

Cumberland High School
Student/Parent Handbook
And
PBGR Handbook
2011-2012



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*Cumberland High School is fully accredited by the
New England Association of Schools and Colleges.*

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****Please note:*** Appendices contain some Cumberland School District Policies. For a complete listing and the text of the policies please refer to the Cumberland School District web site at:

<http://www.cumberlandschools.org/index.htm>

If you are unable to access the website and/or would like a hardcopy of any of the policies they are available at the Office of the Superintendent at 2602 Mendon Road. 658-1600 x 8. Copies of many of the policies are also available in the main offices of schools in the district.

LETTER FROM THE PRINCIPAL

Dear Students and Parents,

Welcome to the 2011-2012 academic year. *Cumberland High School's Student/Parent Handbook* is an informational resource for the academics, services, activities, and policies at Cumberland High School. It was developed with input from administrators, teachers, families, and students and reflects our core beliefs and describes many of the wide array of resources offered here. I hope that it is a helpful reference for providing facts and answering many frequently asked questions.

A student's high school experience can be one of significant importance in setting a course for future success. I encourage you to make the most of your opportunities, from taking challenging academic classes, to participating in athletic or co-curricular activities.

Key to the success of all students is the establishment of a school environment that is conducive to learning. Expectations for student behavior are established in order to provide that environment. It is paramount that all students become familiar with those expectations as expressed here in this handbook for the school campus including classrooms, halls, the cafeteria, library, pool, wellness center, and common areas as well as various athletic and performing venues where Cumberland students interact. Respect for yourself and others is a basic tenant of all rules and regulations. Follow this simple directive and you will contribute to the creation of a positive learning environment for yourself, as well as the entire school community.

On behalf of the faculty, administration and staff at Cumberland High School, welcome to the 2011-2012 school year. We are invested in making your experiences both meaningful and enriching. If you have any questions or concerns, please feel welcome to contact us.

Sincerely,

Dorothy Gould

Principal

FORWARD

Cumberland High School is, first and foremost, an academic institution. While it is the responsibility of the administration and the faculty to set appropriate standards, it is the responsibility of the individual student to do all that he or she can to work toward those standards. It is, after all the future of the student which is at stake each time he or she attends a class. While teachers are expected to maintain appropriate academic standards in the classroom, a Cumberland High School student is expected to assume the responsibility for taking his/her academic work seriously and to make the commitments that are necessary in order to excel to the best of his/her ability.

CUMBERLAND HIGH SCHOOL

MISSION STATEMENT

Through a partnership with parents and community, CHS will produce life-long learners who demonstrate logical thinking, effective communication and responsible citizenship. Our learning environment is predicated on academic rigor, consideration for a wide variety of teaching/learning styles and diverse artistic, social and athletic opportunities for everyone in a safe atmosphere of tolerance, courtesy and mutual respect.

CUMBERLAND LEARNER EXPECTATIONS (CLE)

CHS students will...

- 1. demonstrate an active involvement in their learning.**
- 2. demonstrate logical thinking and problem solving ability.**
- 3. effectively communicate through writing, listening, speaking, and reading across all content areas.**
- 4. demonstrate the ability to locate, organize, evaluate, and utilize different sources of information and/or data.**
- 5. identify connections between historic events and today's global society.**
- 6. demonstrate proficiency in the Fine/Performing Arts.**
- 7. demonstrate the concept of personal wellness to develop a safe and healthy lifestyle.**
- 8. be responsible citizens in the community.**
- 9. identify goals and set priorities to prepare for life and career decision making**

SCHOOL INFORMATION

PHONE NUMBERS AND ADDRESSES

CENTRAL ADMINISTRATION

2602 Mendon Road

658-1600

658-4620 (FAX)

Dr. Phillip Thornton, Superintendent

Dr. Susan Carney, Assistant Superintendent

CUMBERLAND HIGH SCHOOL

2600 Mendon Road

658-2600 ext. 222, 223

658-4771 (FAX)

Principal- Dorothy Gould

658-2600 ext. 224

Assistant Principal- Donna Zannelli

658-2600 ext. 225

Grade 12

Assistant Principal-Scott Fuller

658-2600 ext. 221

Grade 11

Assistant Principal- Brien Keller

658-1600 ext. 301

Grade 9, Grade 10

School Psychologist- Stephanie York

658-2600 ext. 250

School Social Worker- James Alix

658-2600, ext. 210

Student Assistance Counselor-Christine Bandoni

658-2600, ext. 228

Student Resource Officer- Kevin Kolek

658-2600 ext. 248

Truant Officer- Lynda Clarke

658-2600 ext. 218

GUIDANCE

Guidance Secretary

658 – 2600 ext. 202, 203

658 – 3124 (fax)

VISITORS

All visitors to CHS are required to go directly to the Main Office, Student Management or the Transitional Building office to check in and get a visitor's pass.

SCHOOL CLOSINGS

In the event of severe weather or emergency, school closing announcements will be made via the Connect-Ed phone system and posted on the Cumberland Public Schools website. An automated phone message will be sent to each household. Please be sure contact information is current to ensure these messages can be received.

In addition, school closings will be posted on the following stations and websites:

WLNE-TV/ABC 6	(www.abc6.com)
WJAR-TV/NBC 10	(www.turnto10.com)
WPRI-TV/CBS 12	(www.wpri.com)
WPRO 92.3 FM	(www.92profm.com)
WSNE 93.3 FM	(www.wsne.com)
WHJY 94.1 FM	(www.whjy.com)
WPRO 630 AM	(www.630wpro.com)
WOON 1240 AM	(www.onworldwide.com)
WRNI 1290 AM	(www.wrni.org)

Although regular attendance is necessary for high achievement, parents may use their judgment under storm conditions. In the case that school is not closed and a parent/guardian chooses to keep his/her child home please call Student Management at extension 227 and leave a message as is required for all absences.

In case of a school cancellation, for example a "snow day," in the class schedule, we will skip that day in the week. For example, if a Wednesday were a "snow day" and we returned the next day, it would be a Thursday in the schedule.

ACADEMICS

GRADUATION REQUIREMENTS

1. **Minimum 20 Carnegie Units (Credits)**

- ◆ English (4)
- ◆ Math (3+1)*
- ◆ Social Studies (3)- 1 must be US History
- ◆ Science (3)
- ◆ Phys Ed./Health (2)
- ◆ Art (.5)
- ◆ Technology (.5)
- ◆ Electives (4)**

*See the CHS Program of Studies 2011-2012 for a complete description and listing of appropriate courses to meet the +1 requirement.

**Students planning on attending a 4 year college should take a minimum of two (2) credits in the same Foreign Language

Please note: Seniors **MUST** pass at least 4 courses each semester in their senior year in order to graduate.

B. **Service Learning**

Fifteen (15) hours of community service is required. The project must be aligned to both GSE(s) and Cumberland High School Expectations. It **must** be pre-approved by an administrator and completed by the student's 11th grade year. Service Learning **Projects for 11th graders must be completed no later than 2:00 p.m. on Friday, May 18, 2012.** The notation that Service Learning has been completed is noted on each student's transcript.

C. **Electronic Portfolio**

All students of Cumberland High are required to collect pieces of work (artifacts) for a personal Portfolio annually. All pieces are entered into a digital format. Further information about the Electronic Portfolio is provided in the ***Graduation by Proficiency Handbook.***

D. **Comprehensive Course Assessments**

In order to demonstrate academic proficiency, students will take comprehensive course assessments at the end of each semester. A minimum of 50% of the comprehensive course assessment will be performance-based. Students may use these performance-based assessments as portfolio entries.

E. **State Testing:**

In their 11th grade year, students must participate in the NECAP testing. Scores on these assessments will be reported on student transcripts. Students must receive a score of Partially Proficient or higher. Students not receiving a minimum score of Partially Proficient will retake the NECAP in their 12th grade year and may need to further demonstrate progress after remedial and/or supplementary work in any area(s) of deficiency.

HOMEWORK

In an effort to extend time for coverage of subject matter, improve study skills, and better home-school relations; teachers will assign homework. Students will receive written information from each teacher at the beginning of the school year about the homework policies in the class.

MAKE-UP WORK

In the case of a short absence (1-2 days):

Students should arrange with their classroom teachers to make up any missed work as soon as possible. Except in unusual circumstances, students should make up work within 2 days. Student who are truant or cut class may not be allowed to make up work for the missed classes.

In the case of an extended excused absence (3 days or more):

Upon their return to school, students have (5) school days to make up work for excused absences/illness. In the case of unusual circumstances, the student and the teacher will develop an amended make up schedule. Students who are truant or cut class will not be allowed to make up work for the missed classes.

Absence from Class Due to Suspension:

While serving the suspension, the student will be prohibited from participating in any extracurricular or co-curricular activities. The student will, however, be allowed to make up any school work.

MARKING SCHEDULE

<u>Marking period closing date:</u>	<u>Web-based Family Portal Mid Quarter Update:</u>
November 4, 2011	October 3, 2011 (Quarter 1)
January 20, 2012	December 12, 2011 (Quarter 2)
March 30, 2012	February 27, 2012 (Quarter 3)
June 15, 2012	April 30, 2012 (Quarter 4)

Please note: Web-based Family Portal updates are approximately in the middle of each quarter. A passing grade on the Web-based Family Portal update does not guarantee a passing grade for the quarter.

Report cards will be issued approximately 2 weeks after the marking period closing date.

SEMESTER COMPREHENSIVE COURSE ASSESSMENTS (CCA)

All students are required to take the CCA during the scheduled exam period at the end of each semester. Parents making a request for a variance in the administration of CCA must contact their child’s assistant principal.

Semester grades determined as follows:

Semester 1: 40% Q1 + 40% Q2 + 20% Semester 1 CCA, credit awarded
Semester 2: 40% Q3 + 40% Q4 + 20% Semester 2 CCA, credit awarded

The semester 1 CCA are given in January. The semester 2 CCA are given in June.

PROMOTION/RETENTION POLICY

A promotion/retention policy based on year minimum credits has been established. The yearly minimum credits are as follows:

Grade 9	–	4 credits
Grade 10	–	9 credits
Grade 11	–	14 credits
Grade 12	–	20 credits

Students will be promoted after the second semester. Students who are retained in a grade will not repeat a subject for which they have received credit.

SCHOOL WITHDRAWAL AND TRANSFERS

Students who wish to withdraw/transfer from Cumberland High School must complete a Student Withdrawal Form and return it to the Guidance Office before records can be released. The withdrawal form requires signatures from the parent and Principal or Assistant Principal as well as teacher signatures acknowledging return of all books.

ACADEMIC SUPPORT

Peer Tutoring

Peer tutoring is arranged through the National Honor Society. Guidance counselors will make the initial arrangements for students seeking this service.

Homework Help Center

The Homework Help Center is available to all students beginning in the 2nd week of September of the school year every day after school. The service consists of specific homework assistance in all subject areas by student volunteers under the supervision of a teacher. Students and parents may access this service by contacting the student's guidance counselor.

After School Teacher Assistance

Most days, Tuesday-Friday, teachers are available to provide assistance to students during period 7. Students should make arrangements with the teacher prior to arriving after school.

CHS DISCIPLINE CODE

Cumberland High School prides itself on maintaining an atmosphere in which all members of the community are treated with respect, and thoughtful and civil behavior is the norm. The purpose of this discipline code is to nurture this atmosphere, and to promote self-discipline and an ability to behave appropriately. Students are expected to comply with the school rules and regulations.

Beginning in the 2011-2012 school year, a program of **Positive Behavior Intervention and Supports (PBIS)** will be introduced at Cumberland High School. "PBIS is a systems change method that promotes positive behaviors in students. Strategies are developed that manage student behavior in classroom settings and outside of classroom settings. It is an all-encompassing system of behavior management where all parties involved are on board, so that behavior management is not produced in a piecemeal way. Instead, all students in a school are accountable with support to behave in ways that positively affect them personally, academically, socially, and from a health perspective. PBIS is designed to positively affect not only the student behavior, but student quality of life." (<http://wik.ed.uiuc.edu/index.php/PBIS> (Positive Behavioral Interventions and Supports))

Students must also adhere to school rules on the way to and from school, on school grounds and school buses, in the cafeteria, during extra-curricular activities, or anytime while under the supervision of school personnel.

The following are guidelines administrators will follow with regards to the disciplinary procedures. *Circumstances and/or situational issues surrounding individual occurrences not specifically mentioned in this handbook will be dealt with based on administrator discretion.*

Disciplinary procedures will include, but are not limited to the following defined below:

Office Detention

Office detention is a disciplinary measure assigned for minor violations of school rules. This detention is held from 1:45 p.m. to 2:30 p.m.

Positive Alternative to School Suspension (P.A.S.S)

Positive Alternative to School Suspension (P.A.S.S) is assigned for minor disciplinary infractions and enables students to remain in school and stay current with their academic assignments in a structured environment. Students assigned to P.A.S.S. who do not comply with all of the rules of their placement will be placed in Long-term Detention.

Long-term Detention or Saturday Detention

Long-term Detention or Saturday Detention is a disciplinary measure assigned for serious violations of school rules that could often result in suspension. Long Term Detention is held in the high school one day each week from 1:45 p.m. to 4:45 p.m. according to a schedule developed by the assistant principals at the beginning of each semester.

Saturday Detention is held in the high school on Saturday morning from 8:00 am to 11 am.

Failure to attend Long-term Detention or Saturday Detention will result in a minimum of a one day out-of-school suspension unless a doctor's note is provided to verify illness.

Interim Alternative Education Setting (IAES)

Interim Alternative Education Setting is an educational setting that may be used for discipline when other measures have been exhausted or in lieu of loss of services due to extensive out-of-school suspension(s). IAES allows a student to continue to receive educational services outside of the traditional school day. IAES is from Monday-Friday, 2:15-4:45. Students arriving after 2:30 to IAES will not be permitted to attend for the day. Students who have been assigned IAES may not be on school grounds other than during the IAES session. Students may not attend school functions without pre-approval of administration.

Extended Academic Day (EAD)

Extended Academic Day (EAD) is an alternative after school educational setting that may be used for students who have significant academic deficits. EAD allows a student to extend his/her school day and/or receive individual or small group tutoring outside of the traditional day. EAD is from Monday-Friday, 2:15-4:45. Participation in EAD will be determined by the assistant principal in collaboration with the student's parents and teachers. Failure to attend EAD will result in a minimum of a one day out-of-school suspension unless a doctor's note is provided to verify illness.

Social Suspension

Students who are placed on **social suspension** will not be able to attend any of the following: Homecoming, Winter Ball, Freshman Frolic, Sophomore Hop, Junior Prom, Senior Prom, and/or extra/co-curricular activities including but not limited to clubs, societies, and intramural sports until they have been cleared by an administrator.

Failure to comply with social suspension will result in an extension of social suspension or other disciplinary action.

Suspension from Interscholastic Athletics

Students who are suspended from interscholastic athletics may not practice with the team or play any games during the suspension.

Suspension out-of-school

Students who are suspended from school may not be on school grounds or attend school events for the duration of the suspension. During the suspension, students are expected to work on school work provided. The student and his/her parent/guardian **MUST** have a reinstatement meeting with his/her assistant principal before returning to school.

Exclusion

In cases of very serious disciplinary issues, a student may be excluded from participating from one of more of the following: participation on sports teams, attending sporting events, attending field trips, attending school approved trips, extra-curricular and/or co-curricular activities, spirit week, dances, senior week, award ceremonies, and commencement exercises.

In the most serious cases students may be excluded from attending Cumberland High School.

Category I- ACADEMIC BEHAVIOR

Attendance Expectations:

Arrival at School

1. Doors open at 6:45 a.m.
2. Students arriving before 7:15 a.m. may not be at their lockers, in the academic hallways or classrooms. Breakfast is served in the main cafeteria until 7:20.
3. At 7:15 am, students may go directly to their lockers and then to class.
4. There is a “reminder” tone that sounds 5 minutes before the first class (at 7:19 a.m.)
5. The first class of the day begins at 7:24 a.m.
6. **Any student arriving to class after 7:24 is considered tardy to school and to class.**

Absences, Tardy to School and Early Dismissals

Regular attendance and class participation at Cumberland High School are crucial to academic success. The effect of poor attendance on a student’s grade is significant. Students must realize that excessive class absences will have a negative effect on grades including failure of a course.

Parents/guardians of students should call in their child's absence prior to the beginning of the school day. If verification of a child's absence is not received, the administrator or his/her designee **may call** to verify parental knowledge of the absence. **Please call 658-2600 Ext. 227.**

Each day, at approximately 9:30 a.m., parents/guardians will receive an automated call at the contact telephone numbers for any students who have been reported absent from class the first period of the day.

Following are a few simple guidelines regarding absences and tardiness to school.

1. When a student is **absent**, a **written excuse** from the **parent/guardian** is required upon the student's return to school. This excuse must include the date(s) and the reason. The student should drop the note in the Student Management Office. **Absent notes are due within three school days of the student’s absence.**
2. The following are examples of an unexcused Absence (Truancy)/Tardy to School:
 - a. Seeking part-time employment while school is in session.
 - b. Car trouble or missing a school bus.
 - c. Working after school hours on a day, which the student remains out of school, using illness as an excuse.
 - d. Vacations other than those listed on the school calendar.
 - e. Going to breakfast/stopping for coffee.
3. Students who are absent from school may not participate in any school activities during the afternoon or evening on the day of their absence. Exceptions may be granted under special circumstances by the principal or his/her designee.
4. Students may not to be picked up at school by anyone other than parents or legal guardians. When picking up a student, parents/guardians must enter the building and sign the student out in the Student Management Office.

Excused Absence may be granted by the principal or his/her designee for any of the following reasons. Please note, all excused absences allow the student to make up missed work and tests.

- a. **Illness** – Note from doctor required if absence exceeds five (5) consecutive days.
- b. **Death in Family** – written note from parent required.
- c. **Medical appointment** – only if unable to schedule before or after school hours. A note is required from the doctor or dentist's office.
- d. **Approved Religious Holiday**
- e. **College Visitation**—student must bring a note verifying he/she was visiting a college campus.
- f. **Other:** For any circumstances that fall outside the reasons listed above, a parental request for an excused absence must be in writing. The request should describe the circumstances of the situation and the reasons the parents are making the request. The request will be considered on their individual merits. These requests must be sent to the principal's office prior to the absence.

Please be aware: Parental permission is not recognized as legitimate reason for tardiness or absence. **Permission given to self by an emancipated student 18 years or older student is not recognized as legitimate reason for tardiness or absence.**

Unexcused Absences from Class/Truancy occurs for all or any part of the day when a student is not in his/her designated class. Attendance is taken during each class during the day. If a student does not attend a class, and the absence is unexcused it is designated as a "cut". The **student will receive a 0 for any work or grades** given during the class time. **No make-up work will be given for unexcused absences from class/truancy.** Students cutting classes and/or leaving school grounds during the school day without authorization are considered truant.

Consequence

- a. Forfeiture of related grades (Numerical grade of 0)
- b. Referral to Assistant Principal for disciplinary action.
- c. First Offense: Notification of parent and office detention.
- d. Second and subsequent offenses: Notification of parent, and one or more of the following: P.A.S.S., long term detention/Saturday detention, social suspension, suspension, and/or IAES.
- e. As appropriate chronic truancy may be referred to Truancy Court.

Tardiness to School and to Class

First class of the day **BEGINS PROMPTLY AT 7:24**. Students who are habitually late to school adversely affect their own learning as well as the education of their classmates. Similarly, habitual tardiness to class means that students miss important information which also has similar adverse effects.

Tardy Definition – A student is not physically in class when the bell rings for the start of class is tardy to class.

*Tardiness is excused when an official doctor or dentist's note is submitted at the time of arrival to school.

Teacher Managed Tardy- Student arrives to first period between 7:24am-7:30am and/or after the bell rings any other period of the day without a signed pass/agenda.

Teacher Managed Tardy Consequences:

- Teacher marks student tardy in the Student Management System, Aspen.
- Teacher issues 20 minute detention for the first four offenses per quarter
 - Student must arrive at detention by 1:45pm or it is considered a missed detention.
 - Student must serve the detention the day of the tardy or the following day with the exception of Monday.
- On the fourth offense, teacher contacts parent/guardian (The teacher will document in Aspen the day, time, and result of parent/guardian contact)
- For all subsequent class tardies in that quarter, the teacher submits an office referral form to the administrator

Office Managed Tardy Students will receive an Office Assigned Detention (1:45pm-2:30pm) and their parent/guardian will be notified if they:

- exceed the 4 classroom managed tardies in one quarter and referred to the office
- are late to the start of the school day (any time after 7:30 a.m.)
- arrive more than 15 minutes late to any class
- skip a classroom detention

Missing an Office Assigned Detention will result in a Long-Term Detention (1:45pm-4:45pm)

Missing a Long-Term Detention will result in an Out-of-School Suspension

Continued referrals for Office Managed Tardies will result in further consequences which include one or more of the following (these are not listed in any particular order) :

- Parent/Student/Administrator meeting
- Student Tardy Contract
- Referral to a Student Support Team
- Limitation or loss of extra curricular (clubs, activities, intramurals) and interscholastic scholastic participation privileges
- Social suspension from school sponsored activities outside of the school day (such as dances, spirit week events).
- PASS
- Long-Term Detention
- Extended Academic Day
- IAES (Interim Alternative Education Setting)
- Out-of School Suspension

NO TARDIES!!!! Students who do not have any tardies to school or to class for a month automatically become eligible for a drawing at the end of the month. Some results of the drawing will include one or more of the following:

- Parking spot on CHS campus for a the next month
- Pizza lunch for student's advisory
- Free snack and/or drink at cafeteria
- Free admission to CHS sporting events for the month.
- Other TBA

Early Dismissal from School

If a student needs to be dismissed early from school, s/he should bring in a note signed by his/her parent to the Student Management Office in the morning of the day of the early dismissal. The note must include the reason for the early dismissal, the time of the early dismissal, the parent/guardian's signature **and a telephone number at which the parent/guardian can be reached for verification.** Early dismissals are only for unavoidable situations or appointments that cannot be otherwise scheduled outside school hours.

At the time of the early dismissal, the student should go to the Student Management Office and meet his/her parent/guardian who will sign them out. **Students may NOT wait for parents in the front foyer or outside the building.**

Cafeteria Expectations:

All students will:

1. Consume all food and drink only in the cafeteria.
2. Clean up all papers, utensils and food leaving their area clean for the next person in the facility.
3. Stay in the cafeteria during their lunch period.

Classroom Expectations:

All members of the classroom will:

1. Respect the abilities, views and rights of others
2. Show respect for the speaker
3. Use appropriate language
4. Show consideration for emotional and physical space
5. Consider remarks that are positive and/or constructive
6. Students may carry a container with water during the day.

Cheating:

Cheating, including plagiarism, is intolerable in an academic institution and it will be dealt with seriously. Plagiarism involves the intentional attempt to pass off the work of others as one's own. If a student is unprepared or under-prepared for an assessment, s/he should bring that to the attention of the classroom teacher. Cheating is not an acceptable alternative. Aiding or abetting an individual in cheating is also considered cheating. Cheating includes, but is not limited to, the following:

- ◆ Giving your assignments to another person.
- ◆ Receiving assignments from another person.
- ◆ Using assignments you or others submitted in previous semesters or for other courses.
- ◆ Soliciting and/or having someone do your assignments in part or in whole for you.
- ◆ Doing someone else's assignments for him or her.
- ◆ Submitting work that is not completely created by you
- ◆ Looking at someone else's test during any assessment (test, quizzes, exams, common tasks, or any assignment the teacher has indicated needs to be done individually).

- ◆ Asking someone for help during any assessment (test, quizzes, exams, common tasks, or any assignment the teacher has indicated needs to be done individually).
- ◆ Using technology to obtain answers during any assessment (test, quizzes, exams, common tasks, or any assignment the teacher has indicated needs to be done individually).
- ◆ Providing assistance to someone else during any assessment (test, quizzes, exams, common tasks, or any assignment the teacher has indicated needs to be done individually).
- ◆ Using technology to change and/or alter grades, tests, or any secure/confidential documentation.
- ◆ Cell phones or any electronic devices including, but not limited to iPods, iPhones, and iPads which are on and/or visible during any assessment (test, quizzes, exams, common tasks, or any assignment the teacher has indicated needs to be done individually).

Any person giving information and any person using information are both cheating.

Consequences

- a. Forfeiture of related grades (Numerical grade of 0).
- b. Counsel by teacher and notification of parent.
- c. Referral to Assistant Principal for disciplinary action.
- d. Incident report filled out by the teacher, placed in student's guidance and disciplinary files.
- e. Consequences are cumulative from year to year and course to course.

Plagiarism is a form of cheating

Definition of Plagiarism -

Plagiarism is from the Latin word for kidnapper. It is a term that refers to the stealing of words or ideas from someone else without giving credit to that person. This definition includes computer programs, drawings, artwork, and all other types of work, which are not one's own. Types of plagiarism include word-for-word, mosaic (rearrangement or rewording), and indirect (paraphrasing). The extent or magnitude of plagiarism can range from mild to severe. This can include use of a single or a few phrases from a source/sources to copying or paraphrasing significant portions from a source/sources without giving proper credit. Examples of plagiarism may include, but are not limited to, the following:

- Failing to cite with quotation marks written words of another.
- Failing to credit an author and source of materials used in a composition.
- Failing to cite research materials in a bibliography or works cited.
- Failing to cite a person who is quoted.
- Failing to cite an author whose works are paraphrased or summarized.
- Presenting another person's creative work or ideas as one's own in essays, poems, music, computer programs, art or other projects.
- Copying or paraphrasing ideas from literary criticisms or study aids without documentation.

Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own. Students are expected to hold themselves to the highest standards of personal integrity. Students must adhere to the rules prohibiting academic dishonesty and to resist peer pressure to violate these high standards of integrity. Students are expected not to use dishonest methods to fulfill academic expectations and responsibilities. Whenever students have any questions about this procedure, they should ask a teacher, counselor or administrator. *(The above, starting at the definition of plagiarism, was reprinted with permission from North Providence High School, RI)*

NOTE: Giving proper credit may not fulfill assignment requirements.

Consequences

First Offense:

- ◆ The teacher who identifies the plagiarism will notify the assistant principal who will notify the student and the parents.
- ◆ The student will receive a grade of zero for the assignment in question. Within five school days, the student must meet with the teacher and then revise the work using proper citation methods. The grade for the revised assignment will be averaged with the zero.
- ◆ A Plagiarism Incident Report, filled out by the teacher, will be given to the Assistant Principal and subsequently placed in the student's guidance file and disciplinary file.

Second Offense:

- ◆ The teacher who identifies the plagiarism will notify the Assistant Principal who will notify the student and parents.
- ◆ The student will receive no credit for the work in question and will have no opportunity for revision.
- ◆ A Plagiarism Incident Report, filled out by the teacher, will be given to the Assistant Principal and subsequently will be placed in the student's guidance file and disciplinary file.

- ◆ The student will receive 2 long-term detentions and/or Saturday detention.
- ◆ The student will be ineligible for co-curricular, extra-curricular, athletic, and/or academic awards during that school year (including, but not limited to RI National Honor Society, National Honor Society and Distinguished Scholars).
- ◆ A conference with the student, teacher, parents/guardians and assistant principal and/or principal will be held. At that conference, consequences of further offenses will be reviewed.

Third Offense:

- ◆ The teacher who identifies the plagiarism will notify the Assistant Principal who will notify the student and parents.
- ◆ The student will receive no credit for the work in question and will have no opportunity for revision.
- ◆ A Plagiarism Incident Report, filled out by the teacher, will be given to the Assistant Principal and subsequently will be placed in the student's guidance file and disciplinary file.
- ◆ The student will receive a 2-day out-of-school suspension. Upon completion of the suspension, there will be another parent, student, teacher, assistant principal and/or principal meeting held before re-entry.
- ◆ The student will be ineligible for co-curricular, extra-curricular, athletic, and/or academic awards for the balance of his/her time at Cumberland High School (including, but not limited to RI National Honor Society, National Honor Society and Distinguished Scholars).
- ◆ A conference with the student, teacher, parents/guardians and assistant principal and/or principal will be held. At that conference, consequences of further offenses will be reviewed.
- ◆ The student will be ineligible for any student leadership positions during the balance of his/her time at CHS. If the student is presently in a leadership position, the student must resign from the position.
- ◆ The offense will be noted in the student's permanent record and subsequent related behavior may be reported to colleges and employers.

Additional Offenses of cheating, including plagiarism:

- ◆ Any of the consequences previously named may be repeated.
- ◆ The student will be placed on social suspension, which excludes the student from participating in extra-curricular and/or co-curricular activities, including intramurals.
- ◆ The student will not be allowed to receive credit for the course in which s/he cheated or plagiarized.
- ◆ The student will be prohibited from participating in the graduation ceremony after s/he has completed the necessary components to graduate.

Forgery/Misrepresentation Signing a name other than your own is considered forgery. This includes, but is not limited to, the names of parents, teachers, staff members, and friends. Misrepresentation electronically or over the phone is also considered a serious infraction.

Consequence First Offense

- a. Referral to Assistant Principal
- b. Notification of parent
- c. 1-3 day suspension

Consequences for Subsequent Offenses

- a. Referral to Assistant Principal
- b. Notification of parent
- c. Additional suspension or other consequences deemed appropriate by administration

Hallway Expectations:

All students in the CHS community will:

1. Actively proceed to class.
2. Keep the hallways and lockers clean.
3. Use appropriate language.
4. Show consideration for the emotional and physical space of others.
5. **Respond to the directions of school personnel.**

Locker Expectations:

Ninth grade students will be assigned lockers in the Transitional Building. Students in grades 10, 11, and 12 will be assigned the same locker for his/her remaining years at CHS.

Lockers should be left locked at all times. Broken lockers should be reported immediately to the appropriate assistant principal. Writing or marking of any kind on lockers is strictly forbidden. No stickers, tape, glue or anything that can damage the painted surface of the locker is allowed. Student(s) are responsible for the locker to which they are assigned.

Although lockers are assigned to each student, lockers remain the property of the Cumberland Public schools and may be opened by school authorities if necessary. Every effort will be made, however, to ensure student privacy.

Media Center Expectations:

1. During class periods students may go to the Media Center to pay fines or return books and/or work on portfolios with the permission of their classroom teacher. Students must have a pass to enter the Media Center from the sending teacher.
2. Pupils are subject to the rules prescribed by the Media Specialist concerning conduct, library work, portfolio work and circulation of books.

The Media Center is open during the school day and some days after school. Please check the posted schedule on the Media Center door.

Student Parking Expectations

Students are encouraged to use the bus transportation provided by the school district. If a student wishes to drive a vehicle to school s/he must follow student parking regulations.

- ◆ Parking is a privilege.
 - ◆ Student parking area is only Tucker Field.
 - ◆ Students parking in places other than Tucker Field will be towed at owner's expense.
1. Parking behind the high school is restricted to students who require handicapped parking or special circumstances. Students will be issued a special permit through their assistant principal.
 2. Some exclusive student parking spots behind the high school will be awarded by lottery and to students for consistent positive behavior through PBIS.
 3. Students who drive automobiles to school must obtain a CHS parking tag. To obtain a parking tag a student must present evidence of a driver's license, and car registration and insurance to his/her assistant principal.
 4. Students are not to loiter in their cars in the morning or at anytime during the school day.
 5. Conditions of vehicle must meet Rhode Island State minimum inspection requirements. (Police will check).
 6. No parking is allowed in front of Cumberland High School between the hours of 7:00 AM and 2:30 PM.
 7. Students may lose parking privileges for disciplinary issues.
 8. Students who park in a fire lane will be fined by police and will be towed.
 9. Students parking at Tucker Field must use the footbridge when crossing Mendon Road. Students not complying with this rule will be subject to disciplinary procedures up to and including suspension.

Category II- SOCIAL BEHAVIOR

Card playing, Gambling, Littering and Throwing of Objects: These activities are not allowed.

Consequence

- a. Contact parent
- b. Long-term detention

Consequences for Subsequent Incidents

- a. Contact parent
- b. Depending on the severity of the incident further discipline up to and including suspension.

Cutting Office Detention

Consequence

- a. Contact parent by phone
- b. Two office detentions

Consequences for Subsequent Incidents

- a. Contact parent
- b. Additional discipline up to and including suspension.

Cutting Teacher Detention:

Consequence

- a. Teacher will call home and inform parent for each infraction.
- b. Teacher will issue a new teacher detention
- c. If student cuts new teacher detention, student will be referred to appropriate Assistant Principal for office detention

Dances:

There are a number of school sponsored dances during the year.

1. All tickets for dances will be sold prior to the dance. When purchasing the ticker, students must submit a completed dance permission contract. No tickets will be sold at the door. The faculty advisor will be responsible for the sale of tickets and

the maintaining a list of identification numbers for students who have purchased tickets. This list will be given to the administrator who will be at the dance.

2. Students will not be allowed to enter the dance one hour after the stated beginning of the dance.
3. If a student leaves the dance, he/she will not be allowed to re-enter.
4. All school rules shall be enforced and are applicable at the dance including the following:
 - a. Students who are under suspension may not attend.
 - b. Students who are absent from school the day of the dance may not attend.
 - c. Possession, having consumed, or consumption of alcohol/drugs at a school-sponsored event is strictly forbidden. This includes consuming or using alcohol/drugs prior to the event. School policy includes parent and police notification and suspension. The Cumberland School Committee policy relating to drugs/alcohol will be enforced.
5. All Cumberland High School students attending the dance will be held accountable in accordance with school policy for the actions of themselves, their escorts or members driving together.
6. There will be NO early dismissal before 12:30 p.m. on the day of any semi-formal or formal dance. (Example: Winter Ball, Prom, or Senior Reception)
7. **Any student ejected from any dance for any reason will not be eligible to attend subsequent school dances, hops, balls or proms for the remainder of the school year and in addition to other consequences may also apply. If the student is a senior, additional consequences include the loss of the privilege of participating in the graduation exercises.**
8. The administration reserves the right to inspect vehicles of any and all students attending dances
9. Students who are in middle or elementary school may not attend CHS dances. Similarly, guests may not be over the age of 20. Anyone who has previously been excluded from CHS for disciplinary reasons may not attend.
10. Any student who wishes to bring a guest, who is not a CHS student to the dance, must turn in a completed GUEST FORM to his/her assistant principal. GUEST FORMS can be found in the assistant principal's office. The assistant principal must approve the guest form prior to attendance at the dance. All forms are due the day BEFORE the dance. No forms will be accepted the day of the dance.

Destruction of School Property: including, but not limited to vandalism, graffiti, tagging, etc...

Consequence

- a. Referral to administration.
- b. Notification of parents
- c. Possible police involvement
- d. Restitution for damages
- e. Suspension up to 10 days
- f. Students may be referred to the School Committee for a long-term suspension hearing or exclusion

Consequences for Subsequent Incidents

- a. Notification of parents
- b. Depending on the severity of the incident further discipline up to and including suspension and/or recommendation for exclusion.

Dress Code:

Cumberland High School respects individual rights of expression; however each student is expected to dress responsibly to uphold the standards of the school environment. Students are expected to exercise good judgment in their style of dress as well as demonstrate respect for those around them. The basic guidelines of decency, modesty, good taste, cleanliness and practicality should prevail. At all times, student should treat school as if it were a place of business and dress accordingly. Students' attire and grooming should allow for safe participation in such curriculum areas such as science, tech ed., P.E. or any other activity where reasonable precautions are warranted.

Inappropriate dress includes, but is not limited to:

- ◆ clothing that is uncomfortably revealing or causes embarrassment to others.
Guidelines include:
 - a. The 6 B's should not be visible: Bellies, Butts, Breasts, Boxers, Bras or Backs
 - b. No undergarments should show at any time, including boxer shorts or undershirts
 - c. Tops and bottoms should meet
- ◆ clothing or accessories that display offensive images or language.
- ◆ clothing or accessories that display tobacco, alcohol, or substance-related symbols or advertising.
- ◆ dress intended for outside wear such as visors, hoods, sunglasses, etc. are not to be worn inside the building during the school day.

Students who violate this policy will be required to change into appropriate attire.

Electronic Devices:

Electronic devices include, but are not limited to: cellular phones, iPods, radios, MP3 players, paging devices, walkie-talkies, electronic games, DVD/Blue ray players. While it is up to the discretion of the teacher to include the educational use of electronics within the classroom, recreational use or use of phone for any reason including checking time, using as a calculator or as a PDA are not permitted. Electronic devices may not be used in the cafeteria, the halls, the bathroom or any other place on CHS school grounds during the school day (7:24 a.m. to 1:34 pm). If a student needs to use a phone to call home or for other school business, s/he may request to use one in any of the administration offices.

Rhode Island State Law 16-21.2-11 prohibits the use of electronic devices in schools. Consequently, all electronic devices must be turned off and out of sight. Electronic devices may not be seen or heard by any staff member at Cumberland High School during school hours (7:24am - 1:35pm).

Use of electronic devices other than as specified above will result in the following:

A staff member will ask for the device and it will be confiscated for a period of time. **The device must be turned over to the staff member immediately (this includes the battery, SIM card, ear/headphones, etc.).** Refusal to turn over the device or to identify him/herself will result in the student's suspension and the device will be confiscated.

Consequences:

- a. **First Offense:** Five days confiscation of the device; device retrieval from the school before or after school.
- b. **Second Offense:** Ten days confiscation of the device; device retrieval from the school before or after school.
- c. **Third Offense:** Thirty days confiscation of the device; device retrieval from the school before or after school.
- d. Further offences will be dealt with progressively on a case-by-case basis.

Any confiscated electronic device will be placed in a manila envelope with student information, and will be delivered to the office of an administrator to be inventoried and placed in a secure location until parent retrieves device after the appropriate elapsed time.

Recording/transmission of pictures/video

The use of electronic devices to take, store, or transmit pictures or to make other recordings (audio, or video) on school grounds is strictly prohibited. It is the school's position that picture/recording devices pose threats to privacy. Additionally, picture and other recording functions on electronic devices can be used to exploit personal information and compromise the integrity of academic programs. Accordingly, the use of the camera function or other recording functions of a cell phone or other electronic devices is strictly prohibited on school grounds at all times.

Consequences:

- a. The electronic device will be confiscated and only returned to a parent per the Electronic Devices policy above..
- b. Depending on the severity of the infraction, other consequences may be applied including, but not limited to: police involvement, suspension from school, and recommendation for exclusion.

Subsequent Consequences:

- c. The electronic device will be confiscated and only returned to a parent per the Electronic Devices policy above..
- d. Depending on the severity of the infraction, other consequences may be applied including, but not limited to: police involvement, suspension from school, and recommendation for exclusion

Obligations

Any student having an obligation to the school, including but not limited to restitution for books, uniforms, equipment, dues and fines, may be subject to social suspension until obligations have been fulfilled. Senior obligations must be fulfilled prior to graduation.

Personal Property and Valuables:

In order to insure that possessions are safe on school property, the following procedures are recommended:

- Students are strongly urged not to bring unnecessary cash or valuables to school.
- Either lock up your belongings or carry them with you.
- Ask your coach or physical education teacher to lock up valuables, for extra protection, if necessary.
- Make every effort to look out for one another.
- It is the responsibility of the student to keep personal property and valuables in a safe, secure location.

Faculty, coaches and staff members are concerned about theft, and they will continue to supervise areas as well as possible.

Under no circumstances does the Town of Cumberland, Cumberland Public Schools, Cumberland High School, its administration, or its staff assume liability for personal possessions brought into school buildings and/or onto school grounds.

Sexual Harassment:

Sexual harassment is any unwelcome conduct or communication of a sexual nature and may be considered a major offense. It includes flashing, obscene phone calls, sexual comments and sexual advances

In the workplace or at school, sexual harassment includes any sexual behavior or communication that adversely affects a person's employment relationship, ability to do one's work or working environment. It could be a pattern of sexual words or actions ranging from annoyances and distractions to deliberate intimidation and open threats or demands. It may also including teasing, vulgar remarks, derogatory comments on one's appearance, pinching, patting, blocking free movement, sexual proposition and the suggestion of sexual acts in exchange for employment, a raise, a promotion, grades or special privileges. If the harassment involves unwanted touching of the sexual parts of the body, it could also be considered sexual assault.

Consequence

- a. Notification of Parent.
- b. Depending on the severity of the infraction, other consequences may be applied up to and including police involvement, suspension from school, and recommendation for exclusion.

Subsequent Consequences:

- a. Notification of Parent.
- b. Depending on the severity of the infraction, other consequences may be applied up to and including police involvement, suspension from school, and recommendation for exclusion.

Insubordination

The refusal of a student to obey a staff member in the process of carrying out **appropriate disciplinary actions or student governance procedures** is a serious breach of school expectations for student behavior. Two examples of insubordination are, the refusal to give your full name, when asked, refusal to accompany a staff member to the office.

Consequence

- a. Notification of Parent
- b. Referral to Administration for disciplinary action.
- c. Depending on the severity of the infraction P.A.S.S., LTD or suspension of up three (3) days

Subsequent Consequences:

- a. Notification of Parent.
- b. Depending on the severity of the infraction, other consequences may be applied up to and including suspension from school, and recommendation for exclusion.

Theft and/or Possession of Stolen Goods:

Theft of school property or that of other students or staff members **and/or** possession of stolen goods is not tolerated at Cumberland High School. Surveillance cameras are installed both inside the building and outside on the school grounds of Cumberland High School. Infractions involving theft or the possession of stolen property are cumulative over a student's career at CHS.

Consequence

- a. Referral to administration
- b. Notification of parents
- c. Possible police involvement
- d. Restitution for damages
- e. Suspension up to ten (10) days.
- f. Possible referral for exclusion

Subsequent Consequences:

- a. Notification of Parent.
- b. Depending on the severity of the infraction, other consequences may be applied up to and including police involvement, suspension from school, and recommendation for exclusion.

Vulgarity:

Vulgarity directed at, or made in reference toward a staff member, verbally or in writing, are not tolerated at CHS.

Consequence

- a. Referral to administration for disciplinary action.
- b. Notification of Parent.
- c. Depending on the severity of the infraction P.A.S.S., LTD or suspension of up three (3) days

Subsequent Consequences:

- a. Notification of Parent.
- b. Depending on the severity of the infraction, other consequences may be applied up to and including suspension from school, and recommendation for exclusion.

Category III- CRIMINAL/CIVIL OFFENSES

Alcohol, Drug** and Tobacco:

Cumberland High School is an alcohol, drug and tobacco free school.

1. Alcohol and Drug- Possession:** Use, possession, purchasing, having consumed, or being under the influence of alcohol or drugs are all strictly prohibited in school, on school grounds, prior to or at any school events. Possession of drug paraphernalia is also strictly prohibited in school or on school grounds. Alcohol and drug infractions are cumulative over a student's career at CHS.

Consequence first and subsequent:

- a. Parent and police notified, which may result in arrest
- b. Confiscation of evidence
- c. Suspension of up to ten (10) days
- d. Referral to the Student Assistance Counselor for a minimum of three sessions.
- e.***In cases that apply see consequences also see below RI General Law 11-47-60 number 2*

2. Alcohol and Drugs- Selling and/or Distribution:** Selling, and/or distribution of drugs, or alcohol in schools, on school grounds or at school sponsored events are prohibited.

Consequence (first and subsequent):

- a. Parent and police notified, which may result in arrest
- b. Confiscation of evidence
- c. Suspension of ten (10) days
- d. Referral to the Student Assistance Counselor for a minimum of three sessions.
- e.***In cases that apply see consequences also see below RI General Law 11-47-60 number 2*

3. Possession of cigarettes or tobacco products: Students may not possess matches, lighters, cigarettes, tobacco

Consequence:

- a. Confiscation of the evidence
- a. Parent Notified
- b. SRO notified
- c. Long Term Detention
- d. Referral to the Student Assistance Counselor for a minimum of three sessions.

Subsequent Consequences:

- a. Parent Notified
- b. SRO Notified
- c. Suspension of up to ten (10) days.
- d. Referral to the Student Assistance Counselor for a minimum of three sessions.
- e. Depending on the severity of the infraction, other consequences may be applied up to and including recommendation for exclusion.

Arson, Pulling Fire Alarms or False dialing 911:

Pulling fire alarms, arson and dialing 911(when there is not an emergency) are violations of state laws. If such instances occur, the school will inform the police and may file a court complaint against the student(s). Any infractions related to arson, pulling fire alarms or false dialing 911 are cumulative over a student's career at CHS.

Consequence:

- a. Notification of Parent and SRO
- b. Up to ten (10) days suspension
- c. Depending on the severity of the infraction, other consequences may be applied up to and including recommendation for exclusion.

Subsequent Consequences:

- a. Notification of Parent and SRO
- b. Up to ten (10) days suspension
- c. Depending on the severity of the infraction, other consequences may be applied up to and including recommendation for exclusion.

Blackmailing, extortion, harassing, intimidating, hazing or threatening school staff or other students:

In school, this includes, but is not limited to cyber-bullying, electronic harassment or threats, verbal threats or graphic representations of threats. Any infractions with regards to blackmailing, extortion, harassing, intimidation or threats will be cumulative over a student's career at CHS.

Consequences

- a. Notification of parents and SRO
- b. Suspension up to ten (10) days
- c. Depending on the severity of the infraction, other consequences may be applied up to and including recommendation for exclusion.

Subsequent Consequences:

- a. Notification of Parent and SRO
- b. Up to ten (10) days suspension
- c. Depending on the severity of the infraction, other consequences may be applied up to and including recommendation for exclusion.

Fighting:**

Fighting, or any form of violence, is expressly forbidden at CHS.

Consequences:

- a. Notification of parents
- b. Police action
- c. Suspension for five (5) days
- d.***In cases that apply see consequences also see below RI General Law 11-47-60 number 3*

Subsequent Consequences:

- a. Notification of Parent
- b. Police action
- c. Suspension of ten (10) days
- d.***In cases that apply see consequences also see below RI General Law 11-47-60 number 3*

Internet Use:

Use and mis-use of the Internet is guided by the Cumberland School District Policy. Misuse may also fall into other disciplinary categories such as Cheating, Plagiarism, Electronic Devices, or Forgery and additional consequences may apply.

Consequences

- a. Notification of parents
- b. Exclusion from use of Internet at school for a period of time from 1 week to the balance of the school year.
- c. Depending on the severity of the infraction, other consequences may include suspension, notification of police and/or a recommendation for exclusion.

Subsequent Consequences:

- a. Notification of parents
- b. Exclusion from use of Internet at school for a period of time from 1 quarter to the balance of the school year.
- c. Depending on the severity of the infraction, other consequences may include suspension, notification of police and/or a recommendation for exclusion.

Physical Attack/Assault:**

Physical Attack/Assault which intentionally causes or attempts to cause injury to another person will not be tolerated at CHS.

Consequences

- a. Notification of parents
- b. Police action
- c. Suspension up to ten (10) days
- d.***Consequences also see below RI General Law 11-47-60 number 3*

NOTE: According to the general laws of the State of Rhode Island, Section 11-5-7, any person who shall knowingly and willfully strike a school teacher, student teacher, school security officer or school administrator causing bodily injury while said teacher, student teacher, security officer or administrator is engaged in the performance of his or her duty shall be deemed to have committed a felony and shall be imprisoned not exceeding three (3) years or fined not exceeding fifteen hundred dollars (\$1,500) or both.

Section 11-5-2, Assault or Battery with Dangerous Weapon or Substances, indicates that although, to constitute an assault with a dangerous weapon, it is necessary that the weapon should be presented at the party intended to be assaulted within the distance at which it may do harm, bodily injury is not a necessary element.

Possession or Use of Dangerous Weapons:**

The term “weapons” shall include, by the way of illustration, the following enumerated items: any firework; any loaded or unloaded firearm (e.g., blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun, etc.); any knife (e.g., Bowie, Dirk, lock-blade hunting, pen, pocket, switchblade, utility, etc.); any defensive weapon (e.g., gas repellent, mace, stun gun, pepper spray, etc.); any martial arts device (e.g., blackjack, chain, club knuckles, night stick, pipe, studded bracelet, etc.); or which by virtue of its shape or design gives the appearance of any of the aforementioned (e.g., air pistol, air rifle, BB gun, paintball gun, water pistol, etc.). (Cumberland School Department Policy on Weapons and Violence; April 14, 1994)

- a. Notification of parents
- b. Confiscation of items
- c. Police action
- d. Suspension of up to ten (10) days
- e. ***Consequences see below RI General Law 11-47-60 number 1*

*****See RI General Law 11-47-60 with regards to zero tolerance and providing a safe school environment.***

The following infractions fall under the zero tolerance category. Consequences include up to 45-day interim alternative educational setting and referral to the Superintendent/School Committee for exclusion from school:

- 1. Student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency.
- 2. Student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a function under the jurisdiction of a State of local educational agency; or local agency.
- 3. Student inflicts serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of a State or local agency.

CO-CURRICULAR ACTIVITIES

The co-curriculum is designed to provide opportunities for developing interests and leadership skills and participation in school government.

Membership

- 1. Students may choose the activity which they wish to participate.
- 2. Participation is highly recommended and every student should participate in at least one activity.
- 3. There is no academic credit for club participation.
- 4. Activity periods may commence at the end of the school day.
- 5. Each activity must be directed by a faculty sponsor.
- 6. Every activity must be approved by school authorities.
- 7. Some activities are part of the total school program and as such become part of the official permanent record. No credit will be given either in the yearbook or on the permanent record card unless the student actively participates in the activity.

<u>Activities</u>	<u>Advisors</u>
Academic Decathlon	TBD
Art Society	Betsey MacDonald
Band	Lisa Koziol-Kenyon
Chorus	Susan Alves
Clef Singers	Susan Alves
Debate Team	Leslie DeCesare
Diversity Coalition	Jennifer Bacon
Drama	Bob DiMartino
Friends of Rachel	Steve Casavant, Matthew Nasif
Future Business Leaders of America	Renee DeRosier
Grad Night	Sue Paquette
Intramurals (seasonal)	Brien Keller
Literary Journal	Kristen Murphy
Math League	Kristin Jahnz
Mock Trial	TBA
Model Legislature	Edward Beaudreau
National Honor Society	Suzanne Paquette
Peer Mediation	Stephanie York
Special Olympics	Susan Turner
S.A.D.D.	Christine Bandoni
Scanner (school electronic newspaper)	Stephen Twining
Student Government	Sue Paquette Audrey Wilkinson
Yearbook	Melissa Kusnitz Vicki Nurse

Student Government

The Student Government promotes, regulates, and supervises the activities and interests of the student body. It consists of elected members of the student council and class officers of the freshman, sophomore, junior, and senior classes as well as an advisor. Advisors will be in constant contact with the class government and the principal. All powers delegated by the principal to the student government are exercised subject to the principal's approval. The student government meets once a month to discuss topical issues and hear reports from committee chairpersons.

Copies of the Constitution of the Student Government are available in the Principal's Office.

Student Government Officers

President Sophia Dias
Vice President Melissa Mardo
Secretary Alyssa Chito
Treasurer Michelle Sisti

Class Advisors

Each class plans its activities under the direction of the following class advisors:

Class of 2012 Amanda Letoile, Malinda Borden
Class of 2013 Stephanie DaSilva
Class of 2014 Carol Bibeault, Martin Crowley, Suzanne Paguette
Class of 2015 Melissa Johnson, Tara Maloney

Class Officers

SENIOR CLASS OFFICERS- Class 2012

President: Matt Felber Vice President: Josh Call-Fregeau
Secretary: Kayli Travassos Treasurer: Briana Joubert

JUNIOR CLASS OFFICERS- Class 2013

President: David Rosa Vice President: Rob Deorsey
Secretary: Catherine Payson Treasurer: Michelle Sisti

SOPHOMORE CLASS OFFICERS- Class 2014

President: Ei Dias Vice President: Jake Lohrman-Fitzgerald
Secretary: Cooper Paesang Treasurer: Eden Duhamel

FRESHMAN CLASS OFFICERS- Class 2015

President: TBA Vice President: TBA
Secretary: TBA Treasurer : TBA

ATHLETICS

In conjunction with the co-curriculum, Cumberland High School sponsors extra-curricular activities, which are held after school hours under the direct supervision of an advisor or coach. Students may participate only after they have met academic and citizenship requirements of the school.

In order to participate in an extra-curricular activity, a student shall have maintained a 60 average and not have failed more than one subject for the previous quarter and all successive quarters. Any student failing more than one subject or who has an average below 60, must go on a bi-weekly reporting system. During the bi-weekly period, the student may not practice or participate in any extra-curricular activities.

If after the initial or any subsequent bi-weekly period the student has up-graded his/her academic standing to meet the above criteria, the student may resume the activity of choice. The student in question must remain on a bi-weekly report during the entire quarter to ensure that the student's grade does not fall below the above criteria. In addition, students must be in attendance at school no later than **10:30 a.m.** It is the responsibility of coach/advisor and the instructors to monitor this requirement.

It is important to note that all students participating in interscholastic sports must meet the Rhode Island Interscholastic Principal's Committee on Athletic Academic Regulations. Rhode Island Interscholastic League Rules and Regulations, ACADEMIC ELIGIBILITY; SECTION 2; PAGE 14:

The athlete must be taking at least four subjects, each involving at least four periods of work or an aggregate of fifteen periods of work per week.

a. At all times the athlete shall have secured for the period from the beginning of the quarter or trimester up to the end of the regular marking period which shall not exceed a maximum of 12 weeks, next preceding the contest, a passing grade in at least three full-

time subjects, each involving at least four periods of work per week or their equivalent. Students must be Passing 60% of their program may be substituted for this requirement.

1. At the end of a course, which meets for multiple marking periods, a school may utilize the grade earned during the last marking period or the final mark earned in determining academic eligibility. However, the school must be consistent in its application of this provision for all athletes in all sports.
- b. To be eligible at the beginning of a school year, the student must have done passing work at the end of the previous school year in June in at least three subjects, or 60% of the student's program.. In the case of the three subjects, each must involve at least four periods of work per week. An aggregate of fifteen periods of work per week for the previous half-year may be substituted for this requirement.
 1. In the case of a student who devotes a considerable part of the summer to making up subjects failed during the school year and receives credit toward graduation for this make-up work, that student shall be entitled to count such credit toward eligibility provided this credit is made an official part of his school record during the first week of the fall term. In case a student fails to complete the minimum scholastic requirements for athletic eligibility at the end of a quarter due to unavoidable absence the student shall be ineligible for the next quarter until these requirements of the preceding quarter are made up.
 2. Failures or incomplete work caused by unavoidable absence may be made up at the beginning of the quarter provided it is made a matter of final record within three weeks of the first day of that quarter.
- c. The athlete shall receive no special privilege such as extra examinations, delayed marks, make-up opportunities, or other favors which are not granted on equal terms to every student in the school, with the further provision that grades for failures or incomplete work in which a make-up opportunity is granted at the end of a quarterly marking period must be made a matter of final record within two calendar weeks of the first day of the succeeding marking period.
- d. If the athlete repeats work for which credit has once been received, the athlete cannot count that subject a second time for eligibility.
- e. The athlete cannot count for eligibility, points obtained in a subject taken during the summer vacation that had not previously been regularly pursued in the classroom.
- f. Admission to or exclusion from participation in a sport because of these eligibility rules shall take place, for admission and exclusion, at the close of the school day on which report cards are issued for the end of the regular marking period.
- g. In case a game is postponed or results in a tie, the eligibility of the participants does not hold over until the game is played.
- h. Academic eligibility requirements for students who are enrolled in Accelerated Programs:
 1. An accelerated program is one in which a student earns more than the minimum credits necessary for promotion to the senior year. This may be achieved by independent study, taking more than the required number of courses in a given semester or year, taking additional courses at an approved college, or a concurrent enrollment program at an approved college.
 2. Conditions for academic eligibility of seniors in an accelerated program:
 - a. The student must be enrolled in a minimum equivalent of three full courses per semester in his/her school or an approved off-campus program for a total of three credits for the year, excluding physical education.
 - b. If off campus courses are involved, the high school must approve the courses and the grades must be recorded at the high school on the student's permanent record card and are included in the computation for the student's graduation credits.

("To participate" in any extra-curricular activity denotes any involvement in the sport or activity whatsoever).

Eligibility/Ineligibility dates from the day of the student's receipt of report cards. Students are required to have yearly physicals in order to participate in any sports activities.

1. It is imperative that all athletes are informed that the penalty for falsifying a doctor's PHYSICAL REPORT will result in a quarter (45 school days) of athletic ineligibility.
2. The act of falsifying such a document is a criminal act, not just a school rule and may be punishable by law. Once a falsified statement of the student's physical has been given to the coach or school nurse, the student will be subject to disciplinary action.
3. If the forty-five (45) day penalty obligation has not been fulfilled in one (1) sport season, it will be continued (carried over) into the following season of any athletic participation.

School insurance is compulsory for any student participating in a sport unless a waiver form is signed by a parent or guardian. Football participants must purchase football coverage from the school's insurance carrier.

Athletic Director:

Frank Geiselman

Baseball
Basketball (Boys)
Basketball (Girls)
Cheerleading
Cross Country (Girls)
Cross Country (Boys)
Field Hockey

Football
Golf
Hockey
Indoor Track (Girls)
Indoor Track (Boys)
Outdoor Track (Girls)
Outdoor Track (Boys)

Soccer (Girls)
Soccer (Boys)
Softball
Special Olympics
Swimming
Tennis (Girls)
Tennis (Boys)

Volleyball
Wrestling

STUDENT GOVERNMENT CUMBERLAND HIGH SCHOOL
TIMELINE 2011-2012

PRESIDENT: Sofia Dias

Community Focus: *Elementary School & Nursing Homes*

AUGUST:

12 BARBECUE AT MRS. PAQUETTE'S HOUSE
15 FOOTBALL PRACTICE BEGINS
22 FALL SPORTS BEGIN
29 STAFF ORIENTATION
30 STAFF ORIENTATION/ BREAKFAST
31 FRESHMAN FIRST DAY
31 FRESHMAN PICTURES

SEPTEMBER:

1 FIRST DAY OF SCHOOL ALL GRADES
1 FOOTBALL INJURY FUND GAME (AT LINCOLN)
5 LABOR DAY (NO SCHOOL)
7 NINTH GRADE PARENTS Q&A NIGHT (6 PM)
8 SOPH, JUN. CLASS PICTURES
8 SCHOOL COMMITTEE MEETING (CHS)
13 FIRST GOVERNMENT MEETING
14 INTENT FORMS DUE
15 FRESHMEN SPEECHES AND ELECTIONS
19 FAMILY PORTAL UPDATE
20 GOVERNMENT PICTURES
22 MAKE-UPS (CLASS PICTURES)
22 SCHOOL COMMITTEE MEETING (CHS)
28 SENIOR CLASS PICTURE
29 BACK TO SCHOO NIGHT
TBA ENVIRONMENT & COMMUNITY

OCTOBER:

1 SAT'S (AT CHS) 8-1
3 FAMILY PORTAL UPDATE DUE – MID-QUARTER
5 COLLEGE FAIR DAY
10 COLUMBUS DAY (NO SCHOOL)
11 BLOOD DRIVE
13 GOVERNMENT MEETING
13 SCHOOL COMMITTEE MEETING (CHS)
16-22 SPIRIT WEEK
16 CLEAN-UP **CLASS PRESIDENTS**
17 TALENT SHOW
20 FAMILY PORTAL UPDATE DUE
21 HOMECOMING GAME
22 HOMECOMING DANCE (SR's)
22 ACT
22 DEBATE TEAM (NOT AT CHS)
226 MATH TEAM COMPETITION
26 SENIOR COLLEGE INFO NIGHT (6:30 PM-7:30 PM)
27 SCHOOL COMMITTEE MEETING (CHS)
TBA CLOTHING DRIVE
TBA NECAP GRADE 11 ELA AND MATH
TBA ENVIRONMENT & COMMUNITY

NOVEMBER:

1-22 TURKEY BASKET
4 END OF FIRST QUARTER
5 SAT'S (AT CHS) 8-1
8 GOVERNMENT MEETING
8-14 FRENCH WEEK
10 SCHOOL COMMITTEE MEETING
11 VETERANS DAY (NO SCHOOL)
11 NEW YORK TRIP
14 FAMILY PORTAL UPDATE
17 RING CEREMONY
17 BOYS ICE HOCKEY
19 DEBATE TEAM (CHS)
24 THANKSGIVING GAME
24-25 THANKSGIVING RECESS (NO SCHOOL)
28 START OF WINTER SPORTS
TBA HOUSE OF COMPASSION
TBA TEDDY BEAR
TBA BAND & INSTRUMENT NIGHT
TBA MONTH OF GIVING

DECEMBER:

1-21 ADOPT- A – FAMILY
 3 SAT'S (NOT AT CHS)
 7 MATH TEAM COMPETITION
 8 SCHOOL COMMITTEE MEETING (CHS)
 9-10 DRAMA PRODUCTION
 10 ACT
 10 DEBATE TOURNAMENT (NOT AT CHS)
 12 FAMILY PORTAL UPDATE DUE –MID-QUARTER
 14 HOLIDAY CONCERT
 20 STUDENT GOVERNMENT MEETING
 22 SCHOOL COMMITTEE MEETING
 26-2 VACATION
 TBA CANS OF HOPE
 TBA FINANCIAL AID NIGHT

JANUARY:

1 NEW YEARS DAY (NO SCHOOL)
 7 DEBATE TEAM (NOT AT CHS)
 9 FAMILY PORTAL UPDATE DUE
 10 GOVERNMENT MEETING
 12 SCHOOL COMMITTEE MEETING (CHS)
 16 MARTIN LUTHER KING JR DAY (NO SCHOOL)
 17-20 MIDTERMS
 20 END OF SECOND QUARTER
 25 MATH TEAM COMPETITION
 26 SCHOOL COMMITTEE MEETING (CHS)
 27 WINTER BALL
 28 SAT'S (NOT AT CHS)
 TBA ENVIRONMENT & COMMUNITY

FEBRUARY

4 DEBATE TEAM (NOT AT CHS)
 7 GOVERNMENT MEETING
 9 SCHOOL COMMITTEE MEETING (CHS)
 11 ACT
 12 8TH GRADE ORIENTATION
 14 BLOOD DRIVE
 20 PRESIDENT'S DAY (NO SCHOOL)
 20-24 VACATION
 23 SCHOOL COMMITTEE MEETING (CHS)
 27 FAMILY PORTAL UPDATE—MID-QUARTER
 TBA ENVIRONMENT & COMMUNITY
 TBA DAFFODIL DAYS

MARCH:

1-30 PENNIES FOR PATIENTS
 2 GRAD NITE DANCE
 3 DEBATE STATE CHAMPIONSHIPS
 7 MATH TEAM COMPETITION
 7-13 WORLD LANGUAGE WEEK
 8 SCHOOL COMMITTEE MEETING (CHS)
 10 SAT (AT CHS) 8-1
 13 GOVERNMENT MEETING
 19 SPRING SPORTS BEGIN
 19 FAMILY PORTAL UPDATE DUE
 22 SCHOOL COMMITTEE MEETING (CHS)
 29 ACADEMIC SHOWCASE
 30 END OF THIRD QUARTER
 30 SPRING FLING
 TBA NATIONAL FRENCH CONTEST
 TBA REGIONAL DRAMA FESTIVAL
 TBA ALL-STATE MUSICAL FESTIVALS
 TBA ENVIRONMENT & COMMUNITY

APRIL:

3 GOVERNMENT MEETING
 9 FAMILY PORTAL UPDATE DUE
 11 BLOOD DRIVE
 11 MATH TEAM PLAYOFFS
 12 SCHOOL COMMITTEE MEETING (CHS)
 14 ACT
 14-22 ITALY TRIP 2012
 16-20 SCHOOL VACATION
 16-20 SPAIN/PORTUGAL TRIP 2012
 19-27 PARIS/NORMANDY TRIP 2012

26 SCHOOL COMMITTEE MEETING (CHS)
 27 MATH TEAM NEW ENGLANDS
 27-30 GRAD NITE 2012
 30 FAMILY PORTAL UPDATE—MID-QUARTER
 TBA NATIONAL PORTUGUESE EXAM
 TBA NATIONAL SPANISH CONTEST

MAY:

4 JUNIOR PROM
 5 SAT'S (AT CHS) 8-1
 7 FAMILY PORTAL UPDATE
 7-16 AP EXAMS
 8 GOVERNMENT MEETING
 10 SCHOOL COMMITTEE MEETING (CHS)
 15 INTENT FORMS DUE
 16 HONOR SOCIETY
 17 SPEECHES AND ELECTIONS
 18 SERVICE LEARNING DUE CLASS OF 2013
 21 FAMILY PORTAL UPDATE
 21-25 STAFF WEEK
 23 FINE ARTS SHOWCASE
 24 SCHOOL COMMITTEE MEETING (CHS)
 28 MEMORIAL DAY (NO SCHOOL)
 29 DISTINGUISHED SCHOLARS
 29-1 SENIOR WEEK
 30 SENIOR HONORS NIGHT
 TBA NECAP GRADE 11 SCIENCE
 TBA ENVIRONMENT & COMMUNITY

JUNE:

1 SENIOR RECEPTION
 2 SAT'S (NOT AT CHS)
 4 FAMILY PORTAL UPDATE DUE
 4-6 SENIOR EXAMS
 6 UNDERCLASSMEN AWARDS
 7 SENIOR CLEF SHOWCASE
 7 SENIOR GRADUATION ASSEMBLY
 7 SCHOOL COMMITTEE MEETING (CHS)
 8 NIGHT OF NOTABLES
 8, 11 GRADUATION PRACTICE
 9 ACT
 11 SENIOR BREAKFAST
 11 GRADUATION
 11 GOVERNMENT ELECTIONS
 11-14 UNDERCLASSMEN EXAMS
 14 LAST DAY OF SCHOOL (TENTATIVE)
 TBA GOVERNMENT AWARDS

SPECIAL PROJECTS

- A. DRESS DOWN DAYS
- B. NURSING HOMES
- C. ELEMENTARY SCHOOL PROGRAMS

This Calendar is subject to change due to snow days, cancellations, etc. Various assemblies for class meetings and Artist-In-Residence, etc. may be scheduled at the requests of class advisors. Dances are held on Friday evenings at announced dates throughout the school year. Dances are sponsored by individual activities and/or classes and are chaperoned

APPENDIX I
DISTRICT POLICIES

Please note: For a complete listing and the text of the policies please refer to the Cumberland School District web site at:
<http://www.cumberlandschools.org/index.htm>

If you are unable to access the website and/or would like a hardcopy of any of the policies they are available at the Office of the Superintendent at 2602 Mendon Road. 658-1600 x 8. Copies of many of the policies are also available in the main offices of schools in the district, the CHS Library/Media Center, and the offices of the Assistant Principals at CHS.

School Committee Policies, based on state and federal laws, include, but are not limited to:

- ABSENCE/TRUANCY District Policy K-12
- ACCEPTABLE USE INFORMATION-INTERNET POLICY
- ANTI-BULLYING/TEASING/HARASSMENT POLICY
- BUS BEHAVIOR POLICY
- CAMERA SURVEILLANCE SYSTEMS
- DUE PROCESS RIGHTS
- EMERGENCY POLICIES AND PROCEDURES
- FOOD ALLERGY POLICY
- FUND RAISING / SALES
- HEALTH SERVICES POLICIES
- HEARING PROCESS
- HIV/AIDS POLICY
- MEDICATION POLICY
- PARENTAL RIGHTS AND CONFIDENTIALITY OF RECORDS
- PROCEDURAL GUIDELINES OFFENSES RESULTING IN SUSPENSION OF MORE THAN TEN (10) DAYS OR EXPULSION
- REQUEST TO WITHOLD SELECTED STUDENT INFORMATION
- SCHOOL NOTICE POLICY
- SEARCH AND SEIZURE
- SEX OFFENDER NOTIFICATION
- SEXUAL HARASSMENT POLICY
- STUDENT RECORDS
- STUDENT RIGHTS AND RESPONSIBILITIES
- SUBSTANCE ABUSE POLICY
- TOBACCO FREE POLICY
- WEAPONS AND VIOLENCE.

State and Federal Laws and other Statutes include, but are not limited to:

- General Laws of the State of Rhode Island, Section 11-5-7 (Striking a school teacher, SRO or administrator)
- General Laws of the State of Rhode Island, Section 11-5-2 (Assault/Battery with Dangerous Weapon)
- General Laws of the State of Rhode Island, Section 11-47-42 & 11-47-60 & 16-21-18 (Zero Tolerance)
- General Laws of the State of Rhode Island, Section 16-2-17 (School Safety)
- General Laws of the State of Rhode Island, Section 16-21.2-11 and revisions (Electronic Devices)
- SECTION 504 OF THE REHABILITATION ACT OF 1973

Cumberland High School

PBGR Handbook

2011-2012



2600 Mendon Road
Cumberland, RI 02864

Tel: (401) 658-2600

Fax: (401) 658-3124

School Website: www.cumberlandschools.org

Cumberland High School is fully accredited by the National New England Association of Schools and Colleges.

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History

What children must know has been the subject of curricula and testing systems since time immemorial. But in the early 1990's as the standards movement started to take hold, RI developed its Comprehensive Education Strategy (CES) with a keen interest in what children should be able to do as well as know. The CES asked schools and the public to rethink both what education was supposed to accomplish and how those accomplishments could be tested.

In response to widespread concerns about student performance, RI held two High School Summits. At these summits the greater education community committed to significantly raising graduation standards and simultaneously intensifying support to the students themselves. In 2003, the Regents' high school regulations established the foundation for the current diploma system. This system was developed in response to public pressure requiring high school diplomas to guarantee students demonstrated more than sufficient school attendance, and the passing of a series of courses, often with low grades.

The Rhode Island Board of Regents for Elementary and Secondary Education Diploma System's Intent is to ensure every student leaving RI public schools is well prepared for college and/or work that what occurs in schools must be helping all students to attain the school's proficiency based graduation requirements, and that all high school graduates demonstrate proficiency in standards-based content and applied-learning skills. In short, this model requires students to demonstrate proficiency in both content knowledge and the ability to apply this knowledge and skills to complex problems.

(Taken from The Rhode Island Diploma System published by R.I. Department of Education.)

(The full text can be found at:

http://www.ride.ri.gov/HighSchoolReform/DOCS/PDFs/HIGH%20school%20reform/HSDiploma_v071405.pdf

Mission Statement

Through a partnership with parents and community, CHS will produce life-long learners who demonstrate logical thinking, effective communication and responsible citizenship. Our learning environment is predicated on academic rigor, consideration for a wide variety of teaching/learning styles and diverse artistic, social and athletic opportunities for everyone in a safe atmosphere of tolerance, courtesy and mutual respect.

Cumberland Learner Expectations (CLEs)

CHS students will...

1. demonstrate an active involvement in their learning.
2. demonstrate logical thinking and problem solving ability.
3. effectively communicate through writing, listening, speaking, and reading across all content areas.
4. demonstrate the ability to locate, organize, evaluate, and utilize different sources of information and/or data.
5. identify connections between historic events and today's global society.
6. demonstrate proficiency in the Fine/Performing Arts.
7. demonstrate the concept of personal wellness to develop a safe and healthy lifestyle.
8. be responsible citizens in the community.
9. identify goals and set priorities to prepare for life and career decision making

Graduation Requirements

I. Course of Study

20 Carnegie Units (Credits)

- ◆ English (4)
- ◆ Math (3+1)*
- ◆ Social Studies (3)- 1 must be US History
- ◆ Science (3)
- ◆ Phys Ed./Health (2)
- ◆ Art (.5)
- ◆ Technology (.5)
- ◆ Electives (3)**

*For the Class of 2012 and beyond any mathematics courses fulfill the requirement. Additionally, for students who attained a score of 3 or higher on the NECAP, any courses listed under Math Related Courses will fulfill the requirement.

**Students planning on attending a 4-year college should take a minimum of two (2) credits in the same Foreign Language

II. Service Learning

Fifteen (15) hours of community service are required. The project must be aligned to both GSE(s) and Cumberland High School Expectations. It must be pre-approved by the appropriate Assistant Principal and supervised by a teacher or administrator. Projects must be **completed** by the student's 11th grade year. All service learning projects must be completed no later than 2:00 p.m. on **May 18, 2012**. Students are to hand in their completed projects to the appropriate Assistant Principal to be assessed. Completed service learning projects are notated on the student's transcript.

Assistant Principals responsibility:

Students are assigned to the following Assistant Principals for Service Learning by last name regardless of year of graduation.

- A-F Brien Keller
- G-N Donna Zannelli
- O-Z Scott Fuller

INSTRUCTIONS FOR COMPLETION OF SERVICE LEARNING:

All Service Learning Forms are located in Appendix A- Forms.

1. **Before** starting your service learning project, fill in the Pre-Approval Form.
2. Have your community partner **sign** your proposal on the Pre-Approval Form.
3. Submit your Pre-Approval Form to the Assistant Principal assigned to you for Service Learning (see above) for pre-approval. **NOTE: If you do not complete the pre-approval process, your project will not be considered for final approval.**
4. Once pre-approved, begin Service Learning project
5. Log hours you complete on the Activity Log. Be sure to have your community partner sign it each time.
6. When you have completed your service learning hours, ask your community partner to complete and sign the Evaluation Rubric.
7. Finally, you will need to summarize your service learning project by completing a post-project Reflective Essay. Use the Reflective Essay Questions in Appendix A to guide you. **All essays must be a minimum of 250 words and must be typed.**
8. Return your completed Service Learning Packet (with reflective essay attached) to the Assistant Principal responsible for final approval.
9. If everything has been completed satisfactorily the Assistant Principal responsible for your final approval will sign your packet. The original will be forwarded to the Guidance Office to be entered on your transcript and a copy will be returned to you to be entered into your e-portfolio.

III. State Testing

All students must participate in the NECAP testing. Most will do so in the fall of their 11th grade year. Scores on these assessments will be reported on student transcripts. The NECAP will count toward graduation per the R.I. Department of Education.

IV. Comprehensive Course Assessments

In order to demonstrate academic proficiency, students will take comprehensive course assessments at the midterm and at the conclusion of each course. A minimum of 50% of the comprehensive course assessment will be performance-based as well as being linked to the appropriate GSEs. Students may use these performance-based assessments as portfolio entries.

V. Portfolio

The high school portfolio graduation requirement is a selective compilation, by a student, of his/her work during grades 9-12. The pieces of student work, referred here as artifacts, that are chosen for the portfolio will each have a formative reflection written when it is entered into the portfolio. Students may add student-initiated and student independent artifacts to their portfolio as well. The portfolio does not mean proficiency in coursework; it is a sampling of best work and demonstrates growth over time. In a student's 12th grade year, s/he will choose from the many artifacts saved to put together a graduation portfolio. The graduation portfolio will include a summative reflection on the artifacts chosen. A final presentation by the student of his/her graduation portfolio will be evaluated by a review team .

On-going reflection of what has been learned, and what has been achieved over time, provides a unique perspective for the student, allowing a shift from teacher-directed to student-directed learning. It is the goal of the district to maintain the portfolio as a digital collection of student work.

All students of Cumberland High are required to collect and reflect on artifacts for a digital academic portfolio annually. Beginning in 2010, students will be asked to select artifacts based on the Cumberland Learner Expectations (CLEs). The Cumberland Learner Expectations have been aligned with the 21st Century Learning Expectations adopted by NEASC as part of the standards for accreditation.

For more information the 21st Century Learning Expectations please refer to the following website:

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

or http://www.p21.org/documents/P21_Framework_Definitions.pdf .

Students should check the following benchmarks for placing artifacts into their portfolios.

For students graduating in 2012 the following requirements need to be added to the artifacts currently housed in their digital portfolios:

- Enter a minimum of 1 teacher chosen and 1 student chosen artifact from every class in Semester 1
- Enter a minimum of 1 teacher chosen and 1 student chosen artifact from every class in Semester 2
- Enter a completed service learning project
- At least 1 artifact must focus on identifying goals and setting priorities to prepare for life and career decision making (CLE #9)
- At least 1 artifact must focus on demonstrating being a responsible citizen in the community (CLE #8). Note: In some cases, the service learning project may meet this expectation.
- Create a 11th Grade Tour with a summative reflective essay. Tour must include an artifacts which demonstrates proficiency in CLE #8, CLE#9, and the completed service learning project in addition to artifacts chosen by the student.

For students graduating in 2013 the following requirements need to be added to the artifacts currently housed in their digital portfolios:

- Enter a minimum of 1 teacher chosen and 1 student chosen artifact from every class in Semester 1
- Enter a minimum of 1 teacher chosen and 1 student chosen artifact from every class in Semester 2
- At least 1 artifact must focus on communication through writing, listening, speaking and reading across content areas (CLE # 3)
- At least 1 artifact must focus on demonstrating the ability to locate, organize, evaluate, and utilize different sources of information and/or data (CLE #4)
- At least 1 artifact must focus on demonstrating the ability to identify connections between historic events and today's global society. (CLE # 5)
- Create a 10th Grade Tour with a summative reflective essay. Tour must include an artifacts which demonstrate proficiency in Clews #3, 4, 5, and artifacts chosen by the student.

Beginning with the class of 2014, students will follow the following chart of requirements for portfolio entries:

<i>9th Grade</i>	<i>10th Grade</i>	<i>11th Grade</i>	<i>12th Grade</i>
<ul style="list-style-type: none"> • 1 teacher chosen and 1 student chosen artifact per semester, per class • At least 1 artifact focused on communication through writing (CLE # 3) • At least 1 artifact focused on the use of technology (RI Tech proficiency requirement) • At least 1 artifact focused on logical thinking and problem solving ability (CLE # 2) • Create a 9th grade tour including a summative reflective essay 	<ul style="list-style-type: none"> • 1 teacher chosen and 1 student chosen artifact per semester, per class • At least 1 artifact focused on the ability to communicate through writing, , listening, speaking and reading across content areas (CLE # 3) • At least 1 artifact focused on demonstrating the ability to locate, organize, evaluate, and utilize different sources of information and/or data (CLE #4) • At least 1 artifact focused on the ability to identify connections between historic events and today's global society. (CLE # 5) • Create a 10th grade tour including a summative reflective essay 	<ul style="list-style-type: none"> • 1 teacher chosen and 1 student chosen artifact per semester, per class • Enter the service learning project • At least 1 artifact focused on identifying goals and set priorities to prepare for life and career decision making (CLE # 9) • At least 1 artifact focused on demonstrating being a responsible citizen in the community (CLE #8). Note: In some cases, the service learning project may meet this expectation. • Create an 11th grade tour including a summative reflective essay. 	<ul style="list-style-type: none"> • 1 teacher chosen and 1 student chosen artifact per semester, per class • At least 1 artifact focused on personal wellness to develop a safe and healthy lifestyle. (CLE #7) • At least 1 artifact focused on demonstrating proficiency in the fine arts (CLE #6) • At least 1 artifact focused on the ability to effectively communicate through writing, listening, speaking, and reading across all content areas. (CLE #3) • Create a Graduation Tour with a summative reflective essay • Successfully present complete portfolio and Graduation Tour to a panel of adults to complete graduation requirement.

Seniors who do not compile and present a complete portfolio will not be eligible for graduation.

Students in grades 9-11 who do not complete the portfolio process may be provided an additional opportunity to complete the process during a Summer Portfolio Remediation.

Appeals

A student may appeal a decision related to any component of Graduation by Proficiency in a timely manner.

- 1) To initiate an appeal, a student must submit a written request for appeal within five (5) school days following initial notification of deficiency to their Assistant Principal. This request must include a statement of the component the student is appealing and the reason for the appeal.
- 2) The student's Assistant Principal will notify the student of a hearing date to be convened within (5) school days after the request for appeal.
- 3) The hearing will be a time for collecting information. The student and his/her parent will have an opportunity to present any evidence and/or information to support their case. The Assistant Principal in charge of Graduation by Proficiency will moderate the meeting and insure that every participant has an opportunity to participate.
- 4) After the hearing, the Review/Appeals Board will notify the appellant of its decision, in writing, no later than three (3) school days following the hearing. The written decision will include the reasons for the Appeal Board's finding.

The Review/Appeals Board shall be comprised of 5-7 individuals. The members of the Appeals Board shall be selected from the following list:

- Assistant Principal of the student
- Assistant Principal in charge of Graduation by Proficiency
- Student's Advisory teacher
- Principal

- Student's guidance counselor
- Department Chair
- Teacher
- If student has IEP, the case manager

If a student or parent feels any further appeal is necessary, s/he would contact the Superintendent of Schools.

Accommodations

All students with Individualized Education Plans (IEPs), 504 Accommodation Plans, and Personal Literacy Plans (PLPs) shall be provided accommodations as directed by his/her plan. The school-based IEP team or 504 team will convene as necessary to review a student with disabilities progress/achievement on any component of the diploma system.

Transfer Students

All high school students who transfer into Cumberland High School must meet the Cumberland High School diploma system requirements.

Within ten (10) school days of a student's enrollment, the student's guidance counselor will convene a Review/Appeals Team meeting (see the composition of the team above.). The Review/Appeals Team will make a determination as to which components from the student's previous high school will be accepted for use towards a Cumberland High School diploma. After a full appraisal, the Review/Appeals Team will compile a personalized list of components still necessary for graduation, not to exceed the existing components of the Cumberland Schools diploma system. Only the Principal of Cumberland High School may grant waivers of components of the Cumberland High School diploma system if s/he deems it appropriate. A student may appeal the decision of the Review/Appeals Team and will follow the same guidelines set forth in the appeals process previously detailed.

Student Support

Throughout the student's academic career, support will be given through course work and academic activities to enable the student to achieve graduation by proficiency. Students needing academic assistance are encouraged to access the following available school resources:

- Advisory period
- Media Center Specialists
- Homework Help Center
- Extra help session with teachers
- Guidance counselors
- Classroom teachers
- Special Education Case Managers (where appropriate)

Training on the use of the e-portfolio system is offered to all 9th grade students entering Cumberland High School as part of the seminar class. Students not registered for the e-Seminar class are encouraged to see the Library Media Specialists for assistance or questions regarding the e-Portfolio system.

Additionally, a set of illustrated instructions are available to all students. Copies are housed in the Library Media Center and available upon request.

Parent Involvement

Cumberland High School encourages parent involvement. In order to assure your child's success with all of the graduation requirements we suggest the following:

- ◆ Review your child's course selection annually.
- ◆ View your child's portfolio online often.
- ◆ Review all progress reports including report cards, interim reports, and deficiency reports.
- ◆ Keep communication open with your child's teachers through parent/teacher conferences either by phone, email, or in person.
- ◆ Keep track of the calendar of due dates and deadlines. Remind your child of these dates.
- ◆ Attend orientation and all Graduation by Proficiency meetings.
- ◆ Volunteer to serve on review panels for Portfolio.

Appendix A-Forms

The following pages contain forms for both Service Learning and Portfolio.

The Service Learning Forms are necessary for pre-approval signatures and logging time. There is also guidance for writing the required final reflection.

The Portfolio is an electronic process; however, it may be necessary to utilize hard copies when getting organized. These forms include guidance on how to write a summative reflection, and the oral presentation rubric used to evaluate the senior portfolio presentation.

The following forms will also be available in the following locations:

- High School Main Office
- Student Management Office
- Transition Building Office
- Guidance Office
- Media Center

Service Learning Packet Cover Sheet

Submit this checklist as a cover page to your Service Learning Packet.

- *Be sure you have included the following items in your Service Learning Packet.*
- *Service Learning Packets must be submitted to the Assistant Principal assigned to review your Service Learning Project for approval on or BEFORE the deadline.*

Student Name: _____ YOG: _____ Date Submitted: _____

- 1. Completed Pre-Approval Form
- 2. Signature of Community Partner on Pre-Approval Form
- 3. Submit Pre-Approval form to the Assistant Principal assigned to you for Service Learning for pre-approval.
- 4. Once pre-approved by the Assistant Principal assigned to you for Service Learning, begin Service Learning project
- 5. Log hours your complete in the Activity Log. Be sure to have your community partner sign it each time.
- 6. Community partner complete and sign the Evaluation Rubric.
- 7. Complete a typed post-project Reflective Essay.
- 8. Return your completed Service Learning Packet to the Assistant Principal responsible for final approval.
- 9. Scan a copy of your completed, signed Service Learning Packet into your portfolio.

Final Approval Form- to be filled out by Assistant Principal only:

- Not Met
- Met (15-49 hours)
- Met with Distinction (50-99 hours)
- Met with Exemplary Status (100+ hours within 4 years)
- Century Club (100+ hours within 1 year)

Community Organization: _____ Total Hours Completed: _____

Assistant Principal's Signature: _____ Date: _____

*Service-Learning Project
Student Initiated Pre-Approval Form*

Student Name		Date		Academic Year	
Name and Title of Community Partner (contact person)					
Name of Community Organization (If Applicable)					
Address of Community Organization					
Phone Number		Fax Avail.)	(If	E-Mail of contact person (If Avail.)	
Please Answer the Following Questions:					
Will your project be done only by you or with other students from Cumberland High School? (Please Check)					
Individual Activity		Group Activity (Please list other contributors)			
Identify the need you are concerned about in the community and explain the role you have designed for yourself to improve the situation. (CLE #1)					
Describe the meetings, if applicable, you have had with your community partner and how you will work cooperatively and acquire communication, self-direction and problem-solving skills. (CLE #1)					
State how your work will involve you in the community. (CLE #8)					
How will you share their work with your peers and the community? (CLE #8)					
What strengths do you have that will help you with this project? (CLE #1)					
What hurdles do you anticipate that you will need to overcome?					
What impact do you expect for yourself?					
What impact do you expect for the community?					
Prior to beginning any service-learning project at Cumberland High School, this form needs to be completed and signed by your department chair and assigned assistant principal. Failure to do so may prevent your service-learning project to be counted as part of your graduation portfolio.					
What date will the project begin?		What date do you expect the project to end?			
Estimate the amount of hours on the project?					
Assistant Principal Signature for Pre-Approval		Community Partners Signature for Pre Approval:			

***Service-Learning Project-
Teacher Facilitated Pre-Approval Form***

Teacher Name		Date		Academic Year	
Department				Subject	
Name and Title of Community Partner (If Applicable)					
Name of Community Organization (If Applicable)					
Address of Community Organization					
Phone Number		Fax (If Avail.)		E-Mail (If Avail.)	
Please Answer the Following Questions:					
Identify the problem your students are concerned about in the community and explain the role they have designed for themselves to improve the situation. (CLE #1)					
Describe the meetings, if applicable, you/your students have had with your community partner and how your students will work cooperatively and acquire communication, self-direction and problem-solving skills. (CLE #1)					
State how your students' work will involve them in the community. (CLE #8)					
How will your students share their work with their peers and the community? (CLE #8)					
What reflection methods will you use with your students?					
What impact do you expect for your students?					
What impact do you expect for the community?					
Prior to beginning any service-learning project at Cumberland High School, this form needs to be completed and signed by your department chair and assigned assistant principal. Failure to do so may prevent your service-learning project to be counted as part of the participating student's graduation portfolio.					
Department Chair				Date	
Assistant Principal				Date	

Rubric to Assess Student performance on Service Learning Project

To assess a student's performance on his/her service-learning project the teacher or community partner overseeing the student must use the following rubric. Evaluation Elements are based on the 21st Century Skills

Evaluation Elements	4 Exceeds Proficiency	3 Meets Proficiency	2 Nearly Meets Proficiency	1 Does not meet Proficiency	Student's Score
Work Ethic	*Student is on time to meetings and scheduled work assignments 100% of the time *Student is always focused throughout assigned task and does not distract others from completing their task	*Student is on time to meetings and scheduled work assignments 90-99% of the time *Student is consistently focused throughout assigned task and does not distract others from completing their task	*Student is on time to meetings and scheduled work assignments 80--89% of the time *Student is generally focused throughout assigned task and does not distract others from completing their task	*Student is not on time to meetings and scheduled work assignments *Student is seldom focused throughout assigned task and does distract others from completing their task	
Positive Impact on the community or organization	*Makes a strong, positive impact on the community or organization he/she is working with	*Makes positive impact on the community or organization he/she is working with	*Makes a modest impact on the community or organization he/she is working with.	*Makes no impact on the community or organization he/she is working with.	
Self-Discipline (Works Independently)	*Always demonstrates self-discipline *Always monitors, defines prioritizes and completes tasks without direct oversight	*Consistently displays self-discipline *Consistently monitors, defines prioritizes and completes tasks without direct oversight	*Generally displays self-discipline *Generally monitors, defines prioritizes and/or completes tasks without direct oversight	Seldom displays self-discipline * Seldom monitors, defines prioritizes and/or completes tasks without direct oversight	
Interact Effectively with Others	*Always listens to and understands directions *Always knows when it is appropriate to listen and when to speak	*Consistently listens to and understands directions *Consistently knows when it is appropriate to listen and when to speak	*Generally listens to and understands directions *Generally knows when it is appropriate to listen and when to speak	*Seldom listens to and understands directions *Seldom knows when it is appropriate to listen and when to speak	
Student demonstrates proficiency in using Social and Cross-cultural Skills	*Conducts themselves in a respectable, professional manner AND *Always uses appropriate language	*Conducts themselves in a respectable, professional manner AND Consistently uses appropriate language	In most situations student conducts themselves in a respectable, professional manner AND Occasionally uses appropriate language	Sometimes uses appropriate language	
Tools and Equipment	Always takes responsibility for use and care of tools and equipment	Consistently takes responsibility for use and care of tools and equipment	Generally takes responsibility for use and care of tools and equipment	Seldom takes responsibility for use and care of tools and equipment	
				Total	
Beginning Date		Student Signature			
Ending Date		Teacher/Community Partner Signature			

Service Learning

Guidelines for Post Project Reflective Essay

Use for either Student Facilitate or Faculty Facilitated Projects

Complete a typed essay answering the following questions and attach it to your Service Learning Packet. **Essay must be a minimum of 250 words and double spaced.**

1. What was your service learning project about?
2. What organization was involved?
3. Who was your community partner?
4. What resources (people, books, etc.) did you use during your project? (Academic integrity)
5. What did you learn from doing your project? (Academic Integrity)
6. How did you develop communication, self-direction and problem-solving skills? (Student Ownership)
7. How did you personally challenge yourself during the project? (Student Ownership)
8. What contribution(s) do you feel you made to the community? (Apprentice Citizenship)
9. Did your attitude, or the attitudes of the individuals you worked with change during this project? How? Why?
10. What impact has your service learning project had on how you feel about your life, your career options and your future?

Graphic Organizer for Graduation Portfolio Summative Reflection- Due Senior Year

This self-assessment requires you to explain how you demonstrated proficiency and why you are ready to graduate.

The state of Rhode Island has required High School Graduation by Proficiency, which at Cumberland High School means the completion of the Graduation Portfolio. The summative reflection should be your personal narrative as to how the process of creating the entries for the Graduation Portfolio helped you with your goal of becoming a life long learner.

Use the prompts provided on this graphic organizer to help develop the summative reflection for your graduation portfolio. The well-written, well-developed, narrative reflection generated from the responses should be 5 paragraphs, including an introduction and conclusion.

The introduction should engage the audience and provide an overview of the purpose of the portfolio. Clear topic sentences must open each body paragraph. Each body paragraph must provide direct evidence from your work for support. Use the rubric to guide your work.

	Prompt	Response
Title	How does your title capture the essence of your essay describing your growth as a high school student?	
Introduction 1 paragraph	How will you engage the audience in an honest overview of the graduation portfolio experience?	
Body 3 paragraphs	How does this portfolio represent you? How did you determine what should represent you in your graduation portfolio?	
	How has the completion of this portfolio helped you meet your personal goals? (ILP)	
	How does your selection of work represent <i>how</i> you learn?	
Conclusion 1 paragraph	How is your growth as a student represented in your graduation portfolio?	

Student Name: _____

Date: _____

School-Wide Diploma Assessment: Portfolio Oral Presentation Rubric

Guidelines for Using Rubric: Select the box that most describes student performance in each area. Schools should use the criteria in this rubric as the minimum criteria to assess graduation by proficiency portfolio oral presentations.

Criteria	Exceeds Standard	Meets Standard	Nearly Meets Standard	Below Standard
Delivery [OC-2]	<ul style="list-style-type: none"> <input type="checkbox"/> Effectively uses a variety of appropriate strategies throughout presentation to enhance communication with the audience: e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of appropriate strategies throughout presentation to communicate ideas: e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture (OC-10-2.5) <input type="checkbox"/> Dress is appropriate <input type="checkbox"/> Presentation is within stated time limits 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses some appropriate strategies to communicate ideas, but may not be consistent throughout presentation: e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture <input type="checkbox"/> Dress is somewhat appropriate <input type="checkbox"/> Presentation is mostly within stated time limits 	<ul style="list-style-type: none"> <input type="checkbox"/> Ineffectively uses strategies to communicate ideas or lacks use of presentation strategies: e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture <input type="checkbox"/> Dress is not appropriate <input type="checkbox"/> Presentation is not within stated time limits
Organization [OC-2]	<ul style="list-style-type: none"> <input type="checkbox"/> Exhibits logical organization consistent with discourse style (satire, humor) (e.g., one concept/idea builds to the next) <input type="checkbox"/> Exhibits flowing, succinct transitions between key points <input type="checkbox"/> Provides a clear and compelling conclusion which restates the premise of thesis effectively and resolves questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Exhibits logical organization (e.g., key ideas/concepts are meaningfully connected to topic) (OC-10-2.1) <input type="checkbox"/> Maintains a consistent focus throughout (OC-10-2.2) <input type="checkbox"/> Includes smooth transitions between key points (OC-10-2.3) <input type="checkbox"/> Provides a coherent, logically supported conclusion related to topic/thesis (OC-10-2.3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to organize information; concept and/or ideas are loosely connected to topic <input type="checkbox"/> Occasionally lacks focus <input type="checkbox"/> Includes transitions between most key points, but is sometimes choppy or confusing <input type="checkbox"/> Attempts to provide a conclusion 	<ul style="list-style-type: none"> <input type="checkbox"/> Little logical order is apparent <input type="checkbox"/> Weak lacks focus <input type="checkbox"/> Exhibits few, transitions between key points; or no transitions little; flow from one idea to the next <input type="checkbox"/> Little or no attempt to provide a conclusion
Language Use [OC-2] [W-9]	<ul style="list-style-type: none"> <input type="checkbox"/> Uses sophisticated and/or varied language, appropriate for audience, context, and purpose <input type="checkbox"/> Demonstrates consistent control of English grammar and usage 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses language appropriate to audience, context and purpose (OC-10-2.1) <input type="checkbox"/> Demonstrates control of English grammar and usage. Minor errors do not interfere with the message (W-10-9.1) 	<ul style="list-style-type: none"> <input type="checkbox"/> Occasionally chooses language that is not appropriate for audience, context, or purpose (e.g., use of jargon or informal language when formal is appropriate) <input type="checkbox"/> Demonstrates some control of grammar and usage Some errors interfere with message 	<ul style="list-style-type: none"> <input type="checkbox"/> Rarely selects words appropriate for audience, context, or purpose <input type="checkbox"/> Demonstrates little control of English grammar and usage. Errors interfere with overall meaning or message

Student Name: _____

Date: _____

School-Wide Diploma Assessment: Portfolio Oral Presentation Rubric

Guidelines for Using Rubric: Select the box that most describes student performance in each area. Schools should use the criteria in this rubric as the minimum criteria to assess graduation by proficiency portfolio oral presentations.

	Exceeds Standard	Meets Standard	Nearly Meets Standard	Below Standard
Content [W-6, 8] [OC-2] [R-15]	<input type="checkbox"/> Selects compelling, substantive, accurate, and relevant information (supported by research) to set context related to topic <input type="checkbox"/> Includes substantive facts and well chosen details from multiple sources for appropriate depth of information to support a coherent conclusion <input type="checkbox"/> Elaborates on significance of new knowledge acquired to resolve personal questions or makes insightful connections to thesis/topic	<input type="checkbox"/> Selects appropriate, accurate, and relevant information (supported by research) to set context related to topic. (W-10-6.2) (W-10-6.5) (W-10-8.1) <input type="checkbox"/> Includes sufficient facts and well chosen details from multiple sources for appropriate depth of information to support a coherent conclusion (OC-10-2.3), W-10-6.4a & b <input type="checkbox"/> Clearly states significance of new knowledge acquired to support thesis/topic (W-10-6.4a) (W-10-8.4)	<input type="checkbox"/> Selects some appropriate, accurate, and relevant information (supported by research) to set context related to topic <input type="checkbox"/> Includes some unclear or extraneous facts/details that may not support conclusions <input type="checkbox"/> Attempts to state significance of new knowledge acquired to support thesis/topic	<input type="checkbox"/> Selects inappropriate and/or inaccurate and/or irrelevant information to set context related to topic <input type="checkbox"/> Includes few or no accurate facts/details to support conclusions <input type="checkbox"/> Little evidence of acquisition of new knowledge to support thesis/topic
Media Use [OC-2]	<input type="checkbox"/> Selects and uses media (e.g., use of sophisticated editing – sound, juxtapositions or uniqueness of images) that enhance and deepen audience understanding	<input type="checkbox"/> Selects and uses appropriate media to enhance audience understanding (OC-10-2.6)	<input type="checkbox"/> Selects and uses media; however, media use detracts somewhat from audience understanding (e.g., lack of clarity of images or text; requires further editing; lacks organization consistent with topic)	<input type="checkbox"/> Selects and uses media inappropriate to audience, context, or purpose
Student response to audience questions and feedback [OC-2]	<input type="checkbox"/> Responds effectively to audience questions and feedback providing new insights	<input type="checkbox"/> Responds effectively to audience questions and feedback (OC 10-2.4)	<input type="checkbox"/> Responds somewhat effectively to audience questions and feedback	<input type="checkbox"/> Responds ineffectively to audience questions and feedback

Appendix B-RI Applied Learning Standards and GSEs

The following are the Applied Learning Standards recognized by the Rhode Island Department of Education.

a. Problem solving: the student formulates core questions and concerns about topics or areas of interest and organizes and conducts a process to (a) create an intellectual or physical product, (b) hold an event, (c) conduct a process or otherwise move towards the solution of the identified issue or problem.

b. Communication (oral or written): the student questions, informs, and learns from others.

c. Research: in which the student uses information tools and technology to learn and deepen his or her understanding about a topic or area of interest. Your research must include primary resources (such as interviewing experts in the community or conducting surveys) and secondary sources using library facilities

d. Critical thinking: the student analyzes a piece of work and detects incompleteness, inconsistency and opportunities for expansion of ideas, products, procedures, etc.

e. Reflection and evaluation: the student reviews and thinks critically about their past activities and plans for the future.

21st Century Learner Expectations are available at the following website:

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

or http://www.p21.org/documents/P21_Framework_Definitions.pdf.

Appendix C-Glossary of Terms

Access and Opportunity

The RI High School Diploma system requires that all students must have the **opportunities** to acquire the knowledge and skills needed to be successful in life meaning that all students have **access** to a rigorous learning program aligned to common standards.

Applied Learning

Skills sets with six main areas: communicating (reading, writing, speaking), problem solving, critical thinking, research, personal/social responsibility, and interpersonal interactions. In order to be determined “proficient”, a student must demonstrate content knowledge and the application of that knowledge using the applied learning skills.

Authentic Assessments

Authentic assessments are the practical alternatives to conventional, multiple-choice, and true-false testing. Authentic assessments both mirror and measure how well students use knowledge, skills, and competencies to solve real world tasks and problems. Examples include exhibitions, performances, written or oral responses, journals and portfolios.

Bias

Bias is the presence of some characteristic of an assessment item that results in the **differential performance** of two individuals of the same ability but from different student subgroups

Calibration and Scoring

Calibration is a process in which teams of teachers work collaboratively to establish consistency in the way they score student work. In calibration, teachers review and discuss student work samples, identify anchor papers, and create scoring notes to help them establish consistency. The goal of calibration is to have each teacher score the same piece of student work the same way. Calibration helps teachers learn to apply common standards when they use a rubric to score student work and it also increases the validity and reliability of the scores students receive.

Carnegie Unit

Credit assigned for a class meeting for 200 minutes per week for a period of one year. In Rhode Island, students must complete 20 Carnegie units, among other requirements, to receive a diploma.

Common Task

The structured opportunity that is common for a group of students to demonstrate learning through written products and/or oral presentations. They allow a student to prove that s/he has mastered one or more proficiencies based upon deep content knowledge. The proficiencies are those that are generally agreed upon as crucial or important, and are defined by standards and expectations. A task may be on demand or extended task. As part of the Rhode Island Diploma System, common tasks may serve as components of a student’s graduation portfolio or as preparation for a student’s graduation exhibition.

Content Knowledge

Knowledge of core concepts, big ideas, and driving questions in ELA, mathematics, science, social studies, the arts, and technology

Content Standards

Broadly stated expectations of what students need to know, understand, and be able to do in a specific content area such as English language arts or mathematics. Content standards define for teachers, schools, students, and the community not only the expected student skills and knowledge, but also what schools should teach.

Criteria

Guidelines, rules, characteristics, or dimensions used to judge the quality of student performance. Criteria are descriptions of the most important features of a learning goal that can be used to judge what students know and are able to do. Scoring rubrics are based on criteria and define what the criteria mean and how they are used.

Depth of Knowledge Levels *Adapted from: Webb, Norman L., (1999).*

Level 1 Recall – Recall, locate, or recognize a fact, term, or information; perform a routine procedure

Level 2 Basic Application of Skill/Concept - Use of information; apply/explain concepts; select appropriate procedures; two or more steps with decision points along the way

Level 3 Strategic Thinking - Requires reasoning, planning, and sequence of steps; involves some complex/abstract thinking; more than one possible answer or approach

Level 4 Extended Thinking - Requires an investigation /research with time to think and process multiple conditions (analysis & synthesis) of the problem or task; non-routine tasks; across disciplines, sources, contexts

Expectations for Student Learning

Part of the NEASC accreditation process. These are a guiding set of statements that, taken as a whole, describe the knowledge, skills, and values that students are expected to have when they graduated from high school. Expectations for Student Learning must be fair and equitable for all students.

Extended Task

Multi-day or multi-week project that is common for a group of students to demonstrated learning through written products and/or oral presentations. Extended tasks allow a student to prove that s/he has mastered one or more proficiencies based upon deep content knowledge. Extended tasks include opportunities for feedback, revision, and reflection.

Grade Span Expectations (GSEs)

Statements of the reading, writing, and math content knowledge and skills expected of all students for Grades 9-10 and 11-12. They are intended to capture the “big ideas” of English Language Arts and mathematics content areas and identify which GSEs are intended for large scale assessment by the state, and which are for local assessment purposes only. Science GSEs are under development.

Graduation by Proficiency (Section 5.0 of the Regents’ Regulations)

Part of the 2003 Rhode Island Regents’ Regulations. Graduation by proficiency requires all high schools to implement graduation requirements that use local measures-exhibitions, portfolios, end-of-course assessments, and/or CIMs-and uses standards and performance to determine student proficiency.

Local Assessment System

The local assessment system is a coherent, coordinated collection of assessments that are aligned to content and performance standards. Together they form a body of evidence that yield data about students’ progress toward demonstrations of proficiency for student learning and other learning targets. In Rhode Island, an assessment system may consist of classroom assessments, diploma assessments, district assessments, state assessments, and alternative assessments, among others.

New England Association of Schools and Colleges (NEASC)

A self-regulatory membership organization serving the public and educational community by developing and applying standards assessing the educational effectiveness of elementary, secondary, and collegiate educational institutions. Processes of self-evaluation and peer review utilizing the Association’s goals assure and improve the quality of institutions, which seek its accreditation. It also endeavors to inform public discourse about educational improvement. For more information, visit their website at <http://neasc.org>

On-Demand Task

Timed classroom exercise given in a controlled setting that is common for a group of students to demonstrate learning through written products and/or oral presentations. On-demand tasks allow a student to prove that s/he has mastered one or more proficiencies based upon deep content knowledge.

Performance-Based Assessment

Assessment strategy requiring students to demonstrate achievement and skills in an active manner in a way that reveals a student’s understanding of, and ability to, apply the underlying processes. It usually includes self-assessment and measures non-traditional areas of integrating knowledge across disciplines.

Performance Standard

Agreed upon level of acceptable accomplishment for an area of student learning, and exemplified by a benchmark set of student work. Standards are characterized by high expectations of what is acceptable for all learners. Performance standards describe how well a student must perform to achieve or exceed the standard.

Portfolio (Print or Electronic)

A portfolio is a collection of work that documents a student’s educational performance over time. A portfolio typical includes a range of materials (e.g., reports, photographs) selected by the student and may include a brief introduction and summary statement describing how the portfolio was assembled and what was learned in the compilation process. Portfolios can be designed to assess student progress, effort, and/or achievement, and encourage students to reflect on their learning. A portfolio becomes an assessment when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and use to make judgments about performance.

Reliability

Reliability is the indication of the consistency of scores across raters, over time, or across different tasks or items that measure the same thing.

Reviewer (Portfolio)

A reviewer is an individual who is part of a trained panel that evaluates student portfolios. For a portfolio to be a school-wide diploma assessment in Rhode Island, the reviewers must be trained to score students portfolios reliably and be free of personal bias.

Rhode Island Diploma System

Combination of all of the assessment measures, student supports, and school and district requirements that a school uses to show what students know and are able to do. Components for graduation required as part of the diploma system include completion of a minimum of 20 credits. Diploma Assessments (exhibition, graduation portfolios, and the CIM) chosen by the school, local assessments, and state assessments. It is the school's responsibility to provide each student with the necessary and appropriate support and "opportunities to learn" in order for him/her to develop the knowledge and skills needed to prepare them for success in postsecondary learning experiences and in the work place.

Standards

Standards are the broadest of a family of terms referring to statements of expectations for student learning, including content standards, performance standards, and benchmarks.

Standard Setting

The principal purpose of standard setting is to identify the level of performance that distinguishes students who have met the performance standard from students (Proficient) who have not met the performance standard (Not Proficient).

Sufficiency

Assessment systems which are well aligned according to GSEs and Webb's Depth of knowledge will produce a sufficient amount of assessment, evidence and information so that proficiency decisions are straightforward.

Summative Assessments (proficiency-based)

Summative assessments designed to ascertain what students know and are able to do relative to a course of study. They are purposefully designed to include proficiency-based measures of performance. They may include multiple choice and true/false responses. At least 50 percent of the test must include on-demand or extended tasks based on the expectations for student learning that provide the foundation of knowledge and skills for the course.

Support Structures

The variety of structures – physical, curricular, organizational, instructional, and programmatic – a school offers its students to support their learning and growth and ensure their success. A network of support structures is critical to student success in Rhode Island's Diploma System.

Validity

Validity is the extent to which an assessment measures what it is supposed to measure and logical inferences are appropriate and accurate. A valid standards-based assessment is aligned with the standards intended to be measured, provides an accurate and reliable estimate of students' performance relative to the standard, and is fair.