



Cumberland School Department Policy Manual

STUDENTS

I

HIGH SCHOOL PROFICIENCY BASED GRADUATION

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The requirements for a Cumberland High School Diploma will be set by the School Committee and published annually in the High School's Program of Studies and/or Student Handbook. Such requirements will be consistent with the regulations of the Rhode Island's Council on Elementary and Secondary Education. Only students who demonstrate fulfillment of these graduation requirements and proficiencies shall participate in the graduation ceremony and receive a diploma.

REQUIREMENTS

The requirements for a Cumberland High School Diploma will include:

1. Successful completion of the minimum required coursework, both in total and for specific subjects. Fourteen of the required courses will be represented by four academic courses of English Language Arts, four academic courses of mathematics, three academic courses of science and three academic courses of history/social studies. Specific courses required for graduation in each content area will be listed in the Program of Studies. Demonstrating proficiency in a minimum of 24 courses is required to graduate.

Students can meet the requirements set forth in this section, inclusive of the 24 course requirements, through courses within state-approved career and technical programs, expanded learning opportunities, dual enrollment, concurrent enrollment, online learning, experiential learning opportunities, advanced course network and other non-traditional academic and career-readiness learning experiences. Recognition of these learning opportunities as fulfilling the coursework graduation requirements in this section is a local decision and shall be predicated on alignment to state adopted content-area standards and/or other relevant national and/or industry standards. CHS determines whether non traditional learning experiences meet the breadth, rigor, and depth of disciplinary or content standards to satisfy local coursework requirements. The Program of Study will clearly indicate courses that can fulfill course requirements.

The delineation of the College Readiness Diploma and the Alternate Pathway Diploma is solely for the purpose of communicating to the community expectations for enrollment in a 4 year college. Cumberland High School will not publish the diploma path on either the high school diploma or other official document.



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Coursework Requirements for College Readiness Diploma (CRD)

A minimum of 24 courses is required to graduate.

English	4.0
Mathematics	4.0
Science	3.0
Social Studies	3.5
Physical Education/Health	2.0
World Language	2.0
Fine Arts	0.5
Technology	0.5
Electives	4.5

Coursework Requirements for Cumberland High School Alternate Pathway Diploma (APD)

A minimum of 24 courses is required to graduate.

<i>English</i>	<i>4.0</i>
<i>Mathematics</i>	<i>4.0</i>
<i>Science</i>	<i>3.0</i>
<i>Social Studies</i>	<i>3.5</i>
<i>Physical Education/Health</i>	<i>2.0</i>
<i>Fine Arts</i>	<i>0.5</i>
<i>Technology</i>	<i>0.5</i>
<i>Electives</i>	<i>6.5</i>

- Achieve proficiency or better on a Graduation Portfolio presentation including a collection of performance assessments that documents a student’s academic performance over time and demonstrates deep content knowledge and applied learning skills.
- Achieve proficiency or better on a minimum fifteen (15) hour community service activity demonstrating one or more of the school’s identified expectations for learning. Or for the APD - Students will complete at least 15 hours of documented work based learning.
- Successful completion of all state assessments according to a timetable determined by the Council of Elementary and Secondary Education.
- Successful completion of a study of financial literacy.



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6. Successful completion of an application to at least one post-secondary degree program, career certificate program, apprentice program, and/or military program; completion of the common application and the application for federal student aid. Parents may opt out of completing the application for federal student aid only. Or for the APD a transition plan (including but not limited to a Career Development Plan) must be in place.
7. Successful completion of all interim assessments when required by CHS including but not limited to: RIDE Interim Assessments, Star Assessments, Stanford Reading Diagnostic, and the District Technology Assessment.
8. All requirements for graduation with regard to subparagraphs A through H above shall be set by the School Committee and published in the Program of Studies and/or Student Handbook.
9. Each student, beginning no later than entry into sixth grade, will create an Individual Learning Plan (ILP) with assistance from the Guidance Department, parents and community contacts. The ILP will be actively used by educators, students, and families to guide and monitor student progress along individual pathways toward proficiency for graduation and postsecondary plans.

DEFINITION OF PROFICIENCY

Proficiency is assessed through multiple measures at Cumberland High School. Proficiency is a measure of a student's knowledge and skill demonstrated in a consistent manner across multiple disciplines in various settings over time. Students must demonstrate proficiency on each of the following two measures of student performance: (a) successful course completion and (b) Cumberland's performance-based diploma assessments set forth in Section I above. These two areas are non-compensatory – meaning that low performance in one of the two areas cannot be offset automatically by high performance in one or both of the other areas

DIPLOMA COMMENDATIONS AND CERTIFICATES

Cumberland will recognize students who achieve at or above the minimum achievement level through state assessments, course work and performance-based assessments.

Cumberland shall establish the minimum criteria necessary to earn a Regent's commendation (i.e. Latin System). These requirements will be published annually in the Program of Studies and/or Student/Parent Handbook.



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Cumberland may award industry recognized certificates of academic and technical skill achievement and work readiness and life skills to any student who has satisfactorily completed specific course work or other standards-based activities that indicate a recognized level of knowledge and/or skills. Certificates may be included as part of a student's transition plan to post-secondary academic or work training programs.

DYNAMIC LEARNING MAPS ALTERNATE ASSESSMENT (DLM)

DLM eligible students will be measured based on alternate academic achievement standards. Beginning with the 2020 graduating class, the DLM can be used to meet the state assessment requirement for receiving a Cumberland High School Alternate Pathway Diploma since the DLM is based on alternate grade level and grade span expectations. (Guidance for 2011 Secondary Regulations, L-6-3.3)

DLM CERTIFICATES

A parent or guardian of a student with an IEP may request that the student participate in graduation ceremonies and receive a Certificate of Individual Achievement. The Certificate of Individual Achievement can only be granted if the following requirements are met:

1. The student has an active Individualized Education Program (IEP) and is eligible for the RI Alternative Assessment, and;
2. The student will have completed four (4) years of high school and wishes to participate in a graduation ceremony.
3. Has not met all other graduation requirements for a diploma.

The receipt of a Certificate of Individual Achievement will not affect a student's right to receive Free and Appropriate Public Education (FAPE) until the age of 21.

SUPPORTS AND ACCOMMODATIONS TO STUDENTS

Students with disabilities and students who are English language learners are expected to present evidence of successful completion of proficiency-based graduation requirements in order to be eligible for a diploma. Students with disabilities have the right under federal law to continue working toward successful completion of the proficiency-based graduation requirements until the age of 21.



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Cumberland will provide all students access to a guaranteed and viable curriculum, monitoring each student's progress toward literacy and numeracy, and providing sufficient supports including a Scaffolded Literacy System for all students. A state aligned computerized testing system will be utilized to screen and diagnose learning achievement and readiness issues. Results of these assessments may result in changes to student course requests and program placement. Students reading one to two years below grade level must receive targeted intervention that includes the development, implementation, and progress monitoring of a Personal Literacy Plan (PLP). Students who have substantial reading difficulties (reading more than two years below grade level) must receive intensive literacy instruction from a reading specialist.

Identified English language learners (who have been served by Rhode Island public schools for less than three full years) may participate in an age-appropriate commencement ceremony, whether or not they are receiving a diploma at that time.

Students will be provided with the requisite supports designed to offer meaningful opportunities, including alternate pathways, to complete the proficiency requirements for their diploma.

The Middle School and High School shall implement strategies for creating more personalized learning environments, including the provision of a structure by which every student is assigned a responsible adult, in addition to a school counselor.

COMMUNICATION TO PARENTS AND STUDENTS

Adequate notice of graduation requirements will be provided to each member of each class and their family no later than October 1 in the year said students enter the ninth grade (or at the time of enrollment into the LEA), after which the local and state diploma system requirements shall not be altered for the affected class.

TRANSFER STUDENTS

It is recognized that students entering the school system close to graduation may have difficulty completing graduation requirements, particularly if they transfer from a school with substantially different requirements. Consequently, the following process will be used for transferring students.

1. Students entering Cumberland High School requiring two or more years of work necessary prior to graduation (typically before the start of the junior year) will meet all requirements in order to receive a Cumberland High School diploma.
2. Students entering Cumberland High School with less than two years of work necessary prior to graduation (typically after the start of the junior year) from a Rhode Island high school with a diploma system approved by the Rhode Island Commissioner of Elementary and Secondary Education may use the requirements of their prior school. In addition, other independent activities or



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assessments may be included with the requirements of Cumberland High School to meet proficiency standards, subject to the supervision and standards of the High School Appeal Review Board. The student shall meet all other graduation requirements as determined by the High School Appeal Review Board.

3. Students entering Cumberland High School with less than two years of work necessary prior to graduation (typically after the start of the junior year) from any high school not covered in letter (B.) shall meet all requirements in order to receive a Cumberland High School diploma.
4. Individual cases not addressed by this policy may be addressed based on the recommendation of the High School Appeal Review Board and subject to the approval of the High School Principal.

PROCESS OF APPEAL

Any student who believes that he/she has been improperly denied a diploma may utilize the school system's appeal procedure through administrative steps as outlined in the student handbook to the High School Appeal Review Board then to the Principal, Assistant Superintendent, Superintendent, School Committee, and Commissioner of Education. This process shall be communicated annually to students and families.

When a student reaches the age of 18, that adult student is presumed under RI law to be capable of making his or her own educational decisions including students with disabilities. This means that the student has full access to the school record and makes the final decision in all matters related to their education including the contents of the Individualized Education Plan.

WORLD LANGUAGE WAIVER

Protocol for Use

Students at Cumberland High School are required to complete two years of World Language study to improve their chances for admittance to colleges of their choice. Students are asked to complete 24 courses of study within 28 possible units of time. Many students Individualized Learning Plans (ILP) require enrollment in intervention classes that could be used for completing the high school's rigorous coursework requirements. Under extraordinary circumstances and to meet the needs of our students, a waiver process will be utilized to review a student's needs versus the Cumberland School Departments High School Proficiency Based Graduation course-work requirements.



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In order to implement the waiver procedure, a school-based team must be assembled and present at a meeting to discuss the following:

- Student needs (ILP) versus Cumberland School Departments High School Proficiency Based Graduation course-work requirements
- Current and future scheduling that may impact completion of the world language requirement
- Possible learning disabilities that may impact the acquisition of a second language

- Impact on post-secondary enrollment
- Other factors, i.e. late enrollment from another institution that may impact completion of the world language requirement

The school-based team must consist of the student, their parent/guardian, an administrator, a school counselor and case manager when applicable.

The school-based team meeting to review the waiver process may include:

- A scheduled Individual Education Program (IEP)
- Section 504 of the American Disabilities Act (ADA) meeting
- A separate meeting convened for the sole purpose to review a world language waiver request

The school-based team will complete the waiver and offer their recommendation. The school principal will sign the waiver, copies will be given to the parent, school counselor, and kept in the main office. Additionally, a notation will be made in ASPEN for efficient accessibility by the student's educational team.



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Cumberland High School - World Language Waiver

A. Student Information

Student Name		Date	
School Counselor		YOG	

Services Currently Receiving:

IEP*

504

ELL

NONE

Has student been enrolled in intervention courses: ____ Yes or ____ No

If yes, please list them below.

B. Rationale for waiver: Briefly explain the basis for requesting WL requirement be waived

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C. Signatures of Attendees

Position	Name	Signature	Date
Student			
Parent			
School Counselor			
Case Manager*			



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Administrator			
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Items to be reviewed by the team:

- Review all graduation requirements that must be achieved at point of waiver
- Review possible academic gaps that may exist as a result of the waiver
- Review academic courses to meet minimal graduation requirements

D. Recommendation of the team - basis for recommendation

Many colleges require 2 or more years of language study. By opting out I understand that my son/daughter may not meet this requirement for some college admissions.

(Parent's Signature)

(Date)

TO BE FILLED OUT BY PRINCIPAL

The two years of a language requirement for graduation has been waived	YES	NO
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(Parent's Signature)

(Date)



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Reviewed and Approved by Policy & Procedures Sub-Committee: 5/21/2013

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