



## GRADUATION REQUIREMENTS PPSD POLICY

<p><b>General Belief</b></p>	<p>The Providence School Board believes that all students can and should learn at high levels, and that it is incumbent upon the Providence Public School District (PPSD or the District) to provide the structure and support for all students to reach their full potential.</p> <p style="text-align: center;">Earning a diploma from a PPSD school will represent a high standard of student learning, based on rigorous curriculum content, instruction, and technical skill proficiency, ensuring post-secondary and career readiness for all graduates.</p>
<p><b>Purpose and Scope</b></p>	<p>The purpose of this policy is to establish a uniformly high standard for graduation for all students in the District. The Providence School Board expects the District to focus on core instruction, and maintain a manifest dedication to high expectations and a commitment to ensuring that all students are fully supported on their paths to graduation. To that end, processes and programs must be implemented at all PPSD schools, in accordance to this policy and subsequent regulations. Each student in every school in the District must be supported to ensure they are able to not only meet the requirements for graduation, but also to reach success in their endeavors after graduation.</p>

**Definitions**

The following definitions are provided to assist in understanding this policy.

**College and Career Readiness-based Exam:** A standardized test or assessment that, at minimum, measures students' reading, writing, and math skills in order to assess their progress towards college and career readiness.

**Council on Elementary and Secondary Education:** The subset of the Rhode Island Board of Education (which is the chief policy-setting body overseeing K-20 education in Rhode Island) that focuses on the education of students in grades K through 12.

**Course Catalog/Program of Study:** The document that houses all approved courses offered within PPSD schools. A description is

	<p><b>Individual Learning Plan (ILP):</b> A planning and monitoring tool that customizes and directs students’ goals and development in three domains: academic, career, and personal/social.</p> <p><b>Individualized Education Program (IEP):</b> A written plan describing a student’s special learning needs and the program of special education services provided to meet those needs. The IEP team consists of parents; the student, as appropriate; a general education teacher; a special education teacher and/or provider; a local educational agency representative who can commit agency resources and is knowledgeable about the general education curriculum; and others as requested.</p> <p><b>Intervention:</b> A specific program or set of steps to help address a particular area of need, be it behavioral, instructional, or linguistic. Interventions are neither strategies nor accommodations; they are formal, aimed at a known need, and monitored. Interventions are intentional (aimed at a fine-grained, particular weakness), flexible (able to be changed based on student need), and specific.</p> <p><b>Literacy:</b> Literacy is traditionally defined as the ability to read, write, speak and listen in order to communicate with others effectively. Literacy also involves the ability to think and respond critically.</p> <p><b>Numeracy:</b> Numeracy involves students confidently and effectively using mathematics to solve 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 is presented is lower in complexity, and students receive more scaffolding and supports.</p>
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**Alternative methods of course study**

Students can meet any and all of the course requirements through courses within state-approved career and technical programs, expanded learning opportunities, dual enrollment, concurrent enrollment, online learning, experiential learning opportunities, and other non-traditional academic readiness learning experiences as defined and approved by the District. The course catalog (program of study) will clearly indicate which of these courses fulfill content-area requirements.

Career and Technical Education (CTE)

CTE courses are designed to help students acquire academic, technical, and employability skills to succeed in postsecondary education and in-demand careers. CTE provides students with a technical skill set and valuable industry credentials that are specific to particular professions such as Automotive Technology or Engineering.

Expanded Learning Opportunities (ELO)

The ELO initiative is supported by the state department of education. It is a model of practice for high school youth allowing them to receive high school credit for quality out-of-classroom learning. Students are required to score proficient or exemplary on a series of rubrics in order to gain academic credit for the ELO, with

### Online Learning/Virtual Programs

Online instruction and content are primarily delivered over the Internet with an instructor in a location other than the supervised brick-and-mortar location.

### Additional Academic Readiness Learning Experiences

The District reserves the right to review and allow additional academic readiness learning experiences toward graduation course requirements on a case-by-case basis.

### ***Attaining Credits for World Language Proficiency***

A student may receive up to six credits via demonstrating proficiency on the American Council for Teachers of Foreign Language (ACTFL) examination, two of which may count towards the World Language requirement (provided they are in the same language).

### ***High school courses taken in middle school***

Students who successfully complete District-approved high school courses during middle school shall be provided appropriate credits toward graduation.

### ***Transfer of credits***

(1) Standard Secondary Schools: Providence shall accept credits from accredited standard secondary schools in Rhode Island and other states, provided the student received credit in the course(s) from the sending state or district.

(2) 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.

(3) Foreign Study/Foreign Schools: The Chief Academic Officer or his/her designee shall have the responsibility for equating subjects taken in a foreign country. In the event that transcripts are

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***Ninth grade promotion***

In order to be promoted from ninth to tenth grade, students must have earned a minimum of five credits.

***Tenth grade promotion***

In order to be promoted from the tenth to eleventh grade, students must have earned a minimum of 10 credits.

***Eleventh grade promotion***

In order to be promoted from eleventh to twelfth grade, students must have earned sixteen credits, including two core English Language Arts and two core Math credits.

***Performance-based Diploma Assessment***

Successful completion of the performance-based diploma assessment shall include demonstrations of both applied learning skills and proficiency in the given content area(s).

This assessment will be evaluated using consistent, District developed scoring criteria that align with state-adopted content standards and applied learning standards. In the absence of state-adopted standards for a particular content area, other relevant nationally recognized content standards will be utilized.

***Accelerated Graduation***

Students with advanced standing and the ability to demonstrate their completion of all elements of the requirement are eligible for accelerated graduation. The requirements for accelerated graduation are as follows:

- 1. A minimum of 20 credits, including 10 core credits, 10 applied learning credits, and 2 core Math credits.
- 2. A minimum of 10 applied learning credits, including 5 core credits, 5 applied learning credits, and 2 core Math credits.
- 3. A minimum of 5 core credits, including 2 core English Language Arts credits and 3 core Math credits.
- 4. A minimum of 5 applied learning credits, including 2 core English Language Arts credits and 3 core Math credits.
- 5. A minimum of 2 core English Language Arts credits and 2 core Math credits.
- 6. A minimum of 2 core Math credits.
- 7. A minimum of 2 core English Language Arts credits.
- 8. A minimum of 2 core Math credits.
- 9. A minimum of 2 core English Language Arts credits.
- 10. A minimum of 2 core Math credits.





appropriate instructional strategies, interventions and supports.

Any interventions initiated will be documented in the student's ILP.

**Notification**

The Superintendent or his/her designee shall be responsible for ensuring annual communication of the high school graduation requirements to P

Superintendent or his/her designee will respond in writing

