

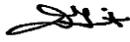


State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

Enclosure 7f  
September 8, 2014

Deborah A. Gist  
Commissioner

**TO:** Council on Elementary and Secondary Education

**FROM:** Deborah A. Gist, Commissioner 

**DATE:** September 8, 2014

**RE:** Approval of revisions to Secondary School Regulations, for the purpose of public review and comment

Pursuant to your discussion at the Council on Elementary and Secondary Education August 25, 2014, work session, RIDE is asking for your review of the proposed revisions to the Secondary School Regulations to remove any and all references to NECAP and its use for graduation purposes and to move full implementation of the graduation requirements to the class of 2020. I am also asking the Council to approve sending out the revised regulations for public review and comment. The draft revisions to the regulations reflect the following:

- a. Passage of Bill # S-2059 that provides that no state assessments shall be used to make graduation determinations prior to the class of 2017;
- b. Removal of all references to NECAP and any associated processes and provisions; and
- c. Implementing the full multiple measures diploma system including state assessments as part of graduation requirements with the class of 2020.

**RECOMMENDATION:** That, the Council on Elementary and Secondary Education approves, for the purpose of public review and comment, the revised Regulations of the Board of Education K-12 Literacy, Restructuring of the Learning Environment at the Middle and High School Levels, and Proficiency Based Graduation Requirements at High Schools, as presented.

**REGULATIONS  
of the  
BOARD OF REGENTS FOR 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**

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 reading proficiency levels of  
secondary students.  
L-6-2.2. Improving literacy for secondary students reading  
below grade level.  
L-6-2.3. Improving numeracy for all students.  
L-6-3.0. Rhode Island graduation requirements.  
L-6-3.1. Coursework requirements.  
L-6-3.2. Performance-based diploma assessments.  
L-6-3.3. Use of state assessments for high  
school graduation.  
L-6-3.4. Appeals process for graduation decisions.

L-6-3.5. Diploma commendations and certificates.  
L-6-3.6. ~~Regents'~~ [Council of 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-6-3.8 Supports to students.  
L-6-4.0. Middle level and high school restructuring.  
L-6-4.1. Requirement for personalized learning  
environments.  
L-6-4.2. Middle level advisory.  
L-6-4.3. Individual Learning Plan (ILP).  
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) 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 – The non-compensatory relationship among the ~~three~~ required elements of Rhode Island’s graduation requirements. ~~1-Individual student performance on the state assessment or assessments; and~~

29 ~~2. Successful completion of state and local course requirements; and —~~  
30 ~~3. Successful completion of performance based diploma assessments. —~~  
31

32 (g) Core Academic Areas – English language arts, mathematics, science, social studies, the arts, and  
33 technology.

34  
35 (h) Course – A connected series of lessons and learning experiences that:

- 36 1. Establish expectations defined by recognized standards,  
37 2. Provide students with opportunities to learn and practice skills, and  
38 3. Include assessments of student knowledge and skills adequate to determine proficiency at the level of  
39 academic rigor required by relevant content standards.

40  
41 (i) Diploma System – the comprehensive set of structures, processes, and policies required in all secondary  
42 schools to ensure access to rigorous programming and appropriate supports that prepare all students for  
43 success in college, careers, and life.

44  
45 (j) Dual Enrollment – the concurrent earning of college credits while enrolled in high school.

46  
47 (k) Guaranteed and Viable Curriculum – curriculum that provides both the opportunity and time for students  
48 to learn. It ensures that the curriculum is implemented consistently by all teachers to all students. It is based  
49 on a commitment from the districts and its schools that the written, taught, and learned curriculum is aligned  
50 so that all students learn agreed upon standards. See Basic Educational Program (G-13-1.1).

51  
52 (l) Individual Learning Plan (ILP) – A planning and monitoring tool that customizes and directs students’  
53 goals and development in three domains: academic, career, and personal/social.

54  
55 (m) Literacy – The ability to read, write, speak, and listen in order to communicate with others effectively, as  
56 well as the ability to think and respond critically and to process complex information across content areas.

57  
58 (n) Local Education Agency (LEA) – A public board of education/school committee or other public authority  
59 legally constituted within the State for either administrative control or direction of one or more Rhode Island  
60 public elementary schools or secondary schools.

61  
62 (o) Numeracy – The ability to use and communicate about numbers and measures with a range of  
63 mathematical techniques in order to solve quantitative or spatial problems in a range of real-world contexts.

64  
65 (p) Opportunities to Learn – Programs, resources, materials, and instruction that schools and teachers must  
66 provide in a quantity and of a quality sufficient to enable all students to learn and demonstrate the knowledge  
67 and skills set out in state-adopted standards and other relevant content or skill-based standards.

68  
69 (q) Performance-Based Diploma Assessments – Elements of a required system of assessments from which  
70 LEAs must choose two as graduation requirements:

71  
72 (1) Comprehensive course assessments – Summative assessments designed to measure student skill and  
73 ability within a content area. At least fifty percent of this assessment must be performance-based and evaluate  
74 a student’s application of the knowledge and skills learned in the course.

75  
76 (2) Exhibition – Demonstration of learning that includes both academic products and oral presentations. An  
77 exhibition is an independent, in-depth, extended project derived from student choice and requiring the  
78 simultaneous demonstration of deep content knowledge and applied learning skills.

- 79
- 80 (3) Graduation Portfolio – Collection of work that documents a student’s academic performance over time  
81 and demonstrates deep content knowledge and applied learning skills. A portfolio typically includes a range  
82 of performance-based entries required by the local education agency (LEA) and selected by the student,  
83 reflections, summary statements, and a final student presentation.
- 84
- 85 (r) Personalization – Environment in which a responsible educator, in addition to a school counselor, meets  
86 regularly with and is knowledgeable about the social/emotional, academic, and career goals of each student to  
87 whom he or she is assigned. Meetings between the adult and the students may take place in either formal or  
88 informal structures.
- 89
- 90 (s) Personal Literacy Plan (PLP) – An individualized record of action describing instructional strategies and  
91 supports used to accelerate student learning and move toward grade level proficiency in literacy.
- 92
- 93 (t) Proficiency – A measure of a student’s knowledge and skill in each of the core content areas that are  
94 demonstrated in various settings over time. The specific knowledge and skills are defined by state adopted  
95 standards, other content standards, and/or career readiness and life skills.
- 96
- 97 (u) Progress Plan – a documented academic support program required for students who do not meet the  
98 Regents’ Council of Elementary and Secondary Education-defined minimum level of achievement on the  
99 state assessment. Progress Plans must include the types and duration of academic and educational supports  
100 and academic performance targets necessary for graduation. Progress plans may be incorporated into the ILP  
101 and may address academic weakness in the areas of course performance and/or performance-based diploma  
102 assessments.
- 103
- 104 ~~(v) Progress Toward Proficiency – meaningful, quantifiable improvement of academic skills in those areas in  
105 which a student has academic gaps as evidenced through state assessments. The Board of Regents establishes  
106 the calculation and expression of the amount of student level progress necessary for students to meet state  
107 graduation requirements on the state assessment.~~
- 108 –
- 109 (w) Regent’s Commendation: an emblem affixed to student diplomas designating academic achievement at or  
110 above levels set by the Board of Council of Elementary and Secondary Education Regents for this purpose.
- 111
- 112 (x) Scaffolded Literacy System – three levels of support for improving all students’ reading that include:  
113 1. A school-wide discipline-specific program for all students,  
114 2. Targeted literacy supports for students reading more than one and up to two years below grade level, and  
115 3. Intensive literacy intervention for students reading more than two years below grade level.
- 116
- 117 (y) Student Advisory – A structure or structures for stable groups of students to meet regularly throughout the  
118 academic year with at least one assigned adult, in an environment with sufficient time and opportunity to  
119 support student achievement in the academic, career, personal/social domains.
- 120

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

123 Each local education agency (LEA) shall ensure that all of its secondary students are proficient in literacy and  
124 numeracy. LEAs shall ensure student proficiency by providing access to a guaranteed and viable curriculum,  
125 monitoring each student’s progress toward literacy and numeracy, and providing sufficient supports to ensure  
126 that all secondary students become proficient. The Commissioner shall ensure that each LEA has adequate  
127 mechanisms in place to develop and monitor student proficiency in reading and mathematics. All programs,  
128 services, supports, and accommodations in these regulations shall be construed as affirmative obligations of

129 the LEA and can be enforced via Chapter 16-39 of Rhode Island General Laws.  
130

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

132 (a) Each LEA in Rhode Island shall evaluate the reading levels of all secondary students. All LEAs, in  
133 compliance with the Rhode Island PreK-12 Literacy Policy, shall develop a screening/review process that  
134 utilizes state and local assessments to identify students in need of additional diagnostic assessments and  
135 instructional support.  
136

137 (b) LEAs shall diagnostically assess all secondary students who have been identified through the screening  
138 process to determine and assign appropriate instructional strategies and interventions. LEAs shall report the  
139 number of secondary students reading below grade level at a time and in a manner established by the  
140 Commissioner. The LEAs shall be responsible for costs associated with test procurement, administration, and  
141 interpretation. The Commissioner may authorize the use of suitable state or federal funds for such purposes.  
142 Based on the results of reading assessments at all grade levels, the Commissioner may exercise the authority  
143 provided under Title 16 to intervene in a school or LEA to ensure that the literacy needs of all students, as  
144 indicated by these assessments, are effectively addressed.  
145

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

147 (a) LEAs shall initiate reading interventions for every student reading one or more years below grade level  
148 based on the assessments required under section L-6-2.1 of these regulations. Any student who continues to  
149 fall below grade level in reading and/or fails to attain proficiency in subsequent years on assessments  
150 designated by the Commissioner shall continue to receive specialized reading intervention and supports.  
151

152 (b) Ensuring grade level literacy is the responsibility of all LEAs. At the secondary level, reading instruction  
153 shall include scaffolded literacy instruction, providing school-wide, targeted and intensive supports including  
154 Personal Literacy Plans (PLPs) that document intervention and support for students reading one or more years  
155 below grade level.  
156

157 (c) In a manner, format, and schedule to be prescribed by the Commissioner, all LEAs shall provide evidence  
158 of the effectiveness of the specific reading strategies and programs that are in place in middle level schools  
159 and high schools to ensure that all students reading below grade level will attain and maintain grade level  
160 literacy skills. All Rhode Island LEAs shall have mechanisms in place that (1) identify and support students  
161 reading below grade level and (2) support the implementation of literacy programming at all levels to address  
162 the student needs identified through the screening requirements set forth in section L-6-2.1 of these  
163 regulations. LEAs shall have mechanisms in place that ensure that all levels work collaboratively to transition  
164 students between schools and across LEAs.  
165

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

167 (a) LEAs shall ensure grade level numeracy for all students. LEAs shall initiate numeracy interventions for  
168 every student functioning below expected performance for their grade. Any student failing to attain  
169 proficiency shall receive specialized supports.  
170

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

179  
180  
181  
182  
183  
184  
185  
186  
187  
188  
189  
190  
191  
192  
193  
194  
195  
196  
197  
198  
199  
200  
201  
202  
203  
204  
205  
206  
207  
208  
209  
210  
211  
212  
213  
214  
215  
216  
217  
218  
219  
220  
221  
222  
223  
224  
225  
226  
227  
228

**L-6-3.0 RHODE ISLAND GRADUATION REQUIREMENTS.**

Commencing with the graduating class of ~~2014~~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 of Elementary and Secondary Education Board of Regents; 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 the graduating class of 2020, students will be required to meet requirements (2) and (3), above, as well as local graduation requirements.

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.**

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

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

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

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

Students shall successfully complete at least two of the following performance-based diploma assessments: graduation portfolios, exhibitions, comprehensive course assessments, or Certificate of Initial Mastery®. Each student exiting a Rhode Island high school with a diploma shall exhibit proficiency in a comprehensive set of

229 applied learning skills including communication, problem- solving, critical thinking, research, reflection and  
230 evaluation, and collaboration. Successful completion of performance-based diploma assessments shall include  
231 demonstrations of both applied learning skills and core content proficiency. Students shall be required to  
232 present their portfolio or exhibition work to a review panel that will evaluate the student’s presentation using  
233 a state-approved rubric.

234  
235 Districts shall develop performance-based diploma assessments and associated processes in accordance with  
236 these regulations. The diploma assessment process, including oral presentations, must be scheduled in a  
237 manner and time so as to allow students adequate opportunities to acquire the skills and content mastery  
238 required for graduation.

239  
240 **L-6-3.3. Use of state assessments for high school graduation.**

241 (a) Commencing with the class of ~~2014~~ 2020, students shall be required to reach a minimum achievement  
242 level on the state assessment or assessments in content areas designated by the ~~Board of Regents~~ Council of  
243 Elementary and Secondary Education. The ~~Board of Regents~~ Council shall (1) designate the content areas in  
244 which the state assessment serves as a graduation requirement and (2) establish the minimum student  
245 achievement levels on the state assessment necessary for graduation. The ~~Regents~~ Council of Elementary and  
246 Secondary Education will determine the minimum level of required achievement; however, LEAs may set  
247 higher levels of student achievement as a requirement to receive a diploma.

248  
249 In content areas in which the ~~Board of Regents~~ Council ~~have~~ has not approved a state assessment for the  
250 purpose of determining student eligibility for graduation, the LEA shall use successful course completion and  
251 student performance on performance-based diploma assessments and other local evidence to satisfy state  
252 graduation requirements.

253  
254 Commencing with the graduating class of 2014, state assessment results shall be included on each student’s  
255 permanent high school transcript.

256  
257 (b) Students who do not meet the ~~Regents’~~ Council of Elementary and Secondary Education-established  
258 minimum level of achievement on the state high school assessment(s) shall be provided additional  
259 opportunities to demonstrate their proficiency and meet graduation expectations through the processes as  
260 determined by the Commissioner.

261  
262 **L-6-3.4. Appeals process for graduation decisions.**

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

267  
268 Locally managed appeals criteria, processes, and outcomes shall be monitored through the Commissioner’s  
269 review set forth in section L-6-3.6 of these regulations.

270  
271 **L-6-3.5. Diploma commendations and certificates.**

272 (a) Commencing with the graduating class of ~~2014~~ 2020, LEAs are authorized to recognize students who  
273 achieve above the minimum achievement level required for graduation with a Regent’s Council of  
274 Elementary and Secondary Education’s commendation. The ~~Board of Regent’s~~ Council shall establish the  
275 minimum criteria necessary to earn a Regent’s-Council of Elementary and Secondary Education’s  
276 commendation and shall provide LEAs with a means of appending the commendation to eligible students’  
277 diplomas. Student eligibility for a Regent’s-Council of Elementary and Secondary Education’s commendation  
278 will be contingent upon successful completion of local graduation requirements. LEAs may set additional or

279 | higher academic requirements for students to earn a Regent's Council of Elementary and Secondary  
280 | Education's commendation. LEAs may establish local guidelines that govern student opportunities to retake  
281 | the state assessment for the purposes of earning a Regent's Council of Elementary and Secondary Education's  
282 | commendation.

283

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

288

289 | **L-6-3.6. Regents' Council of Elementary and Secondary Education approved diploma system.**

290 | The Commissioner shall review all LEA high school diploma systems to ensure that they are in compliance  
291 | with all elements of these regulations. The Commissioner shall establish the protocols and the criteria for  
292 | diploma system review and accountability. The Commissioner shall maintain a detailed record of LEA  
293 | implementation status and report that status regularly to the ~~Board of Regents~~ Council of Elementary and  
294 | Secondary Education. LEAs must demonstrate, through the Commissioner's review and approval process,  
295 | that all of the elements of these regulations are fully implemented. Districts will be subject to a progressive  
296 | system of incentives and interventions according to their respective levels of implementation and compliance  
297 | with these regulations. Should the Commissioner find, through the review process, that an LEA has failed to  
298 | comply fully with these regulations, the Commissioner shall utilize the full authority granted to the office, up  
299 | to and including rescinding the diploma-granting authority of LEAs.

300

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

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

312

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

316

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

324

325 | **L-6-3.8. Supports to students.**

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

329  
330  
331  
332  
333  
334  
335  
336  
337  
338  
339  
340  
341  
342  
343  
344  
345  
346  
347  
348  
349  
350  
351  
352  
353  
354  
355  
356  
357  
358  
359  
360  
361  
362  
363  
364  
365  
366  
367  
368  
369  
370  
371  
372  
373  
374  
375  
376  
377  
378

The range of necessary support mechanisms must include:

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

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

(c) LEAs shall be responsible for providing additional academic and instructional support and research-based interventions for all students not on track to meet the graduation requirements established by section L-6-3.1, L-6-3.2, and L-6-3.3 of these regulations. Students failing to reach the required level of achievement on the state assessment as established by section L-6-3.3 of these regulations shall be provided a progress plan. 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 weaknesses in course performance and/or performance-based diploma assessments. Other academic and instructional supports shall be documented in the student's individual learning plan (ILP).

(d) Students with disabilities are expected to present evidence of successful completion of graduation the 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 under federal law to remain in school until the age of 21.

(e) Students identified as English language learners are expected to present evidence of the successful completion of 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 identify an alternative assessment or set of assessments appropriate to determine the academic proficiency of English language learners that (1) have low levels of English proficiency, (2) have been served by Rhode Island public schools for fewer than four years, and (3) have had uninterrupted formal schooling prior to entering Rhode Island public schools. English language learners may continue working toward successful completion of Rhode Island graduation requirements beyond the equivalent of the 12<sup>th</sup> grade year.

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

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

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

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

379  
380  
381  
382  
383  
384  
385  
386  
387  
388  
389  
390  
391  
392  
393  
394  
395  
396  
397  
398  
399  
400  
401  
402  
403  
404  
405  
406  
407  
408  
409  
410  
411  
412  
413  
414  
415  
416  
417  
418  
419  
420  
421  
422

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

Student advisory structures at the middle level shall be an integral component of the middle level program in each LEA, regardless of the additional personalization structures that are employed. For purposes of these regulations, advisories shall be defined as 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-6-4.3 Individual Learning Plan (ILP).**

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

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

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

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

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

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

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