

RSU 16 (Mechanic Falls, Minot, Poland)<sub>msm</sub>\*

Policy Code: ADF

Adopted: February 2005

Revised: ~~October 2010~~ December 2022

### Commitment to Learning Results

The RSU 16 School Board hereby adopts Maine's system of Learning Results, including the Guiding Principles. The Learning Results System is intended to serve as a foundation for education reform and to promote and provide assessment of student learning, accountability and equity. The RSU 16 School Board recognizes that the legislative intent of the Learning Results System is to provide children with schools that reflect high expectations and create conditions where these expectations can be met.

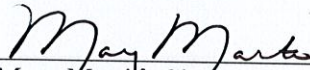
The RSU 16 School Board understands that implementation of the Learning Results System and the mandate to provide all students with equitable opportunities to meet the content standards of the system of Learning Results have broad implications for the schools, including curriculum, budget, professional development, student assessment, professional evaluation and graduation requirements. Therefore, the RSU 16 School Board is committed to examining its policies and school system practices to ensure that they are consistent with the intent and goals of the Learning Results System. This will require a concerted and coordinated effort involving the RSU 16 School Board, the Superintendent, administrators, teachers, parents/guardians, students and the community.

The RSU 16 School Board directs the Superintendent to develop a plan and timeline for implementing the learning results system, and any appropriate administrative procedures. The RSU 16 School Board further directs the Superintendent or designee to report to the RSU 16 School Board on at least an annual basis on the progress toward implementing the Learning Results System.

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

#### SIGNATURE BLOCK:


RSU 16 School Board

  
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Mary Martin, Chair

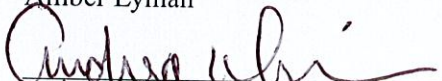
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Joe Parent, Vice Chair

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Amber Lyman

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Andrea Winn

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Angela Swenson

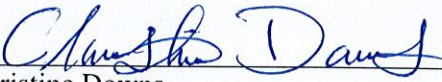
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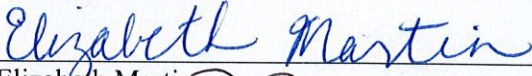
Revised: ~~October 2010~~ December 2022

  
Christine Downs

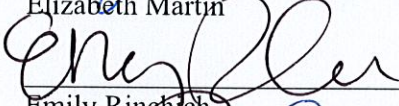
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Ed Rabasco, Jr.

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Elizabeth Martin

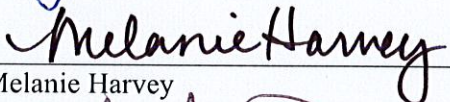
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Emily Rinchich

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Jessica Smith

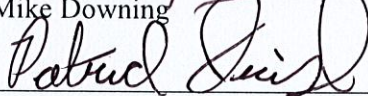
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Melanie Harvey

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Mike Downing

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Patrick Irish

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Sarah Robinson

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Steve Holbrook

12-12-22  
DATE

## THE GUIDING PRINCIPLES

The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine's Guiding Principles. The Guiding Principles state that each Maine student must leave school as:

- A. A clear and effective communicator who:
  - 1. Demonstrates organized and purposeful communication in English and at least one other language;
  - 2. Uses evidence and logic appropriately in communication
  - 3. Adjusts communication based on the audience; and
  - 4. Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions);
- B. A self-directed and lifelong learner who:
  - 1. Recognizes the need for information and locates and evaluates resources;
  - 2. Applies knowledge to set goals and make informed decisions;
  - 3. Applies knowledge in new contexts;
  - 4. Demonstrates initiative and independence;
  - 5. Demonstrates flexibility including the ability to learn, unlearn, and relearn;
  - 6. Demonstrates reliability and concern for quality; and
  - 7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds;
- C. A creative and practical problem solver who: [1995, c. 649, §1 (new).]
  - 1. Observes and evaluates situations to define problems;
  - 2. Frames questions, makes predictions, and designs data/information collection and analysis strategies;
  - 3. Identifies patterns, trends, and relationships that apply to solutions;
  - 4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;
  - 5. Sees opportunities, finds resources, and seeks results;
  - 6. Uses information and technology to solve problems; and
  - 7. Perseveres in challenging situations;
- D. A responsible and involved citizen who:

1. Participates positively in the community and designs creative solutions to meet human needs and wants;
  2. Accepts responsibility for personal decisions and actions;
  3. Demonstrates ethical behavior and the moral courage to sustain it;
  4. Understands and respects diversity;
  5. Displays global awareness and economic and civic literacy; and
  6. Demonstrates awareness of personal and community health and wellness;
- E. An integrative and informed thinker who:
1. Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology;
  2. Evaluates and synthesizes information from multiple sources;
  3. Applies ideas across disciplines; and
  4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.