

RSU 14 - WINDHAM RAYMOND SCHOOL DISTRICT BOARD OF DIRECTORS

REGULAR MEETING AGENDA

October 21, 2015

6:30 p.m.

Raymond Broadcast Modular (423 Webbs Mills Road)

(all times are approximate)

6:30 p.m.

I. CALL TO ORDER Time: _____

II. ROLL CALL

III. PLEDGE OF ALLEGIANCE

IV. ADJUSTMENTS TO THE AGENDA

V. PUBLIC INPUT

6:35 p.m.

VI. RAYMOND ELEMENTARY MUSIC PROGRAM OVERVIEW

1. Ms. Gordan, Music Teacher, will share a basic overview of the proficiency based Kindergarten through 4th grade general music program at Raymond Elementary School and will also briefly share her experience with the Maine Arts Leadership Initiative.

7:00 p.m.

VII. FACILITIES UPDATE

1. Bill Hansen, Director of Facilities, will update the Board on the Bus Loop and John Andrews School.

7:25 p.m.

VIII. EXECUTIVE SESSION - EMERGENCY MANAGEMENT PLAN

1. Bill Hansen, Director of Facilities, and Scott Parker District Preparedness Consultant and will present the Emergency Management Plan to the Board.
2. Moved by _____, Seconded by _____, to approve the RSU14 Windham Raymond School District's Emergency Management Plan for the 2015 – 2016 school year.

In Favor _____ Opposed _____

8:35 p.m.

IX. POLICY

1. To vote to approve the Second Reading of the Revised Graduation Requirements (File Code: IKF). (Attachment A and Exhibits)

Moved by: _____ Seconded by: _____
In Favor: _____ Opposed: _____ Abstain: _____

8:45 p.m.

X. ADJOURNMENT

1. To approve to adjourn the meeting.

Moved by: _____ Seconded by: _____
In Favor: _____ Opposed: _____ Time: _____

GRADUATION REQUIREMENTS

With the implementation of the Maine Learning Results, 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, and heightened community expectations for student learning, the RSU # 14 Board of Directors 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.

Students, parents, and staff 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 students at the time of course selection and registration. This policy will also be included in every edition of the High School Planning Guide and referenced in the Student Handbook

Credit Requirements

As a minimum for graduation from high school, the prospective graduate must have successfully completed a total of 22 credits at the secondary level (grades 9 through 12), including the twelve and one-half (12 ½) credits required by the State of Maine.

The RSU # 14 Board of Directors requires each student to complete the following:

- | | |
|--|-------------|
| A. English / Language Arts | 4 credits |
| B. U.S. History | 1.5 credits |
| C. World History | 1.5 credits |
| D. Civics/Economics | ½ credit |
| E. Mathematics | 4 credits* |
| *Beginning with the Class of 2014 | |
| F. Science (must be three different science courses to receive the 3 credits) | 3 credits* |
| G. Fine Arts, which may include art, music, forensics, or drama | 1 credit |
| H. Health | 1 credit |
| I. Physical Education | 1 credit |
| J. Computer Proficiency (required by State) | |
| K. Students must also demonstrate knowledge of computer skills according to the RSU #14's standards for computer literacy, proficiency, and performance. | |

L. Community Service:

Students through graduation Class of 2018 must complete Community Service requirements as stated in Exhibit A (Community Service Requirement). A student may complete an approved capstone requirement with prior written approval from the School Principal.

Beginning with the Class of 2019 and thereafter:

Capstone Requirements - All students will complete a capstone project, through which students will demonstrate their knowledge, skills, and work habits by conducting in-depth research, using technological applications, producing a high-quality exhibition of learning, and presenting their research and findings to a review panel. See Exhibit B (Senior Capstone Handbook).

Class of 2014 and thereafter

As a minimum for graduation from high school, the prospective graduate must have successfully completed a total of 22 credits at the secondary level (grades 9 through 12), including the twelve and one-half (12 ½) credits required by the State of Maine.

In addition to attaining the credits listed above, students will be required to meet the Learning Results Standards in English/Language Arts, Mathematics, Health/Phys Ed, Science, and Social Studies, as defined in the RSU # 14's Comprehensive Local Assessment System.

Students will additionally be required to meet the standards in Career Preparation, Modern and Classical Languages, and Visual and Performing Arts, contingent upon funding of essential programs and services.

Alternate Credit Options (reference Policies: IGEA, IHCDA)

Students may earn graduation credits outside the regular school program, contingent upon evidence that applicable Learning Results content standards have been met. The means for a student obtaining additional credits toward a diploma may include experiences outside the regular programs of Windham High School. **No credits may be awarded without prior approval of the Principal.**

- A. Approved summer school program
- B. Approved adult education program (reference Policy FILE: IGEA) (see age and course limitations)
- C. Approved correspondence courses and on-line classes. This requires written approval by the Principal or his/her designee. All correspondence work must be taken through an accredited correspondence school and the final exam must be taken under the supervision of the Guidance Department. In order to count toward graduation in the senior year, correspondence course grades must be received by the High School no later than June 1.
- D. Approved alternative education program as determined appropriate by the High School Principal.

Transfer Students

For students who transfer to Windham 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 High School Principal shall determine the value of the student's prior educational experience towards achieving the standards in a manner consistent with the School District's Comprehensive Local Assessment Plan and applicable Board of Directors' policies.

Early Awarding of Diplomas

A student who has met the State's and the RSU # 14 Board of Directors' diploma requirements in fewer than four years of high school may be awarded a diploma based on the following requirements:

- A. Students considering early graduation must apply in the spring of their sophomore year.
- B. Students must have a B average and have a plan for continued education after graduation, or a work plan.
- C. Students must have a meeting with their school counselor and the Principal for the approval of the plan, and
- D. It must be approved by the parent/guardian.

Delayed Awarding of Diplomas

A post-secondary student who has satisfactorily completed the freshman year in an accredited degree granting institution of higher education may receive a Windham High School diploma provided Windham High School is the school the student last attended. A diploma may be awarded even though the student does not meet all the Windham High School diploma requirements. Such decision shall be at the discretion of the Superintendent, in accordance with the policies of the RSU # 14's Board of Directors.

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.

Participation in Graduation Ceremony

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

Legal Reference: 20-A MRS §§ 4722, 6202-A
Chapter 127 § 7 (Maine Department of Education Rules)

Cross Reference: Adult Education (IHD-R)

Approved: March 10, 1999; Revised: November 28, 2001; January 26, 2005; June 18, 2008, January 11, 2012

Revised: First Reading October 7, 2015
Second Reading October 21, 2015

**WINDHAM HIGH SCHOOL
COMMUNITY SERVICE GRADUATION REQUIREMENT**

Purpose

It is the intent of the RSU # 14 Board of Directors, and in keeping with the Maine Learning Results, to foster a sense of citizenship in our students. To that end, a Community Service prerequisite shall be required of all students in order to receive a diploma from the Windham Raymond School District – RSU # 14. Learning by doing is an effective way to instill a sense of service to others and is a laudable goal for a community to instill in its young people. It is the intent of this community service graduation requirement to acclimate students to a regular routine in their life of serving others.

Requirements

Students in Grade 9 through Grade 12 will be required to complete a total of 40 hours for the four-year period.

Description of Community Service

Service to others without monetary compensation or gift-in-kind compensation. A Community Service Coordinator will establish a system to solicit requests for service work from the community and disseminate the information to students through a variety of communications.

Recordkeeping

Each student will be provided a form to record the following information:

1. Date service was provided
2. Type of service completed
3. Number of hours completed
4. Signature of person receiving the service
5. Student signature
6. Parent signature

It will be the responsibility of the student to turn the forms in to his/her Advisor by the end of each school year. It will be the Guidance Counselor's responsibility to keep the student, parents, and Administration informed of compliance.

Windham High School

Senior Capstone Handbook

(Draft)

Senior Capstone Overview

The Senior Capstone is an opportunity for students to independently design, implement, and exhibit their learning on a topic or subject that they are passionate about or deeply interested in. The project also provides an opportunity for students to identify and tackle an issue in their local or global communities. The project stresses the importance of making a connection from local mentors and uses learning experiences that occur outside of the four walls of Windham High School. Students will need to present their project in front of a panel which will assess whether or not the student has demonstrated that he or she has mastered the school-wide academic expectations.

Rationale for Senior Capstone

Senior Capstone:

- Are an in-depth, student-directed inquiry project.
- Allow students to demonstrate independent achievement of the Windham High School School-wide Academic Expectations that students are “Creative and Practical Problem Solvers,” “Clear and Effective Communicators,” and that they are “Responsible and Involved Citizens” in their community.
- Are appropriate, realistic, and achievable for all students.
- Focus on public sharing and celebration of new learning.
- Demand a level of creativity, rigor, and student investment.
- Promote both depth of learning and student choice.
- Promote community involvement with and support for learning.

Examples of Senior Capstone Topics

- “How does a hybrid rocket operate, and how can I successfully build one?”
- “How is an organic farm run, and is it an economically viable option for small-scale farmers?”
- “What does it take to run a successful small engine repair business?”

Windham High School

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- “What is the difference, in terms of benefits to patients and doctors, between OB/GYNs and midwives?”
- “What does it take to be successful in the field of culinary arts?”
- “What are the benefits of working for yourself or someone else?”
- “What are good business strategies for someone at the beginning of their career?”
- “What are the defining characteristics of the culture I live in?”
- “What are the intersections of mathematics and origami?”
- “How do I effectively lead others?”

Assessment of Senior Capstones

Senior exhibition will be assessed by a panel made up of at least two teachers, a non-12th grade student, and a community member. The panel will score the exhibition with a rubric containing the following criteria: demonstration of new learning, evidence of creative and practical problem solving, evidence of clear and effective communication, evidence of responsible and involved citizen, and critical reflection. Scoring will be by consensus, but if consensus cannot be reached, the two teachers on the panel will determine if the student passes or fails the senior capstone.

Students will need to successfully complete a Senior Capstone in order to graduate.

Optional support for Senior Capstone

- *Senior Capstone Seminar.* This 1/4 -credit class will allow students to work with a teacher as part of their daily coursework to complete their Senior Exhibition. The Senior Exhibition Seminar teacher will help students select topics, find mentors, write project proposals, and prepare for their exhibitions.

Audience for Senior Capstones

- Parents
- Mentors
- Faculty
- Other students
- Community members

The Steps of Senior Capstone

1. Choose an area of interest
2. Document prior knowledge about your area of interest
3. Find a mentor
4. Develop an essential question with help of mentor and advisor
5. Meet with mentor to develop project proposal
6. Research: A minimum of 20 hours of research is suggested (job shadows, interviews, internet research, book research)
7. Document Research on Senior Exhibition Time Sheet
8. Reflect on research and process 3 times
9. Community Service: A minimum of 10 hours of service is suggested. Community service experiences will be used as evidence towards meeting the requirements of the “Responsible and Involved Citizen” rubric.
10. Prepare exhibition
11. Select panel
12. Prepare packet (including proposal, reflections, annotated list of resources and time sheet)
13. Meet with advisor to go over packet and visuals for exhibition
14. Distribute packet to panel a minimum of 24 hours before presentation.
15. Present

STEP 1

Identify an Area of Interest & School Advisor

Start by asking yourself the following questions:

- What general area am I interested in?
- Is there some idea that I’ve always wanted to explore?
- Is there something that I’m interested in creating?
- What do other people tell me that I’m good at?

At this point don’t get stuck on what your final product will be. Your School Advisor or your mentor can help you to determine what the product will be.

Your Senior Exhibition School Advisor is a member of the WHS faculty who can work with you to help you plan your Senior Exhibition, problem solve when obstacles arise, and keep you on track and meeting all of your deadlines. If you are enrolled in Senior Capstone Seminar, your teacher will be your school advisor. Students doing an independent Senior Capstone project will need to approach a WHS staff member and ask the staff member if he or she would be willing to serve as their school advisor.

STEP 2

Document Your Prior Knowledge

Visually (for example, in a web or a diagram) or in writing show what you already know about the area in which you've chosen to do your project. A good guideline is at least a page of written reflection. Documenting your prior knowledge creates a working context and lets you and others understand where you were when you started and how far you have come at the end.

STEP 3

Identify a Mentor

Mentoring provides a unique opportunity for you to develop a relationship with a community member who has expertise in your identified area of interest. Ongoing contact between you and your mentor will give you access to valuable experience and the ability to network with people in the field. Mentors can help you to get the most of your senior capstone experience by helping you to define your goals and to maximize opportunities. Ultimately, the success of your mentorship depends largely on you and the effort you put into finding a mentor who is right for you and cultivating a meaningful relationship with him/her.

Perhaps you know someone in the community who has expertise in the area you are interested in. Don't be afraid to call. You will be surprised at how many community members are interested in providing their advice and support. Use the telephone script in this handbook to help you make that phone call.

Your relationship with your mentor depends on many factors, including available time and level of commitment. While there is no required number of meetings, you should be in contact with your mentor over the course of time that you are working on your exhibition. Your mentor, if possible, should also be present at your presentation. When you identify a mentor, have her/him sign a mentor contract.

Script for Calling a Potential Mentor

Have a pen ready to jot down notes.

Name of establishment: _____

Name of person I'm trying to contact: _____

Date of phone call: _____

Introduction:

1. "Hello, my name is ____, and I'm a senior at WHS. May I please speak to [name of the person you're trying to contact]"
2. When the person comes to the phone or if she/he answers in the first place]: "Do you happen to have a few moments to speak with me about a project that I'm doing for my senior year?" [If yes, then proceed to next section. If no, ask if there's a better time for you to call or another person, and THANK HIM/HER for the time and hang up.]

Main conversation:

3. "Great...thanks! I won't take too much of your time." [or some other transition phrase...and then] "I am doing a senior exhibition. Each senior identifies an area of interest and develops a project related to that interest. We then are asked to reach out to the WHS community to learn more about our particular area of interest." [Allow time for person to comment.]
4. "One area I'm pursuing is...[insert your essential question here, such as "What is involved in running a wooden boat business?" –or- "What steps are involved in becoming a selectman?"] [Allow time for person to comment – s/he may say may ask you questions, which you should answer honestly. Remember, most people will be delighted to hear from you!! Feeling anxious about talking to someone you don't know is not unusual. Try to relax, be yourself and keep rolling!]
5. My teacher suggested that I contact you since you [repeat the person's business/area of expertise, such as, run a wooden boat business/are a selectman/own a restaurant.
6. I've been reading about/researching your (type of business/establishment/organization and it's very interesting to me/something I want to pursue beyond high school, etc. [Allow time for person to respond and then you should respond naturally to his/her comments and questions.]

Closing questions/comments:

7. Could I stop by and talk to you sometime about your business/organization as it relates to my project? OR Is there someone else in your office/business who might be able to talk with me about this project?

8. Would you like to have more information about my project before you decide if we can meet? May I email you details or send them in the mail?
9. SAY, “THANK YOU FOR YOUR TIME TODAY.” SAY THAT YOU’LL: _____ call again on _____ (date) to _____ (next step, such as set up a meeting).

Meeting with your mentor for the first time

- Bring a copy of this handbook to leave with your mentor.
- Review the handbook with your mentor
- Explain to your mentor what it is you are hoping they will help you do including how often you hope to meet with them
- Have mentor sign mentor agreement
- Ask them what they think you should do to learn more about the topic you are researching.
- Ask them if they know other people that would be good to contact about your topic.
- Decide the best way for the two of you to communicate (ie. e-mail, phone, Facebook)
- Set a time to meet again to go over proposal.

Senior Capstone Project Mentor Agreement

Before submitting a senior capstone proposal, you must identify a community member who agrees to serve as your mentor. If at any time you change mentors, you must submit another mentor agreement form.

As _____'s mentor, I agree to:

- Help student develop a project proposal.
- Advise and guide student to learning opportunities related to the topic they have chosen.
- Communicate with student regularly to check-in and guide student to new learning.
- Attend his/her presentation of the project.

Mentor's Name

Mentor's Signature Date

Mentor's Address

Mentor's Phone # Email

Student's Signature Date

Parent/Guardian's Signature Date

STEP 4

Develop an Essential Question

A good essential question has the following characteristics:

- Cannot be answered with facts alone
- Has no one right answer but does lead to a conclusion
- Is focused to allow for in-depth investigation
- Requires input from several perspectives and/or opinions
- Searches for new meaning or new insight about a topic you are passionate about

STEP 5

Develop project proposal with help with of mentor

- Discuss your ideas with your mentor.
- Follow the proposal outline to develop your proposal.
- Discuss your ideas with your senior exhibition teacher.
- Make changes to your proposal based on input you receive.
- Get approval for your proposal from your senior capstone teacher.

If you change your topic at any time, you must resubmit a revised project proposal for approval by your senior capstone teacher.

Before you write your proposal, you may also want to think about specific knowledge or skills you will need to learn in order to be successful. For instance, if you are not a good public speaker, you will want to think of a plan to improve your public speaking skills **before** your final presentation.

Senior Exhibition Project Proposal Outline

Essential Question: What is your essential question?

How will you answer your question? What do you plan to do to answer your essential question?

Interest: Why are you interested in answering this essential question?

Prior Knowledge: What prior knowledge do you have in this area?

Mentor: Who is your mentor? Why is this person appropriate to help you?

Additional Resources: What other resources will you possibly use? Other people, books, web resources, videos, etc.

Presentation Plan: How will you show new learning?

Action Plan: Develop an action plan outlining what your next steps will be. What specific actions do you need to do to answer your question?

Service Learning: How will you use what you have learned to serve your community?

Date, time, location and needs for presentation: When and where do you plan to present and what will you need to do so?

STEP 6

Research

Senior Capstone research can come from a variety of sources and must be documented. (one source must be a primary source).

- Job shadows
- Work experience
- Personal interviews
- Field research
- Courses
- Training sessions
- Conferences
- Videos
- Written sources
- Other appropriate sources

When you prepare to present you will need to submit an annotated list of at least five sources used in your research.

You cannot schedule your presentation unless you have completed your annotated works cited list.

STEP 7

Document research on Senior Exhibition Time Sheet

Students must document research sources and time using the senior exhibition time sheet included at the end of this packet.

STEP 8

Reflect on Your Process and Research

Three times during the Senior Exhibition process you are required to write a one-page reflection on your process.

Some ideas for written reflection:

- What thoughts, observations, feelings, or questions do you have about your process?
- Do you think you have a good essential question? Why? Why not?
- What have you found out about your area of interest so far?
- Is your research supporting your essential question or do you need to refine your question again?
- What is really challenging you about the process so far? Are there any obstacles?
- What aspects of the work are you enjoying?
- What are your next steps?

CRITICAL REFLECTION

- What? (What did I already know and what have I learned?)
- So what? (How will this learning help me or other people?)
- Now what? (What will I now do with what I've learned?)

STEP 9

Taking Action – Service Learning

The final step of your capstone project is for you to take action. This is where you demonstrate that you have truly learned about your essential question. It is also the part of your project where you make a difference by tackling an issue globally/locally or by giving back to those who gave to you. Working with your mentor, you should come up with a plan or search for opportunities to give back in your area of interest. If your essential question was to learn more about being a mechanic, give back to your community by troubleshooting the car of someone in need. If your interest is in particular cause, give of your time to help a relevant organization. The sky is the limit when it comes to service. What is most important is making a difference with all that you have learned.

One of your critical reflections will need to be a reflection from your service learning. This is the time to share/brag about how you have made a difference and what you have learned from this opportunity.

STEP 10

Prepare Exhibition

Once you have finished your research it is time to prepare your exhibition. There are countless ways to show what you have learned but each way must meet the requirements of the Senior Capstone Rubric. Exhibitions can be done through slideshows, recitals, dinners, gallery shows, video and through teaching classes. All exhibitions must be viewable by your panel and allow you to answer questions from your panel and others. Try to be creative and choose the best way that will show you panel what you have learned and experienced.

STEP 11

Select Panel

The Panel

Students also need to select a panel to judge their exhibition. The panel needs to be made up of:

Two teachers. Your school advisor cannot be on your panel and no more than one non-professional staff member can serve as a “teacher” panelist.

A non-12th grade student.

Your Mentor

You should select your panel and ask your school advisor to approve it. Once your panel is approved, you should invite your panel and anyone else you would like to your exhibition. It is a good idea to give the members of your panel a copy of your packet at least a day before your presentation so that they have enough time to read it. **IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOUR PANEL IS AT YOUR PRESENTATION.**

SENIOR EXHIBITION PANEL WORKSHEET

Students must select a panel to judge their exhibition. The panel at a minimum needs to be made up of:

Two teachers. Your school advisor cannot be on your panel and no more than one non-professional staff member can serve as a “teacher” panelist.

A non-12th grade student.

Mentor

You are welcome to invite family members, community members, and other faculty members to your presentation.

Exhibition Information (so the panelists know when to show up!)

Date: _____

Time: _____

Location: _____

	Name	Signature
Teacher #1		
Teacher #2		
Student		
Mentor		

Advisor approval of panel: _____ Initials _____ Date _____

STEP 12

Prepare Packet

Your senior exhibition packet helps your panel and audience understand what you have done to answer your essential question. It must include but is not limited to the following materials

- Title Page
- Project proposal
- Critical Reflections
- Annotated List of Resources
- Senior Exhibition Time Sheet

STEP 13

Meet with advisor or mentor to go over packet and visuals for exhibition

Before you present your project you must meet with your advisor or mentor to go over your packet and exhibition materials. As part of this meeting, you may want to share your presentation materials to ensure that you are fully prepared. Listed below is a suggested outline to help you plan your presentation:

Presentation Tips and Suggested Outline

To begin:

- Introduce yourself.
- Give a brief overview of what your presentation will be about. (I've always been interested in cooking.... Last summer I had the opportunity to do an internship at _____....)
- Tell the audience what your essential question is.

In your presentation, explain:

- What you already knew about your topic.
- Who your mentor was and why they were an appropriate mentor
- What you did to answer your question
- What key experiences and research did you find to be most valuable
- What you learned while doing this project.
- Why this learning is important to you, or to others.
- How did you use your new learning to support a person or group in the community?

Make sure you:

- Answer your essential question.
- Refer to your research/exploration often, this is your opportunity to tell your story.

In your conclusion:

- Thank your mentor.
- Thank any other people who helped/supported you.

STEP 14

Distribute Packet

You must distribute your senior exhibition packet to your panel a minimum of 24 hours before your presentation. This can be done electronically if it is difficult to get a paper copy to all members of your panel.

STEP 15

Present

You're ready. Present and have fun. Make sure that you meet all the requirements of the rubric.

Senior Exhibition Rubric

Packet Checklist: If packet does not contain all requirements student may not present.

- Title Page
- Complete Project proposal
- 3 Critical Reflections (a minimum of 1 page each)
- Senior Exhibition Research Timesheet (a suggested minimum of 20 hours of research)
- Annotated list of resources

CRITERIA	MEETS STANDARD	FEEDBACK
<i>Shows New Learning: Answers Essential Question through Research/Exploration</i>	Presentation demonstrated the following characteristics: <ul style="list-style-type: none"> • A plausible answer to the essential question • Consistent reference to research/exploration • Demonstration of sophisticated, extensive, or meaningful learning • An appropriate level of rigor 	
<i>Shows Evidence of Creative and Practical Problem Solving</i>	The student's panel packet and final presentation show evidence of: <ul style="list-style-type: none"> • an appropriate essential question, • appropriate planning, • persistence and ability to adjust plans. • the student can evaluate the success of their project and identify next steps. 	
<i>Shows Evidence of Being a Clear and Effective Communicator</i>	During his or her presentation, the student: <ul style="list-style-type: none"> • is well prepared and organized, • is able to respond knowledgeably to questions, • uses at least one audio and/or visual aide, • is able to communicate what they learned through proper delivery, pacing, vocabulary and grammar, posture, and eye contact. The student's packet and other materials such as reports or computer presentations, meet conventions of spelling, grammar, legibility, and sentence use.	
<i>Shows Evidence of Being a Responsible and Involved Citizen</i>	During his or her presentation, the student: <ul style="list-style-type: none"> • Shows evidence that they have participated positively in the community or have designed a creative solution to meet student needs and wants (or) • Displays an awareness of a global issue and have evidence that they have taken steps to address that issue. (or) • Displays an awareness of a local civic issue and have taken steps to address that issue in the community. 	
<i>Engages in Critical Reflection</i>	Exhibition adequately addressed: <ul style="list-style-type: none"> • What? (What did I already know and what have I learned?) 	

	<ul style="list-style-type: none"> • So What? (Why is this learning important to me, or to others?) • Now What? (What can I do now with the new learning?) 	
<input type="checkbox"/> <i>Distinguished</i>	Check the distinguished box if the student demonstrated exemplary or sophisticated effort on that criterion and provide sufficient evidence.	

2014-2015 Senior Exhibition Deadlines

Activity	Task	Date Completed	School Advisor Initials/Notes
1: Identify an Area of Interest	9/30		
2: Document Prior Knowledge	10/15		
3: Choose a Mentor	11/1		__ Check to indicate the mentor agreement is complete; initial and date.
4: Develop an Essential Question	11/1		__ Check to indicate essential question is approved by school advisor; initial and date.
5: Submit a Proposal	11/1		__ Check to indicate proposal approved by school advisor; initial and date.
6: Research/Exploration	Ongoing		
(Must submit an annotated works cited list before presentation)			
7: Reflections	---	---	
Critical Reflection #1	12/1		
Critical Reflection #2	4/1		
Critical Reflection #3 – Service Learning	5/1		
8: Set Time, Date, and Place of Exhibition			
9: Plan Presentation			__ Check to indicate panel worksheet completed; initial and date.
11: Present			

