

Guidance

Overview

The Guidance Department functions as a full service department serving the needs of students, parents, teachers and staff based on the American School Counselor Association (ASCA) standards. Ongoing activities include scheduling students according to testing and other measurable factors for freshmen students. Upper class students are scheduled according to teacher recommendation and student and parent requests. In addition to academic, personal and crisis intervention counseling roles, the annual Guidance calendar highlights the other routine roles of the department: grade monitoring, mid and end of term reports, scheduling students into the Academic Recovery program, end of year exam scheduling, SAT and PSAT testing, Stanford testing for applying students, placing and monitoring students in technical programs. Additionally, the staff oversees 504 plans, attends special education meetings and reviews, and attends team common planning meetings. Counselors facilitate student learning about the process and applying to higher educational settings to include dual enrollment programs in senior year. The staff supports the Workforce Development office in their Work Based Learning program and other programs. The counselors meet weekly with the Supervisor of Student Management.

The Guidance Department works closely with the Office of Student Services, ELL, and Workforce Development office. The staff also works with the Administration in various roles: meet with staff and families on academic, attendance and behavior issues; support school wide initiatives as needed; and work to implement the initiatives of the State and National educational departments.

Davies' Admissions Policy and Procedure

1.1 Authority

Under RI Gen. Laws 16-45-1.1, Davies Board of Trustees is required to develop admissions criteria and assessment procedures that shall promote equal access, enrollment, and participation in vocational programming regardless of age, sex, race, limited English proficiency, disadvantage, or disability. Such an admission process is necessary in career and technical education (CTE) programs where space is a limiting factor. CTE programs are designed and equipped to serve a specific maximum number of students safely. Consequently, a complex of such laboratories lacks both the space and flexibility to accommodate the possible needs and/or interests of all applicants. Therefore, a selection process is necessary and appropriate.

1.2 Definitions

ACCESS English Language Proficiency Test - English language proficiency test designed to measure English learners' social and academic proficiency in English.

Admissions lottery - a computer-generated randomized process utilized to determine applicants to be granted acceptance and waitlist status from the pool of applicants that meet the established acceptance criteria as measured by Davies' admissions assessment(s).

Core courses - include English Language Arts, Mathematics, Science and Social Studies.

Ineligible - acceptance status assigned to applicants who do not meet the established acceptance criteria as measured by Davies' admissions assessment(s) or who fail to provide required supporting documentation by the established deadlines.

Official acceptance - acceptance status assigned to applicants who meet the established acceptance criteria as measured by Davies' admissions assessment(s) and subsequently provide all required supporting documentation.

Rescinded acceptance- officially accepted students who fail to provide documentation of final passing grades in core subject areas by the communicated deadlines are removed from the Davies enrollment roster.

High School Placement Test (HSPT) - Davies' general admissions assessment, which all applicants are required to take and pass in order to be considered for admission.

Second-Tier Testing - an additional, individualized testing process utilized with students receiving special education services under the Individuals with Disabilities Education Act (IDEA) or who are identified as Multilingual Learners.

Sibling(s) - a child or children that share the same parent, guardian, and/or caregiver and reside in the same household.

Waitlist - acceptance status assigned to applicants who meet the established acceptance criteria as measured by Davis' admissions assessment(s), but who are not included in the acceptance list as a result of the admissions lottery.

Wechsler Individual Achievement Test (WIAT) - An achievement test that measures academic achievement. Davies uses the WIAT to measure reading and math for second -tier testing of students receiving special education services under the Individuals with Disabilities Education Act (IDEA) or who are identified as Multilingual Learners.

1.3 Eligibility

Any age-appropriate student who is a resident of Rhode Island and successfully passes and obtains all credits prior to entering Davies and meets the numerical criteria for promotion to the grade they seek to enter by their local district is eligible to apply for admission to Davies. While Davies can currently accept students from any district in Rhode Island, the updated CTE regulations (July 2012) stipulate that transportation is to only be provided by Davies for students that reside in Region 3 (Barrington, Bristol, Central Falls, Cranston, East Providence, Johnston, Lincoln, North Providence, Providence, Pawtucket, Smithfield, and Warren). Any student that resides outside of Region 3 must arrange their own transportation to and from Davies.

1.4 Equal Opportunity Statement

Davies admits students to its programs without regard to the student's disability status, gender, gender identity, national origin, race, religion, or sexual orientation. Davies' admission policy and procedure is in compliance with all federal and state laws and regulations and does not discriminate on the basis of age, sex, race, religion, national origin, color, gender identity, sexual

orientation, or disability in admission to, access to, treatment of or employment in its programs and activities.

1.5 Admissions Assessment Criteria

A. General Admissions Assessment Criteria

All students must take the High School Placement Test (HSPT) to be considered for acceptance to Davies. Students meeting or exceeding the minimum threshold for reading comprehension and mathematics shown below will automatically be placed in the pool of eligible applicants for the lottery.

High School Placement Test (HSPT)	Threshold
Reading Comprehension	Grade 5.5 Level (Incoming 9th Graders) Grade 6.5 Level (Incoming 10th Graders)
Mathematics	Grade 5.5 Level (Incoming 9th Graders) Grade 6.5 Level (Incoming 10th Graders)

The admissions threshold will be re-evaluated during the 2024-2025 school year.

B. Admissions Assessment Criteria for Students Receiving Services Under IDEA

Students receiving special education services under IDEA may be eligible for second-tier testing if they do not meet the general admissions assessment criteria. Students requiring second-tier testing will be assessed via the individualized sub-tests in reading comprehension and numerical operations of the Wechsler Individual Achievement Test (WIAT). Students meeting or exceeding the minimum thresholds for these sub-tests, as shown below, will be placed in the pool of eligible applicants for the lottery.

WIAT Section	Threshold
Reading Comprehension	Grade 5.5 Level (Incoming 9th Graders) Grade 6.5 Level (Incoming 10th Graders)
Mathematics	Grade 5.5 Level (Incoming 9th Graders) Grade 6.5 Level (Incoming 10th Graders)

The admissions threshold will be re-evaluated during the 2024-2025 school year.

C. Admissions Assessment Criteria for Multilingual Learners (MLs)

If Multilingual Learner (ML) students do not meet the minimum threshold for reading comprehension as measured by the High School Placement Test (HSPT) or the WIAT (if the student also receives special education services under IDEA in addition to MLL services, then the student’s performance on the ACCESS English Language Proficiency Test will be utilized to determine the student’s reading ability. Students meeting or exceeding the minimum threshold for this assessment, as shown below, and for the mathematics assessment (measured by High School Placement Test (HSPT) or WIAT), will be placed in the pool of eligible applicants for the lottery.

ACCESS English Language Proficiency Test	Threshold
Overall Performance Level	3.5, Developing

1.6 Sibling Policy

Siblings of Davies students (currently enrolled in Grades 9-11) who meet the established entrance assessment thresholds are granted automatic acceptance without being placed in the lottery. These students still must meet all other requirements as all other accepted students. This policy exists to accommodate families with more than one child of high school age so that their children may attend the same school. This policy affords families the opportunity to become educationally informed within the same local education agency regarding the schools policies and standards.

1.7 Successful Completion of Current Grade and Core Courses

Accepted students must successfully pass and complete all core courses in their current grade according to the students’ district numerical passing grade. Students who fail and do not earn credit in a core course (English Language Arts, Mathematics, Science, Social Studies) are required to take and pass comparable make-up course(s) in a summer school program provided by their local school district or another school district or acceptance to Davies will be rescinded. Deadlines for submitting proof of summer school enrollment and successful completion will be communicated on an individual basis.

1.8 Admissions Procedure

Month	Activity
September/October	Middle school students will have the opportunity to meet with staff from Davies during the annual Outreach and Awareness Campaign conducted in our local communities. Activities include presentations at area middle schools, when possible. Davies also posts all information regarding the admissions process and timelines on our website (www.daviestech.org), and in local papers.

<p>October/November</p>	<p>An open house titled “Future Student Night” is hosted at Davies annually for all interested students and their families. Davies staff will be present to answer questions and to facilitate student registration for the High School Placement Test (HSPT). At this event, students are also able to tour our CTE programs. All application documents are available in English, Spanish, and Portuguese. Documents may be provided in other languages upon request. Staff will also be available to conduct tours for students/parents with limited English language proficiency or with any special needs requiring accommodations. Individuals requiring such accommodations must notify Davies in advance by calling the Guidance department at 401-728-1500.</p>
<p>November/December</p>	<p>All students interested in attending Davies must take our admissions and placement test – the High School Placement Test (HSPT), which will be administered at Davies on at least four Saturdays. Davies may be able to accommodate students that are unable to attend the established test dates if advanced notice is provided. Students that do not take this assessment will not be considered for admission to Davies.</p> <p>Assessment of students requiring second-tier testing will also be completed during this timeframe and will be arranged on an individual basis via our Office of Student Support Services.</p>

January/February	<p>Assessment results will be reviewed by the Admissions Committee and the Director. Eligible students will be placed on a lottery list which will be subsequently randomized via a computer-generated process. The number of students to be accepted will be determined after analysis of schoolwide enrollment.</p>
February/March	<p>Acceptance, waitlist, or rejection letters will be mailed out to all students.</p> <p>Students who are accepted must return their completed acceptance agreement, and their most recent State Assessment scores (when available), or equivalent, as indicated by the deadline in their acceptance letter in order to secure their Davies enrollment. Receipt of enrollment paperwork will be sent via email.</p> <p>Students will be moved from the waitlist to the acceptance list as space becomes available. These students will subsequently be sent an acceptance letter and must provide required documentation by the communicated deadline.</p>
April/May	<p>Accepted students who have secured Davies enrollment must provide a copy of their 3rd quarter report card by the annually designated deadline.</p> <p>Accepted students who are in danger of failing core classes (D or lower) will be placed on a watch list. Students will be notified of the possible need for credit recovery and the risk having their acceptance rescinded.</p>

<p>June/July/August</p>	<p>Accepted students must provide evidence in the form of an official report card or official transcript of successfully passing and completing all core courses in their current grade, inclusive of summer school courses by the communicated summer deadline.</p> <p>If evidence is not provided by the deadline, then official acceptance will be rescinded and will be communicated in writing.</p>
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1.9 Review and Appeals

Davies reserves the right to revoke its acceptance of a student, at any time, if it determines that the student, the student’s parent(s)/guardian(s), or the student’s sending school district provided inaccurate, incomplete, or misleading information during the admissions process.

The applicant’s parent(s)/guardian(s), upon notification indicating the belief that the applicant was not accepted to Davies as a result of the admission policy not being followed, may request a review of the decision by sending a letter to the Director within thirty days of notification of the admissions decision. Individuals that believe their not being accepted to Davies was the result of a discrimination may contact Davies’ Human Resources Office at 50 Jenckes Hill Road, Lincoln, RI 02865, or by calling 401-728-1500.

Updated 1/9/24

2020-2021 Grading Policy

Academic Courses - This chart provides a definition, examples, and weight percentages for each grading category.

Grade Category	Category Description & Examples	Category Percentage
Practice	<p>Assignments students are required to complete that enables them to engage with and make meaning of the content. Completion of any practice task is necessary for students to acquire knowledge and skills so they are able to perform successfully on assignment. These skill based tasks allow for student practice and teacher feedback in order to identify areas needing reteaching.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Homework (should be meaningful and tied directly to the identified standards; avoid busy work) 2. Class work (may be independent, guided, or group work) 3. Skill demonstrations (observe students and rate against established criteria) 4. Formative assessments 	30%
Assessments	<p>Assignments that are meant to be demonstrations of student learning. These would include assessments that are administered to students after learning has been demonstrated through practice activities.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Interim assessments (i.e. quizzes) 2. Summative assessments (i.e. tests) 3. Projects/Oral Presentations 4. Common Tasks (for those departments who still utilize) 	55%
Instructional Tasks/Performance Assessments	<p>Departmental Instructional Tasks and Performance Assessments that have been approved by our collaboration with the NCIEA or by CollegeBoard.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Quarterly instructional task 2. Pre-AP Performance task 3. Quarterly or semester based performance task 	15%

CTE Courses - This chart provides a definition, examples, and weight percentage for each grading category. CTE Practical and Theory will now be combined into one course grade each quarter in Pinnacle rather than separating them.

Grade Category	Assignment Description/Examples	Category Percentage
Summative	<p>Summative assessments provide information at the student, classroom, and school levels. When closely tied to curriculum and instruction, summative assessment provides information about a student’s achievement of specific learning outcomes.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. End-of-Unit summative assessments 2. Tests and projects 3. Industry certification assessments 	40%
Interim	<p>Interim assessments are assessments administered at specified times during a curriculum sequence, to evaluate students’ progress of meeting the knowledge and skills relative to standards. In addition to progress monitoring, other applications of interim assessments include predicting a student’s ability to succeed on a future summative assessment, or diagnosing gaps in students’ learning. While formative assessment is embedded in daily classroom instruction, interim assessment occurs at strategically located points in the instructional sequence.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Quizzes 2. Formal and common benchmark assessments co-created by teachers of the same course. 	30%
Practice	<p>Practice assignments are assignments students are required to complete that enable them to engage with and make meaning of the content being taught. These tasks can serve many purposes, including informing instruction or measuring short-term outcomes. These tasks allow teachers to give feedback and identify areas for reteaching if necessary. Completion of any practice task is necessary for students to acquire knowledge and skills to become proficient in learning outcomes and standards.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Homework (should be meaningful and tied directly to the identified standards; avoid busy work) 	15%

	<ol style="list-style-type: none"> 2. Class-work (may be independent, guided, or group work) 3. Skill demonstrations (observe students, provide feedback, and score against established criteria) 4. Formative assessments 	
21st Century Workforce Readiness	The future of career and technical education lies in helping students develop lifelong skills that will set them up for success in the 21st century. Students (grades 10-12) will continue to be scored on a bi-weekly basis using the 21st Century Work Readiness Skills rubric. These skills are also supported by our industry partners and are aligned with our employer evaluation feedback.	15%

Physical Education Grading - This chart provides a definition, examples, and weight percentage for each category.

Grade Category	Category Description & Examples	Category Percentage
Participation	<p>Class participation includes the demonstration by the students of these concepts: teamwork, cooperation, attitude, sportsmanship, enthusiasm for the activity, and responsibility to put forth physical effort.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Changing (when necessary) 2. In-class participation 3. Actively engaged in the activity 4. Meets daily objectives 5. Activity log (distance ed only) 6. Sports projects/Types of workouts (distance ed only) 	80%
Assessments/ Instructional Performance Task	<p>Assessments based on the written aspects of skill development these will help to let students and teachers monitor progress through portfolio completion or tests. This will help us to show how much progress has been achieved in the semester.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. PE Portfolios 2. Content Knowledge, tests, quizzes 3. End of unit summatives 4. Fitness Gram participation with improvement (assessment progress) 	20%

	<p>5. Virtual Field trips w/questions</p> <p>6. Goal Setting with the ability to revise if progress is met.</p>	
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Late Work/Make Up Work Policy

Students will only be allowed to submit late/make up work missed if they have an excused absence. Workforce Readiness points will not be deducted from a student's CTE grade in the case of an excused absence. Students who have a number of excused absences at the end of a quarter must be given an incomplete quarter grade until they have had the opportunity to make up their work within the time frame described above. If a student has an unexcused absence (i.e. cut class, skip school, off-campus suspension, etc.) it is at the teacher's discretion to allow the student to make up work missed.

Make Up Work	Anchor Policy	Full, Partial, Limited Scenario	Distance Learning Scenario
Student Assignments	<p>The student must arrange for make-up work. The teacher will set the due date with the student.</p> <p>Students will not earn credit for late work submitted AFTER the established due date with the teacher.</p> <p>In-class assignments: Any assignments that are given as in-class assignments (need to be completed in either in-person class period or digital platform class period) should be labeled IC in Pinnacle by the teacher. Students who choose not to complete assignments in-class, will not be allowed to make them up.</p>	Students will have 1 week (5 school days) to complete work missed from school for full credit (i.e. practice, quizzes, tests, etc.)	Assignments that are not designated as in-class only, can be made up by students within two weeks of the due date without penalty. After two weeks, students cannot turn in the late assignment(s).
Assessments	Students who earn lower than a 70 on an assessment will be allowed one opportunity for a retake to earn up to a 70.	Students will have 1 week (5 school days) to complete work missed from	During full remote learning, students will have two weeks (10 class days) to

		school for full credit (i.e. practice, quizzes, tests, etc.)	make up work they have missed or re-take an assessment they have missed.
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Final Exam Week

Students will not be permitted to hand in make-up work during Final Exam week. Any makeup work scheduled to be submitted must be done by the last academic day of the 4th Quarter on the school day before the final exams begin (arranged by student and teacher if necessary). This applies to senior students, as well. If we are in full distance learning during final exams, students can hand in late work up until the second to last day of school, as designated by the teacher.

Change of Address

STUDENT'S NAME: _____ Grade: _____ Homeroom: _____

Technical Area: _____ Date of Birth: _____

Email Addresses: _____

Parents

Students

Contact One:

Name: _____ Relationship: _____

Address: _____ Apt/Floor: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Student lives with this contact? Yes No

Mail to go to this contact? Yes No

Contact Two:

Name: _____ Relationship: _____

Address: _____ Apt/Floor: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Student lives with this contact? Yes No

Mail to go to this contact? Yes No

Contact Three:

Name: _____ Relationship: _____

Address: _____ Apt/Floor: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Student lives with this contact? Yes No

Mail to go to this contact? Yes No

Parent/Guardian Signature: _____ Date: _____

Change of Address Policy

1.1 Authority

William M. Davies, Jr. Career & Technical High School (Davies) strives to keep accurate, up-to-date records for all students. In order to efficiently communicate with parents/guardians, it is imperative that the address, telephone number, and email address for each student is accurate.

1.2 Definitions

Biographical Information is the vital records of a student. This includes address, telephone number, email address, date of birth, gender, etc.

Contact 1 is the parent/guardian that is listed as the first contact for a student. This person is to be considered the custodial parent/guardian.

MMS is the software system used by Davies to house all student records.

Proof of Residency is a document on official letterhead from a company or entity that proves that a person lives at the address they claim to. This is proved simply by having the name and address of the person on the said document.

1.3 Policy

The Guidance Office is responsible for the upkeep of student biographical information. All physical records are to be kept in a file in the office of the Guidance Counsellor of record. All electronic records are to be input into MMS.

1.4 Permission to Change Biographical Information

The person listed as Contact 1 for a student is to be considered the custodial parent/guardian. As such, Contact 1 is the **only** person that may request an address change for a student.

There may occur extenuating circumstances, where there is an emergency and Contact 1 is unavailable. In this situation, the Director may override this policy and allow another Contact to initiate the address change. This will be determined on a case by case basis.

1.5 Procedure

To initiate an address change, Contact 1 will complete and sign the [Change of Address Form](#) and submit this to the Guidance Office along with proof of residency.

The Information Aide of the Guidance Office will enter the new information into the student's biographical section in MMS. Once this is complete, the Information Aide will give a copy of the proof of residency to the Executive Assistant to the Director and Board of Trustees so a new bus can be requested. A physical copy of the Change of Address Form and proof of residency will be held by the student's Guidance Counselor in their file.

1.6 Proof of Residency

Acceptable forms of proof of residency are as follows:

- Utility bill
- Insurance statement (auto or medical)
- Government correspondence (local, state, or federal)
- Pay stub
- Bank statements

All forms of proof of residency must be no older than thirty (30) days and must include the name and address of one of the student's contacts.

Credit/Course Recovery

1.1 Authority

Policies of the Rhode Island Board of Education, under Secondary Regulations, specifies that students should be provided with multiple opportunities to meet local graduation requirements.

1.2 Policy

William M. Davies Jr. Careers and Technical High School (Davies) offers entering students the opportunity to earn the credits and courses required for the attainment of a high school diploma in four academic years; however, students who fail to successfully complete credit and/or course requirements designated for each grade level may jeopardize graduation and/or delay graduation timelines.

In order to assist credit and/or course deficient students in the attainment of graduation requirements, Davies will provide additional opportunities for students to recover the credit and/or course(s).

At the conclusion of each academic year, school counselors will complete a comprehensive audit of graduation requirements for each student. If a student is in danger of not graduating in the four-year timeline, notification will be sent to the student and their family. The notification will include the student's academic status and offer the opportunity to meet and discuss the student's academic program, support, and planned interventions. Updates of academic performance will be made regularly thereafter.

1.3 Stipulations

Further information regarding credit and course recovery opportunities and eligibility may be found in the Davies Student Handbook.

Family Educational Rights and Privacy Act (FERPA)

1.1 Authority

The Family Educational Rights and Privacy Act (FERPA) [20 U.S.C. § 1232g; 34 CFR Part 99] is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

1.2 Federal Policy

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of eighteen (18) or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students".

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions[34 CFR § 99.31]:
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies;
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

¹ U.S. Department of Education, <https://studentprivacy.ed.gov>

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.¹

1.3 Davies Student Confidentiality Policy

- Information about students and their families is private at all times.
- All students have the right to the same level of confidentiality regardless of age, sex, race, religion, ethnicity, socio-economic status, demographics, sexual orientation, or gender identity/expression.
- Davies recognizes the need for certain staff members to have knowledge of confidential information (medical, social, personal, financial, etc.) for the benefit of individual students. This information is to be kept in a safe and secure place that cannot be accessed by anyone not authorized to view the information.
- Any such information is to be regarded as privileged and treated with the highest level of confidentiality.
- Staff members will not convey personal information regarding a student to any other person or persons except on a need-to-know basis as required for the health, safety, and education of the individual student. Staff members who are concerned about requests for confidential information may consult with a supervisor.
- Academic information shall also be considered privileged (ie. student levels, grades, attendance, etc.). Staff members are expected to conduct themselves in an ethical and professional manner in relation to any discussion of student information.
- Information shared with parents/guardians is to be regarding their child only. Other students’ grades, assignments, behavior, or other information is not to be shared.
- Staff and faculty are obligated to share information in the event of reporting child protection issues or under the condition of legal proceedings.

¹ U.S. Department of Education, <https://studentprivacy.ed.gov>

Proficiency Based Graduation Requirement (PBGR)

1.1 Authority

The Council on Elementary and Secondary Education approved Rhode Island graduation requirements detailing that students must demonstrate proficiency through a “performance-based assessment”, such as a senior project, exhibition, or portfolio of work. Davies’ Board of Trustees developed this policy in an effort to align this requirement with Davies’ mission to prepare students to be productive participants in today’s workforce and to ensure that we are preparing students for employment in high-wage, high-demand careers.

1.2 Definitions

Work-based Learning - A position for a student that provides the opportunity to apply and develop their academic, technical, and essential skills, shows students the relevance of their education as it connects to the real world, and prepares them for success for college and career.

1.3 Requirements

- A. Work-based learning
 - a. Students must complete a minimum of 80 hours of work-based learning.
 - b. Non-eligible students will be required to complete a rigorous alternate assignment, approved by the Supervisor of Career and Technical Education and monitored and scored by their technical instructor.
- B. Proficient Resume
 - a. Students must complete a resume and are required to update as necessary (Including new certifications; awards and recognitions and job-related information).
 - b. Students must achieve a cut-score of 90 for Proficiency with Distinction and a cut score of 80 to meet Proficiency.
- C. Mock Interview
 - a. Students completing a rigorous alternate assignment must participate in a mock interview as the final step of the performance based exit requirement for graduation.
 - b. Students must achieve a cut-score of 90 to meet Proficiency with Distinction and a cut-score of 75 to meet Proficiency.

Scheduling

1.1 Authority

The William M. Davies, Jr. Career & Technical High School (Davies) Guidance Counselors are responsible for the creation of student schedules. Scheduling is largely based upon Standardized testing results and prior course grades.

1.2 Policy

Davies Guidance Counselors will schedule incoming ninth grade students based off of their Stanford 10 scores from the entrance exam.

Upperclass students will be scheduled based off of recommendations of their current teachers of record. The process will follow the timetable listed below and will allow for student and parent/guardian input.

Advanced Placement (AP) Courses

In order to continue in or move up to AP courses students must:

1. Pass the prerequisite course
2. Be recommended by their teacher

In order to move into an AP course students must:

1. Receive an 85 or better in the basic course
2. Be recommended by their teacher

Recommending teachers and Guidance Counselors must emphasize to students that once the student is scheduled into an AP course they will not be allowed to transfer into another class unless there are seriously extenuating circumstances.

1.3 Procedure

Beginning of Q3:

- Send class lists to teachers for their recommendations.
- Review YOG planning sheets for course and elective changes (adjust)
- Print out sheets for each YOG with current student schedule on top.
- Courses available on the bottom of the page.
- Use teacher recommendations and check off level of core subjects.
- Sort schedules/plan sheets by technical area.

- Schedule class visits with students in technical area to review teacher recommendations and choose electives.
- Students to sign, make copies, send to parents for co-signatures.
- Print out scan sheets by YOG to include all subjects. (Note: do not include advisory for grades 10-12, lists must be the same as previous year, not for MMS to randomly assign).
- Counselors to fill-in student IDs on scan sheets, then courses chosen.
- Scan sheets fed to scanner by YOG.
- Course demand tallies reviewed for number of courses/sections needed.
- Grade level scenarios mapped out. AP, regular courses, Sp Ed, electives, etc.
- Sections added to master schedule.
- Run MMS scheduler to place students into the schedule, by YOG.
- Input advisory lists into schedule according to previous year's lists. (Reschedule failing students)
- Counselors insure that PE & Health sections match.
- Counselors insure that each student has a seven period schedule.

Student-Athlete Eligibility Policy

1.1 Authority

The Davies Board of Trustees has the authority to adopt an academic eligibility policy for all student-athletes at Wm. M. Davies, Jr. Career & Technical High School. The Rhode Island Interscholastic League (RIIL) sets the minimum standard for academic eligibility, however, member schools and their governing bodies may adopt higher and more demanding eligibility requirements for local use (RIIL Rules and Regulations, Article 3).

1.2 Definitions

Academic Recovery (AR) - means classes to provide additional instruction time in core academic subjects (english, math, social studies, science, and reading) for students who have a class average of a 69 or below; therefore providing targeted, intensive support and effective interventions for students who are failing. The hopeful outcome of the Davies Academic Recovery classes is the enhancement and broadening of the reading, writing, and math skills necessary to succeed in the core subject area(s).

Career and Technical Education (CTE) Courses - means courses that are associated with a student career and technical area. Each career and technical course is weighted at three (3) full credits towards graduation requirements during the 10th, 11th, and 12th year of enrollment at Davies. Grade 9 career and technical courses are weighted at one (1) full credit towards graduation requirements at Davies.

Eligible - means students have earned the privilege to play in league and non-league games during a sports season.

Failing Grade - means any earned quarter of final grade of 69 or below.

Ineligible - means students do not qualify to play in league or non-league games during a sports season, nor do they have the privilege of being issued a uniform or being officially or unofficially added to the team roster.

Passing Grade - means any earned quarter of final grade of 70 or above.

1.3 Eligibility status Based Upon Course Failure

The athlete must be a full-time student taking a course load of between 6.75 and 7.0 credits per quarter.

- A. At all times the athlete should have secured for the period from the beginning of the quarter up to the end of the regular marking period a passing grade in 60% of the student's credits. A student who is not passing 60% of one's credits is ineligible to participate in games (league and non-league) until the end of the quarter of the next marking period. This is a minimum standard for academic eligibility.
 1. At the end of a quarter, any student who is failing more than 2.75 credits (2.5 for those carrying 6.75 credits) is not eligible to participate in games (league and non-league) until the end of the quarter of the next marking period.
 2. Any 10th, 11th, or 12th grade student who fails their CTE course at the end of the quarter is automatically ineligible to participate in games (league and non-league) until the end of the quarter of the next marking period.
 3. Participation in AR does not change or supplant these conditions. Students who fail more than 2.75 credits who are enrolled in AR are automatically ineligible to participate in games (league and non-league) until the end of the quarter of the next marking period.
- B. To be eligible at the beginning of a school year, the student must have done passing work at the end of the previous school year in June of 60% of the student's credits. Final Grade in each course will be the determinate in this instance.
 1. In the case of a student who devotes a considerable part of the summer to make up subjects failed during the school year and receives credit toward graduation for this make-up work, that student shall be entitled to count such credit toward eligibility provided this credit is made an official part of their school record during the first week of the fall term. In case a student fails to complete the minimum scholastic requirements for athletic eligibility at the end of a quarter due to unavoidable absence, the student shall be ineligible for the next quarter until these requirements of the preceding quarter are made-up.
 - a. Davies' Summer Enrichment is the only approved summer credit recovery.
 2. Failures or incomplete work caused by unavoidable absence may be made up at the beginning of the quarter provided it is made a matter of final record within two weeks of the first day of that quarter.
 - a. Students will remain ineligible at the beginning of the current marking period until these failures or incomplete grades that constitute for more

than 2.75 failing credits are made up and are made an official part of their school record.

- b. If these failures or incomplete grades are not made up at the completion of two weeks of the current quarter, the student will remain ineligible until the end of the quarter of that current marking period.
- C. The athlete shall receive no special privilege such as extra examinations, delayed marks, make-up opportunities, or other favors which are not granted on equal terms to every student in the school; with the further provision that grades for failures or incomplete work in which a make-up opportunity is granted at the end of a quarterly marking period must be made a matter of final record within two calendar weeks of the first day of the succeeding marking period.
- D. If the athlete repeats work for which credit has once been received, the athlete cannot count that subject a second time for eligibility.
- E. The athlete cannot count for eligibility points obtained in a subject taken during the summer vacation that had not previously been regularly pursued in the classroom.
- F. Admission to or exclusion from participation in a sport because of these eligibility rules, shall take place at the close of the school day on which report cards are issued for the end of the regular marking period.
- G. If a game is postponed or results in a tie; the eligibility of the participants does not hold over until the game is played off.
- H. Academic eligibility requirement for students who are enrolled in Accelerated Programs:
 1. An accelerated program is one in which a student earns more than the minimum credits necessary for promotion to the senior year. This may be achieved by independent study, taking more than the required number of courses in a given semester or year, taking additional courses at an approved college, or a concurrent enrollment program at an approved college.
 2. Conditions for academic eligibility of seniors in an Accelerated Program:
 - a. The student must be enrolled in a minimum equivalent of three full courses per semester in their school or an approved off-campus program for a total of three credits for the year, excluding physical education.
 - b. If off campus courses are involved, the high school must approve the courses and the grades must be recorded at the high school on the student's permanent record card and are included in the computation for the student's graduation credits

Student Residency Requirements Policy & Procedure

1.1 Authority

Per the Rhode Island Department of Education, Davies is required to maintain current residency documents for all of our students. Proof of residency documents are collected for all new students at the beginning of each school year, and for any student that moves during the course of the school year.

1.2 Definitions

Address Change - the physical act of changing the address of residence for an enrolled student in MMS.

MMS - computer software utilized by Davies to store all student records.

Residency - the official place of residence of a student's parent/legal guardian.

Sending District - the school district for the city/town where a student resides.

1.3 Policy

Current proof of residency documentation must be kept on file for every student at Davies. Upon enrollment, proof of residency must be collected for each new student and filed in said student's permanent file in the Guidance Office.

In the event that a student moves residence locations, they must request an address change and submit a new proof of residency for the new address. This applies in every case, even if they are not changing sending districts.

1.4 Acceptable Residency Documents

Acceptable documents to prove residency are as follows:

1. Utility bill (telephone, gas, electric, cable)
2. Insurance documents (medical or auto)
3. Government correspondence (federal, state, or local)
4. Payroll stub

5. Bank statement

The document must include the following:

1. Name of parent/legal guardian
2. Address
3. Must be no more than 30 days old

1.6 Address Change Procedure

To complete an address change, the student's parent/legal guardian must complete and sign the [Change of Address Form](#). The student must then turn in this form, with acceptable proof of residency, to the Guidance Office.

The Guidance Secretary will process the change of address in MMS immediately upon receipt of the completed and signed form and proof of residency. An address change requires BOTH documents and cannot be processed until we are in receipt of both.

In the event of siblings, a Change of Address form and proof of residency must be provided for EACH one of the siblings enrolled at Davies.

The Guidance Secretary will provide a copy of the proof of residency to the Executive Assistant to the Director so the bus change request for the student can be processed.

Student Withdrawal Procedures

1.1 Prior to Student Withdrawal, the following must have taken place:

- Guidance Counselor and student must meet prior to withdrawal procedures.
- Guidance Counselor must put a plan in place to meet the needs of the student (academic support, social-emotional support, etc.) and receive the Director's approval, when necessary.
- Guidance Counselor must set up a parent/guardian meeting.
- Parent/Guardian, student and an administrator must meet prior to the official withdrawal from Davies to discuss opportunities/plan in place for student success.

1.2 At Time of Student Withdrawal/Record Transfer Form (student)

- A withdrawal form must be signed by a parent/guardian and indicate the reason for the withdrawal.
- To complete the withdrawal in a timely manner it is recommended to withdraw the student when school is in session, and allow for **two days** for the student to clear.
 - Teachers and/or offices may be unavailable during non-school hours.
- Students must return all Chromebooks/textbooks/materials issued by Davies High School and notify teachers of their withdrawal from Davies.
 - Teacher to indicate on form of missing textbook or classroom obligations.
- Students having current and outstanding obligations will not be prohibited from withdrawing, but no official documents will be available until obligations are cleared.
 - Chromebooks, including adaptors
 - Class fees
 - Overdue books
 - Damaged books
 - Lost textbooks
 - Lost library books
 - Uniforms

1.3 Completing Withdrawal

- When all forms (parental withdrawal, student withdrawal record) are all complete with appropriate signatures and notices, parent or student will be provided a set of unofficial documents to assist with enrollment to the next school.
 - Unofficial transcript
 - Schedule of courses
 - Public School Health record
 - Latest report card and/or withdrawal grades
 - Obligations

12/9/19

Revised: 9/28/20: SJV

Transfer Students

1.1 Authority

All high school age students living in the State of Rhode Island are eligible to apply for acceptance to William M. Davies, Jr. Career & Technical High School (Davies). This applies to incoming ninth grade students and upper class students already enrolled in a Rhode Island high school that wishes to transfer to Davies.

1.2 Policy

All high school students who transfer to Davies must meet the Davies' Diploma System Requirements. Davies will enroll new students based on certain established criteria. All ninth grade students entering Davies must pass the Stanford Test minimums for Reading at 6th grade level and Math at 5th grade level. Ninth grade students must take the Stanford as eighth graders during the January testing period. All upper class students must complete the exam before enrollment. All new students must meet the physical examination and immunization requirements for enrollment.

Students may transfer to Davies for the following reasons:

- Invited after the beginning of the year because of a wait list.
- Start at the beginning of the 10th or 11th grade as a new student (based on availability of space in technical areas)
- Transfer at any time from another technical school, in or out of state (similarity of technical programs required)
- Students who withdrew from Davies because of a move out of state, then returned
- Other

1.3 Procedure

Invited students will be contacted by the Davies Guidance Department to ensure their continued interest in attending. Intake forms will be sent to students and families to complete. Contact with the sending school guidance staff will be made to gather needed information: transcripts, withdrawal form, attendance, discipline and other records as appropriate.

All new students will need:

- Report card and transcript (if available)
- Document from sending school indicating student has withdrawn
- Proof of residency
- Proof of custody (if appropriate)
- Other appropriate documents: ILPs, IEPs, PLPs, PSAT/SAT scores, portfolio documents, etc.
- Medical: Record of immunizations and physical exam within a year

All students will be enrolled as soon as is practical to reduce missed school time.

1.4 Transcript Evaluation

The Guidance Office will be responsible for completing the Davies' Transcript Evaluation form. A committee shall convene within ten days of a student's enrollment to review and make a determination on which components may be accepted for use towards a Davies diploma. A transfer student may appeal the decision of the committee if they are not satisfied with the decision. The committee shall notify the appellant of their final decision in writing no later than five school days following the review.

Some requirements may be waived if the student was a successful student at the prior school and missed a requirement which was not their fault. For example, a student may not have had 45 class hours of physical education. In the event that this occurs, the committee will document the waiver and this will be included in the student's permanent record folder.

Dual and Concurrent Enrollment

1.1 Authority and Background

William M. Davies, Jr. Career & Technical High School (Davies), pursuant to RIGL 16-100-4, and a state-wide update released by the Rhode Island Department of Education (RIDE) in September 2023, establishes this dual and concurrent enrollment policy to allow students to enroll in postsecondary education courses to satisfy academic and technical course requirements in high school, and earn credits at a postsecondary institution.¹

1.2 Definitions

Dual Enrollment means that a student is enrolled in a secondary school while simultaneously enrolled part-time or full-time at a local institution of higher learning, such as a community college or university.

Concurrent Enrollment means a student is enrolled in a dual enrollment course that is offered at the secondary school and is taught by a secondary school teacher who is approved by a post-secondary institution.

Post-secondary Institution means all accredited institutions of higher learning; the local institutions' dual enrollment program must be able to support students' attainment of state and local graduation requirements, inclusive of technical credits in the students' technical program area at Davies, and hold a memorandum of agreement with Davies.

1.3 Student Eligibility Criteria- Full Time Dual Enrollment

- a. Full time dual enrollment is available only to students in their senior year of high school who are on track for on-time graduation.
- b. Interested students must apply for full time dual enrollment during the spring of their junior year.

¹ On September 15th, 2023, the Rhode Island Deputy Commissioner for Instructional Programs provided clarity regarding the intent of RIGL 16-100-4, wrote:

Rhode Island's public schools can partner with any public or private college that benefits their academic and career and technical education programs. In recent years, RIDE has built out partnerships with public colleges through the PrepareRI Dual Enrollment Fund, and public and private colleges through the All Course Network. These partnerships ensure that students in every community have access to high-quality dual and concurrent enrollment programming. These partnerships are not intended to limit additional partnerships between schools and other public and private colleges that advance the quality of your academic and career and technical education programs.

- c. Students are deemed eligible for full time dual enrollment based on: 1) the recommendation of their School Counselor who will consider their behavior record, attendance record, and demonstrated success in managing their course load at Davies; and 2) student achievement of a required minimum overall grade point average (GPA) of 3.75.
- d. Eligible students must attend a presentation regarding the potential benefits and consequences of full time dual enrollment as outlined in 200-RICR-10-00-1 (1.3.5), and verify that they have received and understand the information. This presentation shall occur in the fall/winter prior to the spring application deadlines for programs.
- e. Students who are deemed eligible by their school counselor and who have submitted their verification form may apply to the program.
- f. Appeals regarding eligibility may be made directly to the Director (or their designee).
- g. The post-secondary institution will review and make a decision about the application of each student.

1.4 Students' Responsibilities- Full Time Dual Enrollment

- a. Students must comply with the postsecondary institution's dual-enrollment grading, attendance, and behavioral policies.
- b. Students must successfully complete each course.
- c. Students must provide for their own transportation to/from the postsecondary institution for dual enrollment.
- d. Students are responsible for the share of any tuition, fees, and books not covered by Davies.

1.5 Postsecondary Institutions' Responsibilities

- a. Dual enrollment courses shall have the same educational outcomes and policies as other courses taught at the postsecondary institution.
- b. The grade and credits earned by the student shall be recorded on a postsecondary transcript.
- c. Students with disabilities or students who are English Language Learners shall receive the protections, services and accommodations as prescribed by federal and state law in accordance with the policies and procedures of the postsecondary institution in the case of full time dual enrollment.
- d. The full time dual enrollment program must be able to support student attainment of outstanding state and local graduation requirements, inclusive of technical credits in the students' technical program area at Davies.

- e. The post-secondary institution must hold a current, full-time dual enrollment agreement with Davies; Community College of Rhode Island is exempt from this requirement.

1.6 Davies Responsibilities

- a. Davies will provide interested students and their families with information about full-time dual enrollment coursework requirements, and the potential benefits and consequences of full time dual enrollment prior to approving a request for full-time dual enrollment, as outlined in 200-RICR-10-00-1 (1.3.5).
- b. Davies will act on communication from the full time dual enrollment program liaison regarding student attendance and/or progress concerns.
- c. Davies will communicate expectations to students and families regarding full-time dual enrollment transportation, attendance, and progress monitoring.
- d. Davies shall cover the cost of full-time dual enrollment up to a maximum level (i.e. cap) that is equal to the amount charged by the local public community college. All remaining costs for tuition, fees and books in excess of the cap shall be the responsibility of the student.
- e. Dual enrollment credits earned shall count toward Davies graduation requirements.