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TITLE 200 – BOARD OF EDUCATION

CHAPTER 20 – COUNCIL ON SECONDARY AND ELEMENTARY EDUCATION

SUBCHAPTER 10 – ACADEMIC STANDARDS, PROGRAMS AND OPERATIONS

PART 2 – Secondary Design: Middle and High School Learning Environments and the Rhode Island Diploma System

2.1 Definitions

A. As used in this Part, the following words and terms have the following meaning, unless the context indicates another or different meaning or intent:

1. "All Course Network (ACN)", formerly the Advanced Course Network, means RIDE's statewide system to provide students from all communities the opportunity to enroll in coursework that is not provided locally at their school. ACN providers include other schools and districts, colleges and universities, job training programs, and non-profit organizations. The purpose of the ACN is to provide every child the opportunity to participate in learning experiences that align to their personal goals and passions. The ACN shall be considered a supplemental resource to support schools in meeting the unique needs of every student.

~~1~~2. "Applied learning skills" means the cross-curricular, ~~skill-based standards~~skills that students are expected to learn ~~and~~, acquire, and apply over the course of their K-12 education~~, including~~ . This may include but is not limited to communication, creativity, problem-solving, critical thinking, research, reflection and evaluation, and collaboration. Applied learning skills can be demonstrated in the classroom and in non-classroom settings, including but not limited to work-based learning experiences, and community service.

~~2~~3. "Advisory structure" means 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, and personal/social domains.

~~3. "Certificates" means 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.~~

4. "Career and Technical Education (CTE)" means organized academic and work-related education that offers students opportunities for career awareness, exploration, and career preparation focused on providing them with the academic and technical knowledge and work-related skills necessary to be successful in postsecondary, training activities and employment as defined by Part 3 of this Subchapter, Regulations Governing Career and Technical Education in Rhode Island.

5. "Career and Technical Education (CTE) program" means career preparation programs as defined by Part 3 of this Subchapter, Regulations Governing Career and Technical Education in Rhode Island.

6. "Caregiving youth" means school-age children who provide ongoing assistance with tasks on a regular or daily basis to relatives or household members related to aging, childcare, disability, and physical or mental illness.

47. "Commissioner" means the commissioner of elementary and secondary education or designee.

58. "Common planning time" means regular, scheduled opportunities provided to teachers to work in disciplinary and/or interdisciplinary teams for the purpose of improving student achievement.

9. Computer science" means the study of computers and algorithmic processes, including their principles, their hardware and software designs, their implementation, and their impact on society.

610. "Concurrent enrollment" means enrollment of a student in a college-level dual enrollment course that is offered at the secondary school and taught by a secondary school teacher who is approved by the postsecondary institutions as defined by Part 10-00-1 of this Title, Regulations for Dual Enrollment.

~~7. "Conjunctive diploma requirements" means the non-compensatory relationship between Rhode Island's diploma requirements, commencing in 2021. The~~7 ~~required elements of a diploma include:~~

~~a. Successful completion of state and local course requirements; and,~~

~~b. Successful completion of a performance-based diploma assessment.~~

~~8. "Content standards" means the knowledge and skills associated with a particular subject area that defines what students need to know and be able to do.~~

11. ~~9.~~ "Core content areas" means English language arts, mathematics, science, social studies, the arts, world language, physical education and health, and computer science~~technology~~.

12.~~10.~~ ~~"Course" means~~ "Credit" means successful demonstration of competencies in a connected series of lessons and learning experiences that:

a. Establish and achieve expectations defined by recognized content standards that is supported by a high-quality curriculum, as required by the BEP and State statute,

b. Provide students with opportunities to learn and practice skills; and,

c. Include assessments of student knowledge and skills adequate to determine proficiency at the level of academic rigor required by relevant content standards.

d. The awarding of credit is earned by demonstrating competency as established by applicable standards. The awarding of credit is not bound by seat time or instructional minute requirements.

~~11~~13. "Course catalog" means a list of courses offered to students during a given timeframe, typically including course name, description, pre-requisites, and instructor.

~~12~~14. "Council designation" means ~~a notation on a diploma designating~~the recognition of achievement that expresses a greater level of achievement consistent with a standard set for this purpose by the Council on Elementary and Secondary Education. Designations approved by the Council on Elementary and Secondary Education shall include but not be limited to documentation of student achievement of statewide ~~literacy~~English Language Arts (ELA) and ~~numeracy~~Mathematics (math) standards and documentation of student completion of a defined ~~course~~program of study consistent with a personal learning goal.

15. "Diploma plus credentials" mean learning experiences that are validated through credentials recognized in school accountability and include, but are not limited to, dual and concurrent enrollment credit, industry recognized credentials as established by CTE program standards, and a qualifying score of three (3) or higher on an Advanced Placement exam.

16. "Diploma requirements" means the diploma requirements that will take effect with the Class of 2028. Students will be required to meet the following elements to earn a diploma:

a. Successful completion of State and local credit requirements; and,

b. Successful completion of real-world relevant proficiency requirements,

c. Successful completion of college and career ready requirements, and

d. Successful completion of a performance-based diploma assessment.

~~13~~17. "Diploma system" means the comprehensive set of structures, processes, and policies required in all secondary schools to ensure access to rigorous programming and appropriate supports that prepare all students for success in college, careers, and life.

~~14~~18. "Dual enrollment" means enrollment of a student in a secondary school while simultaneously enrolled part-time or full-time as a non-matriculating student at a postsecondary institution, such as a community college, college, or university as defined by Part 10-00-1 of this Title, Regulations for Dual Enrollment.

~~15. "Guaranteed and viable curriculum" means curriculum that provides both the opportunity and time for students to learn. It ensures that the curriculum is implemented consistently by all teachers to all students. It is based on a commitment from the districts and its schools that the written, taught, and learned curriculum is aligned so that all students learn agreed-upon standards. See "Basic Educational Program Regulations".~~

19. "Curriculum" means a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. The structure, organization, and considerations in a curriculum are created in order to enhance student learning and facilitate instruction. Curriculum must include the necessary goals, methods, materials and assessments to effectively support instruction and learning. Schools are required to provide a guaranteed and viable curriculum, as established by the Basic Education Program, and State statute.

20. "Flex credit" means an academic credit that is designed to increase real-world relevant learning for students by providing standards-aligned instruction that incorporates at minimum two (2) subject areas into credit to connected student learning experience. Flex credits shall be used to promote student engagement and shall not compromise rigor and applicable academic standards.

~~16~~21. "Individual learning plan" or "ILP" means a planning and monitoring tool that customizes and directs students' goals and development in three (3) domains: academic, career, and personal/social.

~~17. "Literacy" means the ability to read, write, speak, and listen in order to communicate with others effectively, as well as the ability to think and respond critically and to process complex information across content areas.~~

~~18~~22. "Local education agency" or "LEA" means a public board of education/school committee or other public authority legally constituted within the State for either administrative control or direction of one (1) or more Rhode Island public elementary schools or secondary schools.

~~19. "Numeracy" means the ability to use and communicate about numbers and measures with a range of mathematical techniques in order to solve quantitative or spatial problems in a range of real-world contexts.~~

~~20~~23. "Performance-based diploma assessment" means multifaceted assignments and/or experiences that serve as a culminating demonstration of a student's applied learning skills and knowledge of one (1) or more content areas.

~~21~~24. "Personalization" means a diverse variety of educational programs~~,~~ that provide student's real-world relevant learning experiences~~,~~ that create instructional approaches and academic support strategies that are intended to address the distinct learning needs, interests, aspirations or cultural backgrounds of individual students.

~~22~~25. "Proficiency" means ~~a~~ meeting or exceeding the defined level of knowledge and skills that are ~~expected~~established by the standards to ~~be learned signaling~~award an academic credit.

26. "Standards" mean the knowledge and skills associated with a particular subject area that defines what students need to know to earn a credit.

27. "Students who work" means school-age children who are employed or are seeking employment to support their family.

28. "Work-based learning" means a planned, structured learning experience that provides students with real-life or simulated work experiences where they can develop and apply academic, technical, and applied learning skills; and contributes to the achievement of a student's postsecondary and employment goals. Work-based learning may include internship, apprenticeship, service-learning, school-based enterprise, and industry-based projects. Work-based learning is a recognized and valued form of academic learning.

2.2 Ensuring Grade Level ~~literacy~~ELA and ~~numeracy~~Math Proficiency for All Secondary Rhode Island Students

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

2.2.1 Assessing ~~literacy~~ELA and ~~numeracy~~Math Proficiency Levels of Secondary Students

A. Each LEA in Rhode Island shall create and implement a plan to evaluate the ~~literacy~~ELA and ~~numeracy~~Math proficiency levels of all secondary students. All LEAs shall develop a screening/review process to support a successful transition to high school that utilizes State and local assessments to identify students in need of additional diagnostic assessment and instructional support.

B. LEAs shall diagnostically assess all ~~secondary~~students who have been identified through this screening process ~~described herein~~or have been identified as performing below grade level on the State assessment to determine and assign appropriate instructional strategies and intervention~~.~~ to support students graduating ready for college and career success. The LEAs shall be responsible for costs associated with ~~test~~assessment procurement, administration, and interpretation. The Commissioner may authorize the use of suitable State or Federal funds for such purpose.

2.2.2 Improving ~~literacy~~ELA and ~~numeracy~~Math Proficiency for Secondary Students Performing Below Grade Level

A. Each LEA shall initiate interventions for every student functioning below ~~levels of expected performance for their grade~~grade level expectations based on the assessments required under § 2.2(B) of this Part. Any student who continues to fall below grade level and/or fails to attain proficiency in ~~literacy~~ELA or ~~numeracy~~Math in subsequent years shall ~~continue to receive~~be provided specialized intervention and supports.

B. Ensuring grade level ~~literacy~~performance in ELA and ~~numeracy~~Math is the responsibility of each LEA and shall include instruction and the provision of school-wide, targeted and intensive supports. Intervention and support for students performing one (1) or more years below grade level shall be documented within the student's Individualized Learning Plan (ILP).

C. Each LEA shall ensure that all students who are not demonstrating proficiency as measured by State-~~adopted~~endorsed math and ~~literacy~~ELA standards will attain

and maintain performance that allows them to engage in grade appropriate curriculum. LEAs shall have mechanisms in place that:

1. Identify and support students who are not making progress in ~~literacy~~ELA and ~~mathematics~~math as measured by local and State assessment data; and

2. Provide universal student access to a guaranteed and viable curriculum aligned to State ~~adopted~~endorsed standards; and,

3. Ensure that all grade levels work collaboratively to transition students between schools within and across LEAs.

D. All LEAs shall ~~maintain documentation of~~annually report to their school committee, or equivalent, in a public meeting to document the effectiveness of specific ~~literacy~~ELA and ~~mathematics~~math strategies, interventions, and programs that have been implemented. This information shall be provided to RIDE annually.

2.3 Rhode Island Diploma System

A. Diploma eligibility shall be derived ~~from a conjunctive review of two sources of evidence:~~through the:

1. Successful ~~course~~ completion of credits in conformance with § 2.3.1 of this Part.

2. Successful completion of at least one (1) performance-based diploma assessment as described in § 2.3.2 of this Part.

B. In order to be eligible for a diploma, students must meet State and local requirements in § 2.3(A) of this Part.

~~C. No earlier than the class of 2017, LEAs may choose to include the state assessment or other standardized assessment as a graduation requirement in addition to the requirements in §§ 2.3(A)(1) and (2) of this Part.~~

~~D~~C. LEAs shall provide students with multiple opportunities and appropriate supports to meet local graduation requirements adopted in compliance with this Part and to prepare for post-secondary academic and career goals.

~~E~~D. Each Rhode Island school committee shall adopt graduation requirements consistent with §§ 2.3.1 through 2.3.9 ~~2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8, and 2.3.59~~ of this Part in LEA policy and shall maintain and provide documentation of these policies annually to RIDE.

2.3.1 ~~Coursework~~Credit Requirements

A. LEAs shall formally adopt ~~coursework~~credit graduation requirements that apply to all students within the LEA and require successful completion of at least twenty (20) ~~courses~~credits.

B. The twenty ~~courses~~credits must include demonstration of proficiency, as defined by the LEA and aligned with appropriate high school content standards ~~in the six core content areas: English language arts, math, science, social studies, the arts, and technology~~for all awarded credits.

1. All ~~courses~~credits shall be aligned to State ~~adopted high school~~endorsed standards or locally adopted ~~national~~ standards in ~~those~~ content areas for which there are no State standards.

2. ~~All courses must be~~ The awarding of ~~sufficient scope and rigor to allow~~credit shall demonstrate that students have met the identified academic standards to achieve high school level proficiency, as determined by the LEA. Seat time and instructional minutes shall not be a consideration in the issuance of credit.

3. Successful completion of a ~~course~~credit shall include demonstration of the knowledge, skill, and competencies outlined in the ~~course~~credit learning objectives.

4. LEAs are recommended to explore the use of flex credits to meet the credit requirements enumerated in § 2.3.1(C).

C. The twenty (20) ~~courses~~credits must include the following content-area ~~courses~~credits:

1. Four (4) ~~courses~~credits of English language arts;

2. Four (4) ~~courses of mathematics;~~credits of math including Algebra I, Algebra II, and Geometry;

3. Three (3) ~~courses~~credits of science including two (2) lab sciences; and,

4. Three (3) ~~courses~~credits of history/social studies.

5. Two (2) credits of world languages in the same world language;

6. One (1) additional credit of college preparatory coursework; and

~~5~~7. Pursuant to LEA policies and applicable state law, the additional ~~six~~three (3) required ~~courses~~credits ~~are presumed to~~shall include ~~, but not limited to world languages,~~ the arts, ~~technology~~computer science, and physical education~~,~~ and health. Physical education and health standards shall include meeting all physical education and health requirements

enumerated in State statute. Arts requirements shall include meeting all requirements enumerated in the Basic Education Program Regulations.

~~D~~8. Effective with the Class of 2028, it is the default expectation is that all students shall be enrolled in credit sequence stated in § 2.3.1(C) and proficiency requirements stated in § 2.3.2 of this Part. A student with the informed consent of their parent or legal guardian may enroll in a RIDE-approved readiness pathway after reviewing student data, and student's college and career goals identified in their Individualized Learning Plan. Approved readiness pathway credits will substitute for the credits identified in §§ 2.3.1(C) and 2.3.1(D) of this Part, and proficiency requirements identified in § 2.3.2 of this Part. Readiness pathways will focus on developing the academic and technical skills needed for a successful transition to employment and shall be aligned to the student's Individualized Learning Plan. RIDE will annually review, approve, and publish approved readiness pathways, and their outcomes. This will include disaggregated data. School schedules and the availability of courses shall not be a driving factor in a student's decision to enroll in a readiness pathway. ~~Every student shall be required to attempt the credit sequence stated in 2.3.2(C). If a student with an IEP has failed or it at risk of failing one of the required credits, the student's IEP team may review the student's IEP to determine and if the student's struggles are a manifestation of their disability. If such a determination is made, the school may place the student on a RIDE-approved readiness pathway, which will substitute for the credits identified in 2.3.2(C), with the approval of the student's parent/guardian. Readiness pathways will focus on developing the skills needed for a successful transition to postsecondary education and employment. RIDE will annually review, approve, and publish approved readiness pathways and their outcomes, which shall include disaggregated data.~~

D. Students who are enrolled in and are on-track to complete a high-skill, high-growth CTE program, and/or full-time dual enrollment may receive flexibility on how to meet the twenty (20) credits required for graduation to support a student's participation and progress in advanced learning experiences. As such, students may meet their twenty (20) credits by meeting the following credit requirements:

1. Four (4) credits of English language arts;

2. Three (3) credits of math including Algebra I, Algebra II, and Geometry;

3. Three (3) credits of science including two (2) lab sciences; and,

4. Three (3) credits of history/social studies.

5. Two (2) credits of world languages in the same world language;

6. Two (2) additional credits of college preparatory coursework; and

7. Pursuant to LEA policies and applicable State law, the additional three (3) required credits ~~are presumed to~~shall include~~, but not limited to~~ the arts, computer science, physical education and health. Physical education and health standards shall include meeting all physical education and health requirements enumerated in State statute. Arts requirements shall include meeting all requirements enumerated in the Basic Education Program Regulations.

E. Designation as a content-area ~~course~~credit, e.g~~. "mathematics.~~, "math" or "science," shall be an LEA decision based upon alignment to relevant State ~~adopted~~endorsed standards or, in those content areas not defined by State-adopted standards, other recognized content standards. LEAs may develop flex credit experiences that integrate multiple core or other content areas and associated learning standards into a single ~~course~~credit for the purpose of meeting ~~coursework~~credit requirements.

~~E~~F. The selection and scheduling of ~~courses~~credits shall be consistent with the needs of the individual student and, to the maximum degree possible, the student's individual learning plan (ILP) and IEP where applicable. LEAs are encouraged to develop flex credit experiences that allow students to develop academic learning experiences that support the passions and goals of students.

~~F~~G. LEA graduation requirements ~~must~~shall satisfy all curricular requirements set forth in General Laws and applicable Council on Elementary and Secondary Education Regulations.

~~G~~H. Students ~~can~~may meet the requirements set forth in this Section, inclusive of the fourteen (14) content-area ~~course~~credit requirements, through ~~courses~~credits earned within the ACN, State-approved career and technical programs, expanded learning opportunities, dual enrollment, concurrent enrollment, on-line learning, experiential learning opportunities, and other non-traditional academic and career-readiness learning experiences.

~~H~~I. Recognition of learning opportunities as fulfilling the ~~coursework~~credit graduation requirements in this Section ~~is a local decision and~~ shall be ~~predicated on alignment~~aligned to State ~~adopted~~endorsed content-area standards~~ and/or other relevant national and/or industry standards. Course~~. Credit catalogs should clearly indicate ~~courses~~credits that ~~can~~may fulfill content-area ~~course~~credit requirements. LEAs are strongly encouraged to allow the use of the ACN to meet graduation credit requirements.

~~I~~J. Students who achieve modified proficiency standards applied to ~~coursework~~credit requirements for students determined to be eligible for the alternate assessment under Federal law, State Rules and Regulations, and as noted in the student's Individualized Education Plan (IEP), may, at LEA discretion, be awarded a diploma for graduation purposes.

2.3.2 Real-World Relevant Proficiency Requirements

A. Students shall successfully demonstrate proficiency in the following subject areas to provide them real-world relevant skills that will develop skills and support their success in participating in society, thriving in the twenty-first (21st) century economy, and in securing their own financial security.

1. Civics beginning with the Class of 2028.

2. Computer Science beginning with the Class of 2028.

3. Financial Literacy beginning with the Class of 2024.

B. RIDE will engage stakeholders to adopt standards for each proficiency requirement which will include standards, assessments, and resources to support effective implementation. LEAs are recommended to explore the use of flex credits to meet the credit requirements enumerated in §§ 2.3.2(A) – (C).

2.3.3 College and Career Ready Requirements

A. Each graduating senior shall be provided information on postsecondary opportunities including, but not limited to, college, career, apprenticeship, and the military.

B. Each graduating senior shall be encouraged to complete one (1) of the following to support a successful transition to postsecondary education and/or career training. High schools shall be required to provide students information pursuant to State statute on how to complete and submit to the U.S. Department of Education a free application for Federal student aid; and complete and submit to the Office of the Postsecondary Commissioner a free application for State student aid.

C. RIDE shall collect information on the completion of the U.S. Department of Education's free application for Federal student aid, and the free application for State student aid. This information will be reported in ESSA school report cards including the disaggregation of data, and will be included in school accountability for the Class of 2028.

D. Each graduating senior shall complete a resume prior to high school graduation.

~~complete at least one of the following steps to support a successful transition to postsecondary education and/or career training:~~

~~complete and submit to the U.S. Department of Education a free application for federal student aid; or~~

~~complete and submit to the Office of the Postsecondary Commissioner a free application for state student aid, or~~

~~a parent or legal custodian, or a student legally emancipated or of the legal age of majority, may certify a waiver in writing to the LEA if he refuses to complete such an application; or~~

~~if a graduating senior is not able to fulfill the requirements of this subsection due to extenuating circumstances, the LEA may apply for a waiver to be approved by the state commissioner of education to waive the student of this requirement for graduation.~~

2.3.4 Performance-based Diploma Assessments

Students shall successfully complete at least one (1) performance-based diploma assessment. Successful completion of performance-based diploma assessments shall include demonstrations of both applied learning skills and proficiency in one (1) or more content areas. All performance-based diploma assessments shall be evaluated utilizing an LEA-defined scoring criteria aligned with ~~high school level~~applicable State~~-adopted content~~ standards~~ and~~, applied learning standards, and the expectations employers, and~~/or~~ postsecondary education. Performance-based assessment may include work-based learning, community service, project-based learning, and other ~~relevant nationally-recognized content standards~~strategies that support applied learning.

2.3.~~3~~5 Appeals Process for Graduation Decisions

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

2.3.~~4~~6 Council Designations

A. Commencing with the graduating class of 2021, LEAs shall include a designation notation on permanent high school transcripts and on the diplomas of all students who meet Council-defined criteria. The Council shall determine:

1. Designations available statewide; and,

2. The level of achievement necessary for a Council Designation.

B. Designations approved by the Council shall include, but not be limited to documentation of student achievement of a statewide ~~literacy~~ELA and ~~numeracy~~Math standard and documentation of student completion of a ~~course~~credit of study consistent with a personal learning goal.

C. LEAs shall provide students with multiple opportunities and appropriate supports to meet designation requirements.

D. LEAs are authorized to award additional locally-developed designations until the Class of 2026.

E. Commencing with the Class of 2028, students will be required to earn a diploma plus credential that is recognized and valued by Rhode Island's postsecondary education institutions, and employers to earn a diploma endorsement.

~~**2.3.57 Alternate recognition of high school accomplishment**~~

~~LEAs are authorized to recognize any student who has satisfactorily completed specific coursescredits or other standards-based activities within the high school coursecredit of study, as defined by the LEA. Alternate recognition certificates shall not be considered a diploma. Alternate recognition certificates shall document academic achievement, technical skills, work readiness, and life skills of the student and may be included as part of a student's transition plan to post-secondary academic or work training programs.~~

2.3.~~6~~8 Council on Elementary and Secondary Education Approved Diploma System

A. The Commissioner ~~reserves the right to~~shall establish protocols and criteria for reviewing LEA diploma systems to ensure that they are in compliance with all elements of this Part.

B. The LEA is responsible for maintaining all records that demonstrate compliance with this Part.

C. The Commissioner shall develop a progressive system of monitoring and accountability to ensure LEA implementation and compliance with this Part.

2.3.~~7~~9 Local Educational Agency Notification to Students, Families, and Community Members of the Requirements for Graduation

A. All notices in this Section must be provided in a format accessible to family and students.

1. LEAs shall provide full and effective annual notice of the State and local graduation requirements to administrators, teachers, students, families, and members of the community. Full and effective notice of the requirements for graduation and Council designations must be provided to students and their families no later than October 1 in the year in which said students enter the ninth (9^{th}) grade (or at the time of enrollment into the LEA), after which the local and State diploma system requirements shall not be altered for the affected class. LEAs shall provide notice of the requirements to students enrolled by the LEA in non-public schools or programs and to students attending school in juvenile correction programs.

2. LEAs shall provide annual notification ~~annually of the process by which~~to parents/guardians ~~can access their child's individual learning plan, including~~to receive information ~~regarding~~on their child's progress toward graduation requirements, college and ~~Council~~career readiness benchmarks, council designation requirements~~.~~, and CTE programs, if applicable, as a part of their end of year report card.

3. In the event that a student is in jeopardy of not earning a diploma or graduating college and career ready, the LEA must maintain a record of multiple and timely individual notices to the student and his/her family that include:

   a. Clear notification of the student's academic status; and,

   b. The opportunity to meet and discuss the student's academic program, support, and planned interventions; and,

   c. Regular updates of student performance and progress.

B. LEA failure to provide student and family notifications in the manner 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.

2.4 Middle Level and High School Supports to Students

2.4.1 Supports for Students

A. Every student enrolled in Rhode Island public schools has the right to an appropriate and individualized opportunity to achieve proficiency as defined ~~the LEA and~~by applicable State standards in accordance with this Part. For many students, that opportunity will require additional research-based interventions and supports from the LEA.

B. The range of necessary support mechanisms must include:

1. Beginning no later than entry into sixth (6^{th}) grade, each student shall have an individual learning plan (ILP) as described in § 2.4.3 of this Part. The ILP shall coordinate with the following documents, programs, and plans as appropriate: Individual Educational Program, Section 504 Plan, Personal Literacy Plan, ~~Response to Intervention, Transition~~intervention, transition plans, and ~~English~~Multilingual learner services.

2. The identification of additional supports and flexibilities, that are publicly posted and available upon request, to support the academic goals and learning needs of caregiving youth and students who work. This may occur within the ILP or through a separate process.

32. LEAs shall utilize a research-based early warning system to identify students at risk for academic failure and dropout. Identification of students at risk shall occur no later than the sixth (6th) grade year (or at the time of enrollment for students enrolling into the LEA after the sixth (6th) 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, as described in § 2.3.7 of this Part.

43. LEAs shall be responsible for providing additional academic and instructional support and research-based interventions for all students not on track to graduate ready for college and career success and meet the diploma requirements established by §§ 2.3.1 through and, 2.3.2, 2.3.3, and 2.3.4 of this Part. Students failing to reach the required level of proficiency as established locally and in accordance with this Part shall be provided a support plan, including the types and duration of academic and educational supports and academic performance targets necessary for earning a diploma. Parents shall be provided an annual update on the progress of their children towards academic performance targets necessary for earning a diploma and graduating ready for college and career success. Support plans shall be documented in the ILP and may address academic weaknesses in courseacademic performance and/or performance-based diploma assessments. Other academic and instructional supports shall also be documented in the student's ILP.

C. All students are expected to present evidence of successful completion of the applicable graduation requirements set forth in §§ 2.3.1, 2.3.2, and 2.3.4 of this Part to be eligible for a diploma or Council designation, respectively. Students with disabilities have the right under Federal law to remain in school untilthrough the age of twenty-one (21).

D. LEA will provide an annual report to their school committee, or equivalent, to demonstrate how they are providing student supports set forth in this section. The 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.

2.4.2 Requirement for Personalized Learning Environments

A. All middle-level schools and high schools shall implement strategies for creating personalized learning environments, including the provision of to support student success. This includes developing and implementing a structure by which every student is assignedpartnered with 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.

B. Structures for personalization at the middle level shall be an integral component of the student program in each LEA, inclusive of but not limited to advisory structures.

C. LEAs shall maintain documentation of the effectiveness of such personalization strategies. Documentation of the effectiveness of such strategies shall be available to RIDE upon request.

2.4.3 Individual Learning Plan (ILP)

A. LEAs are responsible for developing a student ILP process beginning no later than the sixth (6th) grade to help students identify and meet their academic, career, and personal/social goals. The ILP shall document the student's academic and applied learning interests and learning supports that culminate in graduation, Council designation and preparation for post-secondary success. The ILP shall document additional educational opportunities to help students reach their goals. The ILP shall coordinate each student's Individual Educational Program, Section 504 Plan, Personal Literacy Plan, intervention plans, Multilingual learner services, and other plans as applicable.

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~~credits, and additional learning opportunities necessary to support students in meeting their goals, ILP reviews must occur not less than twice in each school year and during key transition periods including middle to high school and high school to post-secondary placement.

C. LEAs shall maintain documentation of the effectiveness of their ILP process.

2.4.4 Professional ~~development~~Learning

All certified educators in middle-level and high schools shall participate in ~~at least fifteen hours of ongoing~~ professional ~~development annually, focused~~learning as described by Rhode Island's R~~r~~egulations on ~~the priority areas of literacy~~educator quality and ~~numeracy throughout the curriculum, graduation by proficiency, and personalization. Professional development shall be informed by student achievement data and guided by best practices in curriculum, instruction, and assessment~~certification.

2.4.5 Common Planning Time

A. Common planning time shall be used by teams of teachers, administrators, and other educators for the substantive planning of instruction, looking at student achievement data, addressing student needs, and group or embedded professional development.

B. Common planning time must provide for at least one (1) hour per week at the high school level and at least two (2) hours per week at the middle level, focused on the priority areas of vertical articulation, ~~literacy, numeracy~~ELA, Math, graduation by proficiency, and personalization.

C. This common planning time must be in addition to individual faculty planning time and locally determined professional development requirements. As established in Subchapter 05 Part 1 of this Chapter, Regulations Governing the School Calendar and Length of the School Day, common planning time does not qualify as "instructional time" for the purposes of compliance with the required length of the school day.