



## **GRADUATION REQUIREMENTS**

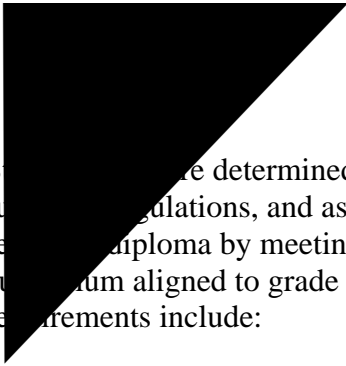
### **PPSD REGULATION**

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**Purpose**      The purpose of this regulation



	<p>problems in a variety of contexts. Students learn numerical, spatial, graphical, statistical and algebraic concepts and skills while incorporating critical evaluation, interpretation, application and communication of mathematical information.</p> <p><b>Performance-Based Diploma Assessment</b> – A series of multifaceted assignments that serve as a culminating demonstration of a student’s applied learning skills and knowledge of one or more content areas.</p> <p><b>Proficiency</b> - For a student to demonstrate proficiency, they must obtain a final score of 65 or higher in each of their core courses.</p> <p><b>Rhode Island Alternate Assessment</b> - The Rhode Island Alternate Assessment is a state assessment that is used to evaluate the performance of students instructed under modified state standards. The assessment is aligned with the state standards, but the level at which the content presented is lower in complexity and students receive more scaffolding and supports.</p> <p><b>RIDE</b> – Rhode Island Department of Education.</p>
<p><b>Standards, Procedure s, and Guidelines</b> !</p>	<p>1. <u>Requirements for Graduation</u> The following requirements address and expand upon the PPSD policy for graduation and each of the items articulated therein. The policy and regulations pertain to ___ district high schools; no individual high school may require additional conditions for students to earn a diploma from any PPSD high school.</p> <p><b>Requirement 1: Completion of no fewer than 21 courses</b> A Providence Public High School student must take and pass district-approved courses in the following content areas in order to gain course credit:</p> <ul style="list-style-type: none"> <li>• English Language Arts (core content area) – 4 credits</li> <li>• Math (core content area) – 4 credits</li> <li>• Science (core content area) – 3 credits</li> <li>• Social Studies (core content area) – 3 credits</li> <li>• Arts (core content area) – .5 credit</li> <li>• Technology (core content area) – .5 credit</li> <li>• World Language* (core content area) – 2 credits</li> <li>• Physical Education and Health – 2 credits</li> <li>• Additional Credits of Choice – 2 credits</li> </ul> <p>*Exemptions to the World Language requirement: Exemptions for students with disabilities will be determined by IEP teams as appropriate. Two (2) additional elective credits will be required for those identified students. Students at outplaced institutions where no foreign language instruction is available (i.e. the Rhode Island Training School) are exempt from this requirement.</p>



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Students who are determined to be eligible for the alternate assessment under federal law, state regulations, and as noted in the student’s Individualized Education Plan (IEP), may receive a diploma by meeting the above-stated graduation requirements through modified curriculum aligned to grade level standards and proficiency standards. These graduation requirements include:

- Completion of the 21 credits as outlined above with modified curriculum
- Completion of a senior project
- Participation in the State Alternate Assessment

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Providence has implemented the certificate option as outlined in the RI Secondary Regulations for students who qualify for the RIAA. These certificates cover critical information and skill attainment for students who are assessed using the RIAA as they transition to adult life. While these certificates are not diplomas, they are designed to provide critical information to adult

work.

**Requirement 2: Participation in at least one college and career readiness-based exam**

Students must participate in at least one college and career readiness-based exam. Participating in such exams allow for the school, students and their families to see how students are progressing with regard to their level of readiness for college and career. These exam also provide the district, schools, teachers and students with information that can help them pinpoint their strength and skills that may need additional support, as well as being the process of college and career exploration.

Example of college and career readiness exams include the PSAT/NMSQT, SAT, ACT, AP, and IB exams.

**Requirement 3: Successful completion of one performance based diploma assessment**

The performance-based diploma assessment is a student project that is completed over time through research, reflection, and evaluation, and must demonstrate both applied learning skills and proficiency in the given content area(s).

It must include the collection of multiple sources of evidence demonstrating student proficiency. Students are required to present their exhibition work to a review panel that will evaluate their presentation using consistent, district-developed scoring criteria.

Exhibitions primarily consist of the following key components:

- Project/Topic Selection and Letter of Intent
- Outside Contacts/Mentor
- Research Paper
- Applied Learning Component/Fieldwork
- Graduation Exhibition Preparation
- Conducting a Final Exhibition

2. Additional Consideration and Options for Awarding Credit toward High School Graduation

**Recommended College Admission Requirements:**





ACT, English, Reading and/or Writing sections

TOEFL

A 4.0 or better in the Listening, Speaking, Reading and Writing portions of the ACCESS 2.0

3. Demonstrate proficiency in a world language by one of the following within one year of graduation:

receive a score of intermediate-mid or higher on the ACTFL or AAPPL

receive a score of proficient in the AP® World Language, IB, ILR, or SAT II or the successful completion of a four year high school course of study in a world language with an attainment of an overall grade point average of 3.0 or above in this course of study.

Students wishing to receive a pathway endorsement must successfully complete the following components:

1. academic study
2. career and interest engagement
3. Application of skills demonstrated through the performance-based diploma assessment.

There are six discipline areas in which Pathway Endorsements may be earned:

- The Arts Pathway Endorsement
- Business and Industry Pathway Endorsement





online. Applicants must notify their guidance counselor and school principal of their intent to enroll in out-of-district courses no fewer than 30 days prior to the start of the district

## Obtaining Credits for World Language

Non-Standard Secondary Schools: In the event of student transfer from a non-accredited or non-standard school, the Chief Academic Officer or his/her designee shall make determinations about credit transfer.

Foreign Study/Foreign Schools: The Chief Academic Officer or his/

counselor, and two content certified teachers. One certified teacher must represent mathematics or science, and one must represent English language arts or social studies. If the student has an IEP, a member of the IEP evaluation team must also be present.

3. Complete a review of the student's school history including grades, attendance, and standardized assessment scores.
  4. Meet with the student and parent(s)/legal guardian to review the request and all supporting documentation.
  5. Submit the application to the building principal upon completion of the meeting.
- Upon receipt of the above information the school principal must complete the following steps:
1. Review the application to ensure accuracy and completeness of information.
  2. Deliver the complete application package to the Chief Academic Officer or his/her designee within 5 business days of receipt.

assessments must be implemented with fidelity to maximize the benefit to the student.

**Credit-recovery opportunities for high school students who have failed to receive credits for a course.**

Face-to-face courses and/or virtual courses must be offered throughout the academic year and summer months to ensure students have multiple opportunities to recover credits. These courses may be offered district-wide or through school-level opportunities that may be scheduled during the school day, on weekends, or in an after-school program. Students who complete a face-to face and/or virtual credit recovery course and receive a grade shall have that grade recorded in the student information system and reflected on their transcript. Courses taken as part of credit recovery will be noted as such on the student's transcript.

6. Communication of High School Graduation Requirements

	<p><u>Level One Appeal:</u> A student may request an appeal if he/she has been determined to be ineligible for a diploma. Level One appeals shall be the responsibility of the school principal or designee. The principal or designee will respond in writing within five business days and must meet with the student and family at their request.</p> <p><u>Level Two Appeal:</u> If the student is not satisfied with the outcome of the Level One Appeal, the student may appeal to the Superintendent or his/her designee in writing. The Superintendent or his/her designee will respond in writing within five business days and a review will be scheduled.</p> <p><u>Level Three Appeal:</u> If the student is not satisfied with the outcome of the Level Two Appeal, the student may appeal to the School Board. The student must inform the School Board President or designee in writing after the Level Two Appeal decision is received. The School Board President will respond in writing within five business days and schedule a review.</p>
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Legal Reference

Rhode Island Department of Education Initial guidance for High School Regulations – Section 5.0 Graduation by Proficiency.