



Ken Wagner, Ph.D.  
Commissioner

State of Rhode Island and Providence Plantations

**DEPARTMENT OF EDUCATION**

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255 Westminster Street  
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Enclosure 6b  
April 26, 2016

April 26, 2016

**TO:** Members of the Council on Elementary and Secondary Education  
**FROM:** Ken Wagner, Ph.D., Commissioner   
**RE:** Discussion of the Proposed Revisions to the Secondary School Regulations

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Pursuant to your discussion at the Council on Elementary and Secondary Education April 5, 2016, meeting, RIDE is asking for your review of the proposed revisions to the Secondary School Regulations.

The draft proposed revisions to the regulations reflect the substantial changes outlined in the attached table.

## Secondary School Regulations: Substantive Revisions

The revisions to the Secondary School Regulations are a result of: (1) compliance with state and federal law, (2) feedback and suggestions from the field, and (3) adherence to current research and best practice research in the field of education. The substantive changes that will be seen in the proposed revisions are outlined below.

Topic	Change
Literacy and Numeracy Support	Extend the intensity of support for literacy skill acquisition to numeracy. Moved from two separate sections to one section that holds the same expectations for both literacy and numeracy
Coursework	Clarify the definition of a “course” to ensure flexibility in how students can meet requirements.
	Center successful completion of coursework requirements on demonstration of LEA-defined proficiency level aligned with high school content standards.
	Add flexibility to substitute up to two required content-area courses to pursue individualized pathway that leads to a Pathway Endorsement designation. Substitutions may not be in ELA or within the same two content areas.
Diploma Requirements	Shift the state assessment from a student-based requirement to a school system-based incentive, including possible inclusion of statewide and school-level metrics and goals in a revised accountability system.
	Reduce the number of performance-based diploma assessments from two to one.
	Highlight requirement of demonstration of applied learning skills in performance-based diploma assessment.
	Ensure that students on the alternate assessment that have successfully completed requirements against modified standards are eligible for a diploma, at local discretion.
Council Designations	Introduce “Council designation” as an umbrella concept to be further defined by the Council (as the Commissioner’s Seal and Pathway Endorsements). Note: awarded designations may be incorporated into a revised school accountability system through statewide and school-level metrics and goals.
Student Supports	Maintain availability of alternate recognition of high school accomplishment as an option for students not receiving a diploma. Require the document to specify skills and knowledge of students.
	Expand allowable personalization strategies beyond the advisory structure for middle schools.
	Remove language applicable to English learners remaining in school beyond the equivalent of the 12 <sup>th</sup> grade year. This language is already applicable to all students regardless of the current regulation.
	Utilize ILP as the central documentation of students’ goals, support, and progress, in place of a multitude of “plans” and documents.
Notification/ Communication	Ensure students and parents are notified of graduation and Council designation requirements by October 1 of the 9 <sup>th</sup> grade year.
	Disallow any changes to diploma and Council designation requirements after October 1 of the cohort’s 9 <sup>th</sup> grade year.
	Require LEAs to notify parents annually of how to access students’ ILP.
Monitoring	Replace Commissioner’s responsibilities to mandate monitoring with LEAs ensuring appropriate documentation for audits, as determined by the Commissioner.

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

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**Middle and High School Learning Environments and the Rhode Island Diploma System**

**TITLE L – SECONDARY DESIGN**  
**CHAPTER 6**

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**TOPIC**

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- L-6-1.0. Definitions.
  - L-6-2.0. Ensuring grade level literacy and numeracy for all secondary Rhode Island students.
    - L-6-2.1. Assessing literacy and numeracy proficiency levels of secondary students.
    - L-6-2.2 Improving literacy and numeracy for secondary students performing below grade level.
  - L-6-3.0. Rhode Island diploma system.
    - L-6-3.1. Coursework requirements.
    - L-6-3.2. Performance-based diploma assessments.
    - L-6-3.3. Appeals process for graduation decisions.
    - L-6-3.4. Council designations
    - L-6-3.5. Alternate recognition of high school accomplishment
    - L-6-3.6. Council on Elementary and Secondary Education approved diploma system.
    - L-6-3.7 Local educational agency notification to students, families and community members of the requirements for graduation.
  - L-6-4.0. Middle level and high school supports to students.
    - L-6-4.1. Supports for students
    - L-6-4.2. Requirement for personalized learning environments.
    - L-6-4.3. Individual Learning Plan.
    - L-6-4.4. Professional development.
    - L-6-4.5 Common planning time.

**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) Applied Learning Skills - The cross-curricular, skill-based standards students are expected to learn and acquire over the course of their K–12 education, including communication, problem-solving, critical thinking, research, reflection and evaluation, and collaboration.
- (b) Certificates – documentation 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.

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46 (c) Commissioner – the commissioner of elementary and secondary education.  
47  
48 (d) Common Planning Time – regular scheduled opportunities provided to teachers to work in  
49 disciplinary and/or interdisciplinary teams for the purpose of improving student achievement.  
50  
51 (e) Concurrent Enrollment – enrollment of a student in a dual enrollment course that is offered at  
52 the secondary school and taught by a secondary school teacher who is approved by the  
53 postsecondary institutions.  
54  
55 (f) Conjunctive Diploma Requirements – the non-compensatory relationship between Rhode  
56 Island’s diploma requirements, commencing in 2021. The required elements of a diploma  
57 include:  
58       1. Successful completion of state and local course requirements; and  
59       2. Successful completion of a performance-based diploma assessment.  
60  
61 (g) Content Standards - the knowledge and skills associated with a particular subject area that  
62 defines what students need to know and be able to do.  
63  
64 (h) Core Content Areas – English language arts, mathematics, science, social studies, the arts,  
65 and technology.  
66  
67 (i) Course – a connected series of lessons and learning experiences that:  
68       1. Establish expectations defined by recognized content standards,  
69       2. Provide students with opportunities to learn and practice skills, and  
70       3. Include assessments of student knowledge and skills adequate to determine  
71       proficiency at the level of academic rigor required by relevant content standards.  
72  
73 (j) Course Catalog – A list of courses offered to students during a given timeframe, typically  
74 including course name, description, pre-requisites, and instructor.  
75  
76 (k) Council Designation – a notation on a diploma designating achievement consistent with a  
77 standard set for this purpose by the Council on Elementary and Secondary Education.  
78 Designations approved by the Council on Elementary and Secondary Education shall include  
79 but not be limited to documentation of student achievement of statewide literacy and numeracy  
80 standards and documentation of student completion of a defined course of study consistent with  
81 a personal learning goal.  
82  
83 (l) Diploma System – the comprehensive set of structures, processes, and policies required in  
84 all secondary schools to ensure access to rigorous programming and appropriate supports that  
85 prepare all students for success in college, careers, and life.  
86

- 87 (m) Dual Enrollment – enrollment of a student in a secondary school while simultaneously  
88 enrolled part-time or full-time as a non-matriculating student at a postsecondary institution, such  
89 as a community college, college or university  
90
- 91 (n) Guaranteed and Viable Curriculum – curriculum that provides both the opportunity and time  
92 for students to learn. It ensures that the curriculum is implemented consistently by all teachers  
93 to all students. It is based on a commitment from the districts and its schools that the written,  
94 taught, and learned curriculum is aligned so that all students learn agreed upon standards. See  
95 Basic Educational Program (G-13-1.1).  
96
- 97 (o) Individual Learning Plan (ILP) – a planning and monitoring tool that customizes and directs  
98 students’ goals and development in three domains: academic, career, and personal/social.  
99
- 100 (p) Literacy – the ability to read, write, speak, and listen in order to communicate with others  
101 effectively, as well as the ability to think and respond critically and to process complex  
102 information across content areas.  
103
- 104 (q) Local Education Agency (LEA) – a public board of education/school committee or other  
105 public authority legally constituted within the State for either administrative control or direction of  
106 one or more Rhode Island public elementary schools or secondary schools.  
107
- 108 (r) Numeracy – the ability to use and communicate about numbers and measures with a range  
109 of mathematical techniques in order to solve quantitative or spatial problems in a range of real-  
110 world contexts.  
111
- 112 (s) Performance-Based Diploma Assessment – multifaceted assignments that serve as a  
113 culminating demonstration of a student’s applied learning skills and knowledge of one or more  
114 content areas.  
115
- 116 (t) Personalization – a diverse variety of educational programs, learning experiences,  
117 instructional approaches and academic support strategies that are intended to address the  
118 distinct learning needs, interests, aspirations or cultural backgrounds of individual students  
119
- 120 (u) Proficiency –A defined level of knowledge and skills that are expected to be learned  
121 signaling that a student is well prepared to progress to the next lesson, course, grade level, or to  
122 receive a diploma.  
123
- 124 (v) Student Advisory – a structure or structures for consistent groups of students to meet  
125 regularly throughout the academic year with at least one assigned adult, in an environment with  
126 sufficient time and opportunity to support personalization through student goal setting and  
127 achievement in the academic, career, and personal/social domains.  
128  
129

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

132 Each local education agency (LEA) shall ensure that all of its secondary students are proficient  
133 in literacy and numeracy. LEAs shall ensure student proficiency by providing access to a  
134 guaranteed and viable curriculum, monitoring each student's progress toward proficiency in  
135 literacy and numeracy, and providing sufficient academic, career, and personal/social supports  
136 to ensure that all secondary students become proficient.

137  
138 **L-6-2.1 Assessing literacy and numeracy proficiency levels of secondary students.**

139 (a) Each LEA in Rhode Island shall evaluate the literacy and numeracy levels of all secondary  
140 students. All LEAs shall develop a screening/review process that utilizes state and local  
141 assessments to identify students in need of additional diagnostic assessments and instructional  
142 support.

143  
144 (b) LEAs shall diagnostically assess all secondary students who have been identified through  
145 the screening process described herein as performing below grade level to determine and  
146 assign appropriate instructional strategies and interventions. The LEAs shall be responsible for  
147 costs associated with test procurement, administration, and interpretation. The Commissioner  
148 may authorize the use of suitable state or federal funds for such purposes.

149  
150 **L-6-2.2 Improving literacy and numeracy for secondary students performing below grade**  
151 **level.**

152 (a) Each LEA shall initiate interventions for every student functioning below levels of expected  
153 performance for their grade based on the assessments required under section L-6-2.1 of these  
154 regulations. Any student who continues to fall below grade level and/or fails to attain proficiency  
155 in literacy or numeracy in subsequent years shall continue to receive specialized intervention  
156 and supports.

157  
158 (b) Ensuring grade level literacy and numeracy is the responsibility of each LEA, and shall  
159 include instruction and the provision of school-wide, targeted and intensive supports.  
160 Intervention and support for students performing one or more years below grade level shall be  
161 documented within the student's Individualized Learning Plan (ILP).

162  
163 (c) Each LEA shall ensure that all students who are not demonstrating proficiency as measured  
164 by state-adopted math and literacy standards will attain and maintain performance that allows  
165 them to engage in grade appropriate curriculum. LEAs shall have mechanisms in place that: (1)  
166 identify and support students who are not making progress in literacy and mathematics as  
167 measured by local and state assessment data; and, (2) provide universal student access to a  
168 guaranteed and viable curriculum aligned to state adopted standards. LEAs shall have  
169 mechanisms in place that ensure that all grade levels work collaboratively to transition students  
170 between schools within and across LEAs.

171  
172 (d) All LEAs shall maintain documentation of the effectiveness of specific literacy and  
173 mathematics strategies and programs that have been implemented.

174 **L-6-3.0 RHODE ISLAND DIPLOMA SYSTEM.**

175 Diploma eligibility shall be derived from a conjunctive review of two sources of evidence: (1)  
176 successful course completion in conformance with Section L-6-3.1; and (2) successful  
177 completion of at least one performance-based diploma assessment as described in section L-6-  
178 3.2. In order to be eligible for a diploma, students must meet state and local requirements in  
179 these two areas.

180  
181 No earlier than the class of 2017, LEAs may choose to include the state assessment or other  
182 standardized assessment as a graduation requirement in addition to (1) and (2) above.

183  
184 LEAs shall provide students with multiple opportunities and appropriate supports to meet local  
185 graduation requirements adopted in compliance with these regulations and to prepare for post-  
186 secondary academic and career goals.

187  
188 Each Rhode Island school committee shall adopt graduation requirements consistent with L-6-  
189 3.1, L-6-3.2, L-6-3.3, L-6-3.4 and L-6-3.5 of these regulations in LEA policy and shall maintain  
190 documentation of these policies.

191  
192 **L-6-3.1. Coursework requirements.**

193 (a) LEAs shall formally adopt coursework graduation requirements that: (1) apply to all students  
194 within the LEA; and, (2) require successful completion of at least twenty courses. The twenty  
195 courses must include demonstration of proficiency, as defined by the LEA and aligned with  
196 appropriate high school content standards, in the six core content areas: English language arts,  
197 math, science, social studies, the arts, and technology. All courses shall be aligned to state  
198 adopted high school standards, or locally adopted national standards in those content areas for  
199 which there are no state standards. All courses must be of scope and rigor sufficient to allow  
200 students to achieve high school level proficiency, as determined by the LEA. Successful  
201 completion of a course shall include demonstration of the knowledge, skill and competencies  
202 outlined in the course learning objectives. Modified proficiency standards may be applied to  
203 coursework requirements for students determined to be eligible for the alternate assessment  
204 under federal law, state rules and regulations, and as noted in the student's IEP.

205  
206 (b) The twenty courses must include the following content-area courses: four courses of English  
207 Language Arts, four courses of mathematics, three courses of science, and three courses of  
208 history/social studies. The additional six required courses are presumed to include, but not  
209 limited to, world languages, the arts, technology, physical education and health, pursuant to  
210 LEA policies and applicable state law. Designation as a content-area course, e.g. "mathematics"  
211 or "science," shall be an LEA decision based upon alignment to relevant state adopted  
212 standards or, in those content areas not defined by state-adopted standards, other recognized  
213 content standards.

214  
215 LEAs may integrate multiple core or other content areas and associated learning standards into  
216 a single course for the purpose of meeting coursework requirements.

217

218 LEAs may allow students to substitute up to two required content-area courses to pursue a  
219 personalized learning goal that shall lead to a Council Designation, as documented in the  
220 students' individual learning plans (ILPs). These substitutions shall not be in the English  
221 Language Arts content area, may not occur within the same content area, and must be  
222 approved through a LEA-determined process, which shall include parental consent.  
223

224 (c) The selection and scheduling of courses shall be consistent with the needs of the individual  
225 student and, to the maximum degree possible, the student's individual learning plan (ILP). LEA  
226 graduation requirements must satisfy all curricular requirements set forth in General Laws and  
227 applicable Council on Elementary and Secondary Education regulations.  
228

229 (d) Students can meet the requirements set forth in this section, inclusive of the fourteen  
230 content-area course requirements, through courses within state-approved career and technical  
231 programs, expanded learning opportunities, dual enrollment, concurrent enrollment, on-line  
232 learning, experiential learning opportunities, and other non-traditional academic and career-  
233 readiness learning experiences. Recognition of these learning opportunities as fulfilling the  
234 coursework graduation requirements in this section is a local decision and shall be predicated  
235 on alignment to state adopted content-area standards and/or other relevant national and/or  
236 industry standards. Course catalogs should clearly indicate courses that can fulfill content-area  
237 course requirements.  
238

#### 239 **L-6-3.2. Performance-based diploma assessments.**

240 Students shall successfully complete at least one performance-based diploma assessment.  
241 Successful completion of performance-based diploma assessments shall include  
242 demonstrations of both applied learning skills and proficiency in one or more content areas. All  
243 performance-based diploma assessments shall be evaluated utilizing an LEA-defined scoring  
244 criteria aligned with high school level state-adopted content standards and applied learning  
245 standards and/or other relevant nationally-recognized content standards.  
246

#### 247 **L-6-3.3. Appeals process for graduation decisions.**

248 Students and families shall have the right to appeal graduation decisions through locally  
249 managed appeals policies and processes. Locally managed appeals processes shall consider  
250 all valid sources of evidence that demonstrate and document student proficiency at a level  
251 commensurate with the requirements set forth in these regulations. LEAs shall maintain  
252 documentation on locally managed appeals criteria, processes, and outcomes.  
253

#### 254 **L-6-3.4. Council designations**

255 Commencing with the graduating class of 2021, LEAs shall include a designation notation on  
256 the diplomas of all students who meet Council-defined criteria. The Council shall (1) determine  
257 designations available statewide, and (2) determine the level of achievement necessary for a  
258 Council Designation. Designations approved by the Council shall include, but not be limited to  
259 documentation of student achievement of a statewide literacy and numeracy standard and  
260 documentation of student completion of a course of study consistent with a personal learning  
261 goal. LEAs shall provide students with multiple opportunities and appropriate supports to meet

262 designation requirements. LEAs are authorized to award additional locally-developed  
263 designations.

264

265 **L-6-3.5. Alternate recognition of high school accomplishment.**

266 LEAs are authorized to recognize any student who does not meet the diploma requirement but  
267 has otherwise satisfactorily completed specific courses or other standards-based activities  
268 within the high school course of study, as defined by the LEA. Students earning an alternate  
269 recognition certificates shall not be considered graduates. Alternate recognition certificates  
270 shall document academic achievement, technical skills, work readiness and life skills of the  
271 student and may be included as part of a student's transition plan to post-secondary academic  
272 or work training programs.

273

274 Students who achieve modified proficiency standards applied to coursework requirements for  
275 students determined to be eligible for the alternate assessment under federal law, state rules  
276 and regulations, and as noted in the student's IEP, may, at LEA discretion, be awarded a  
277 diploma for graduation purposes.

278

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

280 The Commissioner reserves the right to establish protocols and criteria for reviewing LEA  
281 diploma systems to ensure that they are in compliance with all elements of these regulations.  
282 The LEA is responsible for maintaining all records that demonstrate compliance with these  
283 regulations. The Commissioner shall develop a progressive system of monitoring and  
284 accountability to ensure LEA implementation and compliance with these regulations.

285

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

288 (a) LEAs shall provide full and effective notice of the state and local graduation requirements to  
289 administrators, teachers, students, families, and members of the community. Full and effective  
290 notice of the requirements for graduation and Council designations must be provided to  
291 students and their families no later than October 1 in the year in which said students enter the  
292 ninth grade (or at the time of enrollment into the LEA), after which the local and state diploma  
293 system requirements shall not be altered for the affected class. LEAs shall provide notice of the  
294 requirements to students enrolled by the LEA in non-public schools or programs and to students  
295 attending school in juvenile correction programs.

296

297 (b) LEAs shall provide notification annually of the process by which parents/guardians can  
298 access their child's individual learning plans, including information regarding their child's  
299 progress toward graduation and Council designation requirements.

300

301 (c) In the event that a student is in jeopardy of not earning a diploma, the LEA must maintain a  
302 record of multiple and timely individual notices to the student and his/her family that include: (1)  
303 clear notification of the student's academic status; and (2) the opportunity to meet and discuss  
304 the student's academic program, support, and planned interventions; and (3) regular updates of  
305 student performance and progress. All such communications must be provided in a format

306 accessible to families and students. LEA failure to provide student and family notifications in the  
307 manner set forth in these regulations may be addressed through locally managed appeals  
308 processes but shall not be presumed to result in the awarding of a diploma.

309

## 310 **L-6-4.0. MIDDLE LEVEL AND HIGH SCHOOL SUPPORTS TO STUDENTS**

### 311 **L-6-4.1 Supports for students**

312 Every student enrolled in Rhode Island public schools has the right to an appropriate and  
313 individualized opportunity to achieve proficiency as defined the LEA and in accordance with  
314 these regulations. For many students, that opportunity will require additional research-based  
315 supports from the LEA.

316

317 The range of necessary support mechanisms must include:

318

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

324

325 (b) LEAs shall utilize a research-based early warning system to identify students at risk for  
326 academic failure and dropout. Identification of students at risk shall occur no later than the sixth  
327 grade year (or at the time of enrollment for students enrolling into the LEA after the sixth grade  
328 year). LEAs shall communicate regularly with the families of students identified through the early  
329 warning system, including providing them with information about the support provided to and  
330 progress being made by the student, as described in section L-6-3.7(c) of these regulations.

331

332 (c) LEAs shall be responsible for providing additional academic and instructional support and  
333 research-based interventions for all students not on track to meet the diploma requirements  
334 established by section L-6-3.1 and L-6-3.2 of these regulations. Students failing to reach the  
335 required level of proficiency as established locally and in accordance with these regulations  
336 shall be provided a support plan, including the types and duration of academic and educational  
337 supports and academic performance targets necessary for earning a diploma. Support plans  
338 shall be documented in the ILP and may address academic weaknesses in course performance  
339 and/or performance-based diploma assessments. Other academic and instructional supports  
340 shall also be documented in the student's ILP.

341

342 (d) All students are expected to present evidence of successful completion of the applicable  
343 graduation requirements set forth in L-6-3.1, L-6-3.2, and L-6-3.4 of these regulations to be  
344 eligible for a diploma or Council designation, respectively. Students with disabilities have the  
345 right under federal law to remain in school until the age of 21.

346

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

349

350 **L-6-4.2. Requirement for personalized learning environments.**

351 All middle level schools and high schools shall implement strategies for creating personalized  
352 learning environments, including the provision of a structure by which every student is assigned  
353 a responsible adult, in addition to a school counselor, who is knowledgeable about that  
354 student's academic, career, and social/personal goals. These personalization strategies must  
355 ensure a collective responsibility for individual students. Structures for personalization at the  
356 middle level shall be an integral component of the student program in each LEA, inclusive of but  
357 not limited to advisory structures. LEAs shall maintain documentation of the effectiveness of  
358 such personalization strategies.

359

360 **L-6-4.3 Individual Learning Plan.**

361 (a) LEAs are responsible for developing a student ILP process beginning no later than the sixth  
362 grade to help students identify and meet their academic, career, and personal/social goals. The  
363 ILP shall document the student's academic and applied learning interests and learning supports  
364 that culminate in graduation, Council designation and preparation for post-secondary success.  
365 The ILP shall document additional educational opportunities to help students reach their goals.

366

367 (b) The ILP process shall provide regular and ongoing opportunities for students to review and  
368 revisit their goals with the guidance of responsible adults, including parents or legal guardians.  
369 In order to ensure the use of the ILP in coordinating appropriate supports, access to courses,  
370 and additional learning opportunities necessary to support students in meeting their goals, ILP  
371 reviews must occur not less than twice in each school year and during key transition periods  
372 including middle to high school and high school to post-secondary placement. LEAs shall  
373 maintain documentation of the effectiveness of their ILP process.

374

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

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

381

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

383 Common planning time shall be used by teams of teachers, administrators, and other educators  
384 for the substantive planning of instruction, looking at student achievement data, addressing  
385 student needs, and group professional development. Common planning time must provide for at  
386 least one hour per week at the high school level and at least two hours per week at the middle  
387 level, focused on the priority areas of literacy, numeracy, graduation by proficiency, and  
388 personalization.

389

390 This common planning time must be in addition to individual faculty planning time and locally  
391 determined professional development requirements. As established in Section G-4-11 of the  
392 Board of Regents Regulations Governing the School Calendar and School Day, common

393 planning time does not qualify as “instructional time” for the purposes of compliance with the  
394 required length of the school day.

DRAFT

1 **STATE OF RHODE ISLAND**  
2 **R.I. Department of Elementary and Secondary Education**

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4 **Council on Elementary and Secondary Education Secondary School Regulations –**  
5 **Amendment**

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7 **Approved: February 23, 2015**

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9 **Effective: March 18, 2015**

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11 **REGULATIONS**  
12 **of the**  
13 **COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION**

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15 **K-12 Literacy, Restructuring of the Learning environment at the middle and high school**  
16 **levels, and proficiency based graduation requirements (PBGR) at High Schools**  
17 **Middle and High School Learning Environments and the Rhode Island Diploma System**  
18

19 **TITLE L – SECONDARY DESIGN**  
20 **CHAPTER 6**

21  
22 **TOPIC**

23 L-6-1.0. Definitions.

24 L-6-2.0. Ensuring grade level literacy and numeracy for all secondary Rhode Island students.

25 L-6-2.1. Assessing reading literacy and numeracy proficiency levels of secondary  
26 students.

27 L-6-2.2. Improving literacy and numeracy for secondary students reading performing  
28 below grade level.

29 **L-6-2.3. Improving numeracy for all students.**

30 L-6-3.0. Rhode Island graduation requirements diploma system.

31 L-6-3.1. Coursework requirements.

32 L-6-3.2. Performance-based diploma assessments.

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

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

35 L-6-3.5. **Diploma commendations and certificates.** 4. Council designations

36 **L-6-3.5. Alternate recognition of high school accomplishment**

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

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

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

41 L-6-4.0. Middle level and high school restructuring supports to students.

42 L-6-4.1. Supports for students

43 **L-6-4.2.** Requirement for personalized learning environments.

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

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

46 L-6-4.4. Professional development.

47 L-6-4.5 Common planning time.

48  
49 **L-6-1.0. DEFINITIONS**

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

53  
54 (a) Applied Learning Skills - The cross-curricular, skill-based standards students are expected to  
55 learn and acquire over the course of their K–12 education, including communication, problem-  
56 solving, critical thinking, research, reflection and evaluation, and collaboration.

57  
58 ~~(b) Certificates – documentation or credentials~~ that can be earned by a student and certify his or  
59 her mastery of specific skills or sets of skills; ~~i~~ completion of training requirements set forth by a  
60 certifying body; ~~i~~ and/or demonstrated readiness to enter an industry, educational setting,  
61 independent living, or the workplace.

62  
63 ~~(b) Certificate of Initial Mastery® (CIM) — a CIM represents demonstrated knowledge and skills~~  
64 ~~agreed upon by educators, families, business, community, and higher education~~  
65 ~~representatives. Attaining CIM involves a combination of standardized tests, performance~~  
66 ~~measures, collections of student work over time, and projects or exhibitions.~~

67  
68 (c) Commissioner – the commissioner of elementary and secondary education.

69  
70 ~~(d) Common Core Standards — standards adopted by a majority of states, including Rhode~~  
71 ~~Island, that are robust and relevant to the real world, reflect the knowledge and skills that young~~  
72 ~~people need for success in college and careers, and provide a consistent, clear understanding~~  
73 ~~of what students are expected to learn.~~

74  
75 ~~(e) Common Planning Time — regular weekly~~ (d) Common Planning Time – regular scheduled  
76 opportunities provided to teachers to work in disciplinary and/or interdisciplinary teams for the  
77 purpose of improving student achievement.

78  
79 (e) Concurrent Enrollment – enrollment of a student in a dual enrollment course that is offered at  
80 the secondary school and taught by a secondary school teacher who is approved by the  
81 postsecondary institutions.

82  
83 (f) Conjunctive Diploma Requirements – ~~this is~~ the non-compensatory relationship ~~among the~~  
84 ~~three-between Rhode Island’s diploma requirements, commencing in 2021. The~~ required  
85 elements, ~~commencing in 2020, of Rhode Island’s graduation requirements. The three required~~  
86 ~~elements of a diploma~~ include:

- 87 1. ~~Individual student performance on the state assessment or assessments; and~~  
88 2. Successful completion of state and local course requirements; and  
89 3. Successful completion of a performance-based diploma assessment.

- 91 | (g) Content Standards - the knowledge and skills associated with a particular subject area that  
92 | defines what students need to know and be able to do.
- 93 |
- 94 | (h) Core Academic Content Areas – English language arts, mathematics, science, social studies,  
95 | the arts, and technology.
- 96 |
- 97 | (h) Course – a connected series of lessons and learning experiences that:  
98 | 1. Establish expectations defined by recognized content standards,  
99 | 2. Provide students with opportunities to learn and practice skills, and  
100 | 3. Include assessments of student knowledge and skills adequate to determine  
101 | proficiency at the level of academic rigor required by relevant content standards.
- 102 |
- 103 | (i) Course Catalog – A list of courses offered to students during a given timeframe, typically  
104 | including course name, description, pre-requisites, and instructor.
- 105 |
- 106 | (k) Council Designation – a notation on a diploma designating achievement consistent with a  
107 | standard set for this purpose by the Council on Elementary and Secondary Education.  
108 | Designations approved by the Council on Elementary and Secondary Education shall include  
109 | but not be limited to documentation of student achievement of statewide literacy and numeracy  
110 | standards and documentation of student completion of a defined course of study consistent with  
111 | a personal learning goal.
- 112 |
- 113 | (l) Diploma System – the comprehensive set of structures, processes, and policies required in  
114 | all secondary schools to ensure access to rigorous programming and appropriate supports that  
115 | prepare all students for success in college, careers, and life.
- 116 |
- 117 | (m) Dual Enrollment – ~~the concurrent earning enrollment~~ of ~~college credits~~ a student in a  
118 | secondary school while ~~simultaneously~~ enrolled ~~in high school~~ part-time or full-time as a non-  
119 | matriculating student at a postsecondary institution, such as a community college, college or  
120 | university
- 121 |
- 122 | (n) Guaranteed and Viable Curriculum – curriculum that provides both the opportunity and time  
123 | for students to learn. It ensures that the curriculum is implemented consistently by all teachers  
124 | to all students. It is based on a commitment from the districts and its schools that the written,  
125 | taught, and learned curriculum is aligned so that all students learn agreed upon standards. See  
126 | Basic Educational Program (G-13-1.1).
- 127 |
- 128 | (o) Individual Learning Plan (ILP) – a planning and monitoring tool that customizes and directs  
129 | students' goals and development in three domains: academic, career, and personal/social.
- 130 |
- 131 | (p) Literacy – the ability to read, write, speak, and listen in order to communicate with others  
132 | effectively, as well as the ability to think and respond critically and to process complex  
133 | information across content areas.
- 134 |

135 | (~~h~~g) Local Education Agency (LEA) – a public board of education/school committee or other  
136 | public authority legally constituted within the State for either administrative control or direction of  
137 | one or more Rhode Island public elementary schools or secondary schools.

138 |  
139 | (~~e~~r) Numeracy – the ability to use and communicate about numbers and measures with a range  
140 | of mathematical techniques in order to solve quantitative or spatial problems in a range of real-  
141 | world contexts.

142 |  
143 | ~~(p) Opportunities to Learn—programs, resources, materials, and instruction that schools and~~  
144 | ~~teachers must provide in a quantity and of a quality sufficient to enable all students to learn and~~  
145 | ~~demonstrate the knowledge and skills set out in state-adopted standards and other relevant~~  
146 | ~~content or skill-based standards.~~

147 |  
148 | (~~q~~)(~~s~~) Performance-Based Diploma ~~Assessments—elements of a required system of~~  
149 | ~~assessments from which LEAs must choose two~~Assessment – multifaceted assignments that  
150 | serve as graduation requirements:

151 | 1. ~~Comprehensive course assessments—Summative assessments designed to measure~~  
152 | ~~student skill and ability within a content area. At least fifty percent of this assessment~~  
153 | ~~must be performance-based and evaluate a student’s application of the knowledge and~~  
154 | ~~skills learned in the course.~~

155 | 2. ~~Exhibition—Demonstration of learning that includes both academic products and oral~~  
156 | ~~presentations. An exhibition is an independent, in-depth, extended project derived from student~~  
157 | ~~choice and requiring the simultaneous~~culminating ~~demonstration of deep content knowledge~~  
158 | ~~and a student’s applied learning skills.~~ and knowledge of one or more content areas.

159 | 3. ~~Graduation Portfolio—Collection of work that documents a student’s academic~~  
160 | ~~performance over time and demonstrates deep content knowledge and applied learning~~  
161 | ~~skills. A portfolio typically includes a range of performance-based entries required by the~~  
162 | ~~local education agency (LEA) and selected by the student, reflections, summary~~  
163 | ~~statements, and a final student presentation.~~

164 |  
165 | (~~r~~)  
166 | (~~t~~) Personalization – ~~environment in which a responsible educator, in addition to a school~~  
167 | ~~counselor, meets regularly with and is knowledgeable about the social/emotional, academic,~~  
168 | ~~and career goals of each student to whom he or she is assigned. Meetings between the adult~~  
169 | ~~and the students may take place in either formal or informal structures.~~

170 |  
171 | (~~s~~) Personal Literacy Plan (PLP)—~~an individualized record of action describing a~~diverse variety  
172 | of educational programs, learning experiences, instructional strategies and supports used to  
173 | ~~accelerate student learning and move toward grade level proficiency in literacy.~~

174 |  
175 | (~~t~~) Proficiency—~~a measure of a student’s knowledge and skill in each of the core content areas~~  
176 | ~~that are demonstrated in various settings over time. The specific knowledge and skills are~~  
177 | ~~defined by state-adopted standards, other content standards, and/or career readiness and life~~  
178 | ~~skills.~~

179 |  
180 | (~~u~~) Progress Plan—~~a documented~~approaches and academic support program required for  
181 | ~~students who do not meet the Council on Elementary and Secondary Education-defined~~  
182 | ~~minimum level of achievement on the state assessment. Progress Plans must include the types~~

183 ~~and duration of academic and educational supports and academic performance targets~~  
184 ~~necessary for graduation. Progress plans may be incorporated into the ILP and may strategies~~  
185 ~~that are intended to address academic weakness in the areas of course performance and/or~~  
186 ~~performance-based diploma assessments. the distinct learning needs, interests, aspirations or~~  
187 ~~cultural backgrounds of individual students~~

188  
189 ~~(v) Progress Toward Proficiency—meaningful, quantifiable improvement of academic skills in~~  
190 ~~those areas in which a student has academic gaps as evidenced through state assessments.~~  
191 ~~The Council on Elementary and Secondary Education establishes the calculation and~~  
192 ~~expression of the amount of student-level progress necessary for students to meet state~~  
193 ~~graduation requirements on the state assessment.~~

194  
195 ~~(w) Council on Elementary and Secondary Education Commendation—an emblem affixed to~~  
196 ~~student diplomas designating academic achievement at or above levels set by the Council on~~  
197 ~~Elementary and Secondary Education for this purpose.~~

198  
199 ~~(x) Scaffolded Literacy System—three levels of support for improving all students’ reading that~~  
200 ~~include:~~

- 201 ~~1. A school-wide discipline-specific program for all students,~~
- 202 ~~2. Targeted literacy supports for students reading more than one and up to two years~~  
203 ~~below grade level, and~~
- 204 ~~3. Intensive literacy intervention for students reading more than two years below grade~~  
205 ~~level.~~

206  
207 ~~(y)(u) Proficiency –A defined level of knowledge and skills that are expected to be learned~~  
208 ~~signaling that a student is well prepared to progress to the next lesson, course, grade level, or to~~  
209 ~~receive a diploma.~~

210  
211 ~~(v) Student Advisory – a structure or structures for stableconsistent groups of students to meet~~  
212 ~~regularly throughout the academic year with at least one assigned adult, in an environment with~~  
213 ~~sufficient time and opportunity to support personalization through student goal setting and~~  
214 ~~achievement in the academic, career, and personal/social domains.~~

215  
216  
217 **L-6-2.0 ENSURING GRADE LEVEL LITERACY AND NUMERACY FOR ALL SECONDARY**  
218 **RHODE ISLAND STUDENTS.**

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

228

229 | **L-6-2.1 Assessing reading literacy and numeracy proficiency levels of secondary**  
230 | **students.**

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

235 |  
236 | (b) LEAs shall diagnostically assess all secondary students who have been identified through  
237 | the screening process described herein as performing below grade level to determine and  
238 | assign appropriate instructional strategies and interventions. ~~LEAs shall report the number of~~  
239 | ~~secondary students reading below grade level at a time and in a manner established by the~~  
240 | ~~Commissioner.~~ The LEAs shall be responsible for costs associated with test procurement,  
241 | administration, and interpretation. The Commissioner may authorize the use of suitable state or  
242 | federal funds for such purposes. ~~Based on the results of reading assessments at all grade~~  
243 | ~~levels, the Commissioner may exercise the authority provided under Title 16 to intervene in a~~  
244 | ~~school or LEA to ensure that the literacy needs of all students, as indicated by these~~  
245 | ~~assessments, are effectively addressed.~~

246 |  
247 | **L-6-2.2 Improving literacy and numeracy for secondary students reading performing**  
248 | **below grade level.**

249 | (a) ~~LEAs~~ Each LEA shall initiate reading interventions for every student reading one or more  
250 | years functioning below levels of expected performance for their grade ~~level~~ based on the  
251 | assessments required under section L-6-2.1 of these regulations. Any student who continues to  
252 | fall below grade level in reading and/or fails to attain proficiency in literacy or numeracy in  
253 | subsequent years ~~on assessments designated by the Commissioner~~ shall continue to receive  
254 | specialized reading intervention and supports.

255 |  
256 | (b) Ensuring grade level literacy and numeracy is the responsibility of ~~all LEAs.~~ ~~At the secondary~~  
257 | ~~level, reading instruction each LEA, and~~ shall include scaffolded literacy instruction, ~~providing~~  
258 | ~~and the provision of~~ school-wide, targeted and intensive supports ~~including Personal Literacy~~  
259 | ~~Plans (PLPs) that document intervention.~~ Intervention and support for students  
260 | reading performing one or more years below grade level.

261 |  
262 | (c) ~~In a manner, format, and schedule to be prescribed by the Commissioner, all LEAs shall~~  
263 | ~~provide evidence of the effectiveness of the specific reading strategies and programs that are in~~  
264 | ~~place in middle level schools and high schools to ensure that all students reading below grade~~  
265 | ~~level will attain and maintain grade level literacy skills. All Rhode Island LEAs shall have~~  
266 | ~~mechanisms in place that (1) identify and support students reading below grade level and (2)~~  
267 | ~~support the implementation of literacy programming at all levels to address the student needs~~  
268 | ~~identified through the screening requirements set forth in section L-6-2.1 of these regulations.~~  
269 | ~~LEAs shall have mechanisms in place that ensure that all levels work collaboratively to~~  
270 | ~~transition students between schools and across LEAs.~~ be documented within the student's  
271 | Individualized Learning Plan (ILP).

272 |  
273 | **~~L-6-2.3 Improving numeracy for all students.~~**

274 ~~(a) LEAs~~(c) Each LEA shall ensure grade level numeracy for all students. LEAs shall initiate  
275 numeracy interventions for every student functioning below expected performance for their  
276 grade. Any student failing to attain proficiency shall receive specialized supports that

277  
278 ~~(b) In a manner, format, and schedule to be prescribed by the Commissioner, all LEAs shall~~  
279 ~~provide evidence of the effectiveness of specific mathematics strategies and programs that they~~  
280 ~~have implemented to ensure~~ all students who are not demonstrating proficiency against as  
281 measured by state-adopted math and literacy standards will attain and maintain performance  
282 that allows them to engage in grade appropriate curriculum. ~~All Rhode Island~~ LEAs shall have  
283 mechanisms in place that: (1) identify and support students who are not making progress in  
284 literacy and mathematics as measured by local and state assessment data; and, (2) provide  
285 universal student access to a guaranteed and viable curriculum aligned to state adopted  
286 ~~mathematics~~ standards. LEAs shall have mechanisms in place that ensure that all grade levels  
287 work collaboratively to transition students between schools within and across LEAs.  
288

289 (d) All LEAs shall maintain documentation of the effectiveness of specific literacy and  
290 mathematics strategies and programs that have been implemented.

291 **L-6-3.0 RHODE ISLAND GRADUATION REQUIREMENTS DIPLMA SYSTEM.**

292 ~~Commencing with the graduating class of 2020, each LEA shall create a composite measure of~~  
293 ~~each student's overall proficiency in the six core academic areas: English language arts, math,~~  
294 ~~science, social studies, the arts, and technology. These six core content areas shall be aligned~~  
295 ~~to state adopted standards and locally adopted national standards in those content areas for~~  
296 ~~which there are no state standards. This composite measure Diploma eligibility shall be derived~~  
297 ~~from a conjunctive review of threetwo sources of evidence: (1) individual student results on the~~  
298 ~~state assessment in content areas designated by the Council on Elementary and Secondary~~  
299 ~~Education; and (2) successful successful course completion in conformance with Section L-6-~~  
300 ~~3.1; and (3) successful completion of two at least one performance-based diploma~~  
301 ~~assessments. These requirements are set forth in sections L-6-3.1, assessment as described in~~  
302 ~~section L-6-3.2 and L-6-3.3 of these regulations.~~ In order to be eligible for a diploma, students  
303 must meet state and local requirements in all ~~three~~ these two areas. ~~Prior to 2020 but no~~

304  
305 No earlier than the class of 2017, LEAs may choose to include the state assessment or other  
306 standardized assessment as a graduation requirement in addition to (1) and (2) and (3) above.  
307

308 LEAs shall provide students with multiple opportunities and appropriate supports to meet  
309 ~~these~~local graduation requirements and adopted in compliance with these regulations and to  
310 prepare for post-secondary academic and career goals.  
311

312 Each Rhode Island school committee shall adopt graduation requirements consistent with L-6-  
313 3.1, L-6-3.2, L-6-3.3, L-6-3.4 and L-6-3.45 of these regulations in LEA policy and submit  
314 ~~evidence of their adoption as part of the Commissioner's review set forth in section L-6-3.6~~shall  
315 maintain documentation of these regulations, policies.  
316

317 **L-6-3.1. Coursework requirements.**

318 (a) LEAs shall formally adopt coursework graduation requirements that: (1) apply to all students  
319 within the LEA; and (2) require successful completion of at least twenty ~~academic courses or~~  
320 ~~the equivalent that.~~ The twenty courses must include demonstration of  
321 proficiency, as defined by the LEA and aligned with appropriate high school content standards,  
322 in the six core content areas: English language arts, math, science, social studies, the arts, and  
323 technology. All courses shall be aligned to state adopted high school standards, or locally  
324 adopted national standards in those content areas for which there are no state standards. All  
325 courses must be of scope and rigor sufficient to allow students to achieve high school level  
326 proficiency, as determined by the LEA. Successful completion of a course shall include  
327 demonstration of the knowledge, skill and competencies outlined in the course learning  
328 objectives. Modified proficiency standards may be applied to coursework requirements for  
329 students determined to be eligible for the alternate assessment under federal law, state rules  
330 and regulations, and as noted in the student's IEP.

331  
332 (b) The twenty courses must include the following content-area courses: four courses of  
333 English Language Arts, four courses of mathematics ~~(three mathematics courses and one math-~~  
334 ~~related course),~~ three courses of science, and three courses of history/social studies. The  
335 additional six required courses are presumed to include, but not limited to, world languages, the  
336 arts, technology, physical education and health, ~~and technology~~ pursuant to LEA policies and  
337 applicable state law. Designation as a content-area course, e.g. "mathematics" or "science,"  
338 shall be an LEA decision based upon alignment to relevant state adopted standards and/or, in  
339 those content areas not defined by state-adopted standards, other recognized content  
340 standards. ~~All courses must be of scope and rigor sufficient to allow students to achieve the~~  
341 ~~minimum level of proficiency required by section L-6-3.0 of these regulations.~~

342  
343 LEAs may integrate multiple core or other content areas and associated learning standards into  
344 a single course for the purpose of meeting coursework requirements.

345  
346 LEAs may allow students to substitute up to two required content-area courses to pursue a  
347 personalized learning goal that shall lead to a Council Designation, as documented in the  
348 students' individual learning plans (ILPs). These substitutions shall not be in the English  
349 Language Arts content area, may not occur within the same content area, and must be  
350 approved through a LEA-determined process, which shall include parental consent.

351  
352 (c) The selection and scheduling of courses shall be consistent with the needs of the individual  
353 ~~students~~student and, to the maximum degree possible, ~~students' individual learning plans~~  
354 ~~(ILPs). LEAs shall provide students with additional opportunities beyond the minimum required~~  
355 ~~in accordance with students'~~ the student's individual learning plans ~~(ILPs)~~ plan (ILP). LEA  
356 graduation requirements must satisfy all curricular requirements set forth in General Laws and  
357 applicable Council on Elementary and Secondary Education regulations.

358  
359 (bd) Students can meet the requirements set forth in this section, inclusive of the fourteen  
360 content-area course requirements, through enrollment in courses within state-approved career  
361 and technical ~~program~~programs, expanded learning opportunities, dual enrollment, concurrent

362 enrollment, on-line learning, experiential learning opportunities, and other non-traditional  
363 academic and career-readiness programslearning experiences. Recognition of these learning  
364 opportunities as fulfilling the coursework graduation requirements in this section is a local  
365 decision and shall be predicated on alignment to state adopted content-area standards and/or  
366 other relevant national and/or industry standards. Course catalogs should clearly indicate  
367 courses that can fulfill content-area course requirements.

368  
369 **L-6-3.2. Performance-based diploma assessments.**

370 Students shall successfully complete at least two of the following one performance-based  
371 diploma assessments: graduation portfolios, exhibitions, comprehensive course assessments,  
372 or Certificate of Initial Mastery©. Each student exiting a Rhode Island high school with a diploma  
373 shall exhibit proficiency in a comprehensive set of applied learning skills including  
374 communication, problem-solving, critical thinking, research, reflection and evaluation, and  
375 collaboration-assessment. Successful completion of performance-based diploma assessments  
376 shall include demonstrations of both applied learning skills and core content proficiency.  
377 Students shall be required to present their portfolio or exhibition work to a review panel that will  
378 evaluate the student's presentation using a proficiency in one or more content areas. All  
379 performance-based diploma assessments shall be evaluated utilizing an LEA-defined scoring  
380 criteria aligned with high school level state-approved rubric.

381  
382 Districts shall develop performance-based diploma assessments and associated processes in  
383 accordance with these regulations. The diploma assessment process, including oral  
384 presentations, must be scheduled in a manner and time so as to allow students adequate  
385 opportunities to acquire the skills and adopted content mastery required for graduation.

386  
387 **L-6-3.3. Use of state assessments for high school graduation.**

388 (a) Commencing with the class of 2020, students shall be required to reach a minimum  
389 achievement level on the state assessment or assessments in content areas designated by the  
390 Council on Elementary and Secondary Education. The Council shall (1) designate the content  
391 areas in which the state assessment serves as a graduation requirement and (2) establish the  
392 minimum student achievement levels on the state assessment necessary for graduation. The  
393 Council will determine the minimum level of required achievement; however, LEAs may set  
394 higher levels of student achievement as a requirement to receive a diploma. LEAs may choose  
395 to use the state assessment standards and applied learning standards and/or other  
396 standardized assessment as one of the local graduation requirements prior to the 2020 date set  
397 forth above but no earlier than for the class of 2017.

398  
399 In content areas in which the Council on Elementary and Secondary Education has not  
400 approved a state assessment for the purpose of determining student eligibility for graduation,  
401 the LEA shall use successful course completion and student performance on performance-  
402 based diploma assessments and other local evidence to satisfy state graduation requirements.

403  
404 Commencing with the graduating class of 2014, state assessment results shall be included on  
405 each student's permanent high school transcript.

406  
407 (b) Students who do not meet the Council on Elementary and Secondary Education-established  
408 minimum level of achievement on the state high school assessment(s) shall be provided  
409 additional opportunities to demonstrate their proficiency and meet graduation expectations  
410 through the processes as determined by the Commissioner related to:

411  
412 ~~Retaking the state assessment: If a student does not meet the level of minimum achievement~~  
413 ~~on a state assessment designated by the Council on Elementary and Secondary Education, the~~  
414 ~~student shall be required to retake the relevant portion of the state assessment. Through an~~  
415 ~~additional administration or administrations of the state assessment, students can meet the~~  
416 ~~requirements set forth in this section by either reaching the Council-defined minimum level of~~  
417 ~~achievement or by demonstrating progress toward proficiency. The Council shall establish the~~  
418 ~~means of calculation and expression of the minimum requirements for student-level~~  
419 ~~improvement necessary to achieve progress toward proficiency~~nationally-recognized content  
420 standards.

421  
422 ~~Testing alternatives: If, after retaking the state assessment, a student does not meet the~~  
423 ~~required level of achievement or make progress toward proficiency, the student may~~  
424 ~~demonstrate graduation readiness through successful completion of a Council-approved~~  
425 ~~alternative assessment.~~

426  
427 ~~Waivers: If a student is unable to demonstrate graduation readiness through the state~~  
428 ~~assessment or a Council-approved testing alternative, the student may apply to his or her LEA~~  
429 ~~for a waiver of the state assessment portion of the graduation requirements. LEAs are~~  
430 ~~authorized to grant waivers from the state assessment requirement set forth in this section only~~  
431 ~~in those rare cases in which the state assessment is not a valid means of determining the~~  
432 ~~proficiency of individual students. Waiver eligibility will be considered only for those students for~~  
433 ~~whom: (1) there is a preponderance of evidence of academic content mastery consistent with L-~~  
434 ~~6-3.0 of these regulations and (2) the student has completed the sequence of testing~~  
435 ~~requirements set forth in this section.~~

436  
437 ~~Local management of the waiver processes set forth herein, as well as the results of said waiver~~  
438 ~~process, shall be monitored through the Commissioner's review set forth in section L-6-3.6 of~~  
439 ~~these regulations.~~

440  
441 ~~L-6-3.3~~ **L-6-3.4. Appeals process for graduation decisions.**

442 Students and families shall have the right to appeal graduation decisions through locally  
443 managed appeals policies and processes. Locally managed appeals processes shall consider  
444 all valid sources of evidence that demonstrate and document student proficiency at a level  
445 commensurate with the requirements set forth in ~~section L-6-3.0 of these regulations.~~ LEAs  
446 shall maintain documentation on locally managed appeals criteria, processes, and outcomes.

447  
448 ~~L-6-3.4. Locally managed appeals criteria, processes, and outcomes shall be monitored through~~  
449 ~~the Commissioner's review set forth in section L-6-3.6 of these regulations.~~

450  
451 ~~L-6-3.5. Diploma commendations and certificates.~~  
452 ~~(a) Council designations~~

453 Commencing with the graduating class of ~~2020~~2021, LEAs ~~are authorized to recognize shall~~  
454 include a designation notation on the diplomas of all students who ~~achieve above the minimum~~  
455 ~~achievement level required for graduation with a Council on Elementary and Secondary~~  
456 ~~Education commendation.~~meet Council-defined criteria. The Council shall ~~establish the~~  
457 ~~minimum criteria (1) determine designations available statewide, and (2) determine the level of~~  
458 achievement necessary ~~to earn a Council's commendation and shall provide LEAs with a~~

459 ~~means of appending the commendation to eligible students' diplomas. Student eligibility for a~~  
460 ~~Council's commendation will be contingent upon successful completion of local graduation~~  
461 ~~requirements. LEAs may set additional or higher academic requirements for students to earn a~~  
462 ~~Council's commendation. LEAs may establish local guidelines that govern for a Council~~  
463 ~~Designation. Designations approved by the Council shall include, but not be limited to~~  
464 ~~documentation of student opportunities to retake the state assessment for the purposes of~~  
465 ~~earning a Council's commendation.~~

466  
467 ~~(b) achievement of a statewide literacy and numeracy standard and documentation of student~~  
468 ~~completion of a course of study consistent with a personal learning goal. LEAs shall provide~~  
469 ~~students with multiple opportunities and appropriate supports to meet designation requirements.~~  
470 LEAs are authorized to award ~~certificates of academic and technical skill achievement and work~~  
471 ~~readiness and life skills to additional locally-developed designations.~~

472  
473 **L-6-3.5. Alternate recognition of high school accomplishment.**

474 ~~LEAs are authorized to recognize any student who does not meet the diploma requirement but~~  
475 ~~has otherwise satisfactorily completed specific course work/courses or other standards-based~~  
476 ~~activities that indicate a recognized level of knowledge and/or skills. Certificates within the high~~  
477 ~~school course of study, as defined by the LEA. Students earning an alternate recognition~~  
478 ~~certificates shall not be considered graduates. Alternate recognition certificates shall document~~  
479 ~~academic achievement, technical skills, work readiness and life skills of the student and~~ may be  
480 included as part of a student's transition plan to post-secondary academic or work training  
481 programs.

482  
483 ~~Students who achieve modified proficiency standards applied to coursework requirements for~~  
484 ~~students determined to be eligible for the alternate assessment under federal law, state rules~~  
485 ~~and regulations, and as noted in the student's IEP, may, at LEA discretion, be awarded a~~  
486 ~~diploma for graduation purposes.~~

487  
488 **L-6-3.6. Council on Elementary and Secondary Education approved diploma system.**

489 The Commissioner ~~shall review all LEA high school reserves the right to establish protocols and~~  
490 ~~criteria for reviewing LEA~~ diploma systems to ensure that they are in compliance with all  
491 elements of these regulations. ~~The Commissioner shall establish the protocols and the criteria~~  
492 ~~for diploma system review and accountability. The LEA is responsible for maintaining all~~  
493 ~~records that demonstrate compliance with these regulations.~~ The Commissioner shall ~~maintain~~  
494 ~~a detailed record of LEA implementation status and report that status regularly to the Council on~~  
495 ~~Elementary and Secondary Education. LEAs must demonstrate, through the Commissioner's~~  
496 ~~review and approval process, that all of the elements of these regulations are fully implemented.~~  
497 ~~Districts will be subject to develop a progressive system of incentives monitoring and~~  
498 ~~interventions according accountability to their respective levels of ensure LEA~~ implementation  
499 and compliance with these regulations. ~~Should the Commissioner find, through the review~~  
500 ~~process, that an LEA has failed to comply fully with these regulations, the Commissioner shall~~  
501 ~~utilize the full authority granted to the office, up to and including rescinding the diploma-granting~~  
502 ~~authority of LEAs.~~

503

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

506 (a) LEAs shall provide full and effective notice of the state and local graduation requirements to  
507 administrators, teachers, students, families, and members of the community. ~~This information~~  
508 ~~must be provided to all members of each class upon their entry to sixth grade and again upon~~  
509 ~~their entry to ninth grade (or at the time of enrollment into the LEA). Full and effective notice of~~  
510 ~~the minimum achievement level on designated statewide assessments for graduation purposes,~~  
511 ~~as described in section L-6-3.3 of these Regulations,~~ Full and effective notice of the  
512 requirements for graduation and Council designations must be provided to students and their  
513 families no later than October 1 in the year in which said students enter the ninth grade (or at  
514 the time of enrollment into the LEA), ~~), after which the local and state diploma system~~  
515 requirements shall not be altered for the affected class. LEAs shall provide notice of the  
516 requirements to students enrolled by the LEA in non-public schools or programs and to students  
517 attending school in juvenile correction programs.

518  
519 (b) ~~LEA~~ LEAs shall provide notification ~~processes and evidence that~~ annually of the process by  
520 which parents/guardians ~~have been provided~~ can access ~~to~~ their child's individual learning plans  
521 ~~and/or personal literacy plan(s) shall be monitored through the Commissioner's review set forth~~  
522 ~~in section L-6-3.6 of these regulations, including information regarding their child's progress~~  
523 toward graduation and Council designation requirements.

524  
525 (c) In the event that a student is in jeopardy of not earning a diploma, the LEA must maintain a  
526 record of multiple and timely individual notices to the student and his/her family that include: (1)  
527 clear notification of the student's academic status; and (2) the opportunity to meet and discuss  
528 the student's academic program, support, and planned interventions; and (3) regular updates of  
529 student performance and progress. All such communications must be provided in a format  
530 accessible to families and students. LEA failure to provide student and family notifications in the  
531 manner set forth in these regulations may be addressed through locally managed appeals  
532 processes but shall not be presumed to result in the awarding of a diploma.

533  
534 **L-6-3.8.4.0. MIDDLE LEVEL AND HIGH SCHOOL SUPPORTS TO STUDENTS**

535 **L-6-4.1 Supports ~~to~~for students.**

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

540  
541 The range of necessary support mechanisms must include:

542  
543 (a) Beginning no later than entry into sixth grade, each student shall have an individual learning  
544 plan (ILP) as described in section L-6-4.3 of these regulations. The ILP shall coordinate with the  
545 following documents, programs, and plans as appropriate: Individual Educational Program  
546 ~~(IEP)~~,<sup>5</sup> Section 504 Plan, Personal Literacy Plan ~~(PLP)~~,<sup>5</sup> Response to Intervention ~~(RtI)~~,<sup>5</sup>  
547 transition plans, and English ~~language~~ learner services.

548  
549 (b) LEAs shall utilize a ~~state-developed~~research-based early warning system to identify students  
550 at risk for academic failure and dropout. Identification of students at risk shall occur no later than  
551 the sixth grade year (or at the time of enrollment for students enrolling into the LEA after the  
552 sixth grade year). LEAs shall communicate regularly with the families of students identified  
553 through the early warning system, including providing them with information about the support  
554 provided to and progress being made by the student-, as described in section L-6-3.7(c) of  
555 these regulations.

556  
557 (c) LEAs shall be responsible for providing additional academic and instructional support and  
558 research-based interventions for all students not on track to meet the graduation diploma  
559 requirements established by section L-6-3.1, ~~L-6-3.2~~, and L-6-3.32 of these regulations.  
560 Students failing to reach the required level of achievement on the state assessment proficiency  
561 as established by section L-6-3.3 of locally and in accordance with these regulations shall be  
562 provided a progress support plan. ~~Progress plans must include, including~~ the types and duration  
563 of academic and educational supports and academic performance targets necessary for  
564 graduation. Progress earning a diploma. Support plans may shall be incorporated  
565 intedocumented in the ILP and may address academic weaknesses in course performance  
566 and/or performance-based diploma 9-assessments. Other academic and instructional supports  
567 shall also be documented in the student's individual learning plan (ILP)-.

568  
569 (d) ~~Students with disabilities~~All students are expected to present evidence of successful  
570 completion of the applicable graduation requirements set forth in L-6-3.1, L-6-3.2, and L-6-3.34  
571 of these regulations. to be eligible for a diploma or Council designation, respectively. Students  
572 with disabilities have the right under federal law to remain in school until the age of 21.

573  
574 ~~(e) Students identified as English language learners are expected to present evidence of the~~  
575 ~~successful completion of the graduation requirements set forth in L-6-3.1, L-6-3.2, and L-6-3.3~~  
576 ~~of these regulations. The Commissioner shall identify an alternative assessment or set of~~  
577 ~~assessments appropriate to determine the academic proficiency of English language learners~~  
578 ~~that (1) have low levels of English proficiency, (2) have been served by Rhode Island public~~  
579 ~~schools for fewer than four years, and (3) have had uninterrupted formal schooling prior to~~  
580 ~~entering Rhode Island public schools. English language learners may continue working toward~~  
581 ~~successful completion of Rhode Island graduation requirements beyond the equivalent of the~~  
582 ~~12th grade year.~~

583  
584 ~~(f)~~(e) LEA failure to provide the supports set forth in this section may be addressed through  
585 locally managed appeals processes but shall not be presumed to result in the awarding of a  
586 diploma.

587  
588 **~~L-6-4.0. MIDDLE LEVEL AND HIGH SCHOOL RESTRUCTURING.~~**

589 **~~L-6-4.1.~~L-6-4.2. Requirement for personalized learning environments.**

590 All middle level schools and high schools shall implement strategies for creating personalized  
591 learning environments, including the provision of a structure by which every student is assigned  
592 a responsible adult, in addition to a school counselor, who is knowledgeable about that  
593 student's academic, career, and social/personal goals. These personalization strategies must

594 ensure a collective responsibility for individual students ~~and shall include approaches such as~~  
595 ~~student advisories, schools within schools, academies, and or interdisciplinary grade.~~  
596 Structures for personalization at the middle level teams organized around a common group shall  
597 be an integral component of students, etc. Evaluation the student program in each LEA,  
598 inclusive of but not limited to advisory structures. LEAs shall maintain documentation of the  
599 effectiveness of such personalization strategies ~~shall be conducted in a manner, format, and~~  
600 ~~schedule to be determined by the Commissioner.~~

601  
602 **~~L-6-4.2. Middle level advisory.~~**

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

609  
610 **~~L-6-4.3 Individual Learning Plan (ILP).~~**

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

618  
619 (b) The ILP process shall provide regular and ongoing opportunities for students to review and  
620 revisit their goals with the guidance of responsible adults, including parents or legal guardians.  
621 In order to ensure the use of the ILP in coordinating appropriate supports, access to courses,  
622 and additional learning opportunities necessary to support students in meeting their goals, ILP  
623 reviews must occur not less than bi-annually/twice in each school year and ~~10~~ during key  
624 transition periods including middle to high school and high school to post-secondary placement.  
625 LEAs shall ~~provide evidence~~ maintain documentation of the effectiveness of their ILP process ~~in~~  
626 ~~a manner and format to be prescribed by the Commissioner.~~

627  
628 **L-6-4.4. Professional development.**

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

634  
635 **L-6-4.5. Common planning time.**

636 Common planning time shall be used by teams of teachers, administrators, and other educators  
637 for the substantive planning of instruction, looking at student work/achievement data, addressing  
638 student needs, and group professional development. ~~By the school year 2011 -- 2012,~~

639 ~~common~~Common planning time must provide for at least one hour per week at the high school  
640 level and at least two hours per week at the middle level. ~~Pursuant to the requirements of this~~  
641 ~~section, LEAs shall provide evidence of the manner in which these requirements are~~  
642 ~~implemented, as well as the means by which administrators and teachers will receive~~  
643 ~~professional development in the effective use of common planning time. This common planning~~  
644 ~~time must be in addition to individual faculty planning time and the professional development~~  
645 ~~requirements set forth in these regulations, focused on the priority areas of literacy, numeracy,~~  
646 ~~graduation by proficiency, and personalization.~~

647  
648 This common planning time must be in addition to individual faculty planning time and locally  
649 determined professional development requirements. As established in Section G-4-11 of the  
650 Board of Regents Regulations Governing the School Calendar and School Day, common  
651 planning time does not qualify as “instructional time” for the purposes of compliance with the  
652 required length of the school day. -  
653

DRAFT