Any Maine student who experiences **education disruption** during elementary or secondary school should have a School Work Recognition Plan that outlines how the student will make and document progress toward achieving the appropriate Maine Learning Results. For students aged 16 through 20, the School Work Recognition Plan must outline how the student will complete local diploma requirements for on-time graduation.

**Education disruption** means disruption of the education of an elementary or secondary student as a result of:

* + Homelessness or foster care placement;
  + Absence for 10 or more consecutive days due to placement in an interim program (includes a youth development center, a hospital or other facility for the purpose of unplanned medical or psychiatric treatment, or other programs/schools approved by the Dept. of Education); or
  + Enrollment in 3 or more schools in a single school year.

The school work recognition plan should become part of a student’s permanent record. It should be reviewed and updated whenever a student returns to school or experiences additional disruptions so that interim achievement/credit accrual is noted and the new responsible school knows how to best support the student’s progress toward grade appropriate achievement and graduation.

Students and their families should be involved in the creation and revision of school work recognition plans so that they are fully apprised of the student’s progress. Other support persons, such as juvenile community corrections officers, case managers, and personnel from interim placements may also contribute to the development or revision of a plan.

For students experiencing education disruption who are unable to meet local diploma requirements, the school work recognition plan can be used to support the student’s application for a Department of Education Diploma.

The attached form is a template that schools can use in the development of their school work recognition plan.

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of this plan/revision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time period of education disruption related to homelessness, foster care placement, 10 or more consecutive days of absence due to placement in an interim program, or attending 3 or more schools in a given year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part I: Records Requests and Receipt**

*If a student is experiencing an education disruption that results in a change in enrollment, a temporary placement in an interim program, or a period of absence, a staff person should be assigned to ensure that:*

* *All official records are expeditiously transferred*
* *Students in interim placements either have an Academic Program Agreement in place or the school has a process for sending instructional materials to the placement and reviewing completed assignments*
* *Absent students receive instructional materials to help them continue making as much progress as possible while out.*

*Staff person responsible for ensuring complete records transfer to responsible school:*

*Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact No./email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |
| --- | --- |
| **Transfer of Official Records** | |
| Date(s) student records requested from  previous school \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Date student records received: |  |
| **Curriculum/Assignments or Academic Program Agreement** | |
| Date(s) provided to student or interim program: |  |
| Date received from student or interim program: |  |
| Interim program contact |  |
| Academic Program Agreement signed (attached) |  |

**Part B:**

*In each relevant content area, please note the Maine Learning Results (MLR) standards/performance indicators for which the student has met expected levels of proficiency and those for which the student requires support. You can abbreviate standards and indicators using codes from the* [*Learning Results: Parameters for Essential Instruction*](https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/Revised%20Chapter%20132%20April%202019.pdf#page=93)*.*

*This information will help teachers in the student’s new school or interim placement know how to best help the student maximize progress during this time of education disruption. For high school students, it will help also help schools determine whether full or partial credit can be awarded for a student’s accomplishments.*

English Language Arts (As of review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Maine Learning Results (MLR) Domain | MLR standards met | MLR Standards requiring support | Plan/Resources to address standards requiring support |
| Language |  |  |  |
| Speaking and Listening |  |  |  |
| Reading |  |  |  |
| Writing |  |  |  |

Notes:

Mathematics (As of review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Maine Learning Results (MLR) Domain | MLR standards met | MLR Standards requiring support | Plan/Resources to address standards requiring support |
| Quantitative Reasoning |  |  |  |
| Algebraic Reasoning |  |  |  |
| Geometric Reasoning |  |  |  |
| Statistical Reasoning |  |  |  |
| Mathematical Practices |  |  |  |

Notes:

Social Studies (As of review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Maine Learning Results (MLR) Domain | MLR standards met | MLR Standards requiring support | Plan/Resources to address standards requiring support |
| Civics and Government |  |  |  |
| Personal Finance and Economics |  |  |  |
| Geography |  |  |  |
| History |  |  |  |

Notes:

Science and Engineering (As of review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Maine Learning Results (MLR) Domain | MLR standards met | MLR Standards requiring support | Plan/Resources to address standards requiring support |
| Physical Science |  |  |  |
| Life Science |  |  |  |
| Earth & Space Science |  |  |  |
| Engineering, Technology & Applied Science |  |  |  |

Notes:

Career and Educational Development (As of review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Maine Learning Results (MLR) Domain | MLR standards met | MLR Standards requiring support | Plan/Resources to address standards requiring support |
| Self-Knowledge & Interpersonal Relationships |  |  |  |
| Education, Career & Life Goals |  |  |  |
| Decisions, Opportunities, and Meaningful Contributions |  |  |  |

Notes:

Health and Physical Education (As of review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) Course: \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Maine Learning Results (MLR) Domain | MLR standards met | MLR Standards requiring support | Plan/Resources to address standards requiring support |
| Health Concepts |  |  |  |
| Health information/Products and Services |  |  |  |
| Health Promotion and Risk Reduction |  |  |  |
| Influences on Health |  |  |  |
| Communication and Advocacy Skills |  |  |  |
| Decision-making and Goal-setting Skills |  |  |  |
| Movement/ Motor Skills and Knowledge |  |  |  |
| Physical Fitness Activities and Knowledge |  |  |  |
| Personal and Social Skills and Knowledge |  |  |  |

Notes:

Visual and Performing Arts (As of review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Maine Learning Results (MLR) Domain | MLR standards met | MLR Standards requiring support | Plan/Resources to address standards requiring support |
| Disciplinary Literacy |  |  |  |
| Creation, Performance & Expression |  |  |  |
| Creative Problem solving |  |  |  |
| Aesthetics & Criticism |  |  |  |
| Visual and Performing Arts Connections |  |  |  |

Notes:

World Languages (As of review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Maine Learning Results (MLR) Domain | MLR standards met | MLR Standards requiring support | Plan/Resources to address standards requiring support |
| Communication |  |  |  |
| Culture |  |  |  |
| Connections |  |  |  |
| Communities |  |  |  |

Notes:

**Part C: Credit Accrual:** *For students in grades 9-12: Please use this part of the School Work Recognition Plan to track the student’s progress toward meeting your school’s graduation requirements by:*

* *Reviewing the student’s transcript, and*
* *Evaluating any* ***full and partial credits*** *that can be awarded based on the information in* ***Part A****.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Credits or Standards Achievement Equivalents Earned** | **No. Required** | **No. Earned** | **As of (date)** |
| Total credits or standards equivalents for SAU diploma |  |  |  |
|  |  | | |
| English Language Arts |  |  |  |
| Mathematics |  |  |  |
| Social Studies |  |  |  |
| Science and Engineering |  |  |  |
| Fine Arts |  |  |  |
| World Languages |  |  |  |
| Health and Physical Education |  |  |  |
| Career and Education Development |  |  |  |
| Other (Specify) |  |  |  |
| Other (Specify) |  |  |  |

**Plan and Timeline for Completing Remaining Requirements**

|  |  |  |  |
| --- | --- | --- | --- |
| **Diploma Credit/Standard Equivalent** | **Plan/Strategy for Completion** | **Anticipated Date of Completion** | **Responsible Staff** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Additional Notes:**