

Policy

PUBLIC FORUM POLICY

The Chariho Regional School District Committee will afford the widest latitude to the citizens of the district in the exercise of the right of free speech to present to the Committee matters of public concern. For any item not on the posted School Committee agenda, a citizen will be permitted to present his/her comments or questions to the Committee during "Public Forum". It should be noted that the right or privilege of free speech is not absolute at all times and under all circumstances. The exercise of a citizen's right carries with it a commensurate responsibility. Each citizen who makes a public statement has a responsibility to:

1. be accurate;
2. present facts and not gossip or rumors;
3. present information based upon personal knowledge, not hearsay.
4. **be considerate and allow others to speak without interruption.**

~~The Chair has the right to limit discussion to five minutes per speaker during the "Public Forum" portion of the agenda. If additional time is sought by the speaker, it may be granted by a majority vote of the School Committee. The School Committee may provide a brief response or place an item for full discussion on a future agenda.~~

Additionally:

1. All persons wishing to speak during Public Forum for items not on the agenda will sign-in and be recognized.
2. The Chair will have the discretion to limit each person to 2-4 minutes.
3. If additional time is sought by the speaker, it may be granted by a majority vote of the School Committee.
4. The School Committee may provide a brief response or place an item for full discussion on a future agenda.

Public Forum may not exceed (30) minutes.

revised 8-8-95, 8-18-11, 9-27-11

revised and effective 5-24-22

Secondary Grading Policy

Rationale: The necessity for this policy grows out of a desire to bring consistency to grading practices, to hold students accountable for the production of high-quality work, and to make clear that the purpose of grading is to indicate the degree of attainment of academic expectations. Thus, grades must be related to the attainment of standards as indicated in the curriculum of the Chariho Regional School District.

Purpose of Grades: All grading practices adopted by the faculty of the Chariho Regional School District will support the learning process and promote -student success. The primary purpose for grading student work and eventually assigning a summative grade is to communicate achievement status against the **instruction and curriculum** of the Chariho Regional School District to students, parents, and others during and at the conclusion of each grading period. **In combination with instruction, reteaching, feedback, and assessment, students, parents, and others will have a strong understanding of how students have measured against the standards set forth in the curriculum.** ~~At the close of a marking period, an incomplete (INC) may be issued by the principal or designee if there are insufficient grades available due to extenuating circumstances (e.g., medical, withdrawal from school) to determine the degree of attainment of academic expectations.~~ *(moved to end of Pg 2)*

Communication with Students and Parents: At the beginning of each course and following approval by the principal or his/her designee, teachers must share grading practices with students and parents. This communication must be in writing and include (1) purpose of grades, (2) weighting of the various assessments, (3) determination of final grades, (4) assessment retake guidelines (if any), (5) late work procedures, (6) incomplete and missing work procedures, (7) homework policy, and (8) instruction for parental access to grades and the school's learning management system. Parents must receive a logged communication **via email/phone call** from the teacher whenever **a student first falls** below the degree of attainment of academic expectations falls (below 70%); communications will begin following the first significant assessment **of each quarter**. Grades for short assignments will be recorded in PowerSchool within one week of receipt from students; grades for more substantive assignments will be recorded within two weeks of receipt from students (except when grade reporting is required for the close of a marking period). It is the responsibility of parents to access information about student grades and assignments by utilizing PowerSchool and the school's learning management system.

Grading Factors: Grades will accurately reflect what students know and are able to do. Unless specifically part of the curriculum, behavior, class participation and/or attendance, attitude, attendance at an event, ~~covering books and the like~~ will not be factored into summative quarterly, semester or end of the year grades. Grades will primarily be based upon assessments (e.g., major course assessments, common assessments, unit assessments, district assessments, performance tasks, major projects, research papers) which measure important learning. ~~*Additional learning opportunities for extra credit may be offered to all students when these opportunities extend the learning that directly aligns with the course curriculum.~~

Student Learner Qualities: The Learner Qualities rating will be implemented at the High School and at the Middle School. **Students will be rated on five learner qualities:**

~~At the High School level, students will be rated on five learner qualities in each class at the close of each semester, with a summary rating reported on student report cards. At the Middle School level, academic teachers, based on grade levels, will rate Learner Qualities as a collaborative team, one rating for each Learner Quality for all academic classes, at the close of each semester with a summary rating reported on student report cards. Unified Arts/PE teachers, based on grade~~

levels, will rate Learner Qualities in each class at the close of each semester, with a summary rating reported on student report cards. Beginning in the school year 2021-22, the implementation of Learner Qualities will consist of a staggered roll-out in grades five and six. Grade five students will be rated on one Learner Quality semester one and two Learner Qualities semester two. Grade six students will be rated on three Learner Qualities in semester one and five Learner Qualities in semester two. Grades seven and eight will be rated on five Learner Qualities semesters one and two. The following learner qualities will be rated as "meets" or "does not meet":

Self-Directed Learner

Learners take initiative and are active participants in the learning process. Learners make meaning by linking their story, their new learning and their purpose. Learners carefully plan their learning journey.

Quality Producer

Learners create organized and professional products. Learners always wonder about why and how. Learners take risks and explore in order to arrive at new solutions.

Collaborative Worker

Learners work together, especially in a joint intellectual effort. Learners fight for inclusion and work to ensure all voices are represented and heard.

Respectful Citizen

Learners are positive participants who engage others in the academic and social aspects of work. Learners have a sense of belonging, of being part of a learning community at school, at work, at home, and in social networks.

Growth Mindset

Learners recognize that effort creates ability. Learners know that those who work, learn. Learners demonstrate an openness and readiness to learn and understand that they are in control of their own destiny.

GRADES 5-8:

At the Middle School level, academic teachers, based on grade levels, will rate Learner Qualities as a collaborative team, one rating for each Learner Quality for all academic classes, at the close of each semester with a summary rating reported on student report cards. Unified Arts/PE teachers, based on grade levels, will rate Learner Qualities in each class at the close of each semester, with a summary rating reported on student report cards. Beginning in the school year 2021-22, the implementation of Learner Qualities will consist of a staggered roll-out in grades five and six. Grade five students will be rated on one Learner Quality semester one and two Learner Qualities semester two. Grade six students will be rated on three Learner Qualities in semester one and five Learner Qualities in semester two. Grades seven and eight will be rated on five Learner Qualities semesters one and two. Learner Qualities will be rated as "meets" or "does not meet". **Learner Qualities will be rated as "Meets", "Approaching", or "Does Not Meet".**

GRADES 9-12:

At the High School level, students will be rated on five learner qualities in each class at the close of each semester, with a summary rating reported on student report cards. **Learner Qualities will be rated as "Meets" or "Does Not Meet".**

The Weighting of Grades: Generally, assignments fall into two categories. The first, which includes a combination of homework (no more than 15%), quizzes, daily assignments, reviews, warm-ups, and similar short assessments FOR learning, may together count for no more than 50% of the final grade. The second, which includes major course assessments (20%), common

assessments, unit assessments, district assessments, performance tasks, major projects, research papers, and similar more substantive, summative assessments may together count for no less than 50% of the final grade.

GRADES 5-8:

Each quarter will count as 25% of the total year grade. Quarterly Common Assessments will be given to classes with the option of high school credit and will be weighted at 20% of the quarter grade.

GRADES 9-12:

Each quarter will count toward 40% of the total semester grade and the major course assessment will count towards 20% of the final semester grade. * There must be consistency across each department in terms of categories into which assignments fall and to the weighting of grades.

Course Assessments

GRADES 5-8:

Multiple Assessment Opportunities: Students may be provided with more than one opportunity to show what they know and are able to do on a summative assessment. While these opportunities must be offered to all students who meet reassessment criteria, they must always follow reteaching. Grades on second chance assessments should not simply be averaged with that given on the first assessment but should accurately reflect a student's achievement status.

GRADES 9-12:

Multiple Assessments Prior to a Summative: Students may will be provided with more than one opportunity to show what they know and are able to do prior to a summative assessment.

Re-assessments:

For the assignments FOR learning, reassessment opportunities will be provided, if and when reassessment criteria have been met. While these opportunities must be offered to all students who meet reassessment criteria, they must always follow reteaching. There must be consistency within each department in terms of reassessment criteria. For the second category of assignments, including summative assessments, opportunities for reassessment may be provided, if appropriate for the type of assessment. Some types of summative assessments may not be eligible for reassessment. Clear reassessment criteria for this category of assessment will be consistent within each department. Grades on second chance assessments should not simply be averaged with that given on the first assessment but should accurately reflect a student's achievement status. Reassessments for Major Course Assessments are governed by the Academic Requirements for High School Graduation Policy.

Determination of Final Grades: Making a grading determination at the close of a quarter, semester or year involves more than calculating a simple average. Professional judgment must be used in considering the total body of achievement evidence to be certain that the final summative grade accurately measures the degree of attainment of the curriculum of the Chariho Regional School District. Therefore, with appropriate justification, teachers may override the average grade.

At the close of a marking period, an incomplete (INC) may be issued by the principal or designee if there are insufficient grades available due to extenuating circumstances (e.g., medical, withdrawal from school) to determine the degree of attainment of academic expectations. (moved from the second paragraph)

Meaning of Grades: Generally, grades assigned at the secondary level are determined in one of two ways. First, grades reflect percent correct. In this case, a simple numerical grade is assigned.

Second, grades may be based upon a rubric or other scoring criteria. In this case, a translation to a numerical grade may be necessary. In both cases, grades are based on a 100-point scale; the possible range of scores on any individual assessment is from zero (0) to one hundred (100). For the purpose of providing definitions to quarterly summative numerical report card grades, the following scale shall be used:

A	90-100
B	80-89
C	70-79
F	50-69

Honor Roll: At the High School, students will qualify for High Honors when their semester average for all courses is a minimum of 90%, with no single grade less than 85%. Students will qualify for Honors when their semester average for all courses is a minimum of 85%, with no single grade less than 80%.

At the Middle School, students will qualify for Honors when their quarter average for all courses is a minimum of 85%, with no single grade less than 80%.

Homework: Homework is defined as short-term written work assigned by a teacher designed to provide students with opportunities to reinforce, practice and apply previous learning. Homework is due during the next class meeting. While other work (e.g., research, reading, test preparation, etc.) may be assigned to be completed at home, it is not considered as homework under this policy. Each teacher shall develop and communicate a homework policy that holds students accountable for the production of quality homework products. Homework, as defined by this policy, may count for no more than 15% of a student's quarterly grade.

**Incomplete and Missing Work for Students in Grades 6-12: When graded work (not including homework) is missing or incomplete (and the missing or incomplete work is not allowed by another policy), an M (missing) will be entered in the electronic grade book. Students will have until five school days before the issuance of quarterly progress reports and five school days before the end of the quarter to submit missing or incomplete work. The quarterly progress report date, as indicated on the school calendar, will apply when work is due during the first half of the quarter. The end of the quarter date, as indicated on the school calendar, will apply when work is due during the second half of the quarter. Seniors during the fourth quarter have until five days before the final instructional day. When submitted, such work will be graded so as to indicate the degree of attainment of academic expectations; a late work penalty may be applied. If missing or incomplete work remains during the period of four or fewer days before the issuance of progress reports or the end of the quarter (four or fewer days before the final instructional day for seniors during the fourth quarter), as appropriate, or if work is not submitted when due during this period, a zero (0) will be entered for all such work.

**Student Accountability for Incomplete and Missing Work for Students in Grades 6-12: Each secondary school will develop an internal procedure, which must be approved by the Superintendent, to minimally include the following:

1. The principal (or designee) will review a listing of all students with missing or incomplete work each school week. Homework, as defined by this policy, shall not be included. Parents will be notified.
2. The student will lose all privileges including, but not limited to, participation in extracurricular activities and use of student parking.
3. The student will be assigned **an intervention which may include** detention, extended school day, guided study, or supervised workday, as is determined by the length of time needed to complete incomplete and missing work.

4. The missing work designation will be removed and privileges reinstated following the submission of a quality work product, as determined by the teacher or another member of the department.

Specific school practices and procedures for incomplete and missing work must be communicated to students and parents at the beginning of each semester.

Refusal to Complete Work: When a student is present in class and refuses to complete work, the Behavior Code will be applied.

Late Work: In no case shall the grade for late work exceed the minimum proficiency grade of 80%. This must be uniformly applied to all students; consideration must be given to other policies, such as the attendance policy.

Appeals and Exceptions: Appeals to this policy and/or exceptions due to hardship or extenuating circumstances may be requested in accord with the Appeals Policy.

~~*These policies must be consistently applied. Therefore, policy consensus must first be attempted at the school level. If this is not possible or practical, policy consensus must be attempted as follows and in the following order: For the Middle School, first grade, then team. For High School grades 9-12, then department.~~

~~**These sections apply to all students enrolled in the Chariho Alternative Learning Academy.~~

~~*The Chariho Alternative Learning Academy (CALA) is committed to following evidence-based best practices within alternative learning environments and all related grading procedures.~~

Adopted 8-17-10; Revised 6-14-11, 5-22-12, 3-26-13, Effective: 7-1-13; Revised 5-26-15, Effective 7-1-15; Revised 5-10-16, Effective 7-1-16; Revised 5-23-17, Effective 7-1-17; Revised 5-22-18, Effective 7-1-18; Revised 5-7-19, Effective 7-1-19; Revised and Effective 1-12-21; Revised and Effective 8-10-21; **Revised 5-24-22, Effective 7-1-22**

HOME INSTRUCTION POLICY

The provision for Rhode Islanders to enter into a home instruction arrangement is found in the state's compulsory education law (Section 16-19-1 and 16-19-2) of the Rhode Island General Laws.

- I. Following is the process to be followed for parent(s)/guardian(s) requesting approval of a program of home instruction:
 - A. The parent petitions the Superintendent, in writing, for permission to provide a program of home instruction.
 1. Proof of residency will be determined by submission of a locator card or verified by Chariho Regional School District's Attendance Officer if the locator card is not provided.
 - B. A meeting is offered and scheduled between the parent(s)/guardian(s) and the Assistant Superintendent and related staff to offer assistance and to provide a policy overview. Parent(s)/Guardian(s) who decline to attend a meeting shall, instead, submit a written instructional and assessment plan.
 - C. The Assistant Superintendent will make a recommendation, based upon the plan submitted in B if a meeting is declined, to the Superintendent, who shall
 - D. make a recommendation to the School Committee.
 - E. Because there is often a gap of time between C and D during which time the student is legally required to attend school, the official effective date of approval shall be that established in C.
 - F. The ~~Principal~~ **Assistant Superintendent, or designee**, will annually invite participants to a meeting to review student academic progress, collect the Statement of Attendance and Statement of Compliance, and to review the instructional plan for the next school year. Student academic progress may include a report card, written evaluations, participation in local and state assessments, dated work samples, or similar evaluative tools. Parent(s)/Guardian(s) may choose to communicate this information and deliver these documents to the ~~principal~~ **Assistant Superintendent, or designee**, without attending a meeting.
 - G. Failure to provide the materials/information delineated in paragraph. F above, may result in the recommendation that approval for home instruction be rescinded.
- II. The home instruction plan must reflect the following:
 - A. Period of attendance. The number of days of instruction to be provided must be substantially equal to that required under Rhode Island law.
 - B. Instructional plan, including a mutually agreeable plan to assess student academic progress.
- III. At the high school level, any student who wishes to return to the Chariho High School to complete graduation requirements will:

- A. be assessed to determine most appropriate course level and placement.
 - B. not be included in class rank for honors.
 - C. Provide a transcript of courses, or other evidence of course completion, said courses to be evaluated against graduation requirements in place when the student was in 9th grade. Failure to provide evidence will result in ~~the issuance of~~ no related credits **being issued** toward graduation.
- IV. The Chariho Regional School District seeks to be supportive of those engaged in home instruction programs. Parent/Guardian requests for support from the District may include, but are not limited to, the following:
- A. Student participation in local and state assessments.
 - B. Borrowing **of** textbooks currently used in the district.
 - C. Student enrollment in a course or career and technical program, dependent upon the availability of space.
 - D. Student participation in intramural and co-curricular activities.
 - E. Student use of Media Center resources.
- V. The following requirements must be met for those students wishing to participate in Rhode Island Interscholastic League activities:
- a) The Principal of the Middle School or High School must be provided with a copy of a listing of all academic grades earned for each quarter, signed by a parent or other principal provider of home instruction. Grades must be provided to the principal no later than the end of each quarter beginning with the quarter prior to the start of practice for any sport and continuing for each quarter during which the student participates in the sport. A portfolio of student work in support of earned grades must be available for review.
 - b) The Principal of the Middle School or High School must be provided with a copy of a log of dates and times of school attendance during each quarter, signed by a parent or other principal provider of home instruction. Attendance statistics must be provided to the principal no later than the end of the quarter beginning with the quarter prior to the start of practice for any sport and continuing for each quarter during which the student participates in the sport.
 - c) All Chariho Regional School District eligibility requirements, along with those of the Rhode Island Interscholastic League, must be met.

Please note: Where applicable, transportation is the responsibility of the parent/guardian.

Revised 9/23/03, 3-28-17; Effective 7-1-17; Revised and Effective 12-10-19; **Revised and Effective 5-24-22**