



Deborah A. Gist
Commissioner

State of Rhode Island and Providence Plantations
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Shepard Building
255 Westminster Street
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Enclosure 8b
February 23, 2015

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TO: Council on Elementary and Secondary Education

FROM: Deborah A. Gist, Commissioner 

RE: Approval of the Proposed Revisions to the Secondary School Regulations

On September 8, 2014, I recommended that the Council on Elementary and Secondary Education approve the draft of the amended Secondary Regulations for public review and comment. The public comment period was held between September 25, 2014 and November 21, 2014 and included five hearings (October 16, October 20, October 22, November 12, and November 18).

The proposed amended Secondary School Regulations represent the input from public comment. They now articulate the change in the date from 2014 to 2020 for inclusion of the state assessment as one of the graduation requirements for all students. In response to public comment, the amended regulations also clarify that school districts may choose to use the state assessment or other standardized assessment as one of the graduation requirements starting with the graduating class of 2017 as set forth in R.I.G.L. 16-97-8. Additional revisions include changing all references from R.I. Board of Regents to Council on Elementary and Secondary Education.

RECOMMENDATION: THAT, the Council on Elementary and Secondary Education approves the proposed revisions to the Secondary School Regulations, as presented.

**REGULATIONS
of the
COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION**

**K-12 Literacy, Restructuring of the Learning environment at the middle and high school levels, and
proficiency based graduation requirements (PBGR) at High Schools**

**TITLE L – SECONDARY DESIGN
CHAPTER 6**

TOPIC

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L-6-1.0. DEFINITIONS

As used in these regulations, the following words and terms have the following meaning, unless the context indicates another or different meaning or intent:

- (a) Certificates – documentation or credentials that can be earned by a student and certify his or her mastery of specific skills or sets of skills, completion of training requirements set forth by a certifying body, and/or demonstrated readiness to enter an industry, educational setting, independent living, or the workplace.
- (b) Certificate of Initial Mastery© (CIM) – A CIM represents demonstrated knowledge and skills agreed upon by educators, families, business, community, and higher education representatives. Attaining CIM involves a combination of standardized tests, performance measures, collections of student work over time, and projects or exhibitions.
- (c) Commissioner – the commissioner of elementary and secondary education.
- (d) Common Core Standards – Standards adopted by a majority of states, including Rhode Island, that are robust and relevant to the real world, reflect the knowledge and skills that young people need for success in college and careers, and provide a consistent, clear understanding of what students are expected to learn.
- (e) Common Planning Time – regular weekly scheduled opportunities provided to teachers to work in disciplinary and/or interdisciplinary teams for the purpose of improving student achievement.
- (f) Conjunctive Requirements – This is the non-compensatory relationship among the three required elements, commencing in 2020, of Rhode Island’s graduation requirements. The three required elements include:
 - 1. Individual student performance on the state assessment or assessments; and
 - 2. Successful completion of state and local course requirements; and
 - 3. Successful completion of performance-based diploma assessments.

- 31 (g) Core Academic Areas – English language arts, mathematics, science, social studies, the arts, and technology.
32
- 33 (h) Course – A connected series of lessons and learning experiences that:
34 1. Establish expectations defined by recognized standards,
35 2. Provide students with opportunities to learn and practice skills, and
36 3. Include assessments of student knowledge and skills adequate to determine proficiency at the level of academic
37 rigor required by relevant content standards.
38
- 39 (i) Diploma System – the comprehensive set of structures, processes, and policies required in all secondary schools
40 to ensure access to rigorous programming and appropriate supports that prepare all students for success in college,
41 careers, and life.
42
- 43 (j) Dual Enrollment – the concurrent earning of college credits while enrolled in high school.
44
- 45 (k) Guaranteed and Viable Curriculum – curriculum that provides both the opportunity and time for students to learn.
46 It ensures that the curriculum is implemented consistently by all teachers to all students. It is based on a commitment
47 from the districts and its schools that the written, taught, and learned curriculum is aligned so that all students learn
48 agreed upon standards. See Basic Educational Program (G-13-1.1).
49
- 50 (l) Individual Learning Plan (ILP) – A planning and monitoring tool that customizes and directs students’ goals and
51 development in three domains: academic, career, and personal/social.
52
- 53 (m) Literacy – The ability to read, write, speak, and listen in order to communicate with others effectively, as well as
54 the ability to think and respond critically and to process complex information across content areas.
55
- 56 (n) Local Education Agency (LEA) – A public board of education/school committee or other public authority legally
57 constituted within the State for either administrative control or direction of one or more Rhode Island public
58 elementary schools or secondary schools.
59
- 60 (o) Numeracy – The ability to use and communicate about numbers and measures with a range of mathematical
61 techniques in order to solve quantitative or spatial problems in a range of real-world contexts.
62
- 63 (p) Opportunities to Learn – Programs, resources, materials, and instruction that schools and teachers must provide
64 in a quantity and of a quality sufficient to enable all students to learn and demonstrate the knowledge and skills set
65 out in state-adopted standards and other relevant content or skill-based standards.
66
- 67 (q) Performance-Based Diploma Assessments – Elements of a required system of assessments from which LEAs
68 must choose two as graduation requirements:
69
- 70 (1) Comprehensive course assessments – Summative assessments designed to measure student skill and
71 ability within a content area. At least fifty percent of this assessment must be performance-based and
72 evaluate a student’s application of the knowledge and skills learned in the course.
73
- 74 (2) Exhibition – Demonstration of learning that includes both academic products and oral presentations. An
75 exhibition is an independent, in-depth, extended project derived from student choice and requiring the
76 simultaneous demonstration of deep content knowledge and applied learning skills.
77
- 78 (3) Graduation Portfolio – Collection of work that documents a student’s academic performance over time
79 and demonstrates deep content knowledge and applied learning skills. A portfolio typically includes a range
80 of performance-based entries required by the local education agency (LEA) and selected by the student,
81 reflections, summary statements, and a final student presentation.
82
- 83 (r) Personalization – Environment in which a responsible educator, in addition to a school counselor, meets regularly
84 with and is knowledgeable about the social/emotional, academic, and career goals of each student to whom he or she
85 is assigned. Meetings between the adult and the students may take place in either formal or informal structures.

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(s) Personal Literacy Plan (PLP) – An individualized record of action describing instructional strategies and supports used to accelerate student learning and move toward grade level proficiency in literacy.

(t) Proficiency – A measure of a student’s knowledge and skill in each of the core content areas that are demonstrated in various settings over time. The specific knowledge and skills are defined by state adopted standards, other content standards, and/or career readiness and life skills.

(u) Progress Plan – a documented academic support program required for students who do not meet the Council on Elementary and Secondary Education-defined minimum level of achievement on the state assessment. Progress Plans must include the types and duration of academic and educational supports and academic performance targets necessary for graduation. Progress plans may be incorporated into the ILP and may address academic weakness in the areas of course performance and/or performance-based diploma assessments.

(v) Progress Toward Proficiency - meaningful, quantifiable improvement of academic skills in those areas in which a student has academic gaps as evidenced through state assessments. The Council on Elementary and Secondary Education establishes the calculation and expression of the amount of student-level progress necessary for students to meet state graduation requirements on the state assessment.

(w) Council on Elementary and Secondary Education Commendation: an emblem affixed to student diplomas designating academic achievement at or above levels set by the Council on Elementary and Secondary Education for this purpose.

(x) Scaffolded Literacy System – three levels of support for improving all students’ reading that include:
1. A school-wide discipline-specific program for all students,
2. Targeted literacy supports for students reading more than one and up to two years below grade level, and
3. Intensive literacy intervention for students reading more than two years below grade level.

(y) Student Advisory – A structure or structures for stable groups of students to meet regularly throughout the academic year with at least one assigned adult, in an environment with sufficient time and opportunity to support student achievement in the academic, career, personal/social domains.

L-6-2.0 ENSURING GRADE LEVEL LITERACY AND NUMERACY FOR ALL SECONDARY RHODE ISLAND STUDENTS.

Each local education agency (LEA) shall ensure that all of its secondary students are proficient in literacy and numeracy. LEAs shall ensure student proficiency by providing access to a guaranteed and viable curriculum, monitoring each student’s progress toward literacy and numeracy, and providing sufficient supports to ensure that all secondary students become proficient. The Commissioner shall ensure that each LEA has adequate mechanisms in place to develop and monitor student proficiency in reading and mathematics. All programs, services, supports, and accommodations in these regulations shall be construed as affirmative obligations of the LEA and can be enforced via Chapter 16-39 of Rhode Island General Laws.

L-6-2.1 Assessing reading proficiency levels of secondary students.

(a) Each LEA in Rhode Island shall evaluate the reading levels of all secondary students. All LEAs, in compliance with the Rhode Island PreK-12 Literacy Policy, shall develop a screening/review process that utilizes state and local assessments to identify students in need of additional diagnostic assessments and instructional support.

(b) LEAs shall diagnostically assess all secondary students who have been identified through the screening process to determine and assign appropriate instructional strategies and interventions. LEAs shall report the number of secondary students reading below grade level at a time and in a manner established by the Commissioner. The LEAs shall be responsible for costs associated with test procurement, administration, and interpretation. The Commissioner may authorize the use of suitable state or federal funds for such purposes. Based on the results of reading assessments at all grade levels, the Commissioner may exercise the authority provided under Title 16 to intervene in a school or LEA to ensure that the literacy needs of all students, as indicated by these assessments, are effectively addressed.

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L-6-2.2 Improving literacy for secondary students reading below grade level.

(a) LEAs shall initiate reading interventions for every student reading one or more years below grade level based on the assessments required under section L-6-2.1 of these regulations. Any student who continues to fall below grade level in reading and/or fails to attain proficiency in subsequent years on assessments designated by the Commissioner shall continue to receive specialized reading intervention and supports.

(b) Ensuring grade level literacy is the responsibility of all LEAs. At the secondary level, reading instruction shall include scaffolded literacy instruction, providing school-wide, targeted and intensive supports including Personal Literacy Plans (PLPs) that document intervention and support for students reading one or more years below grade level.

(c) In a manner, format, and schedule to be prescribed by the Commissioner, all LEAs shall provide evidence of the effectiveness of the specific reading strategies and programs that are in place in middle level schools and high schools to ensure that all students reading below grade level will attain and maintain grade level literacy skills. All Rhode Island LEAs shall have mechanisms in place that (1) identify and support students reading below grade level and (2) support the implementation of literacy programming at all levels to address the student needs identified through the screening requirements set forth in section L-6-2.1 of these regulations. LEAs shall have mechanisms in place that ensure that all levels work collaboratively to transition students between schools and across LEAs.

L-6-2.3 Improving numeracy for all students.

(a) LEAs shall ensure grade level numeracy for all students. LEAs shall initiate numeracy interventions for every student functioning below expected performance for their grade. Any student failing to attain proficiency shall receive specialized supports.

(b) In a manner, format, and schedule to be prescribed by the Commissioner, all LEAs shall provide evidence of the effectiveness of specific mathematics strategies and programs that they have implemented to ensure all students who are not demonstrating proficiency against state adopted math standards will attain and maintain performance that allows them to engage in grade appropriate curriculum. All Rhode Island LEAs shall have mechanisms in place that (1) identify and support students who are not making progress in mathematics as measured by local and state assessment data and (2) provide universal student access to a guaranteed and viable curriculum aligned to state adopted mathematics standards. LEAs shall have mechanisms in place that ensure that all levels work collaboratively to transition students between schools and across LEAs.

L-6-3.0 RHODE ISLAND GRADUATION REQUIREMENTS.

Commencing with the graduating class of 2020, each LEA shall create a composite measure of each student’s overall proficiency in the six core academic areas: English language arts, math, science, social studies, the arts, and technology. These six core content areas shall be aligned to state adopted standards and locally adopted national standards in those content areas for which there are no state standards. This composite measure shall be derived from a conjunctive review of three sources of evidence: (1) individual student results on the state assessment in content areas designated by the Council on Elementary and Secondary Education; and (2) successful course completion; and (3) successful completion of two performance-based diploma assessments. These requirements are set forth in sections L-6-3.1, L-6-3.2 and L-6-3.3 of these regulations. In order to be eligible for a diploma, students must meet state and local requirements in all three areas. Prior to 2020 but no earlier than 2017, LEAs may choose to include the state assessment or other standardized assessment as a graduation requirement in addition to (2) and (3) above.

LEAs shall provide students with multiple opportunities and appropriate supports to meet these graduation requirements and prepare for post-secondary academic and career goals.

Each Rhode Island school committee shall adopt graduation requirements consistent with L-6-3.1, L-6-3.2, L-6-3.3, and L-6-3.4 of these regulations in LEA policy and submit evidence of their adoption as part of the Commissioner’s review set forth in section L-6-3.6 of these regulations.

L-6-3.1. Coursework requirements.

195 (a) LEAs shall formally adopt coursework graduation requirements that (1) apply to all students within the LEA and
196 (2) require successful completion of at least twenty academic courses or the equivalent that include demonstrations
197 of proficiency in the six core content areas. The twenty courses must include the following: four courses of English
198 Language Arts, four courses of mathematics (three mathematics courses and one math-related course), three courses
199 of science, and three courses of history/social studies. The additional six required courses are presumed to include,
200 but not limited to, world languages, the arts, physical education and health, and technology pursuant to LEA policies
201 and applicable state law. Designation as a content-area course, e.g. “mathematics” or “science,” shall be an LEA
202 decision based upon alignment to relevant state adopted standards and, in those content areas not defined by
203 state-adopted standards, other recognized content standards. All courses must be of scope and rigor sufficient to
204 allow students to achieve the minimum level of proficiency required by section L-6-3.0 of these regulations.
205

206 The selection and scheduling of courses shall be consistent with the needs of individual students and, to the
207 maximum degree possible, students’ individual learning plans (ILPs). LEAs shall provide students with additional
208 opportunities beyond the minimum required in accordance with students’ individual learning plans (ILPs). LEA
209 graduation requirements must satisfy all curricular requirements set forth in General Laws and applicable Council on
210 Elementary and Secondary regulations.
211

212 (b) Students can meet the requirements set forth in this section through enrollment in a state approved career and
213 technical program, expanded learning opportunities, dual enrollment, on-line learning, and other non-traditional
214 academic and career-readiness programs. Recognition of these learning opportunities as fulfilling the coursework
215 graduation requirements in this section is a local decision and shall be predicated on alignment to state adopted
216 standards and/or other relevant national and/or industry standards.
217

218 **L-6-3.2. Performance-based diploma assessments.**

219 Students shall successfully complete at least two of the following performance-based diploma assessments:
220 graduation portfolios, exhibitions, comprehensive course assessments, or Certificate of Initial Mastery®. Each
221 student exiting a Rhode Island high school with a diploma shall exhibit proficiency in a comprehensive set of applied
222 learning skills including communication, problem-solving, critical thinking, research, reflection and evaluation, and
223 collaboration. Successful completion of performance-based diploma assessments shall include demonstrations of
224 both applied learning skills and core content proficiency. Students shall be required to present their portfolio or
225 exhibition work to a review panel that will evaluate the student’s presentation using a state-approved rubric.
226

227 Districts shall develop performance-based diploma assessments and associated processes in accordance with these
228 regulations. The diploma assessment process, including oral presentations, must be scheduled in a manner and time
229 so as to allow students adequate opportunities to acquire the skills and content mastery required for graduation.
230

231 **L-6-3.3. Use of state assessments for high school graduation.**

232 (a) Commencing with the class of 2020, students shall be required to reach a minimum achievement level on the state
233 assessment or assessments in content areas designated by the Council on Elementary and Secondary Education. The
234 Council shall (1) designate the content areas in which the state assessment serves as a graduation requirement and (2)
235 establish the minimum student achievement levels on the state assessment necessary for graduation. The Council
236 will determine the minimum level of required achievement; however, LEAs may set higher levels of student
237 achievement as a requirement to receive a diploma. LEAs may choose to use the state assessment or other
238 standardized assessment as one of the local graduation requirements prior to the 2020 date set forth above but no
239 earlier than for the class of 2017.
240

241 In content areas in which the Council on Elementary and Secondary Education has not approved a state assessment
242 for the purpose of determining student eligibility for graduation, the LEA shall use successful course completion and
243 student performance on performance-based diploma assessments and other local evidence to satisfy state graduation
244 requirements.
245

246 Commencing with the graduating class of 2014, state assessment results shall be included on each student’s
247 permanent high school transcript.
248

249 (b) Students who do not meet the Council on Elementary and Secondary Education-established minimum level of
250 achievement on the state high school assessment(s) shall be provided additional opportunities to demonstrate their
251 proficiency and meet graduation expectations through the processes as determined by the Commissioner related to:
252

253 *Retaking the state assessment:* If a student does not meet the level of minimum achievement on a state assessment
254 designated by the Council on Elementary and Secondary Education, the student shall be required to retake the
255 relevant portion of the state assessment. Through an additional administration or administrations of the state
256 assessment, students can meet the requirements set forth in this section by either reaching the Council-defined
257 minimum level of achievement or by demonstrating progress toward proficiency. The Council shall establish the
258 means of calculation and expression of the minimum requirements for student-level improvement necessary to
259 achieve progress toward proficiency.
260

261 *Testing alternatives:* If, after retaking the state assessment, a student does not meet the required level of achievement
262 or make progress toward proficiency, the student may demonstrate graduation readiness through successful
263 completion of a Council-approved alternative assessment.
264

265 *Waivers:* If a student is unable to demonstrate graduation readiness through the state assessment or a
266 Council-approved testing alternative, the student may apply to his or her LEA for a waiver of the state assessment
267 portion of the graduation requirements. LEAs are authorized to grant waivers from the state assessment requirement
268 set forth in this section only in those rare cases in which the state assessment is not a valid means of determining the
269 proficiency of individual students. Waiver eligibility will be considered only for those students for whom: (1) there
270 is a preponderance of evidence of academic content mastery consistent with L-6-3.0 of these regulations and (2) the
271 student has completed the sequence of testing requirements set forth in this section.
272

273 Local management of the waiver processes set forth herein, as well as the results of said waiver process, shall be
274 monitored through the Commissioner's review set forth in section L-6-3.6 of these regulations.
275

276 **L-6-3.4. Appeals process for graduation decisions.**

277 Students and families shall have the right to appeal graduation decisions through locally managed appeals policies
278 and processes. Locally managed appeals processes shall consider all valid sources of evidence that demonstrate and
279 document student proficiency at a level commensurate with the requirements set forth in section L-6-3.0 of these
280 regulations.
281

282 Locally managed appeals criteria, processes, and outcomes shall be monitored through the Commissioner's review
283 set forth in section L-6-3.6 of these regulations.
284

285 **L-6-3.5. Diploma commendations and certificates.**

286 (a) Commencing with the graduating class of 2020, LEAs are authorized to recognize students who achieve above
287 the minimum achievement level required for graduation with a Council on Elementary and Secondary Education
288 commendation. The Council shall establish the minimum criteria necessary to earn a Council's commendation and
289 shall provide LEAs with a means of appending the commendation to eligible students' diplomas. Student eligibility
290 for a Council's commendation will be contingent upon successful completion of local graduation requirements.
291 LEAs may set additional or higher academic requirements for students to earn a Council's commendation. LEAs
292 may establish local guidelines that govern student opportunities to retake the state assessment for the purposes of
293 earning a Council's commendation.
294

295 (b) LEAs are authorized to award certificates of academic and technical skill achievement and work readiness and
296 life skills to any student who has satisfactorily completed specific course work or other standards-based activities
297 that indicate a recognized level of knowledge and/or skills. Certificates may be included as part of a student's
298 transition plan to post-secondary academic or work training programs.
299

300 **L-6-3.6. Council on Elementary and Secondary Education approved diploma system.**

301 The Commissioner shall review all LEA high school diploma systems to ensure that they are in compliance with all
302 elements of these regulations. The Commissioner shall establish the protocols and the criteria for diploma system
303 review and accountability. The Commissioner shall maintain a detailed record of LEA implementation status and

304 report that status regularly to the Council on Elementary and Secondary Education. LEAs must demonstrate, through
305 the Commissioner’s review and approval process, that all of the elements of these regulations are fully implemented.
306 Districts will be subject to a progressive system of incentives and interventions according to their respective levels of
307 implementation and compliance with these regulations. Should the Commissioner find, through the review process,
308 that an LEA has failed to comply fully with these regulations, the Commissioner shall utilize the full authority
309 granted to the office, up to and including rescinding the diploma-granting authority of LEAs.
310

311 **L-6-3.7. Local educational agency notification to students, families, and community members of the**
312 **requirements for graduation.**

313 (a) LEAs shall provide full and effective notice of the state and local graduation requirements to administrators,
314 teachers, students, families, and members of the community. This information must be provided to all members of
315 each class upon their entry to sixth grade and again upon their entry to ninth grade (or at the time of enrollment into
316 the LEA). Full and effective notice of the minimum achievement level on designated statewide assessments for
317 graduation purposes, as described in section L-6-3.3 of these Regulations, must be provided to students and their
318 families no later than October 1 in the year in which said students enter the ninth grade (or at the time of enrollment
319 into the LEA). LEAs shall provide notice of the requirements to students enrolled by the LEA in non-public schools
320 or programs and to students attending school in juvenile correction programs.
321

322 (b) LEA notification processes and evidence that parents/guardians have been provided access to their child’s
323 individual learning plans and/or personal literacy plan(s) shall be monitored through the Commissioner’s review set
324 forth in section L-6-3.6 of these regulations.
325

326 (c) In the event that a student is in jeopardy of not earning a diploma, the LEA must maintain a record of multiple and
327 timely individual notices to the student and his/her family that include: (1) clear notification of the student’s
328 academic status; and (2) the opportunity to meet and discuss the student’s academic program, support, and planned
329 interventions; and (3) regular updates of student performance and progress. All such communications must be
330 provided in a format accessible to families and students. LEA failure to provide student and family notifications in
331 the manner set forth in these regulations may be addressed through locally managed appeals processes but shall not
332 be presumed to result in the awarding of a diploma.
333

334 **L-6-3.8. Supports to students.**

335 Every student enrolled in Rhode Island public schools has the right to an appropriate and individualized opportunity
336 to achieve proficiency as measured in accordance with section L-6-3.0 of these regulations. For many students, that
337 opportunity will require additional research-based supports from the LEA.
338

339 The range of necessary support mechanisms must include:
340

341 (a) Beginning no later than entry into sixth grade, each student shall have an individual learning plan (ILP) as
342 described in section L-6-4.3 of these regulations. The ILP shall coordinate with the following documents, programs,
343 and plans as appropriate: Individual Educational Program (IEP), Section 504 Plan, Personal Literacy Plan (PLP),
344 Response to Intervention (RtI), transition plans, and English language learner services.
345

346 (b) LEAs shall utilize a state-developed early warning system to identify students at risk for academic failure and
347 dropout. Identification of students shall occur no later than the sixth grade year (or at the time of enrollment for
348 students enrolling into the LEA after the sixth grade year). LEAs shall communicate regularly with the families of
349 students identified through the early warning system, including providing them with information about the support
350 provided to and progress being made by the student.
351

352 (c) LEAs shall be responsible for providing additional academic and instructional support and research-based
353 interventions for all students not on track to meet the graduation requirements established by section L-6-3.1,
354 L-6-3.2, and L-6-3.3 of these regulations. Students failing to reach the required level of achievement on the state
355 assessment as established by section L-6-3.3 of these regulations shall be provided a progress plan. Progress plans
356 must include the types and duration of academic and educational supports and academic performance targets
357 necessary for graduation. Progress plans may be incorporated into the ILP and may address academic weaknesses in

358 course performance and/or performance-based diploma assessments. Other academic and instructional supports
359 shall be documented in the student's individual learning plan (ILP).

360

361 (d) Students with disabilities are expected to present evidence of successful completion of the graduation
362 requirements set forth in L-6-3.1, L-6-3.2, and L-6-3.3 of these regulations. Students with disabilities have the right
363 under federal law to remain in school until the age of 21.

364

365 (e) Students identified as English language learners are expected to present evidence of the successful completion of
366 the graduation requirements set forth in L-6-3.1, L-6-3.2, and L-6-3.3 of these regulations. The Commissioner shall
367 identify an alternative assessment or set of assessments appropriate to determine the academic proficiency of English
368 language learners that (1) have low levels of English proficiency, (2) have been served by Rhode Island public
369 schools for fewer than four years, and (3) have had uninterrupted formal schooling prior to entering Rhode Island
370 public schools. English language learners may continue working toward successful completion of Rhode Island
371 graduation requirements beyond the equivalent of the 12th grade year.

372

373 (f) LEA failure to provide the supports set forth in this section may be addressed through locally managed appeals
374 processes but shall not be presumed to result in the awarding of a diploma.

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377 **L-6-4.0. MIDDLE LEVEL AND HIGH SCHOOL RESTRUCTURING.**

378 **L-6-4.1. Requirement for personalized learning environments.**

379 All middle level schools and high schools shall implement strategies for creating personalized learning
380 environments, including the provision of a structure by which every student is assigned a responsible adult, in
381 addition to a school counselor, who is knowledgeable about that student's academic, career, and social/personal
382 goals. These personalization strategies must ensure a collective responsibility for individual students and shall
383 include approaches such as student advisories, schools within schools, academies, and or interdisciplinary grade
384 level teams organized around a common group of students, etc. Evaluation of the effectiveness of such strategies
385 shall be conducted in a manner, format, and schedule to be determined by the Commissioner.

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387 **L-6-4.2. Middle level advisory.**

388 Student advisory structures at the middle level shall be an integral component of the middle level program in each
389 LEA, regardless of the additional personalization structures that are employed. For purposes of these regulations,
390 advisories shall be defined as a structure or structures for stable groups of students to meet regularly throughout the
391 academic year with at least one assigned adult in an environment with sufficient time and opportunity to support
392 student achievement in the academic, career, personal/social domains.

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394 **L-6-4.3 Individual Learning Plan (ILP).**

395 (a) LEAs are responsible for developing a student ILP process beginning no later than the sixth grade to help students
396 identify and meet their academic, career, and personal/social goals. The ILP shall document the student's college and
397 career interests and learning supports that culminate in graduation and preparation for post-secondary success. The
398 ILP shall document additional educational opportunities such as dual enrollment, alternative pathways, career and
399 technical education, transition placements and/or employment training provided to help students reach their goals.

400

401 (b) The ILP process shall provide regular and ongoing opportunities for students to review and revisit their goals
402 with the guidance of responsible adults, including parents or legal guardians. In order to ensure the use of the ILP in
403 coordinating appropriate supports, access to courses, and additional learning opportunities necessary to support
404 students in meeting their goals, ILP reviews must occur not less than bi-annually and during key transition periods
405 including middle to high school and high school to post-secondary placement. LEAs shall provide evidence of the
406 effectiveness of their ILP process in a manner and format to be prescribed by the Commissioner.

407

408 **L-6-4.4. Professional development.**

409 All certified educators in middle level and high schools shall participate in at least fifteen (15) hours of ongoing
410 professional development annually, focused on the priority areas of literacy, numeracy, graduation by proficiency,
411 and personalization. Professional development must be informed by student achievement data and guided by best
412 practice in curriculum, instruction and assessment.

413

414 **L-6-4.5. Common planning time.**

415 Common planning time shall be used by teams of teachers, administrators, and other educators for the substantive
416 planning of instruction, looking at student work, addressing student needs, and group professional development. By
417 the school year 2011 - 2012, common planning time must provide for at least one hour per week at the high school
418 level and at least two hours per week at the middle level. Pursuant to the requirements of this section, LEAs shall
419 provide evidence of the manner in which these requirements are implemented, as well as the means by which
420 administrators and teachers will receive professional development in the effective use of common planning time.
421 This common planning time must be in addition to individual faculty planning time and the professional
422 development requirements set forth in these regulations.

423

424 As established in Section G-4-11 of the Board of Regents Regulations Governing the School Calendar and School
425 Day, common planning time does not qualify as “instructional time” for the purposes of compliance with the
426 required length of the school day.