2016, and 2017:
 - "NY" or *not yet* will be used rather than a zero to indicate that a student has not provided a sufficient amount of evidence for the teacher to judge the level of achievement. Three {3} weeks after the end of the quarter, if sufficient evidence has not been provided to the teacher by the student, the teacher will put in zeros and grades will be averaged. A student receiving an average below a 70 at the end of the school year, will be required to repeat any required course that has a grade below a 70.
15. For the Class of 2018:
 - "NY" or *not yet* will be used rather than a zero to indicate that a student has not provided a sufficient amount of evidence for the teacher to judge the level of achievement in all classes *except English, Health, and PE*. Three (3) weeks after the end of each quarter, if sufficient evidence has not been provided to the teacher by the student, the teacher will put in zeros and grades will be averaged. A student receiving an average below a 70 at the end of the school year, will be required to repeat any required course that has a grade below a 70.
 - For English, Health, and PE the student will be required to have an 80 on all

standards in order to earn a credit. The student will be required to attend an After School Program or summer school to complete those standards or risk not being eligible for graduation in 2018.

- A grade of 80 will "meet the standard" in English, Health, and PE.
- A grade of 85 will be required in English, Health, and PE to be considered for Honor Roll.
- A grade of 90 will be required in English, Health, and PE to be considered for possible membership in National Honor Society, which is the requirement for the Classes of 2014, 2015, 2016, and 2017.

EXHIBIT 2

GRADUATION REQUIREMENTS

The long-standing practice in American high schools has been the awarding of a high school diploma based on the accumulation of credits awarded for courses passed. This practice of awarding credits has not ensured competency based on demonstrated performance. Thus, many students have received a high school diploma but are not prepared adequately to be successful in their postsecondary pursuits.

Acting upon this concern and to ensure that our graduates meet standards and are adequately prepared for post-secondary pursuits, RSU 29 will incrementally implement a proficiency-based system of learning. Beginning with students who enter Houlton High School as members of the Class of 2018, every graduate, in order to be successful in the workplace and in postsecondary learning experiences – to be college and career ready -- will need to demonstrate what they *know*, what they *can do*, and how *well* they *can do it*. This Houlton High School standards and proficiency-based diploma provides evidence that our graduates have acquired the knowledge and skills – the competency -- to move on to postsecondary experiences.

Further, the proficiency-based diploma system guides the implementation of interventions, supports, and flexible learning pathways for students.

Communicating Graduation Requirements

Prior to entering high school, students and their parents need to know and will be informed of 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 in the spring prior to the start of their ninth grade school year. An overview of graduation requirements will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be referenced in each edition of the high school student handbook and on the school district website.

The Board has approved the following schedule of minimum requirements for graduation, which meets or exceeds minimum requirements specified by the State of Maine. 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 practical of any additional standards established by the State that must be met before students may be awarded a high school diploma.

Academic Requirements for Graduation from Houlton High School

A. For students up to and including the classes of 2015, 2016 and 2017, the student must successfully complete a total of 24 credits, including credits in the following areas. These requirements satisfy the 12 ½ (twelve and one-half) credits specified by the State of Maine and include additional requirements set by the Board. They are:

English Language Arts	4 credits
Mathematics	3 credits
Social Studies & History, including U.S. History, Government and civics	3 credits
Science, including at least one year of laboratory study	3 credits

Fine Arts	1 credit
Health	1/2 credit
Physical Education	1 credit

B. In addition, to satisfy State law, students in the Class of 2018 and beyond must be engaged in educational learning experiences in the content areas of English Language Arts, Mathematics, Science and Technology in each year of their secondary school program. Also for the Class of 2018, RSU 29 will require students to demonstrate proficiency in English Language Arts, Mathematics, Health and PE. Students in the Class of 2018 will also have to demonstrate proficiency in two (2) of the five (5) Guiding Principles.

Commencing with the Class of 2018, every Houlton High School student will demonstrate proficiency in meeting core standards in the following content areas of the Maine Learning Results. Meeting the core standards entails demonstrating proficiency on each standard prior to graduation. Students will need to meet the graduation standards in each course along with the additional course standards of each course in order to obtain credit or experience in the content area.

English Language Arts	4 credits *
Fine Arts	1 credit *
Mathematics	4 credits *
Science & Technology	4 credits *
Social Studies	3 credits *
Health Education	1/2 credit *
Physical Education	1 credit *
Career / Education Development	1 credit *

* or pre-approved equivalent experiences that generate evidence of proficiency in all required graduation standards.

C. All graduating students must meet the cross content performance standards set forth by the Maine Learning Results' "Guiding Principles" as they are selected and outlined in the Program of Studies so that the Classes of 2018 will be assessed and proficient in two (2) of the Guiding Principles (Responsible Involved Citizen (RIC) and Self-Directed Learner (SDL), the Class of 2019 will be responsible for three (3) Guiding Principles (Responsible and Involved Citizen (RIC), Self-Directed and Life Long Learner (SDL), and A Clear and Effective Communicator (CEC). The Class of 2020 will be assessed and proficient in all five (5) of the Guiding Principles.

D. Most students will satisfy graduation requirements during a four-year experience; however, students may fulfill the requirements for a diploma in a time period that is accelerated or lengthened, based on their individual needs. These students are expected to develop a Personal Learning Plan with assistance from counselors, teachers and/or administrators.

Additional Considerations Applicable to the Awarding of a Diploma

In order to create a multiple pathway to graduation a student may have a Personal Learning Plan (PLP) detailing how the student will demonstrate competency when a pathway is in lieu of core academic experiences. Each student's PLP must have prior approval of the high school principal. Each option must provide a quality, rigorous learning experience that is aligned to one or more graduation/course standard. Multiple pathway experiences will be determined, assessed, and documented through the school. Pathway options may include the following:

- Early College / Dual Enrollment Courses

- Career and Technical Education Programming
- Online / Virtual Learning
- Alternative / At-Risk Programming
- Apprenticeships / Internships & Additional Field Work and/or Exchange Experiences
- Adult Education

Timelines for the establishment of PLPs may be outlined in the Program of Studies.

Transfer Students

For students who transfer to Houlton High School 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 Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements for a high school diploma. These students will need to satisfy all credit requirements, assessment requirements, and proficiency requirements in the appropriate content subject areas. The Superintendent will ultimately determine whether these students are certified to receive a diploma.

Home-schooled Students

For home-schooled students wishing to receive a diploma from Houlton High School, 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 Houlton High School his/her junior and senior years for a minimum of four (4) semesters in order to receive a Houlton High School diploma.

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. Students, as determined by their IEP, who may not meet graduation standards may be issued a certificate of completion.

Delayed Awarding of Diplomas

A student who leaves 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.

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.

Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma to participate in graduation exercises.

Students who are eligible for a certificate of completion may be allowed to participate in the graduation ceremony up approval by the superintendent and building administrator.

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

Cross Reference: IHCDA – Post-Secondary Enrollment Options
IK – Assessment of Student Performances
IKFA – Early Graduation

Adopted: December 4, 1995
Revised: February 5, 1996; April 7, 1997; July 12, 1999; November 4, 2013; October 6, 2014

EXHIBIT 3

**Proficiency Based Education (PBE)
in RSU#29
June 05, 2014**

The following is an implementation plan for PBE in the district:

Class of 2018 Graduation Standards:

- ELA
- Math
- Health and PE
- Two Guiding Principles (Self-directed and lifelong learner & A responsible and involved citizen)

Class of 2019 Graduation Standards:

- ELA
- Math
- Health and PE
- Social Studies
- Science
- Two Guiding Principles (Self-directed and lifelong learner & A responsible and involved citizen)

Class of 2020 Graduation Standards:

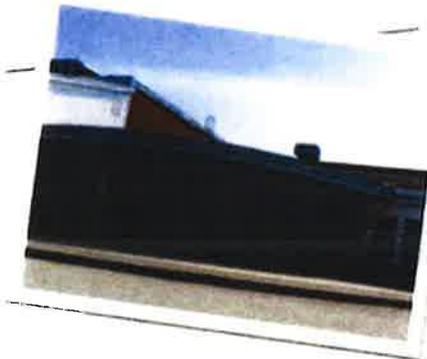
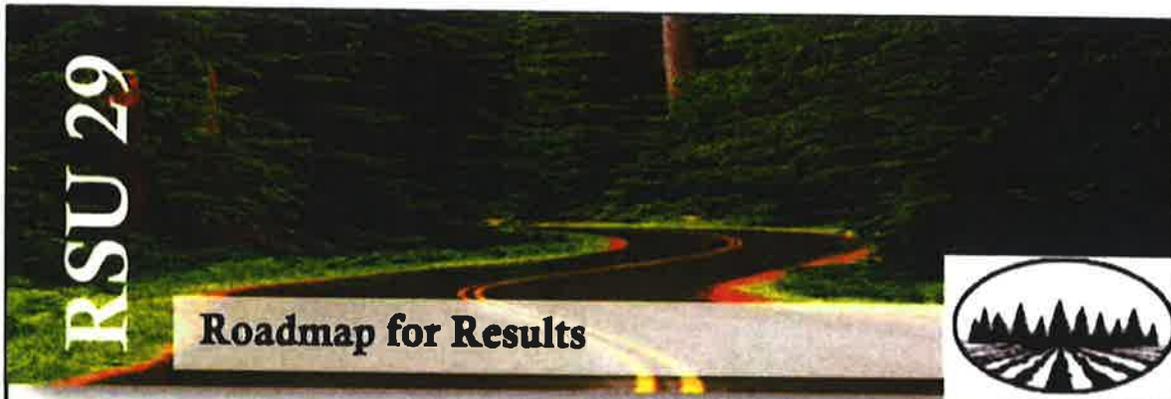
- ELA
- Math
- Health and PE
- Social Studies
- Science
- Other content areas as specified or potentially modified by the State:
 - a. Career and Technical Education
 - b. Visual and Performing Arts
 - c. World Languages
- All five (5) Guiding Principles
 1. A clear and effective communicator
 2. A self-directed and lifelong learner
 3. A creative and practical problem solver
 4. A responsible and involved citizen

5. An integrative and informed thinker

Grades K- 9 will be reporting out in 2014-2015 on the Graduation Standards and Guiding Principles for the Class of 2018.

- K - 2 will use their existing report cards that do reflect standards;
- Grade 3 will need to revert to their previous report card that closely resembled the K - 2 report cards;
- Grades 4 - 6 will continue with their present report cards while they pilot the Educate software for reporting on standards. The district will be providing software training for the teachers prior to making the reporting public to students and parents. Teachers will, however, share Educate reports with students and parents at conference time;
- Grades 7 - 9 will continue to use Power School for at least one more year. The report card will look differently as it will have the standards for ELA and math listed on the report card; and
- The Guiding Principles will look a bit differently for students in grades K - 6.
- The method of reporting out on Guiding Principles will be in one form for grades K- 6 and another for grades 7 - 12 that we will be sharing with all teachers.

EXHIBIT 4



Mission Statement

The mission of RSU 29 is to prepare all students to be college and career ready by attaining proficiency in core academic content through engagement in rigorous, student-centered learning in a safe and technology rich environment.



Vision

Our students will be empowered with the academic, personal, and social knowledge and skills needed to build fulfilling and engaged lives.

2013 - 2014



Preparing Learners for a Changing World



Strategic Educational Plan: Roadmap for Results

Strategic planning has been identified as an organization's process of defining its strategy, or direction, and making decisions on allocating its resources in pursuit of this strategy. The RSU 29 Strategic Plan lays out how we will realize our mission and work toward our vision. Our Roadmap for Results, as laid out in this document, will set the path for our district that will lead to improved outcomes for all of our students.

Our vision is for students to come to school every day expecting to be challenged, no matter their ability level or background. When they graduate, they will leave us well prepared to choose a college or career path that is right for them. They will leave us knowing that there is nothing so satisfying to the spirit or defining of character than giving all to a difficult task.

Our important allies in the community - families, colleges, businesses and nonprofit partners - will be engaged in our mission, and we will be ready to benefit from their collective wisdom. Classrooms will lose borders and become seamlessly connected to neighborhoods and the world.

This is the RSU #29 we envision. To get there, we have established two foundational pillars that intertwine to support a student-centered approach to education. Like Aristotle, we believe the whole is more than the sum of its parts. These pillars anchor our decisions and propel us forward as we accelerate our rate of change to keep pace with a rapidly changing world. These pillars - Innovative Education and Community Collaboration - represent our commitment to our students.

District Administration

Mike Hammer

Superintendent of Schools
mihammer@rsu29.org
207-532- 6555

For detailed district information and more
www.rsu29.org

Become a Facebook Fan:
[facebook.com/Rsu29SchoolDistrict](https://www.facebook.com/Rsu29SchoolDistrict)

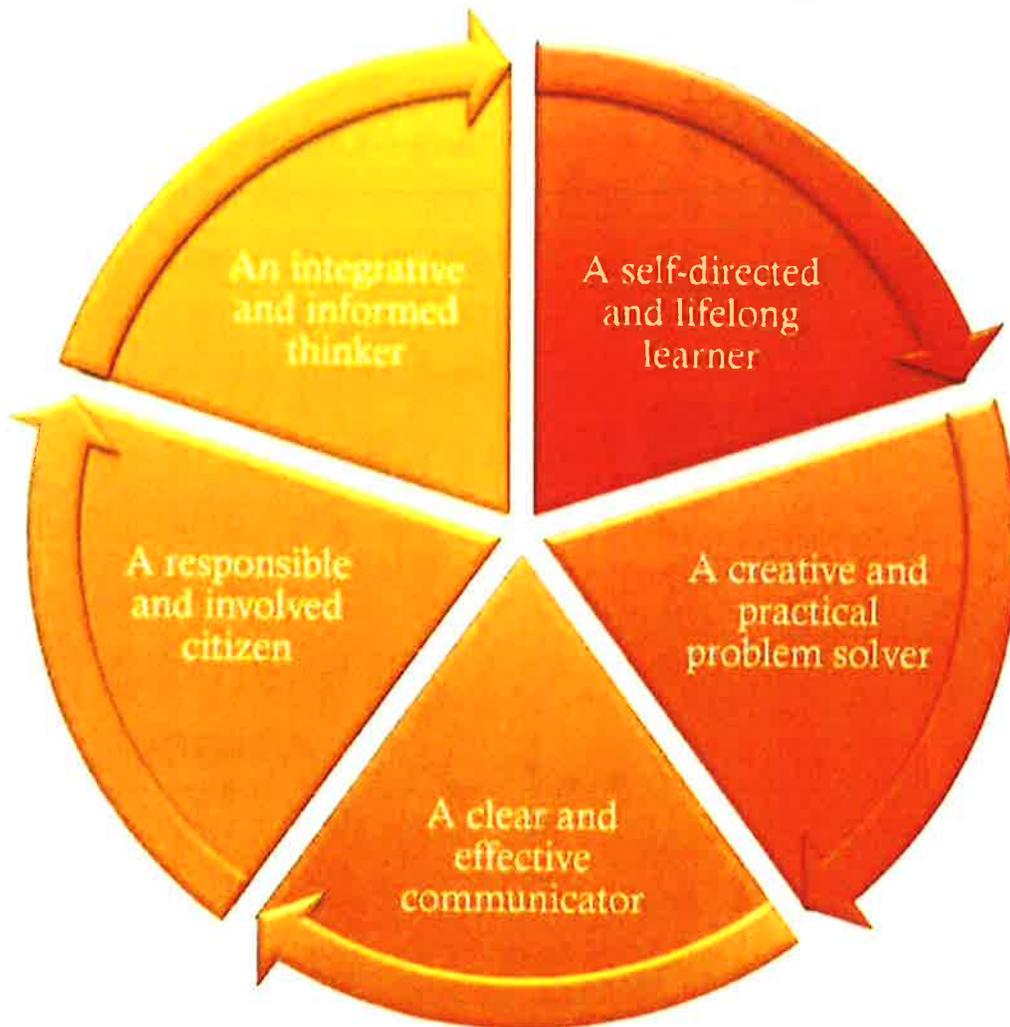


RSU 29

Roadmap for Results



Guiding Principles





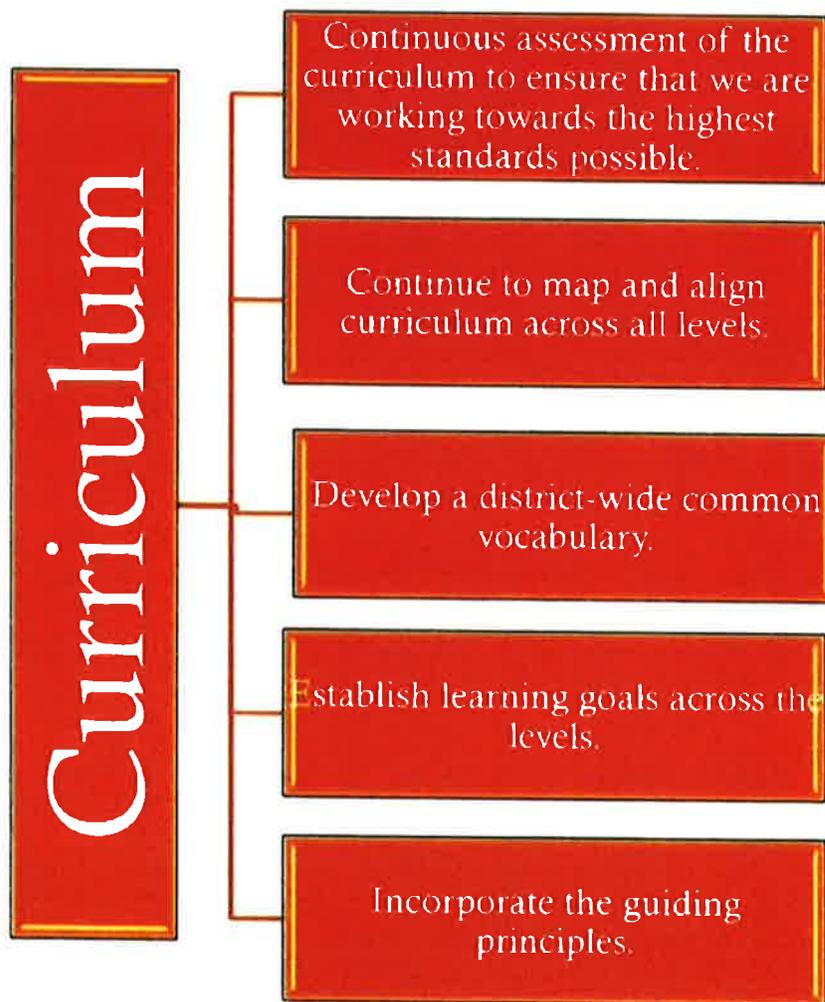
Core Beliefs

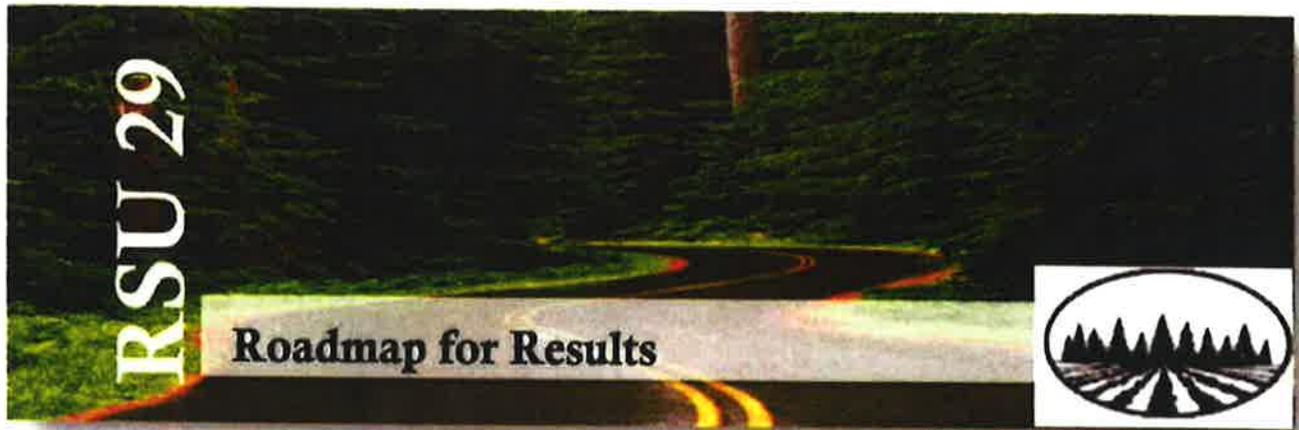




Innovative Education: Curriculum

Use standards-based curriculum that provides all students with the time and opportunity to develop the necessary skills and knowledge.





Innovative Education: Assessment

Using multiple measures of data to inform teaching and learning.

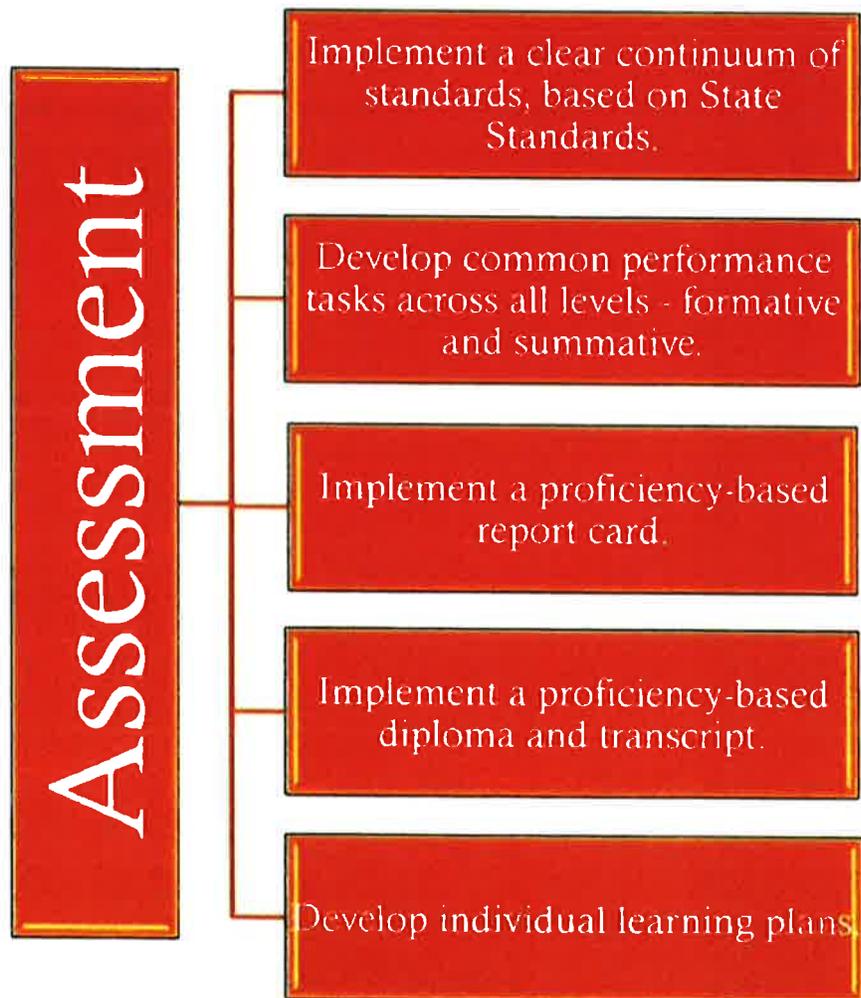


EXHIBIT 5

Transition Grant Total \$12,432.47

Position/Item	Rate	Frequency	Total
Project manager	\$75.00/day	3 days per week	\$4,950.00
Teacher (10)	\$24/hour	3 days	\$5,040.00
Misc. Supplies			\$2,442.47
		Total	\$12,432.47

Option 4 Authorization Page

Annually the SAU will provide evidence of progress and will submit an extension renewal request to the Maine DOE by July 1. This request will include:

- evidence of progress toward the identified annual benchmarks;
- goals and benchmarks for continued progress over the next school year toward the awarding of diplomas based on proficiency of the standards of the eight content areas and the standards of the Guiding Principles; and
- a budget for use of additional proficiency-based diploma transition funds.

We certify that the information contained in the extension application 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 English language arts and mathematics of the system of learning results established under section 6209;
- D. Meet any other requirements specified by the governing body of the school administrative unit attended by the student.

We certify that the criteria for awarding diplomas beginning after July 1, 2020 will include the addition of the following criteria from Maine Revised Statutes 20-A §4722-A:

- B. Demonstrate proficiency in meeting state standards in all remaining six content areas of the system of learning results established under section 6209; and
- 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.



Superintendent of Schools

10/15/14
Date



Chair of School Board

10-15-14
Date