

REGULATIONS
of the
BOARD OF REGENTS FOR COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

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

TITLE L – SECONDARY DESIGN
CHAPTER 6

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L-6-1.0. DEFINITIONS

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

- (a) Certificates – documentation or credentials that can be earned by a student and certify his or her mastery of specific skills or sets of skills, completion of training requirements set forth by a certifying body, and/or demonstrated readiness to enter an industry, educational setting, independent living, or the workplace.
- (b) Certificate of Initial Mastery© (CIM) – A CIM represents demonstrated knowledge and skills agreed upon by educators, families, business, community, and higher education representatives. Attaining CIM involves a combination of standardized tests, performance measures, collections of student work over time, and projects or exhibitions.
- (c) Commissioner – the commissioner of elementary and secondary education.
- (d) Common Core Standards – Standards adopted by a majority of states, including Rhode Island, that are robust and relevant to the real world, reflect the knowledge and skills that young people need for success in college and careers, and provide a consistent, clear understanding of what students are expected to learn.
- (e) Common Planning Time – regular weekly scheduled opportunities provided to teachers to work in disciplinary and/or interdisciplinary teams for the purpose of improving student achievement.

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

77 (3) Graduation Portfolio – Collection of work that documents a student’s academic performance over time and
78 demonstrates deep content knowledge and applied learning skills. A portfolio typically includes a range of
79 performance-based entries required by the local education agency (LEA) and selected by the student, reflections,
80 summary statements, and a final student presentation.

81
82 (r) Personalization – Environment in which a responsible educator, in addition to a school counselor, meets
83 regularly with and is knowledgeable about the social/emotional, academic, and career goals of each student to
84 whom he or she is assigned. Meetings between the adult and the students may take place in either formal or
85 informal structures.

86
87 (s) Personal Literacy Plan (PLP) – An individualized record of action describing instructional strategies and
88 supports used to accelerate student learning and move toward grade level proficiency in literacy.

89
90 (t) Proficiency – A measure of a student’s knowledge and skill in each of the core content areas that are
91 demonstrated in various settings over time. The specific knowledge and skills are defined by state adopted
92 standards, other content standards, and/or career readiness and life skills.

93
94 (u) Progress Plan – a documented academic support program required for students who do not meet the
95 [Regents Council on Elementary and Secondary Education](#)-defined minimum level of achievement on the state
96 assessment. Progress Plans must include the types and duration of academic and educational supports and
97 academic performance targets necessary for graduation. Progress plans may be incorporated into the ILP and may
98 address academic weakness in the areas of course performance and/or performance-based diploma assessments.

99
100 (v) Progress Toward Proficiency - meaningful, quantifiable improvement of academic skills in those areas in
101 which a student has academic gaps as evidenced through state assessments. The [Board of Regents Council on](#)
102 [Elementary and Secondary Education](#) establishes the calculation and expression of the amount of student-level
103 progress necessary for students to meet state graduation requirements on the state assessment.

104
105 (w) [Regents’ Council on Elementary and Secondary Education](#) Commendation: an emblem affixed to student
106 diplomas designating academic achievement at or above levels set by the [Board of Regents Council on Elementary](#)
107 [and Secondary Education](#) for this purpose.

108
109 (x) Scaffolded Literacy System – three levels of support for improving all students’ reading that include:
110 1. A school-wide discipline-specific program for all students,
111 2. Targeted literacy supports for students reading more than one and up to two years below grade level, and
112 3. Intensive literacy intervention for students reading more than two years below grade level.

113
114 (y) Student Advisory – A structure or structures for stable groups of students to meet regularly throughout the
115 academic year with at least one assigned adult, in an environment with sufficient time and opportunity to support
116 student achievement in the academic, career, personal/social domains.

117
118 **L-6-2.0 ENSURING GRADE LEVEL LITERACY AND NUMERACY FOR ALL SECONDARY RHODE**
119 **ISLAND STUDENTS.**

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

127

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

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

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

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

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

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

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

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

163 (a) LEAs shall ensure grade level numeracy for all students. LEAs shall initiate numeracy interventions for every
164 student functioning below expected performance for their grade. Any student failing to attain proficiency shall
165 receive specialized supports.
166

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

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

177 Commencing with the graduating class of 20142020, each LEA shall create a composite measure of each student's
178 overall proficiency in the six core academic areas: English language arts, math, science, social studies, the arts, and

179 technology. These six core content areas shall be aligned to state adopted standards and locally adopted national
180 standards in those content areas for which there are no state standards. This composite measure shall be derived
181 from a conjunctive review of three sources of evidence: (1) individual student results on the state assessment in
182 content areas designated by the [Board of Regents Council on Elementary and Secondary Education](#); and (2)
183 successful course completion; and (3) successful completion of two performance-based diploma assessments.
184 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
185 eligible for a diploma, students must meet state and local requirements in all three areas.

186
187 LEAs shall provide students with multiple opportunities and appropriate supports to meet these graduation
188 requirements and prepare for post-secondary academic and career goals.

189
190 Each Rhode Island school committee shall adopt graduation requirements consistent with L-6-3.1, L-6-3.2, L-6-
191 3.3, and L-6-3.4 of these regulations in LEA policy and submit evidence of their adoption as part of the
192 Commissioner’s review set forth in section L-6-3.6 of these regulations.

193
194 **L-6-3.1. Coursework requirements.**

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

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

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

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

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

228

229 Districts shall develop performance-based diploma assessments and associated processes in accordance with these
230 regulations. The diploma assessment process, including oral presentations, must be scheduled in a manner and
231 time so as to allow students adequate opportunities to acquire the skills and content mastery required for
232 graduation.
233

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

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

242 In content areas in which the Board of Regents Council on Elementary and Secondary Education ~~have~~has not
243 approved a state assessment for the purpose of determining student eligibility for graduation, the LEA shall use
244 successful course completion and student performance on performance-based diploma assessments and other local
245 evidence to satisfy state graduation requirements.
246

247 Commencing with the graduating class of 2014, state assessment results shall be included on each student's
248 permanent high school transcript.
249

250 (b) Students who do not meet the Regents Council on Elementary and Secondary Education-established minimum
251 level of achievement on the state high school assessment(s) shall be provided additional opportunities to
252 demonstrate their proficiency and meet graduation expectations through the processes ~~and in the sequence~~
253 ~~described below~~ as determined by the Commissioner related to:-
254

255 *Retaking the state assessment:* If a student does not meet the level of minimum achievement on a state assessment
256 designated by the Board of Regents Council on Elementary and Secondary Education, the student shall be required
257 to retake the relevant portion of the state assessment. Through an additional administration or administrations of
258 the state assessment, students can meet the requirements set forth in this section by either reaching the
259 Regents Council-defined minimum level of achievement or by demonstrating progress toward proficiency. The
260 Board of Regents Council shall establish the means of calculation and expression of the minimum requirements for
261 student-level improvement necessary to achieve progress toward proficiency.
262

263 *Testing alternatives:* If, after retaking the state assessment, a student does not meet the required level of
264 achievement or make progress toward proficiency, the student may demonstrate graduation readiness through
265 successful completion of a Regents Council-approved alternative assessment.
266

267 *Waivers:* If a student is unable to demonstrate graduation readiness through the state assessment or a
268 Regents Council-approved testing alternative, the student may apply to his or her LEA for a waiver of the state
269 assessment portion of the graduation requirements. LEAs are authorized to grant waivers from the state assessment
270 requirement set forth in this section only in those rare cases in which the state assessment is not a valid means of
271 determining the proficiency of individual students. Waiver eligibility will be considered only for those students for
272 whom: (1) there is a preponderance of evidence of academic content mastery consistent with L-6-3.0 of these
273 regulations and (2) the student has completed the sequence of testing requirements set forth in this section.
274

275 Local management of the waiver processes set forth herein, as well as the results of said waiver process, shall be
276 monitored through the Commissioner's review set forth in section L-6-3.6 of these regulations.
277
278
279

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

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

285
286 Locally managed appeals criteria, processes, and outcomes shall be monitored through the Commissioner’s review
287 set forth in section L-6-3.6 of these regulations.

288
289 **L-6-3.5. Diploma commendations and certificates.**

290 (a) Commencing with the graduating class of ~~2014~~2020, LEAs are authorized to recognize students who achieve
291 above the minimum achievement level required for graduation with a Regents’ Council on Elementary and
292 Secondary Education commendation. The Board of Regents Council shall establish the minimum criteria necessary
293 to earn a Regents’ Council’s commendation and shall provide LEAs with a means of appending the commendation
294 to eligible students’ diplomas. Student eligibility for a Regents’ Councils’ commendation will be contingent upon
295 successful completion of local graduation requirements. LEAs may set additional or higher academic requirements
296 for students to earn a Regents’ Council’s commendation. LEAs may establish local guidelines that govern student
297 opportunities to retake the state assessment for the purposes of earning a Regents’ Council’s commendation.

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

303
304 **L-6-3.6. Regents’ Council on Elementary and Secondary Education approved diploma system.**

305 The Commissioner shall review all LEA high school diploma systems to ensure that they are in compliance with
306 all elements of these regulations. The Commissioner shall establish the protocols and the criteria for diploma
307 system review and accountability. The Commissioner shall maintain a detailed record of LEA implementation
308 status and report that status regularly to the Board of Regents Council on Elementary and Secondary Education.
309 LEAs must demonstrate, through the Commissioner’s review and approval process, that all of the elements of
310 these regulations are fully implemented. Districts will be subject to a progressive system of incentives and
311 interventions according to their respective levels of implementation and compliance with these regulations.
312 Should the Commissioner find, through the review process, that an LEA has failed to comply fully with these
313 regulations, the Commissioner shall utilize the full authority granted to the office, up to and including rescinding
314 the diploma-granting authority of LEAs.

315
316 **L-6-3.7. Local educational agency notification to students, families, and community members of the**
317 **requirements for graduation.**

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

326
327 (b) LEA notification processes and evidence that parents/guardians have been provided access to their child’s
328 individual learning plans and/or personal literacy plan(s) shall be monitored through the Commissioner’s review
329 set forth in section L-6-3.6 of these regulations.

330

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

338
339 **L-6-3.8. Supports to students.**

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

343
344 The range of necessary support mechanisms must include:

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

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

356
357 (c) LEAs shall be responsible for providing additional academic and instructional support and research-based
358 interventions for all students not on track to meet the graduation requirements established by section L-6-3.1, L-6-
359 3.2, and L-6-3.3 of these regulations. Students failing to reach the required level of achievement on the state
360 assessment as established by section L-6-3.3 of these regulations shall be provided a progress plan. Progress plans
361 must include the types and duration of academic and educational supports and academic performance targets
362 necessary for graduation. Progress plans may be incorporated into the ILP and may address academic weaknesses
363 in course performance and/or performance-based diploma assessments. Other academic and instructional supports
364 shall be documented in the student's individual learning plan (ILP).

365
366 (d) Students with disabilities are expected to present evidence of successful completion of the graduation
367 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
368 right under federal law to remain in school until the age of 21.

369
370 (e) Students identified as English language learners are expected to present evidence of the successful completion
371 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
372 shall identify an alternative assessment or set of assessments appropriate to determine the academic proficiency of
373 English language learners that (1) have low levels of English proficiency, (2) have been served by Rhode Island
374 public schools for fewer than four years, and (3) have had uninterrupted formal schooling prior to entering Rhode
375 Island public schools. English language learners may continue working toward successful completion of Rhode
376 Island graduation requirements beyond the equivalent of the 12th grade year.

377
378 (f) LEA failure to provide the supports set forth in this section may be addressed through locally managed appeals
379 processes but shall not be presumed to result in the awarding of a diploma.

380
381

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

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

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

391

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

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

398

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

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

406

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

413

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

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

419

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

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

429

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