

403 - GRADUATION POLICY

PPSD POLICY

General Belief	The Providence Public School District (PPSD) is dedicated to fostering academic excellence, personal growth, and career readiness among its students. This policy outlines students' graduation pathways, aligning with Rhode Island's educational standards and catering to our diverse student population. It consists of two distinct sections: Section 1 outlines the requirements for students in the Class of 2025, 2026, and 2027; Section 2 outlines the requirements for students in the Class of 2028 and beyond. At the heart of the Providence School Board's belief is the conviction that all students can and should learn at high levels. PPCS is unwavering in its commitment to providing all students with the necessary structures, tools, and support to unlock their potential. Our mission is to equip students to thrive in the nation's colleges, universities, and their chosen professions. A diploma from a PPCS school is a testament to a high standard of student learning, achieved through a rigorous curriculum, content instruction, and proficiency in technical skills, ensuring postsecondary and career readiness for all graduates.
Purpose and Scope	This policy is designed to ensure all District students, regardless of their background or circumstances, meet a uniformly high graduation standard. The Providence School Board expects the District to prioritize core instruction, maintain high expectations, and be dedicated to supporting all students on their path to graduation. Accordingly, processes and programs must be implemented at all PPCS schools in accordance with this policy and its subsequent regulations. Every student in the District, without exception, must receive support to meet the graduation requirements and succeed in their post-graduation endeavors.
Definitions	The following definitions are provided to assist in understanding this policy and the legal obligations of the District. All Course Network (ACN): This statewide initiative offers students access to a variety of courses not available at their local schools. It aims to enrich educational experiences and meet diverse learning goals. Applied Learning Skills: Cross-curricular skills, including creativity, problem-solving, critical thinking, research, reflection, evaluation, and collaboration. These skills are developed throughout K-12 education and are applicable in both academic and real-world settings.

	Caregiver Youth: School-aged children who provide on-going assistance with tasks on a regular or daily basis to a relative or household members related to aging, childcare, disability, and physical or mental illness. Career and Technical Education (CTE): Educational programs integrating academic instruction with work-based learning. These programs prepare students for post-secondary education and careers in specific fields by emphasizing the practical application of skills. Common Planning Time: Designated periods that allow teachers to collaborate on instructional planning, student achievement analysis, and professional development. This collaboration aims to enhance teaching strategies and student outcomes. Computer Science: The study of computers, algorithmic processes, their principles, hardware and software designs, cybersecurity, and their societal impact. This field also explores the ethical and societal implications of technological advancements. Core Content Areas: Essential subjects for a well-rounded education, including English language arts, mathematics, science, social studies, the arts, world languages, physical education, health, and computer science. Course Catalog: A comprehensive listing of courses offered to students. It includes course names, descriptions, prerequisites, and instructor information, serving as a guide for course selection. Credit: A unit of educational achievement that indicates mastery of course content. Credits are awarded based on proficiency, through coursework, projects, and assessments, rather than seat time. College and Career Readiness-based Exam: A standardized test or assessment that measures, at a minimum, students' reading, writing, and math skills. This assessment is used to evaluate their progress toward college and career readiness. Council Designation: Recognition awarded to students who demonstrate higher proficiency levels in specific academic or applied learning areas, as determined by educational standards. Council on Elementary and Secondary Education: A subset of the Rhode Island Board of Education, serving as the chief policy-setting body for PK-20 education in Rhode Island, with a focus on grades PK through 12. Curriculum: A structured set of educational experiences, including goals, methods, materials, and assessments, designed to facilitate student learning and achievement according to academic standards.
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	Individual Learning Plan (ILP): A personalized plan that guides a student's academic, career, and personal/social development. It coordinates with educational and support plans to offer comprehensive support. Intervention: A targeted program or set of steps designed to address specific needs, whether behavioral, instructional, or linguistic. Interventions are formal, aimed at addressing particular weaknesses, flexible, and specific. Performance-Based Diploma Assessment: Assignments or projects that demonstrate a student's mastery of applied learning skills and content knowledge in real-world scenarios. Personalization: Educational strategies tailored to the unique learning needs, interests, aspirations, or cultural backgrounds of individual students, involving customized instructional methods and curricula. Proficiency: The level of achievement in knowledge and skills that meets or exceeds defined standards. Proficiency is assessed through various means to ensure readiness for future challenges. Readiness Pathway: Programs or tracks that prepare students for transitions to employment, post-secondary education, or other life goals, often aligned with their career interests. Rhode Island Alternate Assessment: A state assessment designed to evaluate the performance of students instructed under modified state standards. The assessment aligns with state standards but presents content at a lower complexity level, providing more scaffolding and support for students. Seal of Biliteracy: A state seal of biliteracy is established to recognize high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The state seal of biliteracy shall be awarded by the commissioner. Students Who Work: School-age individuals who are employed or seeking employment, often to support their families. Policies consider their needs to balance employment and education. Work-Based Learning: Structured experiences in workplace settings that develop and apply academic, technical, and professional skills. These experiences are integral to transitioning to post-secondary education and careers.
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Guidelines and Implementation Strategies	The Superintendent will develop administrative regulations to implement the Graduation Policy. The regulations should address each of the following: The graduation requirements outlined below are binding. Unless specified otherwise within this policy, individual schools within the Providence Public School District (PPSD) cannot waive any graduation requirements or their components. The Superintendent is tasked with developing administrative regulations to enforce the graduation requirements for PPCSD. These regulations will detail and elaborate upon the items mentioned hereafter. Section 1: Guidelines and Implementation Strategies for the Classes of 2025, 2026, and 2027 Part A: Graduation Requirements for the Classes of 2025, 2026, and 2027 PPSD's graduation requirements are designed in alignment with, and to build upon, the Regulations of the Council on Elementary and Secondary Education. To qualify for a diploma, all students in the district's high schools must meet the conjunctive graduation requirements listed below: 1. Completion of Coursework: Students must complete a minimum of 21 courses through a District-approved curriculum in the following areas: · English Language Arts (core content area) – 4 credits · Mathematics (core content area) – 4 credits · Science (core content area) – 3 credits · Social Studies (core content area) – 3 credits · Arts (core content area) – 0.5 credit · Technology (core content area) – 0.5 credit · World Language (core content area) – 2 credits · Physical Education and Health – 2 credits · Additional Credits of Choice – 2 credits 2. Performance-Based Diploma Assessment: Students must complete at least one performance-based diploma assessment. Students deemed eligible for the alternate assessment, per federal law, state rules and regulations, and as specified in the student's Individualized Education Plan (IEP), may obtain a diploma by fulfilling the above graduation requirements through a modified curriculum and proficiency standards. Conjunctive Requirements
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	3. State Assessment Requirement: Before receiving a diploma, students must take at least one exam focused on college and career readiness. 4. Credit Attainment: Students must accumulate at least 21 credits through a District-approved course of study. Proficiency demonstrations in subjects designated as core content areas are mandatory, as defined by the District. Certificate Options for Students Taking the Rhode Island Alternate Assessment (RIAA) Providence will issue certificates defined in the Rhode Island Secondary Regulations to students eligible for the Rhode Island Alternate Assessment (RIAA). While not equivalent to diplomas, these certificates provide vital information and evidence of skill attainment for students assessed with the RIAA, supporting their transition into adulthood. This information is crucial for families and/or adult service programs to determine the appropriate support for students after they leave high school. The certificate areas include: · Certificate of Academic Achievement · Certificate of Work Readiness · Certificate of Self-Determination · Certificate of Citizenship and Community Council Designations Beginning with the Class of 2021, PPSD includes designation notations on diplomas and transcripts for students meeting Council-defined criteria. The Council specifies available designations and achievement levels required. Approved designations may cover achievements in statewide ELA and Math standards and completion of credits aligning with personal learning goals. PPSD offers opportunities and support for students to attain these designations and may award additional locally developed designations for the Class of 2026. In addition to the Council's state-defined designations, students will also be eligible for the State Seal of Biliteracy and local designations, including recognition of Career and Technical Education (CTE) achievements, and Commissioner's Seal, as outlined in the PPSD Graduation Requirements regulations document. Silver/Gold Seal of Biliteracy can earn between two and four semesters of college credit toward a major or minor in language at a Rhode Island public university or community college Part B: Alternative Methods of Course Study Students may fulfill course requirements through various avenues, including 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 approved by the District. The course catalog will detail which courses satisfy specific content area requirements.
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	1. Career and Technical Education (CTE) CTE courses equip students with academic, technical, and employability skills for success in postsecondary education and high-demand careers, offering a technical skill set and valuable industry credentials in fields like Automotive Technology or Engineering. 2. Expanded Learning Opportunities (ELO) Supported by the State Department of Education, the ELO initiative allows high school students to earn credit for out-of-classroom learning experiences. Students must achieve proficiency or exemplary scores on rubrics to earn academic credit for ELOs, which may count as elective credits or towards technology or art graduation requirements. 3. Dual Enrollment Dual enrollment courses, taught by college professors on college campuses, are part of the offering institution's regular schedule. High school students attending these classes earn college credits and receive a college transcript upon successful course completion. 4. Concurrent Enrollment Concurrent enrollment courses, approved by higher education institutions to be taught in high schools by high school teachers, allow students to earn college credits and receive a college transcript upon course completion. 5. Online Learning/Virtual Programs The primary delivery of online instruction and content occurs over the Internet, with instructors located remotely from the traditional classroom setting. 6. Additional Academic Readiness Learning Experiences The District may approve additional academic readiness learning experiences towards graduation requirements on a case-by-case basis. 7. Attaining Credits for World Language Proficiency Students may earn up to six credits by demonstrating proficiency on the APPL examination, with up to two credits counting towards the World Language requirement if they are in the same language. 8. High School Courses Taken in Middle School Students completing District-approved high school courses in middle school will receive appropriate credits toward graduation. Part C. Middle and High School Support for Students
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	All students in Providence are expected to learn at high levels, necessitating every school's comprehensive academic, career, and social/emotional support to fully realize student potential. Supports include but are not limited to: 1. Individual Learning Plans (ILPs): ILPs are Utilized for students in grades 6-12. They document academic and applied learning interests and any support plans, ensuring students are on the optimal path to meet and exceed graduation requirements. Parents/guardians receive annual notifications on how to access their child's ILP. 2. Research-Based Interventions: In addition to core instruction, students not on track to meet diploma requirements receive research-based interventions tailored to their knowledge and skill gaps to accelerate learning. 3. Credit Recovery Opportunities: These are offered face-to-face or virtually throughout the academic year and summer, giving students multiple chances to recover credits. 4. Ensuring Grade Level Literacy and Numeracy Students undergo diagnostic assessments, followed by the assignment of appropriate instructional strategies, interventions, and supports, all documented within the student's ILP. Section 2: Class of 2028 and Beyond Graduation Requirements 2028 and Beyond Proficiency Requirements Part A: 2028 and Beyond Proficiency Requirements 1. Proficiency Strategies: ● PPSD is committed to ensuring all secondary students graduate proficient in math and ELA, supplemented by sufficient academic, career, and personal social support. ● Annual screening of all students' ELA and Math proficiency levels will be conducted using state and local assessments, and additional diagnostics and instruction will be provided as needed ● PPSD will provide diagnostics and develop strategies and interventions to support college and career readiness for students screening below grade level on state assessments. ● Each student's Individual Learning Plan (ILP) will document progress toward proficiency. ● An annual report on the effectiveness of ELA and math strategies, interventions, and programs will be presented to the school committee and provided to RIDE. 2. Graduation Requirements:
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	• Credits must be completed as defined in this policy. • Completion of at least one performance-based diploma assessment as specified in this policy. • Fulfillment of all state and local requirements as outlined in this policy. 3. Credit Requirements: • PPSD requires a total of 21 credits. For details, refer to the Chart in Protocols. • Each credit must demonstrate proficiency as defined by the LEA and be aligned with high school content standards. • Course alignment will be with state-endorsed or locally adopted content standards. The awarding of credit will be based on meeting identified academic standards for high school proficiency, as determined by the LEA, without considering seat time or instructional minutes. • Flex credit will be permitted as indicated in the Rhode Island Secondary Regulations. Part B: Special Education Considerations: 1. Special Education Decision Points • PPSD asserts that all students completing established and approved graduation requirements deserve a diploma. This includes students meeting modified proficiency standards for coursework and those eligible for alternate assessment or requiring a readiness pathway, as noted in their IEP. • Starting with the Class of 2028, students will be enrolled in the credit sequence stated in the proficiency requirements. With parental consent, students may enroll in a RIDE-approved readiness pathway tailored to their college and career goals as identified in their ILP. • Approved readiness pathway credits will replace specific credits and proficiency requirements. They focus on developing skills necessary for employment transition and are aligned with the student's ILP. • RIDE will review and publish approved readiness pathways annually, including outcomes and disaggregated data. School schedules and course availability will not influence enrollment in readiness pathways. 2. Special Education Notification: • Students with active IEPs may qualify for Free and Appropriate Public Education (FAPE) until age 22. Eligible students may choose to participate in graduation ceremonies in their fourth year of high school or the year they turn 22.
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- The IEP team will notify the high school principal **before October 15** of the intended school year for participation in graduation activities and ceremonies. This participation will not affect the student's right to receive FAPE or a diploma upon meeting the graduation requirements.

PART C:

1. Courses Beyond Providence Public Schools

Students have the opportunity to meet the outlined requirements, including those for content-area courses, through a variety of channels. These include state-approved career and technical programs, expanded learning opportunities, dual enrollment, concurrent enrollment, online learning, experiential learning opportunities, and other innovative academic and career-readiness experiences. For more information, refer to the Dual Enrollment Policy: **[Dual Enrollment Policy 2015]**(https://providencepublic.ic-board.com/Reference_Library/ESB_Policies_and_Regulations/Policies//Dual%20Enrollment%20Policy%20-%202015.pdf).

2. College and Career Readiness

To ensure a smooth transition to postsecondary pathways, every graduating senior will receive guidance on opportunities in higher education, careers, apprenticeships, and the military. Graduating seniors will be motivated to undertake one of several actions facilitating a successful move to further education or career training. PPSPD will also instruct students on applying for federal student aid through the U.S. Department of Education and state student aid through the Office of the Postsecondary Commissioner, per state laws.

The Rhode Island Department of Education (RIDE) will gather and analyze data on the completion rates of these federal and state student aid applications. This data, a key metric for school accountability, will be reported under the “Every Student Succeeds Act” (ESSA) and highlight the progress of the Class of 2028.

3. Students Completing Readiness Pathways:

Students, families, and school teams may determine that a Readiness Pathway is the course of study of a student no earlier than the second semester of the sophomore year and no later than the end of the first semester of their junior year. Readiness Pathways are appropriate for students who have worked to complete their graduation requirements, have engaged in all interventions and support provided, and who may require an alternative path to graduation. Families and students must engage in meaningful meetings with school staff to ensure

	understanding of and consent to the requirements and the implications of the programmatic changes to criteria, which must be outlined in their ILP and communicated through annual notification. • Successful criteria include at least 21 credits, encompassing transition and pathway programs documented in the ILP. • Credits may include those approved through the RIDE Readiness Pathway Guidance, and the required subjects, according to IEP modifications. • Completion of an Educational Development Plan (EDP). • Completion of an Individual Learning Plan (ILP). • Completion of transition courses and career/life experiences, as recorded in the ILP or individual transition plan. • Participation in state assessments during sophomore and junior years or alternate assessments in junior year. • Demonstration of financial literacy is required. • Guidance Document Students must earn the required number of credits based on their chosen pathway of studies as follows: <table> <tr> <th>Course(s)</th><th>Credit(s)</th></tr> <tr> <td>English</td><td>4.00</td></tr> <tr> <td>• 9th Grade</td><td>1.00</td></tr> <tr> <td>• 10th Grade</td><td>1.00</td></tr> <tr> <td>• 11th Grade</td><td>1.00</td></tr> <tr> <td>• 12th Grade</td><td>1.00</td></tr> <tr> <td>Mathematics</td><td>4.00</td></tr> <tr> <td>*Middle School High School courses (Geometry Honors and Algebra 2 Honors are eligible for high school credit; however, students must complete 4 High School Math Courses)</td><td></td></tr> <tr> <td>• Algebra 1</td><td>1.00</td></tr> <tr> <td>• Geometry</td><td>1.00</td></tr> </table>	Course(s)	Credit(s)	English	4.00	• 9th Grade	1.00	• 10th Grade	1.00	• 11th Grade	1.00	• 12th Grade	1.00	Mathematics	4.00	*Middle School High School courses (Geometry Honors and Algebra 2 Honors are eligible for high school credit; however, students must complete 4 High School Math Courses)		• Algebra 1	1.00	• Geometry	1.00
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• Algebra 1	1.00																				
• Geometry	1.00																				

	Algebra 2	1.00
	1 additional credit in an approved math full-year course (waived for those on track to complete a CTE program in their senior year)	1.00
	Science 3 credits of Science, including two lab sciences	3.00
	Social Studies	3.00
	World History	1.00
	United States History	1.00
	- American Government/Civics - Including Civics project - Must meet proficiency	1.00
	World Language Complete 2 credits in the same language. *One of these can be earned at middle school. Students must show proficiency to earn one full credit at the middle school. - Students approved for Readiness Pathways may have an alternative to World Language in their graduation plan. Families and students must be notified that colleges may still require World Language as an entrance requirement. - Students for whom English is a second language may test out of their home language, and the credit (s) will be indicated on their transcript. One credit per APPL test level passed will be included on the transcript.	2.00*
	Computer Science (Discoveries or AP CS)	.50
	Arts	.50
	Physical Education/Health*	2.00 equivalent
	Electives At least 2.0 Elective must be at the College Preparatory Level or Higher for CTE students not taking advanced math in their senior year. At least 1.0 Elective must be at the college preparatory level for all other students	1.0

	Financial Literacy (on-line module, course, test out)	Must pass
	Total Credits	21*
	Students must also complete the Civics Performance Based Graduation Project and demonstrate proficiency in seven academic areas (English, Math, Science, Social Studies, The Arts, Physical Education/Health, and Computer Science). They must also maintain six credits through each academic year. .5 Credit may be awarded for 80 hours of Work Based Learning or Approved Internships. Students required to take three or more ELD courses may require up to 23*credits to reach PPSD and State Graduation Requirements.	
Training, Oversight, and Communication	The Superintendent will annually update the Board by May 1 , covering graduation and dropout rates, student participation in credit-recovery opportunities, and other relevant information regarding the implementation of the Graduation Requirements policy.	
Compliance with Laws, Confidentiality Requirements	The Superintendent will ensure that all PPSD personnel and all PPSD contractors comply fully with all applicable laws, rules, and regulations, and with all Board Policies. In the event any part of any Policy is unlawful, the Superintendent will report such event to the Board as soon as practicable and request of the Board a modification of this Policy. Section 3 1. Compliance with Laws and Regulations for All Graduating Classes The Superintendent will ensure that all PPSD personnel and contractors fully comply with all applicable laws, rules, and regulations and all Board policies. Should any policy part be found unlawful, the Superintendent will promptly report this to the Board and request a policy modification. 2. Transfer Students Student transcripts or other forms of reports from other schools will be reviewed to ascertain the alignment of courses, credits, assessments, or other required criteria.	

	3. Transfer of Credits: 1. Standard Secondary Schools: Providence will accept credits from accredited standard secondary schools in Rhode Island and other states, provided the student received credit for the course(s) from the originating state or district. 2. Non-Standard Secondary Schools: In transfers from non-accredited or non-standard schools, the Chief Academic Officer or their designee will determine credit transfers. 3. Foreign Study/Foreign Schools: The Chief Academic Officer or their designee will equate subjects taken in foreign countries. If transcripts are unobtainable, student performance or other reports from their home country will be used for credit transfer and graduation determinations. PPSD teams will meet to review the evidence and to determine appropriate assessments, if necessary. 4. Grade Level Classifications Ongoing determinations about student progression will include courses completed through summer school and district-administered credit recovery programs. 5. Performance-based Diploma Assessment This assessment requires demonstrations of applied learning skills and proficiency in specific content areas. Students are evaluated against consistent, district-developed scoring criteria aligned with state-adopted content and applied learning standards. In the absence of state standards for a particular content area, relevant nationally recognized content standards will be utilized. 6. Accelerated Graduation Students demonstrating the completion of all graduation requirements may graduate early. Interested students should apply through their guidance office, and the Chief Academic Officer or their designee will decide. 7. Participation in Graduation Ceremonies Only students who have fully completed all graduation requirements or received RIAA Certificates will be permitted to participate in graduation ceremonies unless otherwise outlined in this policy. 8. Physical Education/Health Education* The credit requirement for the physical activities may be assigned medical exemption under extenuating circumstances. Students will complete the health and academic portions of the curriculum. PPSD will include this criteria in the program of studies.
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	Physical/Health Education credits are satisfied under the dual enrollment criteria set out by regulation. Students completing JROTC in PPSD satisfy health and PE through the requirements of that program. Students who transfer into the district from schools outside of Providence that do not require Physical Education/Health Education will only be required to earn Physical Education/health credits for their years of enrollment in PPSD. These graduation requirements are subject to continuous review, revision, and adherence to the School Board and applicable state regulations. 9. Annual Notification Notices will be provided in an accessible format to families and students. PPSD will issue comprehensive annual notices of state and local graduation requirements to administrators, teachers, students, families, and community members by September 15 for students entering ninth grade or at the time of enrollment. This notice will also be extended to students in non-public schools or programs and those in juvenile correction programs. Parents/guardians will receive yearly notifications about accessing their child's ILP, progress toward graduation requirements, college, and Council career readiness benchmarks, council designation requirements, and CTE programs as part of their end-of-year report card. If a student risks not earning a diploma or graduating college and career-ready, PPSD will keep a record of multiple and timely individual notices to the student and their family, including: - Clear notification of the student's academic status. - Opportunities to discuss the student's academic program, support, and planned interventions. - Regular updates on student performance and progress. Locally managed appeals processes may address failures to provide notifications as outlined, but such failures will not automatically result in diploma awarding. Students and families have the right to appeal graduation decisions through PPSD's appeals policies and processes. PPSD will consider all valid evidence of student proficiency at a level meeting the outlined requirements and maintain documentation of locally managed appeals criteria, processes, and outcomes. 10. Communication Process Graduation requirements will be communicated during the high school course selection process and at parent and student transition to high school events and meetings.
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	Notification to Students, Families, and Community Members Notices will be accessible to families and students, providing full and effective notification of graduation requirements and Council designations by September 15 for incoming ninth graders or at enrollment. Notices will be available in our top seven languages in formats accessible to families, including video. Notices will also be given to students enrolled in non-public schools or programs and those in juvenile correction programs. Annually, parents/guardians will be informed about accessing their child's ILP and information on progress toward graduation and Council designation requirements. When a student is at risk of not earning a diploma, the LEA must maintain records of timely individual notices to the student and family, covering the student's academic status, opportunities for discussion on academic support, and regular performance updates. Failure to provide notifications as specified may be addressed through appeals but does not guarantee diploma awarding. 11. Appeals Process Students not meeting minimum graduation requirements may appeal, following a structured process that includes: a. Level One Appeal: This is initiated by a student deemed ineligible for a diploma, with the school principal or designee responding within five business days. b. Level Two Appeal: If the student is unsatisfied with Level One's outcome, they can appeal to the Superintendent or their designee, who will respond within five business days. c. Level Three Appeal: For unresolved issues at Level Two, the student can appeal to the School Board, with a response and review scheduled within five business days.
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Legal Reference	Rhode Island Department of Education Initial guidance for High School Regulations – Section 5.0 Graduation by Proficiency. 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). Rhode Island Board of Regents Elementary and Secondary Education Secondary Regulations Guidance (May 2011). 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) 200-RICR-20-10-2 TITLE 200 – BOARD OF EDUCATION CHAPTER 20 – COUNCIL ON SECONDARY AND ELEMENTARY EDUCATION SUBCHAPTER 10 - ACADEMIC STANDARDS, PROGRAMS AND OPERATIONS PART 2 – Secondary Regulations RIDE Approved Readiness Pathway Guidance Document
Cross Reference	
History	Approved by School Board: 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 Regulations Issued: 2023 Revised April 1, 2024 Policy Committee Review: April 3, 2024 Approved by Board: May 22, 2024 Regulations Issued:

Appendix: Class of 2028 and Beyond Forms

Graduation Plan for Readiness Pathway Students

[Guidance Documents and Consent Forms](#)

Expected Graduation Date	
Date Submitted	
School Counselor	
Advisor	

STUDENT INFORMATION:

Name	
School	
ID #	
DOB	
Grade	

PROGRESS TOWARD DIPLOMA REQUIREMENTS:

Credits	Progress	Credits	Progress
4.0 English		0.5 Computer Science	

4.0 Math		0.5 Arts	
3.0 Science		2.0 PE/Health	
3.0 Social Studies		3.0/4.0 Electives	
2.0 World Language or waiver			
Other		Total Credits Achieved	[# / XX]

State Assessments	10th Gr. Score (if applicable)	11th Gr. Score
Math		
Reading		
Science		

Performance Assessments/Portfolio	Progress/ Completion
EDP	
Financial Literacy	
Civics PBL	

Evidence of Student Completion of Pathway:

Evidence Documentation Name	Type of Evidence
3 Academic Courses	
Career Engagement	
Application of Skills	

Plan APPROVAL:

Student _____

Counselor/PBGR _____

Special Educator (if Applicable) _____

Date _____

Finalized plans must be uploaded into ILP on Naviance