

CRANSTON SCHOOL COMMITTEE MEETING

THURSDAY, MAY 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; Administrator Contracts, Grievance, PL 42-46-5(a)(2) Collective Bargaining and Litigation (Contract Negotiations Update – Food Service, Teachers, Teacher Assistants/Bus Aides, Technical Assistants, Secretaries, Custodians), (Maintenance of Effort), (Statewide Food Service Program).

2. Executive Session

3. Call to Order – Public Session

4. Roll Call – Quorum

5. Executive Session Minutes Sealed – May 27, 2010

6. Approve Minutes of Previous Meetings – April 14th and April 27th, 2010

7. Public Acknowledgements / Communications

8. Chairperson's Communications

9. Superintendent's Communications

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 THE ADMINISTRATION

NO. 10-5-2 – WHEREAS, Steven Stycos has been awarded the Environmental Merit Award for 2010 for outstanding efforts in preserving New England's environment and

Whereas, Mr. Stycos has worked for more than a decade to bring thousands of Rhode Islanders to the Pawtuxet River each year through canoe rides, as well as wildlife and firefly walks. Mr. Stycos created and maintains a network of trails, removing invasive species

and planting native trees in the watershed and

Whereas, most of his work is through Friends of the Pawtuxet, a nonprofit Mr. Stycos founded in 1982 and still leads. He involves youth groups like Boy Scouts, Youth Build Providence and school groups, in his activities and

Whereas, Mr. Stycos also supports local farmers, getting locally grown produce into schools, he has helped launch and still coordinates the Pawtuxet Village Farmer's Market, which draws hundreds of customers to 10 farm stands and

Whereas, Mr. Stycos secured grants for berry box recycling, for a composting workshop and for fresh food cooking demonstrations and

Whereas, Mr. Stycos was directly responsible for the Cranston School Department being the first in the state to buy fresh fruits and vegetables from local farmers,

Be it RESOLVED, that the Cranston School Committee hereby recognizes Mr. Stycos efforts and offers congratulations for receiving this distinguished award, and gratitude for Mr. Stycos' continued service to the community and Cranston Public Schools.

SPONSORED BY THE ADMINISTRATION

NO. 10-5-3 – WHEREAS, Karen Verrengia has been awarded the Environmental Merit Award for 2010 for outstanding efforts in preserving New England’s environment and

Whereas, Ms. Verrengia has improved the energy efficiency of Cranston through her work with the Cranston school system, beginning in 2006 and

Whereas, right from the start, Ms. Verrengia’s task was to improve the energy efficiency of the schools’ buildings and reduce the amount of energy the school used with a focus on achieving reductions centered on working with the people who make a school run: facilities’ employees and building occupants and

Whereas, Ms. Verrengia’s focus was on changing behaviors, the schools have avoided total energy costs of \$2 million since then. This focus on changing behavior helped the Cranston schools reduce energy use without equipment purchase or upgrades and

Whereas, Ms. Verrengia credits technicians, custodial staff, faculty and students with taking energy efficiency seriously and helping the schools improve and

Whereas, four Cranston elementary schools in 2009 received Energy Star plaques for superior energy performance and they did this without benefit of major retrofits,

Be it RESOLVED, that the Cranston School Committee hereby recognizes Ms. Verrengia's efforts and offers congratulations for receiving this distinguished award, and gratitude for Ms. Verrengia's continued service to Cranston Public Schools.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 10-5-4 – Whereas, the Alliance for Young Artists & Writers held the juried 2010 Rhode Island Scholastic Art Award Competition, and

Whereas, students from Cranston Public Schools distinguished themselves by submitting their innovative visual art works (grades 7-12).

Whereas, these students are:

CRANSTON EAST

Antonio Acuna, Gold Key for drawing and Gold Key for senior art portfolio

Caitlin Cannon, Silver Key for drawing and Gold Key for senior art portfolio

Ashlie Edwards, Gold Key for drawing

Erica Giko, Silver Key for printmaking

Arisa Lohmeier, Silver Key for drawing

Sara Moore, Silver Key for drawing and Silver Key for painting

Janice Sanchez, Gold Key for painting

CRANSTON WEST

Lindsay Burrows, Gold Key for mixed media

Olivia Harrison, Gold Key for mixed media

Juliana Tennett, Gold Key for drawing

Tara Integlia, Silver Key for sculpture

Ann Phung, Silver Key for drawing

Kelsey Swanson, Silver Key for painting

Austen Tiburcio, Silver Key for mixed media

BAIN

Justin Amoros, Gold Key for painting

PARK VIEW

Emma Orton, Gold Key for textile design

WESTERN HILLS

Alyssa Bailey, Gold Key for mixed media

Ilaria Lentricchia, Silver Key for sculpture and Silver key for mixed media

Whereas, their achievements were recognized by awarding a limited number of silver, gold and American Vision awards.

Be it RESOLVED, that the Cranston School Committee extend its congratulations to all of these students and the teachers who were

involved, from the High Schools and the Middle Schools, for their outstanding accomplishments.

SPONSORED BY MR. LOMBARDI

NO. 10-5-5 – Whereas, students from the Cranston Area Career & Technical Center have distinguished themselves through competing in the Rhode Island SkillsUSA State Competitions and

Whereas, the following 35 students have distinguished themselves on the state level by medaling in their respective competitions:

Gold Medal Winners - Health Knowledge Bowl, Marybeth Dawson, Dana Marcotte, Amy Parsons, Kaitlin Tenerella. Promotional Bulletin Board,

Alexcia Bouressa, Samantha Recchia. Robotic Workcell Technology, Steven Sacco, Cody Nadeau. Preschool Teaching Assistant, Jaclyn Micheletti.

Graphic Communications, Jerry Blau. Job Skills Demonstration “O”, Emily Tilton. Job Skills Demonstration “A”, Chhathyda Chhay. Extemporaneous

**Speech, Alana Deluty. Computer Maintenance Technology, Michael Ferranti. Computer Internetworking, Zachary Coningford. Culinary Arts,
Melanie Rogers.**

Silver Medal Winners – Job Skills Demonstration “O”, Andrew

Marsella. Prepared Speech, Jessica Simonelli. Technical Math, Anthony Catanzaro.

Robotic Workcell Technology, Edward Caputo, Mark Lang.

Bronze Medal Winners – Web Design, Kaitlyn Costa, Jessica Feder. Robotic Workcell Technology, Derek French, Daniel Genco. Computer Maintenance, Daniel Giovannucci. Action Skills, Kyle Scott. Architectural Drafting, Valerie Maccarone. Computer Service Technology, Esther Borgelin. Job Skills Demonstration “O”, Nicole Mignacca. Medical Terminology, Meredith Glick. Photography, Alicia Accetta. Food and Beverage, Kyle Smith.

Television Video Production, Ludovico Ricci, Marc Jacobson.

Be it RESOLVED, that the Cranston School Committee extend its congratulations to all of these students, the teachers who were involved, and Suzanne Coutu, Assistant Principal/Director of the Cranston Area Career & Technical Center.

SPONSORED BY MR. LOMBARDI

NO. 10-5-6 – Whereas, students from the Cranston Area Career & Technical Center have distinguished themselves by being awarded the President’s Volunteer Service Award and

Whereas, the following 9 students have distinguished themselves at the national level through volunteer service and civic participation:

Gold Medal Winners – Jessica Feder, Kaitlin Tenerella and Gianna Velino.

Silver Medal Winner – Dana Marcotte

Bronze Medal Winners – Leah Belogolovky, Jerry Blau, Alexcia Bouressa, Meredith Glick and Amy Parsons.

Be it RESOLVED, that the Cranston School Committee extend its congratulations to all of these students, the teachers who were involved, and Suzanne Coutu, Assistant Principal/Director of the Cranston Area Career & Technical Center.

SPONSORED BY MR. TRAFICANTE, MR. LOMBARDI, AND MS. IANNAZZI

NO. 10-5-7 – Whereas, the Cranston High School East Marching Band, Ensemble, Orchestra, Concert Band, Chamber Choir, Emerald Encore, Color Guard and Winter Guard traveled to Virginia to compete in the Williamsburg Music Festival from April 22nd to April 26th, 2010, and

Whereas, many other school groups from other states competed; and

Whereas, the groups from Cranston High School East won several First Place Superior Ratings in the competitions, and

Be it RESOLVED that the Cranston School Committee recognizes the following outstanding students involved in each of the performing groups:

Joshua Adler, Meg Aman, Kathleen Berkeley, Marissa Bernal, Alexandra Broccoli, Brianna Broccoli, Nicholas Buonfiglio, Susan Chakmakian,

Rebecca Clark, James Clements, Shana Coleman, Sara Creta, Douglas Davis, Heather Degnan, George DesRoches, Patricia DosSantos, Marissa Generali, Carissa Groccia, Axel Halvarson, Kelsey Heim, Andrew Jacques, Wendy Kalver, Colette Lima, Quan Ma, Jaycee Maldonado, Erin Marnane, Corey Martin, Fernando Marzan, David Marzilli, Claire Mensah, Nicole Nunez, Peter Oliver, Sarah Peshka, Alysha Phillips, Ethan Proulx, Melanie Rainone, Brendon Rebello, Alyssa Roberti, Christopher Rossi, Elizabeth Rotondo, Allison Shuman, Helen Smith, Joseph Smith, Samantha St.Angelo, Kelsey Alpaio, Erica Bachand, Rachel Baptista, Ryan Bentley, Emily Bitton, Joshua Bussman, Maxwell Cavas, Samuel Cavas, Franklin Ceballos, Samuel Chakmakian,

Samantha Chanphom, William Clark, Alexandra Cokely, Scott Connigford, Gabriella Corvese, Becky Davis, Darcy Davis, Lisa Larrabee, Chelsea Maldonado, Brian Medbery, Bryan Mercier, Rachel Moore, Anna Meyers, Melvin Morales, Carissa Moshier, Tyler Notarianni, Charlotte Paquette, Tyler Phillips,

David Rainone, Rebecca Rose, Melissa Ruggieri, Michael Sandoval, Shyan Siakala, Nicholas Squizzero, Olive Swinski, Kelsey Tudino, Joslyn Yeager,

Dayna Vachon, Lindsey White, Ilana Yanku, Diandra Zaki, Daniel DeLuzio, Cassidy DesRoches, Anthony Doti, Timothy Duhon, Kyle Gallagher, Andrienne Gendron, Meaghan Healy, Gary Huang, Helen Ianni, Kristen Johnson, Robert Jordan.

Be it further RESOLVED that the Cranston School Committee extends its congratulations to all of these students, the faculty and chaperones who were involved, along with Mr. Sean Kelly, Principal of Cranston High School East and Mr. Mark Colozzi, Band and Choral Director.

ADMINISTRATION

PERSONNEL

NO. 10-5-8- RESOLVED, to accept the Superintendent's recommendation to enter into a Last Chance Agreement to resolve a grievance/disciplinary matter regarding a non-certified employee.

**NO. 10-5-9- RESOLVED, that at the recommendation of the Superintendent, said certified administrator be appointed as follows:
(Fiscal Impact Analysis attached)**

Michael Crudale, Assistant Principal

Park View Middle School

Effective Date: July 1, 2010

**NO. 10-5-10- RESOLVED, that at the recommendation of the Superintendent, said certified administrator be appointed as follows:
(Fiscal Impact Analysis attached)**

Kim Magnelli, Assistant Principal

Cranston High School West

Effective Date: July 1, 2010

NO. 10-5-11- RESOLVED, that at the recommendation of the Superintendent, said certified administrator be appointed as follows:

(Fiscal Impact Analysis attached)

Jacqueline Striano, Assistant Principal

Western Hills Middle School

Effective Date: July 1, 2010

NO. 10-5-12- RESOLVED, that at the recommendation of the Superintendent, said certified administrator be appointed as follows:

(Fiscal Impact Analysis attached)

Frank DeVall, Assistant Principal

Cranston High School West

Effective Date: July 1, 2010

NO. 10-5-13- RESOLVED, that at the recommendation of the Superintendent, the following certified personnel be appointed as substitutes on a temporary basis as needed:

Richard Leeman, Health & Phys Education

Janet Patrone, Special Ed Elementary/Middle

Amanda Weires, Chemistry

Sarah Cinquegrana, Secondary Math

Stacy Velino, Special Ed Elementary/Middle

Carleen Lopez, Elementary

NO. 10-5-14- RESOLVED, that at the recommendation of the

Superintendent, the retirement of the following certified personnel be accepted:

NO. 10-5-15- RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be appointed as an athletic coach:

Ken Simone, Assistant Football Coach

CHSE

Step-7

Class-B

Playing Competition-High School

Experience-CHSE Assistant Football Coach

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

NO. 10-5-16- RESOLVED, that at the recommendation of the Superintendent, the following non-certified employee(s) be appointed:

Richard Guilmette, 4hr Custodian

Barrows

Effective Date...May 28, 2010

Authorization...Replacement

Fiscal Note...11247481 518200

Robert Parris, Sr., 4hr Custodian

Rhodes

Effective Date... May 28, 2010

Authorization...Replacement

Fiscal Note...11747481 518200

Brian Ferri, 4hr Custodian

Glen Hills

Effective Date...May 28, 2010

Authorization...Replacement

Fiscal Note...12847481 518200

NO. 10-5-17- RESOLVED, that at the recommendation of the Superintendent, the following non-certified personnel be appointed as substitutes on a temporary basis as needed:

Denise Principe, Teacher Assistant

Paula DeRuosi, Teacher Assistant

NO. 10-5-18- RESOLVED, that at the recommendation of the Superintendent, the retirement(s) of the following non-certified personnel be accepted:

Betty Powers, Bus Driver

Transportation

Effective Date...June 30, 2010

Clara Ruzzo, Secretary

Census Medicaid/Non-Public Textbooks

Effective Date...May 27, 2010

NO. 10-5-19- RESOLVED, that at the recommendation of the Superintendent, the resignation(s) of the following non-certified personnel be accepted:

Claire Morra, Bus Monitor

Transportation

Effective Date...May 7, 2010

Beverly Allen, Bus Monitor

Transportation

Effective Date...May 3, 2010

NO. 10-5-20 - RESOLVED, that at the recommendation of the Superintendent, said non-certified personnel be recalled from layoff, and

Be it further RESOLVED that the Superintendent notify those individuals of the committee's actions.

POLICY AND PROGRAM

NO. 10-5-21 – RESOLVED, that at the recommendation of the Superintendent, the following Conferences/Field Trips of Long

Duration be authorized:

1. Alan Hurst, Jr., Technical Ed. teacher at Cranston High School East to travel by car to Tufts University on June 8, 9, and 10, 2010 to attend the LEGO Engineering Symposium at no cost to the School Department. All expenses, including the substitute teacher covered by Title II. Please see attached conference form.

POLICIES

NO. 10-5-22- RESOLVED, that at the recommendation of the Superintendent, Policy #5123.1 Cranston High Schools Diploma Handbook 2010-2011, be approved for second and final reading. (Policy attached).

BUSINESS

PURCHASES AND PURCHASED SERVICES

NO. 10-5-23- RESOLVED, that the following purchases be approved: Subscriptions in the amount of \$9,936.09 (Pending the availability of funding 2010-11)

Number of bids issued 4

Number of bids received 4

NO. 10-5-24- RESOLVED, that the following purchases be approved: Library supplies in the amount of \$3,857.38. (Pending the availability

of funding 2010-11)

Number of bids issued 5

Number of bids received 4

**NO. 10-5-25- RESOLVED, that the following purchases be approved:
Family and Consumer Science supplies in the amount of \$3,122.32.
(Pending the availability of funding 2010-11)**

Number of bids issued 9

Number of bids received 5

**NO. 10-5-26- RESOLVED, that the following purchases be approved:
Printed Forms in the amount of \$5,179.93 (Pending the availability of
funding 2010-11)**

Number of bids issued 3

Number of bids received 3

**NO. 10-5-27- RESOLVED, that the following purchases be approved:
Gym Uniforms for the Middle Schools in the amount of \$6,753.76
(Shirts - \$3.34; Shorts - \$6.34). Uniforms purchased by the students.**

Number of bids issued 9

Number of bids received 6

**NO. 10-5-28- RESOLVED, that the following purchases be approved:
Employee Assistance Program in the amount of \$13,100 be renewed
for the third year of the three year bid of 5-9-08 approved SC
resolution 08-5-65.**

**NO. 10-5-29- RESOLVED, that the following purchases be approved:
Audio Visual supplies in the amount of \$13,904.03. (Pending the
availability of funding 2010-11)**

Number of bids issued 14

Number of bids received 9

**NO. 10-5-30- RESOLVED, that the following purchases be approved:
Medical and Dental supplies in the amount of \$4,214.44. (Pending the
availability of funding 2010-11)**

Number of bids issued 9

Number of bids received 7

13. Action Calendar / Action Agenda

14. New Business

15. Public Hearing on Non-Agenda Items

**16. Announcements of Future Meetings (June 9th and June 14th,
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: May 20, 2010/Cranston Herald.

CRANSTON PUBLIC SCHOOLS

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 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.

Continued Next Page

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	Progammg 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
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510	College Accounting I Honors	Gr. 10-12	1.0
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Prereq-An aptitude for working with numbers

511	College Accounting I	Gr. 10-12	1.0
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512	College Accounting 2 Honors	Gr. 11-12	1.0
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513	College Accounting 2	Gr. 11-12	1.0
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- 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: 10-5-22 CRANSTON PUBLIC SCHOOLS
POLICY ADOPTED: CRANSTON, RHODE ISLAND

Administrator's Compensation Schedule

Fiscal Year 2010-2011

NAME	POSITION	SCHOOL	ANN	HEALTH	DENTAL	LIFE	PENSION	SURV	SALARY
BEN	OASDI	MEDICARE	TOTAL	Fringe	Sal	&	Fringe		
Crudale, Michael	Ass't Principal	Park View	85,997.00	13135	992	34			
			10,225	96	0	1247	25,729	111,726	
Striano, Jacqueline	Ass't Principal	W. Hills	93,605.00	5136	298	34			
			11,130	96	0	1357	18,051	111,656	
Magnelli, Kim	Ass't Principal	West	91,463.00	13472	1018	34	10,875		
			96	0	1326	26,821	118,284		
DeVall, Frank	Ass't Principal	West	91,463.00	13472	1018	34	10,875		
			96	0	1326	26,821	118,284		

Administrator's Compensation Schedule

Fiscal Year 2011-2012

NAME	POSITION	SCHOOL	ANN	SALARY
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HEALTH DENTAL LIFE PENSION SURV
BEN OASDI MEDICARE TOTAL Fringe Sal & Fringe

Striano, Jacqueline	Ass't Principal	W. Hills	93,605.00	5508 308 34
13,105	96 0 1357	20,408	114,013	

Magnelli, Kim	Ass't Principal	West	91,463.00	14449 1062 34 12,805
96 0 1326	29,772	121,235		

Administrator's Compensation Schedule

Fiscal Year 2012-2013

NAME	POSITION	SCHOOL	ANN	SALARY
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HEALTH DENTAL LIFE PENSION SURV
BEN OASDI MEDICARE TOTAL Fringe Sal & Fringe

Striano, Jacqueline	Ass't Principal	W. Hills	93,605.00	5826 319 34
17,281	96 0 1357	24,913	118,518	

Magnelli, Kim	Ass't Principal	West	91,463.00	15282 1092 34 15,297
96 0 1326	33,127	124,590		