

## **Barrington Public Schools Barrington High School Graduation Requirements Policy**

[The Rhode Island Department of Education \(RIDE\) has developed a Diploma System that affects all public high school students.](#)

To meet the needs of a diverse and unique student population, the Barrington Public Schools (BPS) has developed a diploma system that builds upon the Rhode Island Model. Upon successful completion of the criteria outlined in this policy, students will achieve a Rhode Island Diploma, which may include a Commissioner's Seal for high achievement on state assessments, a Seal of Bilingual Literacy for demonstrated performance in English and one other language, and/or an Experiential Pathway endorsement in up to two areas.

### **Transcript Requirements**

Commencing with the graduating class of 2021, Local Education Agencies (LEAs) shall include designation notation for Commissioner's Seal, Seal of Bilingual Literacy, and/or Pathway endorsement on permanent high school transcripts and on the diplomas of all students who meet Rhode Island Council of Secondary and Elementary Education-defined criteria.

### **Rhode Island Diploma Requirements**

To achieve a **Rhode Island Diploma**, students must earn 23 academic credits or combination of credits and Pathway criteria outlined below. As a part of the successful completion of these credits, students must also demonstrate proficiency in six core academic areas (English, Mathematics, Science, Social Studies, Technology, and the Arts) through measures including standards-based portfolio review, state assessments, common proficiency tasks, and common performance based tasks that incorporate applied learning skills. To help individual students attain proficiency, an [Individual Learning Plan \(ILP\)](#) must be created to provide the framework to identify a student's goals and the actions used to achieve the necessary skills for success.

**The specific requirements that students must meet in order to graduate with a Rhode Island Diploma are as follows:**

- **Traditional Diploma:** Successful completion of a minimum of 23 academic credits.
- **Diploma with One Experiential Pathway Endorsement:** Successful completion of a minimum of 22 academic credits, an internship or similar experience connected to the student's Pathway, and an application project connected to their Pathway that demonstrates mastery of related skills. Three of the student's courses must link to the Pathway, beyond core requirements. The application project may be the Senior Project.
- **Diploma with Two Experiential Pathway Endorsements:** Successful completion of a minimum of 21 academic credits, two internships or similar experiences connected to the student's Pathway, and two application projects connected to their Pathway that demonstrate mastery of related skills. A minimum of three and a maximum of six of their

courses must link to the Pathway, beyond core requirements. One application project may be the Senior Project.

- **Approved Transition Experiential Pathway:** Successful completion of a minimum of 21 academic credits with proficiency and measures as outlined in the student's Individualized Education Program (IEP) along with the requirements for the specific Pathway(s). This Pathway may be selected no later than Spring of Sophomore year for students requiring significant modifications, and must be agreed upon by the IEP team, including parents and student. This Pathway will not be awarded for circumstances other than approval through the IEP process. Students in the Transition Experiential Pathway will complete a transition plan, including a career and/or life experience and aligned application project.

**In addition, all students in each of the Diploma options must show**

- Demonstration of proficiency in six "core academic areas" (English, Mathematics, Science, Social Studies, Technology, and the Arts)
- Successful completion of the performance-based graduation requirements:
  - One proficiency task or portfolio per six core subject courses per year that assess the 9-12 grade level standards
  - Senior Project
  - Successful completion of an Individual Learning Plan (ILP).
  - Participation on the state assessment for sophomore and junior years.

Students who are below proficient on the school based proficiencies or state assessment may be placed on a progress plan and receive interventions and supports to meet the required level of proficiency. Parents of students not meeting the assessment scores and proficiency on school based assessments will be notified and will meet with the school counselor and the student(s) to develop the progress plan. Parents of students who are placed on graduation proficiency progress plans will be notified of progress by the Response to Intervention or Special Education Case Manager at each marking period.

<b>Course(s)</b> <b>*Required Courses Outlined in Program of Studies</b>	<b>Credit(s)</b>
English	4.0
Mathematics 3 Credits must be in core mathematics courses and 1 credit may be in an approved math full-year elective	4.0
Science	3.0
Social Studies	3.0
Technology	0.5
Arts	0.5
Physical Education/Health	2.0
Electives *if completing an approved pathway or enrolled in an approved transition program, elective credits may be reduced accordingly	6.0
Senior Project	Must Meet Proficiency
<b>Total Credits</b>	<b>23.0</b> <b>*22.0 or *21.0</b>

Students must earn 23 academic credits\* and meet above course requirements \*Or number of credits outlined along with successful completion of all requirements for an Experiential Pathway or Transition Experiential Pathway.

### **Special Education Considerations**

BPS believes that all students who successfully complete established and approved graduation requirements outlined in collaboration with school officials deserve a high school diploma.

Students who achieve modified proficiency standards applied to coursework requirements and

who are eligible for the alternate assessment or who require a Transition Experiential Pathway including significant interventions and supports under federal law, state rules and regulations, and as noted in the student's Individualized Education Plan (IEP), may, at LEA discretion, be awarded a diploma.

As such, to achieve a **high school diploma**, students working toward modified proficiency standards may opt to enroll in an alternate Transition Pathway for graduation with recommendations from school officials and approval from the IEP team, including parents and students in Spring of Sophomore Year. The requirements for this individual Pathway will be established with the High School Proficiency Based Graduation Team and other relevant school professionals.

Students who successfully complete this transition pathway program in accordance with their IEP will receive a high school diploma. The successful criteria for completing this program are as follows:

- Successful completion of a minimum of 21 academic credits inclusive of transition courses and pathway program as documented in the student's ILP. Courses may include internship, family and consumer science courses, daily life, career exploration, business and finance courses, Science, Technology, Engineering, Arts, Mathematics (STEAM), etc.
- Successful completion of Senior Project.
- Successful completion of an Individual Learning Plan (ILP).
- Successful completion of transition courses and career/life experiences as documented in the student's ILP or individual transition plan.
- Successful completion of the requirements for a stackable work-readiness certificate identified as a component of their transition plan.
- Participation on the state assessments in sophomore and junior year, or alternate assessment in junior year.

### **Special Education Notification**

A student who has an active Individualized Education Plan (IEP), may be eligible for a Free and Appropriate Public Education (FAPE) until the age of twenty-one.

Eligible students who meet these criteria may opt to participate in graduation ceremonies at the end of their fourth year of high school, or during the year in which they turn twenty- one years of age.

The IEP team will notify the high school principal prior to October of the school year in which the student wishes to participate in graduation activities and ceremonies. Participation in graduation activities and ceremonies under this policy will not affect a student's right to receive FAPE, or to receive a diploma in the event that the student should subsequently meet the graduation requirements.

### **Courses Beyond Barrington High School**

Students can meet the requirements set forth in this Section, inclusive of the content-area course requirements, through courses within state-approved career and technical programs, expanded learning opportunities, dual enrollment, concurrent enrollment, on-line learning, experiential learning opportunities, and other non-traditional academic and career-readiness learning experiences. **See Barrington Policy on Dual and Concurrent Enrollment.**

### **Experiential Pathways**

Experiential Pathways are optional, comprehensive endorsements that students can share with college admissions and/or career employers. These endorsements round out a student's portfolio, demonstrating their passion and skills in real-world application of their strong content skills, ability to communicate, collaborate, create, and think critically.

### **Pathway Endorsement Areas**

Beginning with the class of 2021, students may earn a Pathway Endorsement in one or two of the following: (1) The Arts (2) Business and Industry (3) Humanities and World Languages (4) Public Service (5) STEM (6) Teaching

This comprehensive set of endorsement areas reflects the current course cluster and pathway work that is already underway in Rhode Island secondary schools and/or is reflective of the Rhode Island Department of Education's priorities (i.e. the Teaching Pathway Endorsement). A study of existing cohort-based programs in Rhode Island schools has provided the information about current course cluster and pathway work. The chosen endorsement areas allow for all

existing cohort-based programs in Rhode Island to be structured in such a way as to lead to a Pathway Endorsement in one or two of the six Pathway Endorsement areas.

### **The Three Components of an Experiential Pathway Endorsement**

Students are eligible to earn an Experiential Pathway Endorsement if they have successfully completed three components: (1) academic study, (2) career and interest engagement, and (3) application of skills. The criteria to fulfill each of the three components are outlined in the Program of Studies commencing with the Class of 2021.

### **Career and Technical Education (CTE) Certificates**

In addition to Experiential Pathways, Barrington High School continues to offer CTE certificates in Pre-Engineering and TV Production. Career preparation programs are the most intense level of career and technical educational services available to secondary students. Career preparation programs provide students with rigorous academic and technical training and deep preparation for entry into postsecondary education, training programs, and/or careers. Career preparation programs are distinguished from career awareness and career exploration programs and activities by the depth and rigor of the education and technical training provided, the number of contact hours and/or sequenced, non-duplicative courses that focus on skill development in a single career-based or occupational area, and the opportunity to earn industry-recognized credentials whenever applicable to the program, and/or postsecondary credits, and/or advanced standing in training programs or jobs. Students working toward reaching for a CTE certificate require successful completion of a rigorous industry-approved assessment and/or job- placement.

Approved 03/04/1999

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Revised 10/07/2004

Revised 05/04/2006

Revised 01/08/2009

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Approved: 10/29/13

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Approved: 9/14/2017

## **Barrington Public Schools Protocol for Graduation Requirements**

### **Transfer Students**

The transcripts of students who transfer from another school will be reviewed to determine alignment of course, credit, assessment or other required criteria.

### **Physical Education**

Under extenuating circumstances, the credit requirement for physical education may be waived for medical reasons.

These graduation requirements are subject to ongoing review and revision and are in accordance with School Committee policy and applicable state regulations.

### **Communication Process**

All students and families will be notified of the high school graduation requirements in writing no later than at the completion of their 8th grade year. In addition, communication of the graduation requirements will occur during the high school course selection process and at parent and student transition to high school events and meetings.

### **Appeals Process**

Parents and students who wish to appeal decisions related to the granting of a diploma will file a request with the Proficiency-Based Graduation Requirements (PBGR) high school review team consisting of the Principal, School Counseling Chair, Proficiency Based Coordinator, Department Chair, and Director of Pupil Personnel Services.

After making a decision, the decision will be available for the Superintendent to review and monitor.

The team will provide all evidence used to make the diploma decision. Evidence will be maintained and tracked in the Student Information System by the School Counseling Department and the Proficiency Based Graduation Coordinator.

The diploma review team will convene no later than seven school days after receiving a request for a review.

The Superintendent is hereby directed to ensure the BPS diploma process grants diplomas in those specific conditions described in this policy. It is the responsibility of BPS to store all sources of evidence used to make diploma decisions and to make such evidence available as part of student records, upon request in response to appeals, or as part of the diploma system review process.

Appeals to decisions of the Diploma team may be made to the Superintendent of Schools. The Superintendent will provide a written decision within seven days of receipt of an appeal.

Appeals to the decisions of the Superintendent of Schools may be directed to the BPS School Committee. Appeals will be heard within seven days of receipt and a written decision will be provided within seven days of the hearing.

Nothing in this appeals process prevents parents from directly appealing to the Superintendent or the Rhode Island Department of Education.

**Notification to Students, Families, and Community Members**

6.3.7 Local educational agency notification to students, families, and community members of the requirements for graduation

A. All notices in this Section must be provided in a format accessible to family and students.

1. LEAs shall provide full and effective notice of the state and local graduation requirements to administrators, teachers, students, families, and members of the community. Full and effective notice of the requirements for graduation and Council designations must be provided to students and their families no later than October 1 in the year in which said students enter the ninth grade (or at the time of enrollment into the LEA), after which the local and state diploma system requirements shall not be altered for the affected class. LEAs shall provide notice of the requirements to students enrolled by the LEA in nonpublic schools or programs and to students attending school in juvenile correction programs.

2. LEAs shall provide notification annually of the process by which parents/guardians can access their child’s individual learning plan, including information regarding their child’s progress toward graduation and Council designation requirements.

3. In the event that a student is in jeopardy of not earning a diploma, the LEA must maintain a record of multiple and timely individual notices to the student and his/her family that include:

- a. Clear notification of the student’s academic status; and,
- b. The opportunity to meet and discuss the student’s academic program, support, and planned interventions; and,
- c. Regular updates of student performance and progress.

B. LEA failure to provide student and family notifications in the manner set forth in this Section may be addressed through locally managed appeals processes but shall not be presumed to result in the awarding of a diploma

**Graduation Plan for Pathway Students**

Expected Graduation Date	
Date Submitted	
School Counselor	
Advisor	

**STUDENT INFORMATION:**

Name	
School	Barrington High School
ID #	

DOB	
Grade	

**PROGRESS TOWARD DIPLOMA REQUIREMENTS:**

Credits	Progress	Credits	Progress
4.0 English		0.5 Technology	
4.0 Math		0.5 Arts	
3.0 Science		2.0 PE/Health	
3.0 Social Studies		4.0/5.0 Electives	
Other		Total Credits Achieved	[# / XX]

State Assessments	10 <sup>th</sup> Gr. Score (if applicable)	11 <sup>th</sup> Gr. Score
Math		
Reading		
Science		

Performance Assessments/Portfolio	Progress/ Completion
Senior Project	


**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