

CRANSTON SCHOOL COMMITTEE MEETING

TUESDAY, APRIL 27, 2010

WESTERN HILLS MIDDLE SCHOOL

400 PHENIX AVENUE

EXECUTIVE SESSION: 6:00 P.M.

IMMEDIATELY FOLLOWED BY PUBLIC SESSION

AGENDA

- 1. Call to Order – 6:00 p.m. Convene to Executive Session pursuant to RI State Laws PL 42-46-5(a)(1) Personnel; PL 42-46-5(a)(2) Collective Bargaining and Litigation (Contract Negotiations' Update – Food Service, Teacher Assistants/Bus Aides, Technical Assistants, Secretaries); (Caruolo Action)**
- 2. Executive Session**
- 3. Call to Order – Public Session**
- 4. Roll Call – Quorum**
- 5. Executive Session Minutes Sealed – April 27, 2010**
- 6. Approve Minutes of Previous Meetings – February 23, March 17 & March 22, 2010**

7. Public Acknowledgements / Communications

8. Chairperson's Communications

9. Superintendent's Communications – Military Ball

10. School Committee Member Communications

11. Public Hearing

a. Students (Agenda/Non Agenda Items)

b. Members of the Public (Agenda Matters Only)

12. Consent Agenda / Consent Calendar

RESOLUTIONS

SPONSORED BY SCHOOL COMMITTEE MEMBER ANDREA IANNAZZI

NO. 10-4-1- Whereas, the 1st Annual Diversity Week was held at Cranston High School West from April 5th-9th, 2010; and

Whereas, the week began with a Names Day Assembly, demonstrating how “Names Can Hurt Us;” and

Whereas, throughout the course of the week, students dined on ethnic foods, sat with different students at lunch, and attended workshops covering topics such as Immigration, Socio Economics, Genocide, Gender, Ethnicity, and Handicap;

BE IT RESOLVED that the Cranston School Committee recognizes the students and staff of Cranston High School West who participated in Diversity Week.

BE IT FURTHER RESOLVED that the Cranston School Committee commends those students who took leadership roles organizing the week’s activities. These students are:

**Mohammad Al-Kabouni Mirvine Azor Jerry Blau
Esther Borgelin Lindsay Burrows Ashley Cabrita
Nicholas Caprio Matthew Cobrin Sergio Correia
Travis DeSimone Isabel MacAurele Jaclyn Micheletti
Hannah Palumbo Shaine Patrick Adam Ramsey
Taylor Reo Luis Rodriguez Burphie Segbeyan
Kia Smith Ryan Welch**

BE IT FURTHER RESOLVED that the Cranston School Committee extends its congratulations to Dr. Jacqueline Striano, Assistant

Principal of Cranston High School West, for her diligent efforts in organizing a successful Diversity Week Program.

BE IT FURTHER RESOLVED that the Cranston School Committee extends its appreciation to the faculty and staff at Cranston High School West for implementing and promoting the Diversity Week Program, with extra thanks to Deana Barlow, Christine Baum, Michael DelRosso, Nancy Garnett-Thomas, Heather Hawks, Matthew Reis, Al Pannone, Kelly Starliper-Morris, Nancy Vitulli, Megan McGonagle, Michael Boyajian, Jr., Eric Simpson and Heidi Copeman, for their hard work and dedication.

BE IT FURTHER RESOLVED that the Cranston School Committee extends its appreciation to the following Cranston High School West academic departments that participated in Diversity Week. These students earned course credit and accolades for their participation: Theater Production Class, Ms. Copeman's Art Class, Mr. Faraone's Choir, Ms. McGonagle's Marketing Classes, and Ms. Garnett-Thomas' Classes.

BE IT FURTHER RESOLVED that Dr. Striano and the above named students and faculty members receive a copy of this Resolution signed by members of the Cranston School Committee.

SPONSORED BY THE ADMINISTRATION

NO. 10-4-2- Whereas, a state-wide immunization for the H1N1 flu virus was conducted between November 2, 2009 and December 15, 2009 for all of our school children, and

Whereas, Deborah Svitil and her staff of trained Nurse/Teachers: Mildred Alfano, Darlene Amalfitano, Mary Colman, Norma Davies, Donna Durigan, Lorraine Faella, Diane Farren, Joanna Flynn, Pamela Grynnowicki, Deborah Hornung, Mary Kelly, Betsy Lavey, Marilyn Mattera, Abigail Mollicone, Cynthia Norman, Margaret Quinn, Elaine Roch, Nancy Thompson, and William Woods assisted the RIMRC Staff above and beyond to monitor and manage adverse reactions and assist with the logistics, and

Whereas, Deborah Svitil and her staff did an outstanding job with assisting the Cranston Public Schools and the Department of Health with endless preparation for the H1N1 Clinics and for their dedication to the students' health and welfare throughout this entire process.

Be it RESOLVED that they all be congratulated and commended for their hard work and dedication to the Cranston Public Schools and to the students of Cranston.

Be it further RESOLVED that they all be presented with a copy of this resolution signed by the members of this School Committee.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 10-4-3- Whereas, the Superintendent and the Cranston School Committee are desirous of insuring continuity of quality Administrative Leadership for the Cranston School District; and

Whereas, the Cranston School District is under unprecedented financial pressure; and

Whereas, The Cranston School Committee requested that the Superintendent of Schools postpone his contractual salary increase, as well as limit other benefits; and,

Whereas, the Superintendent is agreeable to the Committee's request in the interests of the District;

Now therefore, be it RESOLVED, as follows:

(See Attached Fiscal Impact Analysis)

1. The Committee authorizes the Chairman to enter into a three-year employment contract with the Superintendent of Schools effective from July 1, 2010.

2. All terms of the current employment contract shall remain the same with the exception of the following:

A) The Superintendent shall have no increase over his contractual FY

09-10 salary for FY 10-11; His contractual salary (as listed in his original contract) for FY 10-11 shall deferred until FY 11-12; and his contractual salary (as listed in his original contract) for FY 11-12

shall be deferred until FY 12-13.

B) The Superintendent shall not be reimbursed for Professional Development expenses as currently provided by the contract unless such funds are grant based and not part of the General Operating Budget.

C) The Superintendent's healthcare cost share shall be 22% commencing FY 10-11 and 25% commencing FY 11-12.

D) The parties shall be agreeable to discussing a further deferral of Compensation in the final two years of the contract based upon the financial status of the District.

SPONSORED BY THE ADMINISTRATION

NO. 10-4-4- RESOLVED, that at the recommendation of the Superintendent, the School Committee pursue a waiver of at least one (1) school day of the two (2) flood days (March 31st and April 1st).

SPONSORED BY THE COMMITTEE

NO. 10-4-5- Whereas, the Performance Audit called for the review of School Committee policies, and

Be it RESOLVED, that a sub-committee be formed to review the Policy Manual of the School Committee. The sub-committee shall consist of four members of the School Committee, appointed by the Chairman, the Superintendent or his designee and two members of the public,

appointed by the Chairman. This sub-committee will break down into smaller sub-committees to share responsibilities.

The sub-committee may meet as a whole to submit completed policies to the full School Committee. The sub-committee should attempt to complete their work as expeditiously as possible.

SPONSORED BY MRS. MCFARLAND

NO. 10-4-6- Whereas, the Cranston Public Schools has a projected deficit in an excess of \$2.4 million dollars, and

Whereas, the City of Cranston is also facing a potential deficit due to proposed cuts in municipal aid from the State of Rhode Island, and

Whereas, the City Council and the Cranston Public Schools has previously formed Project Redirect one of whose mandates was to look into the possible consolidation of City and School Department services, and

Whereas, the Cranston Public Schools and the City of Cranston both have departments that perform similar and duplicative functions, and

Whereas, the consolidation of the Parks and Recreation Department of the City and the School's Athletic Departments, and

Whereas, it is believed that there would be a cost savings for both the City and the Schools as well an opportunity for the City and the Schools to come together to begin to lessen the financial burdens, and

Be it RESOLVED, that the Cranston School Committee respectfully requests that a committee be formed to begin the consolidation of the School's Athletic Department and the Parks and Recreation Department of the City. The committee shall consist of five (5) members; two members shall be appointed by the Chairman of the School Committee, two City Council members to be appointed by the City Council President, and one member to be chosen by the Mayor. In addition, two members shall be employees from the respective departments to serve as an advisory non-voting member,

Be it further RESOLVED, that this committee will begin meeting in April 2010 and shall report back to the School Committee on a monthly basis with cost saving measures as well as a plan to facilitate and implement the consolidation of the Athletic Department / Parks and Recreation by April 2011.

SPONSORED BY MRS. RUGGIERI

NO. 10-4-7- Whereas, there has been much discussion regarding the responsibilities between the Cranston Public School Department and the New England Laborers/CPS Charter School (NEL/CPS), and

Whereas, there is no current documentation that would clearly define the roles and responsibilities that are designated to each of these organizations, and

Whereas, the Cranston School Committee should clearly define the roles and responsibilities between Cranston Public Schools and any charter school that is or becomes part of our school system,

Be it RESOLVED, that a committee be formed to prepare a document that would clearly state the obligations and responsibilities of each organization.

Be it further RESOLVED, that this Committee consist of two (2) members of the School Committee; appointed by the Chairman, two (2) members of the current NEL/CPS Board, appointed by the Chairman of the Board, the Superintendent or his designee, Dr. Michael Silvia or his designee, and the Chief Financial Officer of the Cranston Public Schools.

This committee would also be charged with developing a process in which Charter schools and the Cranston School Committee are working in partnership to reach and maintain shared fiscal responsibility within both organizations.

This committee should have a preliminary meeting and report back to

the School Committee at the July 2010 School Committee Meeting.

SPONSORED BY MS. IANNAZZI AND MR. LOMBARDI

NO. 10-4-8- Whereas, the NEL/CPS Construction Career Academy has voted, through its Board of Directors, to donate a one-time gift in the amount of \$89,635 to be earmarked for the restoration of previously eliminated Varsity and Junior Varsity Sports, along with materials, supplies, transportation and event staff, and

Be it RESOLVED, that the Cranston School Committee accept said donation as earmarked.

NO. 10-4-9- Whereas, the Veolia Water Company has voted, through its Board, to donate a one-time gift in the amount of \$5,000 to be earmarked for the restoration of previously eliminated Varsity and Junior Varsity Sports, along with materials, supplies, transportation and event staff, and

Be it RESOLVED, that the Cranston School Committee accept said donation as earmarked.

ADMINISTRATION

PERSONNEL

NO. 10-4-10- RESOLVED, that at the recommendation of the

Superintendent, the following certified personnel be appointed as substitutes on a temporary basis as needed:

Robert Peterson, Social Studies

Zachary Priest, General Subject Matter K-12

Ellen Laprocina, Art K-12

Dena Crescenzo, Special Ed Elementary\Middle

Gina Labbadia, Special Ed Elementary\Middle

Elizabeth Morrissey, Speech & Language Pathologist

NO. 10-4-11- RESOLVED, that at the recommendation of the Superintendent, the following certified staff member be granted a leave of absence without compensation as provided in Article XIX, Section B.4 of the Master Agreement between the Cranston School Committee and the Cranston Teachers' Alliance:

Phyllis DeMaio, Teacher

Leave

Effective Date...August, 2010 to August 2011

NO. 10-4-12- RESOLVED, that at the recommendation of the Superintendent, the retirement of the following certified personnel be accepted:

Carolyn Wentworth, Teacher

Arlington

Effective Date...June 30, 2010

NO. 10-4-13- RESOLVED, that at the recommendation of the Superintendent, the resignation(s) of the following certified personnel be accepted:

Lynne Burke, Assistant Principal

Cranston High School West

Effective date...May 2, 2010

NO. 10-4-14- RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be appointed as an athletic coach:

Andrew Marcaccio, Assistant Baseball Coach

CHSE

Step-7

Class-C

Playing Competition-High School

Experience-CHSE Freshman Baseball Coach

Certification-RI Coaches Certification; CPR\AED\First Aid

Dina Cesana, Assistant Girls' Outdoor Track Coach

CHSE

Step-7

Class-D

Playing Competition-High School

Experience-CHSW Head Girls' Indoor Track; Western Hills Cross Country & Outdoor Track

Certification-RI Coaches Certification; CPR\AED\First Aid Certified

NO. 10-4-15- RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be reappointed as an athletic coach:

School Cranston High West

Ralph Sacco Assistant Coach Boys' Volleyball

NO. 10-4-16- RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be appointed as a volunteer athletic coach:

Cranston High School West

Michael Spirito Baseball

Cranston High School East

William Coughlin Fast pitch Softball

NO. 10-4-17- RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be reappointed as a volunteer athletic coach:

Cranston High School West

Jason Hogan Coed Golf

Joseph Salimeno Coed Golf

Michael Schiappa Baseball

Brian LaBianca JV Baseball

Ronald LaRocca Baseball

Cranston High School East

Joseph Parisi Baseball

NO. 10-4-18- RESOLVED, that at the recommendation of the Superintendent, the following non-certified employee(s) be appointed:

Rosemarie Zaino, 3hr Food Service Worker

Food Service

Effective Date...March 29, 2010

Fiscal Note...32247179 511000

Dominica Adamo, 3hr Food Service Worker

Food Service

Effective Date... April 12, 2010

Fiscal Note...31547179 511000

NO. 10-4-19- RESOLVED, that at the recommendation of the Superintendent, the following non-certified personnel be appointed

as substitutes on a temporary basis as needed:

Robert J. Parris, Sr., Custodian

Catherine Principe, Teacher Assistant

NO. 10-4-20- RESOLVED, that at the recommendation of the Superintendent, the retirement(s) of the following non-certified personnel be accepted:

James Carmody, Custodian

Plant

Effective Date...July 2, 2010

NO. 10-4-21- RESOLVED, that at the recommendation of the Superintendent, the resignation(s) of the following non-certified personnel be accepted:

Maryann Petrucci, Secretary

Gladstone

Effective Date...April 23, 2010

NO. 10-4-22- RESOLVED, that at the recommendation of the Superintendent, the termination of a non-certified Employee A be accepted:

POLICY AND PROGRAM

NO. 10-4-23-RESOLVED, that at the recommendation of the Superintendent, the 2010-2011 School Calendar (as amended) be approved. (See attached)

NO. 10-4-24-RESOLVED, that at the recommendation of the Superintendent, the following Conferences/Field Trips of Long Duration be authorized:

- 1. Sheila Lagasse, teacher at Cranston High School West, and approximately six (6) students to travel to White Plains, NY to attend and compete in the Annual Glenn D. Loucks Games – Track Invitational from May 7, 2010 through May 8, 2010, at no cost to the School Department. Please see the attached “Field Trip of Long Duration” form.**

POLICIES

NO. 10-4-25- RESOLVED, that at the recommendation of the Superintendent, Policy #6153 “Field Trip Policy”, Page 2 (as amended) be approved. (Under Item #3 Transportation – Form CA47 to be changed to Form OA-47, Requisition for Special Bus.

NO. 10-4-26- RESOLVED, that Policy #2526, Cell Phone Usage and

**Recording Device(s) Policy, be approved for 2nd and final reading.
(Policy attached)**

NO. 10-4-27- RESOLVED, that at the recommendation of the Superintendent, Policy #5123.1 Cranston High Schools Diploma Handbook 2010-2011, be approved for first reading. (Policy attached)

BUSINESS

PURCHASES AND PURCHASED SERVICES

NO. 10-4-28- RESOLVED, that the following purchases be approved:

Rock Climbing Wall for Cranston High School East in the amount of \$11,075. (Funding provided by the Tuft's Health Grant for \$10,000. Additional funds provided by Cranston East).

Number of bids issued 6

Number of bids received 1

13. Action Calendar / Action Agenda

14. New Business

15. Public Hearing on Non-Agenda Items

16. Announcements of Future Meetings (May 19, 2010 and May 27, 2010)

17. Adjournment

School Committee members who are unable to attend this meeting are asked to notify the Chairperson in advance.

Any changes in the agenda pursuant to RIGL 42-46-6(e) will be posted on the school district's website at www.cpsed.net, Cranston Public Schools' Administration Building, 845 Park Avenue, Cranston, RI; and Cranston City Hall, 869 Park Avenue, Cranston, RI and will be electronically filed with the Secretary of State at least forty-eight (48) hours in advance of the meeting.

Individuals requesting interpreter services for the hearing impaired must notify the Superintendent's Office at 270-8170 72 hours in advance of hearing date.

Notice Posted: April 22, 2010/Cranston Herald.

**ADOPTED March 22, 2010
SCHOOLS AMENDED April 27, 2010**

CRANSTON PUBLIC

RESOLUTION NO. - 10-3-23

CALENDAR FOR 2010-2011

RESOLUTION NO.

At the discretion of the Superintendent of Schools, and with School Committee approval, this calendar may be altered during the scheduled recess periods or at the end of the school year, due to emergencies affecting the health and safety of our students and/or operation of our schools.

MONTH M T W T F DAYS MONTH M T W T F DAYS

Aug. 30* 31 (1)

Sept. 1 2 3 Feb. 1 2 3 4

X 7 8 X X 7 8 9 10 11

13 X 15 16 17 14 15 16 17 18 20 21 22 23 24 X X X

X X

27 28 29 30 (18) 28 (15)

Oct. 1 Mar. 1 2 3 4

4 5 6 7 8 7 8 9 10 11

X 12 13 14 15 14 15 16 17 18

18 19 20 21 22 21 22 23 24 25 (23)

25 26 27 28 29 (20) 28 29 30 31

Apr. 1

Nov. 4 5 6 7 8

1 X 3 4 5 11 12 13 14 15

8 9 10 X 12 X X X X X

15 16 17 18 19 25 26 27 28 29 (16)

22 23 24 X X (18)

29 30

May

Dec.	1	2	3	2	3	4	5	6				
	6	7	8	9	10	9	10	11	12	13		
	13	14	15	16	17	16	17	18	19	20		
	20	21	22	23	X (17)			23	24	25	26	27 (21)
	X	X	X	X	X	X	31					

Jan.	3	4	5	6	7	June	1	2	3		
	10	11	12	13	14	6	7	8	9	10	
	X	18	19	20	21		13	14	15	(16	17
	24	25	26	27	28 (20)	20	21)	22)	23	24 (11)	
	31	94	27	28	29	30	86				

New Teacher Orientation – August 26 & 27, 2010 *All Professional Staff Orientation – August 30, 2010

First Day of School for Students – Tuesday, August 31, 2010 – ALL GRADES REPORT

SCHOOLS WILL BE CLOSED (X=no school)

September 6, 2010 Labor Day

September 9 and 10, 2010 Rosh Hashanah

September 14, 2010 State Primary Elections

October 11, 2010 Columbus Day Observed

November 2, 2010 State General Elections

November 11, 2010 Veterans’ Day Observed

November 25 and 26, 2010 Thanksgiving Recess

December 24, 2010 – January 2, 2011 Holiday Recess (includes Christmas Day/Dec. 25 & New Year's Day/Jan 1)

January 17, 2011 Martin Luther King, Jr. Day

February 21 – February 25, 2011 Mid-Winter Recess (includes Presidents' Day / Feb. 21)

April 18 – April 22, 2011 Spring Recess (includes Good Friday/April 22)

May 30, 2011 Memorial Day Observed

Schools close June 15, 2011 or the 180th day (June 16th to June 22nd – make-up days for inclement weather)

First term August 31 - November 9, 2010 Inclusive 45 days

Second term November 10 - January 25, 2011 Inclusive 45 days

Third term January 26 - April 5, 2011 Inclusive 45 days

Fourth term April 6 - June 15, 2011 Inclusive 45 days

GRADUATION DATES

Cranston High School East and Cranston High School West – Saturday, June 11, 2011.

NEL/CPS Construction Career Academy – Friday, June 10, 2011

Cranston East, Cranston West, and NEL/CPS Construction Career Academy Seniors' Last Day of Instruction – June 2, 2011

CELL PHONE USAGE AND RECORDING DEVICE(S) POLICY

Cell phones and other handheld communication devices can cause disruption, confusion, and distraction in the workplace. This policy applies to district-issued phones and personal cell phone use. While at work and performing job duties, the employee may use cell phones and other communication devices for business/job related purposes and for personal emergencies only. "Personal emergencies" will be interpreted to include calls or text messages related to health care and child care; but to avoid misunderstandings, the employee should notify their supervisor about any special circumstances that may require the use of a cell phone or other handheld device in the workplace. Cameras and recording devices, including cell phone cameras and recorders, may not be used in the workplace. Permission to video tape classroom lessons for educational purposes must have prior approval by the building administrator.

Employees who violate this policy will be subject to disciplinary actions, up to and including termination.

RESOLUTION NO: 10-4- Cranston Public Schools

POLICY ADOPTED: Cranston, Rhode Island

CRANSTON PUBLIC SCHOOLS #5123.1

DIPLOMA SYSTEM

HANDBOOK

CLASS OF 2010

CRANSTON PUBLIC SCHOOLS MISSION STATEMENT

**FROM WHICH MISSIONS AND GOALS FOR ALL HIGH SCHOOLS ARE
DERIVED**

The student completing an education program in Cranston Public Schools is an inquisitive, literate, culturally aware, life long learner with positive self esteem; who is able to think creatively and analyze information critically. The student is a resourceful, technologically proficient worker who contributes to team efforts. As a responsible citizen, the student is an ethical, self-reliant, and socially responsible member of the global community.

Message from the Principals: (example)

Dear Parents/Guardians and Students:

The communities within the Cranston High Schools seek to instill high expectations for all students in their academic, civic, and social endeavors and to provide them with opportunities to succeed both in higher education and the global marketplace. We remain committed to establishing clear, rigorous, and demanding standards and expectations which encompass all the necessary skills that students must demonstrate in order to succeed as responsible citizens of the 21st Century. Once established, these standards and expectations define the levels of achievement that we have for all of our students, and assist us in identifying effective learning strategies for delivering instruction and assessing students' performance.

In order to accomplish our Mission, the school communities have identified learning expectations for all students. These academic, civic, and social expectations specify what students should know and be able to do upon graduation. Our educational program is designed to engage students in active, collaborative learning that emphasizes the development of critical thinking skills, literacy (reading and math), and technology skills as applied to real world concepts and practices.

Further, we believe that an educational program which is academically challenging and student-centered will provide our young adults with a strong foundation for future successes.

The following pages outline in detail the requirements for graduation from the High Schools in Cranston. Please take time to review this

document carefully. If you have any questions, please contact your child's guidance counselor. The related school documents are on the Cranston School Department Website.

Our sincerest best wishes for the best in learning experiences in our high schools. We want them to be as positive and productive as possible.

Respectfully,

Mr. Steve Knowlton, Principal, Cranston High School West

Dr. Michael Silvia, New England Laborers/ CPS Charter School

Mr. Sean Kelly, Principal, Cranston High School East

Ms. Susan Coutu, Ass't Principal/Director, Cranston Area Career and Technical Center

Cranston High Schools' Diploma System

The Rhode Island Department of Education (RIDE) has developed requirements to ensure that all students across the state will successfully complete a rigorous high school program that gives them access to college or post-secondary training, whether immediately after high school or when and if they choose.

A Cranston High School diploma is the official recognition that a student has met the state and Cranston graduation requirements and has demonstrated the necessary proficiencies to graduate.

Proficiencies in academic areas will be based on the grade 9 – 10

Rhode Island Grade Span Expectations (GSE) and other appropriate national standards, in conjunction with the Applied Learning Standards as set by the Rhode Island Board of Regents for Elementary and Secondary Education (BoR). Proficient performances for graduation are necessary in each of the six core academic areas. English Language Arts, Mathematics, and Sciences will be aligned to the state's GSE's. The School Department will establish requirements for Social Studies, the Arts and Technology; based on appropriate, nationally recognized content standards within each discipline and in accordance with guidance provided by the BoR. A Service Learning/Community Service requirement must also be met. The strategies for assessing applied learning skills are in building the graduation portfolio that include Common Tasks and other assessment artifacts, and Comprehensive Course Assessments (CCA's). These requirements for a Cranston High School Diploma are consistent with Rhode Island BoR regulations. Only students who demonstrate fulfillment of these graduation requirements and proficiencies shall participate in the graduation ceremonies and receive a diploma.

Requirements for a Cranston High School Diploma:

- 1. Successful completion of the minimum required coursework credits, both in total and for specific subjects.**
- 2. Successful completion of Comprehensive Course Assessments**

that include performance tasks that assure common expectations and proficiencies have been met.

3. Completion of state assessments according to a timetable determined by the BoR. Students must participate in tests known as the New England Common Assessment Program (NECAP). The NECAP test results will count toward graduation, but will never be enough to prevent a student from graduating.

NB: Class of 2012 will be required to pass the NECAP to graduate.

4. Successful completion of a Graduation Portfolio presentation including Common Tasks that, when viewed in combination with other graduation requirements, demonstrate that necessary proficiencies have been met.

5. Successful completion of community service activity(ies) demonstrating one or more of the school's identified expectations for learning.

6. Each student will create an Individual Learning Plan (ILP) aligned to personal, academic, career, and social goals.

Description of Requirements:

1. **Coursework Credit Requirements** A minimum of 24 credits are required to graduate.

English 4.0

Mathematics 4 .0 (One of these courses may be an Applied Math course*)

Sciences 3.0

Social Studies 3.0 (U.S. History is required)

Physical Education 1.0 (.25 per year for 4 years)

Health 1.0 (.25 per year for 4 years)

Fine Arts 0.5

Computer Literacy/Technology 0.5

Electives 7.0

Total: 24.0 Credits

***Applied Math Courses/Math Related Courses**

The majority of students in the Cranston High Schools enroll in four math courses. However, as a District, we recognize that not all students plan to attend college immediately after high school. RIDE requires four years of math coursework for all students. Any student not enrolling in a fourth math course will be required to take a course from the list below. These math related courses were chosen based on their alignment to GSE's. An Applied Math course will not be counted towards other credit requirements. For a listing of approved Applied Math courses, please see the Appendix A in this Handbook.

2. Comprehensive Course Assessments:

Comprehensive Course Assessments are “final exams” designed to assess what students know and are able to do relative to the course

of study. They are designed to include at least 50% performance based measures. This means that although they may include multiple choice and true-false responses, at least 50% of the grade will be based on an applied learning activity that the student completes. The applied learning activity may be done over many weeks and is aligned to the appropriate Grade Span Expectations, Content Standards, Applied Learning Standards, and Cranston High Schools Academic Expectations.

3. STATE ASSESSMENTS – NECAP

The R.I. Department of Elementary and Secondary Education (RIDE) administers state tests each year in grades 3 through 8 and one in high-school (grade 11) as required by the federal “No Child Left Behind” Act (NCLB). Participation in the state tests is a graduation requirement. It is also an opportunity for students to meet proficiency on many of the state standards/proficiencies.. The state assessments are one measure in a body of assessment evidence used to determine graduation decisions. (Note, beginning in 2012, the state may require students to pass the NECAP in order to graduate.)

4. WORKING PORTFOLIO – GRADUATION PORTFOLIO

Common Tasks – are part of the new Assessment System required by the state and are uploaded into the digital Working Portfolio from which the Graduation Portfolio is developed.

Common Tasks are important pieces of evidence that will be used to

build your senior graduation portfolio. A Common Task is a collectively developed essential learning activity that determines a student's proficiency in a subject area through the application of key skills or concepts (knowledge). Teachers, by cross-district departments, designed tasks based on common agreement about what the content of the task should be. One thing that makes a task "common" is the agreement that it will be given across classrooms. Secondly, a task is clearly connected to certain GSE's and standards that are endorsed by the district or state. Thirdly, a task is weighted and scored according to common department-wide and/or district-wide rubrics. Written directions for the administration of the task are carefully thought out and followed. Common tasks are also administered in a way that allows all students the best chance at success. This may mean that a task may be modified to address student learning styles, interests, and/or disabilities.

EXAMPLE OF – Common Tasks allow students to show what they know and are able to do. They are not multiple choice or short answer type problems. They consist of extended pieces and "on-demand tasks. For example, a student in a civics class may identify a community topic or problem; gather and analyze information'; research the issue; propose a solution in writing; make an oral presentation of his/her work; and write a reflection on his/her work.

STORAGE OF – Common Tasks meeting proficiency standards, along with associated rubrics and reflections, are stored by the student for

future use in the Graduation Portfolio. Beginning with the Class of 2010, portfolio Common Tasks and artifacts will be stored digitally on a site sponsored by the Rhode Island Department of Education known as RIEPS. Students should keep back-up copies on disk or flash drive. Photographs should be taken of larger projects.

SCORING OF – Common Tasks proficiency levels will be entered by teachers. Proficiency levels will be recorded as part of Reports to students and parents and count toward the accrual of course credits toward graduation. Common Tasks can continue to be revised, once the term has closed, for use in the Graduation Portfolio only. Common Task proficiency records for a quarter will not be changed. Only proficient work will be uploaded. Minimally, students will be given four (4) common tasks (two department wide and two teacher made and approved) per subject per year in a full credit course; two (2) per semester course, and one (1) per “minor” course that meets three days per schedule rotation. Parents will be notified of progress on common tasks at mid-year and end-of-year.

4A. GRADUATION PORTFOLIO PRESENTATION

A graduation portfolio is a collection of work that documents a student’s educational performance over time and provides evidence that the student has achieved proficiencies in achievement of the state’s GSE’s at the high school level. It is part of the district’s assessment system. It is also a collection of evidence demonstrating that a student has achieved the school’s required proficiencies.

The Working Portfolio leads up to the Graduation Portfolio: Student evidence for the portfolio is generated mostly through the completion of department designed and approved Course Common Tasks. For the Graduation Presentation, students select Common Tasks that demonstrate proficiency in six (6) core subjects, applied learning, technology, literacy, the school's academic expectations, and community service. The working portfolio also includes student reflections and a final graduation evaluation by a panel of trained reviewers. At the beginning of senior year, students receive a senior portfolio planning guide which is used throughout the year in preparation for the Graduation Portfolio Presentation.

In 9th, 10th, and 11th grade, students produce, minimally, 24 common tasks per year. Each of these common tasks must have an attached formative reflection which is part of an on-going reflection describing not only the connection between the common task and the required proficiencies (or standards) for graduation, but also their thoughts on what they have learned, how they have learned it through this task, and why it is important to have learned it. Through the development of their Working Portfolio, students are expected to give significant thought in reflection evidencing growth in learning and meeting graduation requirements. Students work in their Senior Year to compile the Graduation Portfolio and write one summative reflection in Senior English Class. Student Advisors monitor progress toward this collection of assessments and self-assessments individual meetings throughout the year and at the end of the year. Working

Portfolio progress reports are sent home at the end of each year to parents, and at the end of each term in Senior Year. Portfolio evidence should be stored safely in the RIEPS system, with back-up disks until the senior year portfolio panel presentation.

Students reference the Portfolio Presentation Guide for specifics on the criteria and rubrics for this presentation.

4.B The Final Graduation Portfolio Contents include:

- **Artifacts that evidence proficiencies in the 25 Academic Expectations required by the Cranston School Committee for graduation from any of the high schools in Cranston. A list of these 25 Academic, Civic, Technology, Arts, and Social Expectations are listed on pages 11 & 12 of this Handbook. They can also be found posted throughout the high schools and on the high school and district websites.**

- **Student Individual Learning Plan (1 artifact)**

- **Community Service Activity Evidence and Reflection as part of Senior Portfolio Presentation**

- **Common Task Evidence –**

Students must show proficiency 3 times on each of the current 25 Expectations. These 25 Expectations are linked to the GSE's as required by the state. A listing of GSE's within the 25 District Expectations can be found in an Appendix to this Handbook. There will be ample opportunity for students to show proficiencies due to the Assessment System in place. There will be one Common Task given per quarter (4 per year per full year course; 2 per semester

course, and 1 per “minor” courses that meet twice per week)) in addition to other types of assessment artifacts. The purpose of the Common Tasks is to provide ample access and opportunities for students to evidence/show proficiencies on the state’s and district’s GSE’s in order to graduate.

• Students upload these artifacts into their working portfolios from which they develop their graduation portfolio.

• Students who are in dual enrollment programs, taking approved courses in an accredited college or university, can submit artifacts from these courses that evidence proficiencies on GSE’s within the district’s academic expectations, and showing proficiencies based on district-wide rubrics.

• Students interested in doing this must receive prior approval from the Principal or his/her designee. The approval process requires parental approval with appropriate forms completed in the Guidance Department at each respective high school.

• Decisions on students who transfer into the high schools in Cranston, relative to their completion of evidence of proficiencies, will be evaluated on a case-by-case basis by the Principal in conference with appropriate other staff.

- **Formative Reflection Evidence** – Each of the assessment artifacts must have a formative reflection.

- **Summative Reflection:** This is completed independently, in Senior

year in preparation for the

Graduation Portfolio Panel Review. This Summative Reflection includes:

- o reflection on the best work in the portfolio;**
- o how the body of work is connected to both personal goals (beyond high school) and the district's expectations;**
- o the learning process (what I learned about how I learn) and**
- o how progress, as represented by the collection of evidence selected for inclusion in the Graduation Portfolio, is shown over time (what my work looked like in grade 9/10, and how it now reflects proficiency in grade 12.**

• Portfolio Presentation: Early Spring of Senior Year as determined by Graduation Assessment Schedule developed through collaboration between and by the Principals of the three Cranston high schools.

WHAT IF A STUDENT DOES NOT PASS HIS/HER GRADUATION PORTFOLIO?

• In the event that the above requirements are not met, there is an Appeals Process in the Student Handbook.

• When school districts design their portfolio system, multiple opportunities to learn the skills and knowledge to successfully collect a graduation portfolio must be embedded across the curriculum and throughout the grade levels. Additionally, schools design systems (year long due dates, built-in check points and assessments, opportunities to revise work, etc.) to support the students' success.

Proficiency Based Graduation Requirements allow students a variety

of ways “to show what they know.” In addition, a student that fails his/her graduation portfolio must be offered an opportunity to redo the component(s) that did not meet expectations as defined in the rubric(s). However, if a school has done all it can to support the student, has offered the student multiple opportunities to learn and practice his/her skills, has communicated clearly and carefully with all advisors, mentors, parents/guardians, has provided an opportunity to resubmit elements that do not meet proficiencies, and the student still does not pass, the student’s diploma shall be withheld.

• PROCESS OF APPEAL

Students who believe that they have been improperly denied a diploma may utilize the school system’s appeal procedure through administrative steps to the Principal, Superintendent, School Committee, and Commissioner of Education.

Appeals Process – Policy # 5145 (a):

The Cranston Public School Non-Graduation Determination Appeals Process is based in Due Process, and is detailed in Cranston Public Schools Policy No. 5145 (a): “Commencing with the Class of 2008, the following protocol will be utilized for any student/parent when notified of a non-graduation status.

Step 1 Level 1 – School Level Student/Parent/Guardian shall be informed of the reasons for non-graduation status. An appeal in writing may be made to the Proficiency Based Graduation Review Team (PBGR Team).

Step 2 Level 2 – School Level Student/Parent/Guardian meets with the school’s Principal for a hearing.

Step 3 Level 3 – Central Office Student/Parent/Guardian meets with the Superintendent of Schools or a designee for a hearing.

Step 4 Level 4 – School Committee Student/Parent/Guardian meets with the School Committee for a hearing.

Step 5 Level 5 – Commissioner’s Office Student/Parent/Guardian meet with the R.I. Commissioner of Education, or a designee, for a hearing.

5. COMMUNITY SERVICE ACTIVITY

The following information describes the Class of 2011 community service graduation requirement. Please read the information, but understand that the community service requirement is being phased in. .

Service Learning/Community Service Plan

- **Complete hours 20 hours of community service over 4 years of high school. It is anticipated that all students complete the Community Service Requirement by the 2nd quarter of Grade 12.**

- **The Process for 20 Community Service Hours**

- **Students will advise their parent(s) or legal guardian about their Service Learning/Community Service work.**

- **Organization(s) verifies, by signature, that the service has been completed by signing an Hourly Log Sheet as hours are completed.**

Please see Appendix C for copy of Hourly Log Sheet.

- **Verified Hourly Log Sheets** are stored by the student in their ILP files for use in the Senior Portfolio Presentation. Hard copy of Hourly Log Sheet to be kept in student's ILP file for the 4 years of high school.
- **Community Service/Service Learning** will be part of the Senior Portfolio Presentation at which time the student will present their verified Hourly Log Sheets and orally reflect on the experience(s).

WHAT ARE ACCEPTABLE AND UNACCEPTABLE HOURS OF SERVICE FOR GRADUATION?

ACCEPTABLE:

1. Any service-learning activity whose chief purpose is to directly address human needs in areas such as health, education, the environment, or public safety, even if done in conjunction with a religiously affiliated agency or institution, can be counted toward the service-learning graduation requirement.
2. Any service-learning activity whose chief purpose is to collect food, clothing, or other items necessary to benefit others and meet human needs, even if done in conjunction with a religiously affiliated agency or institution, can be counted toward the service-learning graduation requirement.
3. Any service-learning activity whose chief purpose is to serve the school community itself.

4. Service-learning activities whose purposes are to extend the benefit of the service activity to individuals or families in need, other than the student's own family, may be counted toward the service-learning graduation requirement.

5. All acceptable service-learning activities require a signed and approved Project Proposal Form.

Note: A listing of possible and approved Service Learning/Community Service sites is available in the Guidance Offices. This is not an exclusive listing. Other organizations may be approved.

UNACCEPTABLE:

1. Any service-learning activity whose chief purpose is to serve the student's own family and which does not extend the benefit of the service activity to other families in need cannot be counted toward the service-learning graduation requirement.

2. Any service-learning activity that violates federal or state law which prohibits discrimination on the basis of race, color, sex, age, national origin, religion, or disability cannot be counted toward the service-learning graduation requirement.

3. Any service-learning activity whose chief purpose is to increase the amount of revenue for a private, for profit business or to generate new revenue for that business cannot be counted toward the service-learning graduation requirement.

4. Any service-learning activity that replaces a paid staff worker of the participating agency or institution with a student earning service-learning credit cannot be counted toward the service-learning

graduation requirement.

5. Any service-learning activity that compensates a student with money, goods, or services such that the service-learning activity is performed in expectation of both the service-learning credit and the money, goods, or services cannot be counted toward the service-learning graduation requirement.

6. Any service-learning activity whose chief purpose is to convert others to a particular religious, moral, or spiritual view and/or which denigrates the religious, moral, or spiritual views of others cannot be counted toward the service-learning graduation requirement.

7. Any service-learning activity whose chief purpose is to help prepare and/or participate in the performance of a religious service cannot be counted toward the service-learning graduation requirement.

6. INDIVIDUAL LEARNING PLANS (ILP's)

Individual Learning Planning is comprised of activities in which students, individually, with family members, in small groups, or in classrooms and homerooms, are assisted in establishing short and long term goals; developing personal-social, and career plans; understanding their learning styles, and developing goals for learning involving improved literacy, and exploring post-secondary education.

The expectation is that our schools will develop a data –rich profile of each student. The information in this profile would be the basis for an individual learning plan that eases transitions between grades, and encompasses strategies for responding to and recording each

student's academic; career and personal/social/emotional development and follows the student through high school.

ILP's are a mapped academic plan and profile that reflect each student's unique set of learning needs, interests, learning goals and graduation requirements. The student develops his/her ILP with guidance from his/her family, the school counselor, advisor/teacher, and/or mentor, all of whom help write an ILP, which includes authentic and challenging learning experiences that support each student's focus on how he/she will succeed. It is a plan for student achievement and success. Although all involved are mutually responsible for helping the student with his/her personal curriculum and members regularly review, evaluate, and update the ILP as the student progresses, it is the student who is ultimately responsible to complete his/her ILP. The process allows students to become active, responsible participants in developing an educational plan (RIDE, 2004).

Every student must take ownership and assume responsibility for his/her academic achievement; affective learning, and development. Individual planning provides opportunities for each to plan, monitor, and evaluate personal progress. Likewise, parents/guardians have a responsibility to review their child's ILP and be involved in his/her academic life and post-secondary planning.

INDIVIDUAL LEARNING PLAN CREATION AND WHAT STUDENTS DO

Students will create and review their “ILP’s” during bi-weekly Personalization Advisory Sessions and will continue in private sessions between students, their parents, and their guidance counselors. This work will take approximately 8 of 18 personalization advisory sessions scheduled within homeroom periods. In addition, the “ILP” is a blue print for learning that includes strengthening reading skills and strategies based upon assessment data. Results of assessments are shared with students and their parents and classroom teachers.

All faculty have a “Personalization Advisory Schedule” for the school year which includes the dates of advisories and identifies steps of the “ILP” creation process. Students receive individual folders of “ILP” process materials prior to the first October advisory.

 Students work with their advisors on the development of their “ILP” documents and complete the worksheets by the first December advisory.

 In Freshman year, reading and E/LA literacies, which are crucial to success in all content areas, will be assessed and results incorporated into students’ “ILP’s.” This assessment is for the purpose of improving content area literacies, and providing reading achievement strategies for students reading one to two years below grade level.

 On-going reading assessment, to track improvements, will be done as part of the “ILP” review and development each fall. Grades 9, 10, and 11 will be assessed. Learning strategies are listed on the students’ “ILP’s” for reference.

 NECAP results will also be provided to students for the purpose of determining which GSE's they need particularly to focus on for graduation.

 Learning Styles Inventories will also be given to students in grade 9 to help students understand "how they learn."

 During the first December advisory, one of two copies of the student "ILP's" are collected and sent to the guidance department where they are reviewed by the guidance counselors, respectively, and then reviewed in a One-on-one meeting between student and guidance counselor.

 The second copy is taken home, signed by the student's parent(s) or guardian(s) and returned to the student's "ILP" folder.

On-going work on "ILP":

 In the first February advisory, students take the time to reflect upon the goals they have established for the year and complete a "Mid-Year Review" document to determine whether they have "attained a goal," "are making progress," or have made "no progress."

 The final step in the "ILP" process occurs in the May advisory. Students complete a "Self Reflection" form and determine whether they have successfully completed the goals they had set for themselves.

At the end of the school year, all student folders are collected and returned to the School Improvement Offices in the respective high schools. Folder documents are replenished after the advisories in June. The folders are again distributed to the students in the fall for

continued work. Senior folders are re-used for entering freshmen.

NOTE: Advisors and advisees work together for the entire four high school years. It is believed that this on-going relationship enhances the conversations between advisors and advisees, and that communication will further strengthen students' willingness to create more authentic and realistic academic, career, and personal goals.

FREQUENTLY ASKED QUESTIONS

What are GSE'S ?

GSE's describe and define the collection of specific content knowledge and skills that all high school students are expected to attain and be able to apply (as described in the Applied Learning Standards) for graduation by proficiency. The Department of Education has developed GSE's and split them into major units in:

◈ English/Language Arts (reading, writing, oral communication)

◈ Math (number and operations, geometry and measurement, functions and algebra, data, statistics and probability)

◈ Science (life sciences, earth and space sciences, physical sciences)

NB: Cranston High Schools have developed content standards in the arts, social studies, and technology based on appropriate, nationally recognized content standards within each discipline and in accordance with guidance provided by the RI Department of

Education.

What is a Carnegie Unit/Coursework Credit?

Credit assigned for a class meeting for 200 minutes per week for a period of one academic year. In Rhode Island, students must complete 24 Carnegie Units (24 Carnegie Units by 2012), among other requirements, to receive a diploma.

What are Content Standards?

Broadly stated expectations of what students need to know (content knowledge), understand and be able to do (skills) in a specific content area such as English Language Arts or Mathematics. Content standards define for teaches, schools, students, and the community not only the expected student skills and knowledge, but also what schools should teach. In other words, they drive our curriculum.

What are Expectations for Student Learning?

Grade-Level and Grade Span Expectations (GLE's and GSE's) identify the content knowledge and skills expected of all students for the state-wide assessments in reading, writing, mathematics, technology and engineering, applied learning, and science. These expectations are detailed in RIDE documents and are assessed on the state's NECAP exam. In addition, schools must provide students multiple

opportunities, over multiple years, to develop the identified proficiencies and provide students feedback as to their progress toward the desired level of performance. These expectations are also linked to the NEASC high school accreditation process as a guiding set of statements that, taken as a whole, describe the knowledge, skills, and values that students are expected to have when they graduate from high school.

What are RI Dept. of Education Applied Learning Standards?

Skills sets with six main areas:

- **Communicating (reading, writing, speaking, listening)**
- **Problem solving**
- **Critical thinking**
- **Research**
- **Personal/social responsibility, and**
- **Interpersonal interaction**

In order to be determined “proficient,” a student must demonstrate content knowledge and the application of that knowledge using the applied learning skills:

- **Problem Solving**
- **Critical Thinking**
- **Research**
- **Communication**
- **Reflection and Evaluation**

What are the Cranston High Schools’ Academic Expectations?

1. The Cranston High School Graduate exhibits proficient communication skills.

- **Interactive Listening**
- **Oral Presentations**
- **Report Writing**
- **Procedural Writing**
- **Persuasive Essay**
- **Text-based Writing**
- **Reflective Writing**
- **Narrative Writing**
- **Poetry Writing**
- **Reading and Responding to an Informational Text**
- **Reading and Responding to Literary Text**

2. The Cranston High School Graduate exhibits proficient problem solving, research, and critical thinking skills.

- **Problem Solving**
- **Research**
- **Number and Operations**
- **Geometry and Measurement**
- **Functions and Algebra**
- **Data, Statistics and Probability**
- **Thinking Sequentially (Logically)**
- **Investigate, Analyze, and Interpret Information Resources: when applicable – to form and support opinions**
- **Investigate through Inquiry**
- **Understand Systems and Energy**

- **Relate Form to Function**
- **Apply Scientific Principles to Real-World Situations**
- **Patters of Change**

3. The Cranston High School Graduate will engage in and be culturally aware of music, visual arts or performing arts through performance, creation, and response.

- **Performance of Art Forms**
- **Creation of Art Forms**
- **Response to Art Forms**

4. The Cranston High School Graduate exhibits proficiency in reflection, evaluation, and use of technologies.

- **Annually collect and maintain artifacts that evidence proficiencies in a “working portfolio.”**

- **Create and present a graduation portfolio**

- **Use technology strategically and capably to enhance their reading, writing, speaking, and listening skills.**

- **Tailor on-line searches to acquire useful information efficiently and integrate what they learn using technology with what they learn off-line/in the classroom.**

- **Are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.**

SOCIAL EXPECTATION

The Cranston High School Graduate is a respectful, ethical,

responsible, and courteous individual who can work both independently and cooperatively by following the rules outlined in the Cranston Public Schools Student Handbook.

• Evidence of meeting this social expectation will be found in the annual collection of individual student information related to:

• Citizenship

• Effort

• Attendance, and

• Discipline

CIVIC EXPECTATION

The Cranston High School Graduate is a contributing member of his/her community, and as such functions as an informed, involved citizen who advocates for positive changes in our community and surrounding environments.

• Evidence of meeting this civic expectation will be found in the annual collection of individual student information related to:

• Participation in various school activities

• Completion of Community Service

What is Rhode Island's Common Core of Learning?

Rhode Island's 2001 touchstone document written to describe the knowledge, skills, and competencies

that all Rhode Island students should learn in order to succeed in post-secondary education and work. It describes these competencies in four main areas: communication, problem solving,

body of knowledge, and responsibility.

What is the Rhode Island Diploma System?

This system is a combination of all of the assessment measures (multiple types of assessments), student supports, and school and district requirements used by a school to show what students know and are able to do. Components required for graduation as a part of the diploma system include:

 Completion of a minimum of 24 Carnegie Units

 Diploma Assessments (exhibitions, end-of-course exams, graduation portfolios, common tasks, artifacts of different types, demonstrations) 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 post-secondary learning experiences and in the work place.

 As of 2012, students must take the NECAP state assessment and score at the nearly proficient level (level 2).

What is a rubric?

A rubric is a scoring guide that gives specific criteria on which a piece of student work will be assessed based on standards or GSE's for student performance. Rubrics may be holistic (more general) or analytic (more specific).

What is a School-Wide Rubric?

Rubrics used school-wide, across the district high schools, and/or across all disciplines to assess student work. School-Wide rubrics are aligned to appropriate state GSE's and state and national standards.

What is an artifact?

An artifact is a selection or piece of student work that is in the student's portfolio. An artifact can take many different forms, as: a Word document, a PowerPoint presentation, Excel spreadsheet, audio or video files, scanned PDF files, photos in JPEG or GIF format, etc.

What is Formative Assessment?

Formative assessment is an assessment used during the course of instruction that measures student mastery of specific indicators/standards and is used by teachers to inform and guide subsequent instruction targeted to areas of student's learning that are determined as areas in need of improvement by the assessment.

What is Summative Assessment?

Summative assessment measures student mastery of all indicators/standards included in a unit or other instructional period at the end of that instructional period. In the context of portfolio, the year-end graduation portfolio presentations/reviews of the portfolio

would constitute a summative assessment.

Are special population students expected to meet all proficiencies?

All students are expected to meet proficiencies. Our Performance Based Graduation Expectations are district wide standards for all students. At times, teaches may have to adjust common task assignments so that they are aligned with the reasonable accommodations in the IEP or 504 Plan. Special needs students will receive appropriate support and accommodations. Student learning and mastery is the main goal – the variable may be the amount of time or support required.

What is a digital portfolio?

The electronic (digital) portfolio is maintained through computerized formats on a secure website within the RIEPS system. A hard copy of all work that is up-loaded into the RIEPS system should be maintained by the student in a secure place at home. The digital portfolio contains the common tasks and other assessment artifacts that evidence proficiencies in the state’s GLE’s and GSE’s, the state’s Applied Learning Standards, national standards, and the Cranston Public Schools Academic, Social, and Civic Expectations.

How will the student know that a task is “portfolio-worthy?”

Common Tasks in the Portfolio have been designed and validated by each Department. Teachers provide a rubric so that students can judge their own work to content standards and NEASC expectations.

Using content specific rubrics and district-wide expectations, students in consultation with content area teachers determine the quality of the projects to be saved in the portfolio. Each common task must receive a proficiency score of three (3) or better (based on rubric(s)) to be considered “portfolio worthy.”

How will the students upload their Graduation Portfolio to a computer to make it digital?

Cranston’s high schools have begun electronic portfolio creation with the class of 2010 for all four years of high school. A hard copy (back-up copy) should always be maintained by the student. Students have been given training in how to up-load their completed and approved common tasks (and other artifacts) into the RIEPS system.

Will parents be able to view what is in the student’s graduation portfolio?

No. Students can provide parents access to their respective portfolios. Students have their own passwords to access their digital portfolios.

How will students and parents be made of aware of proficiency requirements of all academic areas?

Proficiency Requirements are included in:

- Program of Studies**

- **Student Policy Handbook**
- **Written communications**
- **District Website**
- **School Committee Policy**
- **Diploma Handbook**
- **Parent Orientation Programs**
- **Portfolio Night for Parents**
- **Meetings with Guidance Counselors**
- **Student Orientations**
- **Open House Nights**
- **Guidance Lessons**
- **Class Meetings**

How can my child take advantage of early enrollment in college?

Programs in area colleges exist for high school seniors wishing to complete their high school requirements while working toward a college degree. To qualify, students must be enrolled in a college preparatory program, have completed all Cranston High Schools' requirements with the exception of twelfth grade English and physical education, and have earned a minimum of 18.5 credits. Counselor and Principal approval are required. The student must take two (2) semesters of English and one (1) semester of physical education/health at the college. Beginning with the class of 2011, students must earn a minimum of 20.5 credits to qualify for college enrollment. Any student choosing this option must still complete the Graduation Portfolio Presentation Requirements.

APPENDIX A

APPLIED MATH COURSES

(from Program of Studies)

Course #	Course Title	Grade	Number of Level Credits
360 W	Applied Mathematics	Grade 11	.5
361 W	Applied Mathematics	Grade 12	.5
371	Programming/Visual Basic Honors	Gr. 9 – 12	1.0
372	Programming/Visual Basic	Gr. 10-12	1.0
375	Progamming JAVA AP	Gr. 11-12	1.0
376	Programming JAVA Honors	Gr. 11-12	1.0
377	Programming JAVA	Gr. 11-12	1.0
401	Foundations of Physics Honors	Gr. 9	1.0
405	Physical Science	Gr. 9	1.0
406	Principles of Science	Gr. 9	1.0

411 Chemistry I Honors Gr. 10-12 1.0

Prerequisite – Algebra II

412 Chemistry I Gr. 10-12 1.0

Prerequisite – Algebra II

413 Chemistry I Gr. 10-12 1.0

Prereq.- Teacher Rec.

421 Biology I Honors Gr. 11-12 1.0

Prereq.- Teacher Rec.

422 Biology I Gr. 11-12 1.0

Prereq.-Teacher Rec.

423 Biology I Gr. 11-12 1.0

Prereq.- Teacher Rec.

430 Chemistry II AP Gr. 11-12 1.0

Prereq- Chemistry I, Adv. Algebra/Trig & Teacher Rec.

431 Chemistry II Honors/EE Gr. 11-12 1.0

Prereq.- Chemistry I, Adv Algebra/Trig & Teacher Rec.

432 Biology II AP Gr. 11-12 1.0

Prereq.-Biology I Honors, Chemistry I and Teacher Rec.

433 Biology II Honors Gr. 11-12 1.0

Prereq.-Biology I Honors, Chemistry I & Teacher Rec.

434 Biology II Gr. 11-12 1.0

Prereq.-Biology I, Chemistry I, & Teacher Rec.

435 Physics AP Gr.11-12 1.0

Prereq.-Chemistry I Honors, Pre-Calculus or Teacher Rec.

436 Physics I H/EE Gr. 11-12 1.0

Prereq.-Chemistry I, Algebra II or Teacher Rec.

437 Physics I Gr.11-12 1.0

Prereq-Chemistry I, Algebra II

438 Physics II AP Gr. 12 1.0

Prereq- Physics I, Pre-Calculus

439 Physics II Honors/EE Gr. 12 1.0

Prereq-Physics I, Pre-Calculus

APPLIED MATH COURSES

(from Program of Studies)

CONTINUED

Course #	Course Title	Grade	Number of Level Credits
-----------------	---------------------	--------------	------------------------------------

510	College Accounting I Honors	Gr. 10-12	1.0
------------	------------------------------------	------------------	------------

Prereq-An aptitude for working with numbers

511	College Accounting I	Gr. 10-12	1.0
------------	-----------------------------	------------------	------------

512	College Accounting 2 Honors	Gr. 11-12	1.0
------------	------------------------------------	------------------	------------

513	College Accounting 2	Gr. 11-12	1.0
------------	-----------------------------	------------------	------------

516	Business Mathematics	Gr. 10-12	1.0
------------	-----------------------------	------------------	------------

517	Personal Finance/Quicken	Gr. 9-12	1.0
------------	---------------------------------	-----------------	------------

529S	Business Management Honors	Gr. 10-12	.5
-------------	-----------------------------------	------------------	-----------

530S	Business Management	Gr. 10-12	.5
-------------	----------------------------	------------------	-----------

802	Pre-Engineering Robotics III	Gr. 12	1.75
------------	-------------------------------------	---------------	-------------

Prereq- C or higher in Robotics II

807	CAD/Drafting III	Gr. 12	1.75
------------	-------------------------	---------------	-------------

- Prereq- C or higher in CAD Design/Drafting II**
- 812 Electronics Technology III Gr. 12 1.75**
- Prereq.-C or higher in Electronics Technology II**
- 817 Graphic Communications III Gr. 12 1.75**
- Prereq-C or higher in Graphics Communications II**
- 821 Interactive Digital Media/Computer Technology II Gr. 11 1.75**
- Prereq-C or higher in Interactive Digital Media/Computer Tech. I**
- 822 Interactive Digital Media/Computer Technology III Gr. 12 1.75**
- Prereq- C or higher in Interactive Digital Media/Computer Tech. II**
- 826 CISCO Academy II Gr. 11 1.75**
- Prereq- C or higher in CISCO Academy I**
- 827 CISCO Academy III Gr. 12 1.75**
- Prereq- C or higher in CISCO Academy II**
- 831 Residential Construction, Repair & Remodeling Gr. 12 1.75**
- Prereq – C or higher in Res Constr Repair & Remodeling II**
- 836 Culinary Arts III Gr. 12 1.75**
- Prereq- C or higher in Culinary Arts II**
- 852 Global Economic Management III Gr. 12 1.75**
- Prereq.-C or higher in GEM II**
- 857 Marketing and Management Entrepreneurship III Gr. 12 1.75**
- Prereq- C or higher in M&ME II**
- 862 Aquaculture III Gr. 12 1.75**
- Prereq – C or higher in Aquaculture II**

APPENDIX B

CRANSTON PUBLIC SCHOOLS

DISTRICT ACADEMIC EXPECTATIONS

CROSS-REFERENCED TO STATE GSE'S

ACADEMIC EXPECTATIONS GSE'S

The Cranston High School graduate exhibits proficient communication skills.

- 1. Interactive Listening OC-1**
- 2. Oral Presentations OC-2**
- 3. Report Writing W6, W7, W8, W10, W11**
- 4. Procedural Writing W6, W7, W8, W10, W11**
- 5. Persuasive Essay W6, W7, W8, W10, W11**
- 6. Text-Based Writing W2, W3**
- 7. Reflective Writing W 14**
- 8. Narrative Writing W4, W5**
- 9. Poetry Writing W12, W13**
- 10. Reading and Responding
to an Informational Text
W2, W3, R7, R8**
- 11. Reading and Responding
To Literary Text
W2, W3, R4, R5, R6, R16**

The Cranston High School graduate exhibits proficient problem solving, research, and critical thinking skills.

12. Problem Solving M(PRP) – HS - 1

13. Research

14. Number and Operations M (N+O) 10-1, 10-2, 10-4, 12-1, 12-2, 12-4, AM-1-4,

L 10-6, 10-7, 10-8, 12-7, 12-8, AM8

**15. Geometry and
Measurement**

M (G + M 10 + 12-2, 12-4, 12-5, 12-6, 12-7, 12-8, 12-10)

16. Functions and Algebra 6M (F + A) 10 + 12-1, 12-2, 12-3, 12-4

**17. Data, Statistics and
Probability**

M (DSP) 10 + 12-1, 12-2, 12-3, 12-4, 12-5, 12-6

18. Think Sequentially W-10-4

**19. Investigate, Analyze &
Interpret Information**

Resources; when

applicable- to form &

support opinions

W-10-3

20. Investigate Through Inquiry Science Inquiry (GD 1 T)

21. Understand Systems & Energy PS 2 PS 3

22. Relate Form to Function M (F&A) 12-2

**23. Apply Scientific Principles to
Real-World Situations**

24. Patterns of Change LS 3, HP 2, HP 3

25. The Cranston High School graduate will engage in and will be culturally aware of music, visual arts or performing arts through performance, creation, or response.

APPENDIX C

CRANSTON HIGH SCHOOLS COMMUNITY SERVICE FORM HOURLY LOG

Student's Name: _____ **Date:** _____

Organization Name: _____

Number of Community Service Hours: _____

Brief Description of Activity: _____

Authorized Signature Phone Number

Print Name of Authorized Person

RESOLUTION NO: CRANSTON PUBLIC SCHOOLS
POLICY ADOPTED: CRANSTON, RHODE ISLAND

CRANSTON PUBLIC SCHOOLS
FISCAL IMPACT STATEMENT
SUPERINTENDENT
2010-2013

ORIGINAL REVISED

LIFE PROF. CONTRACT CONTRACT

POSITION SALARY HEALTH DENTAL PENSION MEDICARE INS.

DEVEL. TOTAL 2009-2012 SAVINGS

SUPERINTENDENT

	2010-2011	145,083	13,135	992	17,250	2,104	33
N/A	178,597	189,379	(10,782)				
	2011-2012	146,534	13,892	1,021	21,775	2,125	
33	N/A	185,379	199,648	(14,269)			
	2012-2013	149,831	15,281	1,456	27,839	2,173	33
N/A	196,612	N/A	N/A				

TOTAL SAVINGS (25,051)

FOOTNOTES

SALARY

2010-2011 – 0%

2011-2012 – 1%

2012-2013 – 2.25%

HEALTH & DENTAL

2010-2011 – 22% COST SHARE

2011-2012 – 25% COST SHARE (10% INCREASE IN HEALTH WORKING RATE, 7% INCREASE IN DENTAL WORKING RATE)

2012-2013 – 25% COST SHARE (10% INCREASE IN HEALTH WORKING RATE, 7% INCREASE IN DENTAL WORKING RATE)

PENSION

2010-2011 – 11.89%

2011-2012 – 14.86% (PROJECTED 25% INCREASE)

2012-2013 – 18.58% (PROJECTED 25% INCREASE)