



GRADUATION REQUIREMENTS
PPSD REGULATION

Purpose	<p>The purpose of this regulation is to establish the standards, procedures, and guidelines for the graduation requirements for students of the Providence Public School District (PPSD), in accordance with School Board Policy, and to ensure the realization of the Providence Public Schools’ mission, which is to prepare all students to succeed in the nation’s colleges and universities, and in their chosen professions. These regulations are consistent across all Providence Public schools.</p> <p>These regulations are intended to operationalize the graduation policy. These regulations provide administrative procedures and guidance for the Providence Public School graduation policy to ensure the realization of the Providence Public Schools’ mission.</p> <p>These regulations may be revised at the discretion of the Superintendent or his/her designee as the need arises. Any revised regulations will be communicated to all stakeholders.</p>
Definitions	<p>The following definitions apply to this regulation:</p> <p>Advanced Placement (AP®) - The College Board’s Advanced Placement Program® (AP) enables students to pursue college level studies while still in high school. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards.</p> <p>Certificate Options – Providence awards certificates to some students who qualify for the Rhode Island Alternate Assessments (RIAA) in lieu of a diploma. These certificates convey critical information and skill attainment for students using RIAA as they transition to adult life. The certificates themselves measure the level of independence at which the student can meet specific standards, and/or recognizes their work on alternate assessments and within the classroom.</p> <p>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.</p> <p>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.</p> <p>Course Catalog/Program of Study - The document that houses all approved courses offered within PPSD schools. A description is provided for each course, which includes number and type of credit(s) earned for successful completion of the course.</p> <p>Concurrent Enrollment - College courses, approved by an institute of higher education, taught at the high school by the high school teacher. Students earn college credit upon successful completion of the course.</p>

Career and Technical Education (CTE) – Academic and work related education that provides students with the necessary skills to be successful in postsecondary education, training activities and employment.

CTE Credentials – A specialized subset of industry certificates and credentials that provide meaningful documentation that a student has mastered an industry established and validated range of skills, met necessary training and education requirements, and demonstrated readiness to enter a specific industry.

CTE Concentrator – CTE Concentrators are students taking a sequence of three or more courses with beginner, intermediate, and advanced content in a specific technical subject, and enroll in a program that requires earning at least one college credit, a nationally recognized industry credential, participation in employability training, completing projects in school and in the community, and successfully completing a workplace experience. CTE concentrator status begins once a student begins the second course of the Program of Studies sequence.

CTE Outcome Measures – The Rhode Island Department of Education (RIDE) has established criteria such as course sequence completion, industry credentialing, earning of college credit, and on-time graduation. CTE outcome measures are used to monitor student outcomes and determine LEA eligibility for state and federal funding through state program approval.

Dual Enrollment - College courses, part of the regular schedule of an institute of higher education, taught on the college campus by the college professor. Students earn college credit upon successful completion of the course.

Individual Learning Plan (ILP) - A planning and monitoring tool that customizes and directs students' goals and development in three domains: academic, career, and personal/social.

Individualized Education Program (IEP) - 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.

Intervention - 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.

Literacy - 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.

Numeracy - Numeracy involves students confidently and effectively using mathematics to solve

	<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>Performance-Based Diploma Assessment – 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>Proficiency - For a student to demonstrate proficiency, they must obtain a final score of 65 or higher in each of their core courses.</p> <p>Rhode Island Alternate Assessment - 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>RIDE – Rhode Island Department of Education.</p>
<p>Standards, Procedures, and Guidelines</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 <i>all</i> district high schools; no individual high school may require additional conditions for students to earn a diploma from any PPSD high school.</p> <p>Requirement 1: Completion of no fewer than 21 courses 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"> • English Language Arts (core content area) – 4 credits • Math (core content area) – 4 credits • Science (core content area) – 3 credits • Social Studies (core content area) – 3 credits • Arts (core content area) – .5 credit • Technology (core content area) – .5 credit • World Language* (core content area) – 2 credits • Physical Education and Health – 2 credits • Additional Credits of Choice – 2 credits <p>*Exemptions to the World Language requirement:</p> <ul style="list-style-type: none"> ○ 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.

Diploma Options for Students Taking the Rhode Island Alternate Assessment

Students who are determined to be eligible for the alternate assessment under federal law, state rules and 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

Certificate Options for Students Taking the Rhode Island Alternate Assessment (RIAA)

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 services and families for determining appropriate supports as students exit high school.

There are three criteria that students must meet in order to be eligible for the RIAA:

1. Student has a disability, or disabilities, that significantly impacts cognitive function and adaptive behavior.
2. The student’s instruction is aligned to the RI Alternate Assessment Grade Span Expectations (AAGSEs), including academic skills and short-term objectives and/or benchmarks.
3. The student is unable to apply academic skills in home, school, and community without intensive, frequent, and individualized instruction in multiple settings.

The four available certificate are:

- Certificate of Academic Achievement
- Certificate of Work Readiness
- Certificate of Self-Determination
- Certificate of Citizenship and Community

The Work Readiness, Self Determination, and Citizenship & Community certificates verify that the students’ program has been following the standards and benchmarks developed by RIDE in these three areas. Schools annually monitor progress of these standards through individualized transcripts. Please note that teachers track students individual levels, and there is not one set level that students are required to achieve for each certificate.

The Certificate of Academic Achievement is in recognition that the student has fully completed the RIAA, and also assesses their performance on other alternate assessments and classroom

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:

College entrance requirements differ greatly, and often exceed high school graduation requirements. For a complete explanation of specific college requirements, students should contact their guidance counselor.

Students interested in pursuing college after high school graduation are encouraged to select additional courses from the content areas of English, Mathematics, Science, Social Studies/History and World Language. Other considerations that college may place emphasis on are academic GPA, class rank, rigor of secondary school record, standardized test scores, application essay, recommendations and extracurricular activities.

There are many valuable to assist students and families with college search and planning, such as College Board’s Big Future (<https://bigfuture.collegeboard.org/>) For additional college resources

students should reach out to their guidance counselor and/or relevant community partners at their school.

General Recommendations by Content Area	Number of Credits
English	4
Mathematics- (Algebra 1, Geometry, Algebra 2, Pre-Calculus, AP Calculus)	3-4
Science- (Biology, Chemistry, Physics, AP Science)	3-4
Social Studies/History	3-4
World Language- (minimum 2 years of 1 language)	2-4

Seals, Council Designations and PPSD Diploma Designations

Council Designations

The Council Designations, as established by the Council on Elementary and Secondary Education (Council) serve as a means to personalize the diploma. Each Council Designation externally validates achievements of high school students, through flexible and personalized high school learning experiences, to allow public recognition of specific skills and to incentivize students to meet additional high standards beyond those needed to earn a high school diploma.

The council has adopted the following three designations:

The Commissioner’s Seal Council Designation certifies that a student is proficient in standards aligned to high school expectations in English Language Arts and Mathematics, as confirmed by external evidence.

The Seal of Biliteracy Council Designation certifies that a student has demonstrated skill in the use of the English language and one or more other world languages.

The Pathway Endorsement Council Designation certifies that a student has accomplished deep learning in a chosen area of interest and is prepared for employment or further education in a career path.

Pursuing a council designation is optional, and students may choose which, if any, designation or combination of designations to pursue. Council designations may be earned at any time during a student’s high school experience, but **are contingent upon earning a diploma**. Anticipated council designation shall be noted on students’ transcripts as soon as the requirements are met, and will be noted on the students’ diplomas as well.

The requirements for each council designation are outlined below.

Commissioner’s Seal

Seniors wishing to receive the Commissioner’s Seal must score at the designated college-and

career-ready performance level in both a Mathematics and an English Language Arts assessment in order to earn the Commissioner’s Seal. Students may take the exams multiple times; the highest will count towards the Commissioner’s Seal. The chart below articulates the assessments and corresponding standards that need be achieved in order to earn the Commissioner’s Seal.

Assessment Name	Assessment Content Area	Performance Standard
ACT English	English Language Arts	22
Advanced Placement: English Language and Composition*	English Language Arts	Level 3 and above
Advanced Placement: English Literature and Composition*	English Language Arts	Level 3 and above
PARCC English Language Arts and Literacy	English Language Arts	Level 4 and above; 750
PSAT Reading and Writing	English Language Arts	430
SAT Reading and Writing	English Language Arts	480
ACT Mathematics	Mathematics	18
Advanced Placement: Calculus AB*	Mathematics	Level 3 and above
Advanced Placement: Statistics*	Mathematics	Level 3 and above
PSAT Mathematics	Mathematics	480
SAT Mathematics	Mathematics	530

* Currently pending review at RIDE.

Seal of Biliteracy

Seniors wishing to receive the district Seal of Biliteracy must complete an application and meet the following requirements:

1. Successfully complete all high school English Language Arts graduation requirements, with an overall grade point average of 3.0 (B- average) or above in those classes.
2. Demonstrate proficiency in English Language Arts on ***one*** of the following exams within one year of graduation:
 - PSAT, Evidence Based Reading and Writing section
 - SAT, Evidence Based Reading and Writing section
 - ACCUPLACER, Reading Comprehension and/or Sentence Skills tests

- 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.

Pathway Endorsement

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
- Humanities and World Languages Pathway Endorsement
- Public Service Pathway Endorsement
- Science, Technology, Engineering, and Mathematics (STEM) Pathway Endorsement
- Teaching Pathway Endorsement

Component One: Academic Study

Students must successfully complete three (3) independent, connected courses, characterized by:

- Increased complexity, and complementary or cumulative content *and*
- Deep learning with increased level of specialization that builds coherence of the topic through coursework

Component Two: Career and Interest Engagement

Career and interest engagement experiences should provide students with real-world context for engaging with their chosen content and topic of interest. Examples of fulfilling this requirement may include work-study programs, employment learning labs, summer jobs, and long-term volunteer experiences. The experience should go beyond job shadowing and the career exploration that occurs as part of the Individual Learning Plan (ILP) process.

Students must successfully complete a career and interest engagement experience, characterized by:

- Acquisition of knowledge and skills related to the pathway,

- Meaningful contact with and opportunities to work alongside professional practitioners in the field, *and*
- Responsibilities, impact, and/or opportunities to practice in the area of interest or career field that deepens learning of the content area.

The career and interest engagement experience must be documented in the form of a resume, which a student can then use in their post-secondary transition to college, a career, or training program.

Component Three: Application of Skills through Performance-Based Diploma Assessment

Students must successfully complete a performance based diploma assessment by aligning their demonstration of knowledge to the topic that they studied. Students must apply and demonstrate the knowledge and skills gained through their pathway coursework and chosen career/ interest engagement experience and reflect on the pathway experience.

Students are already expected to complete a performance-based diploma assessment as part of the requirements for graduation. Tying this assessment to the Pathway Endorsement are of study links already existing requirements to an evaluation of deep learning and validates personalization. It is expected that this pathway-aligned performance-based diploma assessment will fulfill the corresponding requirement for graduation.

Career and Technical Education Endorsement

A Career and Technical Education (CTE) Endorsement is an enhancement on a student’s diploma in the form of a Providence School Department Seal indicating that a student has successfully completed coursework in a state approved CTE program, along with the requirements for a Career and Technical Endorsement.

Endorsement Requirements

The requirements for receiving a Career and Technical Education Endorsement are:

1. Fulfilling all requirements for a Providence School Department Diploma *and*
2. Successfully completing a state approved Career and Technical Education Program, which must include a career related internship and a passing score on a state-approved industry recognized assessment.

Where not available in the Program of Studies, students may propose a personalized career pathway of their interest of no less than three credits, a career related internship and a passing score on a career related industry assessment. Independent career pathway proposals must be in writing and receive approval from the Director of CTE, the school principal and the student’s guidance counselor.

Alternative Methods of Course Study

PPSD is committed to creating the conditions for all students to learn at high levels. We seek to support a diverse array of instructionally rich opportunities for students, including the option to demonstrate proficiency through out-of-district coursework. All coursework must be pre-approved by the district and taken through an accredited institution, which may be face-to-face or

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 term/semester. Credit will be awarded for verifiable completion of approved courses. Credit will not be awarded for the implicit educational value of student participation in extracurricular activities such as clubs, camps, etc.

The Compulsory attendance law states that every child who has completed or will have completed six (6) years of life on or before September 1 of any school year and has not completed eighteen (18) years of life shall regularly attend some public day school during all the days and hours that the public schools are in session in the city or town in which the child resides. A waiver to the compulsory attendance requirement may be granted by the superintendent only upon proof that the pupil is sixteen (16) years of age or older and has an alternative learning plan for obtaining either a high school diploma or its equivalent.

Approved Alternative Instructional Setting

Alternative learning plans shall include age-appropriate academic rigor and the flexibility to incorporate the pupil's interests and manner of learning. These plans may include, but are not limited to, such components or combination of components of extended learning opportunities as independent study, private instruction, performing groups, internships, community service, apprenticeships, and online courses that are currently funded and available to the school department and/or the community. All students seeking an Alternative Instructional Setting should be referred to the Office of Multiple Pathways to identify the program that would best fit his/her needs.

Alternative Learning plans are completed with the guidance counselor and/or through the Office of Multiple Pathways. A meeting with the student and the family is conducted to discuss the approved options for an alternative setting. At this meeting the student creates short term and long term goals to ensure success with the ALP. Students that do not adhere to the plan may be referred to truancy.

The process for final approval includes:

1. Signatures from student, parent/guardian, principal, guidance counselor, Director of Multiple Pathways, and Superintendent.
2. Verification that the parent(s)/legal guardian approves of the submission of the application if the student is less than 18 years of age. Verification shall be in person and requires a signature.

Upon approval of the plan, the Office of Multiple Pathways in collaboration with guidance counselors monitor the student's success in the alternative program.

Dual / Concurrent Enrollment Programs

In accordance with the RIGL 16-100-4, The Equal Opportunity Dual Enrollment Act, Dual and Concurrent enrollment programs enable students to earn college-transcript credit while in high school. Only the district may develop and implement dual/concurrent enrollment programs and all programs shall receive prior approval by Chief Academic Officer or his/her designee, and be executed through written articulation agreements.

Obtaining Credits for World Language through Demonstration of Comparable Proficiency

A student may receive up to six credits for World Languages by demonstrating proficiency on the American Council for Teachers of Foreign Language (ACTFL) examination. Two of the credits must be in the same language. PPSD, in conjunction with the ACTFL - Language Testing International (LTI), administers proficiency examinations in selected languages via computer. Students seeking to obtain credit through a demonstration of comparable proficiency must notify their guidance counselor no later than September 30 of their junior year. In order to earn credits, a non-native speaker must take both the Oral Proficiency Index (OPI) and the Written Proficiency Test (WPT) in the same language. If the ratings differ, the credits will be awarded based on the lower of the two ratings. A native speaker or advanced speaker of a language will be awarded credits based on the WPT only.

Once a request for world language proficiency has been received, the guidance office will work with the Supervisor of World Languages to determine which testing is appropriate for the student.

High School Credits Earned in Middle School

Students who successfully complete district-approved high school courses during middle school years shall be awarded appropriate credits toward the graduation requirements. While the grade earned in the course will be displayed on the high school transcript, that grade will not be used in the calculation of the high school GPA.

Guidance counselors must be aware that all colleges assess and view credits differently. Some require only a specific sequence of courses (i.e. Algebra 1, Algebra 2 and Geometry) and do not differentiate between credits earned at the middle or high school level. Other colleges may still require that 3 or 4 years of math taken in high school, even with an 8th grade Algebra 1 credit. Most colleges prefer students to earn such credits in middle school so as to take more advanced courses along the track in their high school years. It is the responsibility of guidance counselors and students to determine the specific requirements for each college to which a student plans to apply.

National Collegiate Athletic Association (NCAA)

If a student athlete takes a high school course (such as Algebra 1) during middle school (or at any point before entering the 9th grade), the class may count towards the NCAA's 16 core course requirement, provided that the course(s) is listed in the Program of Study as a core course, and is shown on the high school transcript with a passing grade and appropriate credit(s).

Transfer Credits

The process for accepting transfer credits and determining credit equivalencies is outlined as follows:

Standard Secondary Schools: Providence shall accept credits for courses from an accredited standard secondary school in this or other states so long as the student received credit in the course from the sending state or district.

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/her designee shall have the responsibility for equating subjects taken in a foreign country. In the event that transcripts are impossible to obtain, student performance can be used to make course and graduation determinations.

3. Grade Level Classification and Progression Plan

Determinations about student progression shall be made on an ongoing basis and must include student credits earned through summer school, district administered credit recovery programs or through approved alternate learning opportunities.

At the beginning and end of each academic year, high school guidance counselors shall conduct a formal credit audit on every student which will become part of the permanent record until the student graduates. Formal credit audits will be recorded on the Credit Audit form found in Appendix H. Credit audits and final grades will be used to determine whether a student has met the requirements to advance to the next grade.

Ninth grade promotion

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

Tenth grade promotion

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

Eleventh grade promotion

In order to be promoted from eleventh to twelfth grade, Providence students must have successfully completed 16 credits, including two core English Language Arts and two core Math credits.

4. Other Graduation Considerations

Accelerated Graduation

Students with advanced standing and the ability to demonstrate their completion of all elements of the requirements for graduation may graduate early. Students electing to pursue accelerated graduation should apply through their guidance office. This request must be submitted by June 30 of the academic year prior to the intended early graduation.

Upon receipt of the application for accelerated graduation, the school shall complete the following steps:

1. Verify that the parent(s)/legal guardian approves of the submission of the application if the student is less than 18 years of age. Verification shall be in person and requires signature.
2. Convene a committee consisting of the lead guidance counselor, the student's guidance

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.

The Chief Academic Officer or his/her designee shall make the final decision about approval. Students and parent(s)/legal guardian shall be notified of the status of their request within 10 business days of submission.

Graduation Ceremonies

Only students that have fully completed all graduation requirements or RIAA Certificates will be allowed to participate in graduation ceremonies. It is the expectation of the district that all high schools, including programs such as Multiple Pathways, Aventure, and summer school, shall hold graduation ceremonies.

5. Middle and High School Supports for Students

All Providence students can and must learn at high levels; therefore it is incumbent upon every school to provide adequate academic, career, and social/emotional supports to ensure that students reach their full potential. These supports shall include, but are not limited to, the following areas:

The use of District-approved Individual Learning Plans (ILPs) for students in grades 6 through 12 and support plans for students failing to reach required levels of proficiency.

Per RIDE secondary regulations, the ILPs shall document the students’ academic and applied learning interests, as well as any support plans in place for the student, to make sure that all students are on the best pathway to excel and meet all of the graduation requirements and beyond. Parents/ guardians will be notified annually about how to access their child’s ILP.

Providing research-based interventions, in addition to core instruction and additional academic and instructional support, to all students not on track to meet the requirements for a diploma.

Students must be identified and placed in instructional programs that address their knowledge and skill gaps and accelerate their learning. The identification and placement process must be primarily informed by data gathered through the comprehensive assessment system, but should also be informed by other data sources such as in-program assessments and professional recommendations. Instructional programs and their required

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

The Superintendent or his/her designee shall be responsible for ensuring annual communication of the high school graduation requirements to all Providence students and families.

Full and effective notice of the requirements for graduation must be provided to students and their families no later than September 15 of the year in which the student first enters the ninth grade, or at which time the student enters a District high school, whichever comes first.

High school principals shall also be responsible for communicating with their students and families about the graduation requirements and any pertinent information from these regulations.

It is the responsibility of high school guidance staff to meet with each student individually to discuss the graduation requirements, their progress toward graduation, and post-secondary plans.

The District will also provide notice of requirements to any students enrolled by the District in non-public schools and/or programs, and to students attending school in any juvenile correction program.

Students in jeopardy of not earning a diploma will receive multiple timely notices that will include:

- Academic Status.
- An opportunity to meet and discuss the student's academic program, support and planned interventions.
- Regular updates on the student's progress.

6. Appeals Process

Any student who fails to meet PPSD's minimum requirements for graduation has the right to appeal that determination. Each level of the appeals process requires written notification to the party indicated below.

The process and levels of the District-managed appeals process include:

	<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>
Legal Reference	<p>Rhode Island Department of Education Initial guidance for High School Regulations – Section 5.0 Graduation by Proficiency.</p> <p>Regulations of the Board of Regents for Elementary and Secondary Education: K-12 Literacy, Restructuring of the Learning Environment at the Middle and High School Levels, and Proficiency Based Graduation Requirements (PBGR) at High Schools. Title L – Secondary Design, Chapter 6 (March 3, 2011).</p> <p>Rhode Island Board of Regents Elementary and Secondary Education Secondary Regulations Guidance (May 2011).</p> <p>Regulations of the Council on Elementary and Secondary Education, Middle and High School Learning Environments and the Rhode Island Diploma System (October 11, 2016; Effective July 1, 2017)</p>
Cross Reference	PPSD Graduation Requirements Policy
History	<p>Policy Approved: May 24, 2004 Revised: September 14, 2009 Revised: April 26, 2010 Revised: November 12, 2013 Revised: February 10, 2014 Revised: May 27, 2014 Revised: August 23, 2017</p> <p>Regulation Issued: October 24, 2017 Amendment Dates:</p>