

Cumberland Public Schools

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I. Policy Intent/Rationale

The Cumberland Public Schools, in accordance with the regulations of the Rhode Island Board of Regents for Elementary and Secondary Schools, recognizes its responsibility to have established policies in place which direct the graduation process. This policy is designed to structure this process and ensure that each student receiving a diploma from Cumberland High School has fulfilled all graduation requirements.

Academic Requirements

All students must earn a minimum of twenty [20] Carnegie units. Specific course requirements are detailed in the Cumberland High School Course of Studies. The distribution of Carnegie units is:

English	4 units
Mathematics	3 units [4 th Math Intensive credit required beginning with Class of 2009]
Social Studies	3 units
Science	3 units
Technology	½ unit
Physical Education/ Health	2 units
Fine/Performing Arts	½ unit
Elective courses	4 units [3 units beginning with class of 2009]

Demonstration of Proficiency

Starting with the Class of 2008, all students must successfully complete a Portfolio and Comprehensive Course Assessments as a demonstration of proficiency in the core academic areas: English Language Arts; Mathematics; Science; Social Studies; Technology; the Arts. The portfolio review process is contained in the Cumberland High School PBGR Handbook.

In addition to the Portfolio and Comprehensive Course Assessments, every high school student in the State of Rhode Island will participate in the New England Common Assessment Program (NECAP). The results of these assessments will be used as a demonstration of proficiency, understanding that the results of the state assessments may account for not more than ten [10] percent of the total evidence to determine proficiency for graduation.

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Service-Learning Requirements

All Cumberland High School students, as a condition for graduation, must also complete a minimum of fifteen [15] hours of Service-Learning before the end of the student's Senior Year.

There are two ways to meet the service-learning requirement:

- The student works on a teacher-directed service-learning project as part of a class activity.
- The student completes a proposal for a self-initiated service-learning project and submits a proposal. Written approval must be obtained before any activity begins.

II. Transfer Students

It is understood that a student may enroll at Cumberland High School after his/her Freshman Year. When this occurs the following procedures will take place:

- A. The student's guidance counselor will review all accompanying transcripts and materials presented by the student in consideration of the graduation requirements to determine the maximum number of credits which can be awarded based on the course grades on the transcript

- B. An Individual Learning Plan (ILP) will be developed by the student's guidance counselor in a timely manner upon the student's enrollment into the high school. Every consideration for grade placement and the awarding of credit will be part of the Individual Learning Plan. This may include credit for out of school learning experiences, credits earned at all other accredited or mandated institutions of learning, approved independent projects or credits earned through home schooling and or extension courses which are presented with documentation.

- C. The Service-Learning requirement for graduation will not be considered for a waiver unless the student arrives after the start of the third [3rd] Quarter of his/her Senior Year.

III. Dual Enrollment

Dual enrollment is a mechanism that enables students to accelerate their transition to a postsecondary institution through dual credit and is a mechanism for proficiency-based learning. The district is responsible for developing articulation agreements between the high school and the postsecondary institutions, while the student bears the cost of the college courses.

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The primary purposes of dual enrollment at Cumberland High School are as:

- An enrichment program for students who have outgrown the available high school curriculum;
- A method to impart particular college-level skills among students who are otherwise intellectually ready for college;

Students who successfully complete the following requirements may apply for dual enrollment through an institution of higher learning.

- Successful completion of Portfolio
- Demonstration of proficiency in core academic areas through Common Course Assessments
- Completion of Service-Learning requirements
- Participation in New England Common Assessment Program (NECAP)

IV. Appeals Process

The Cumberland Public Schools recognizes that a process with procedural guidelines is an integral part of the academic process for students. If a student or his/her parent/guardian wishes to appeal a decision regarding graduation, the following process is set forth.

1. A student and/or the student's parent/guardian may initiate an appeal in writing through the principal or guidance counselor.
2. An Academic Appeals Board will be formed, consisting of a teacher, guidance counselor, and an administrator.
3. The student and parent/guardian have the right to address the board and present evidence.
4. After careful review of the evidence and testimony presented, a decision will be rendered in writing to the student and his/her parent/guardian.
5. The student and/or student's parent/guardian will be notified of their right to appeal this decision in writing to the Superintendent of Schools.

IV. Policy Review

This policy and all practices related to graduation from Cumberland High School will be reviewed on an annual basis.

First Reading: April 26, 2007

Second Reading: October 11, 2007

Approved Cumberland School Committee: October 11, 2007